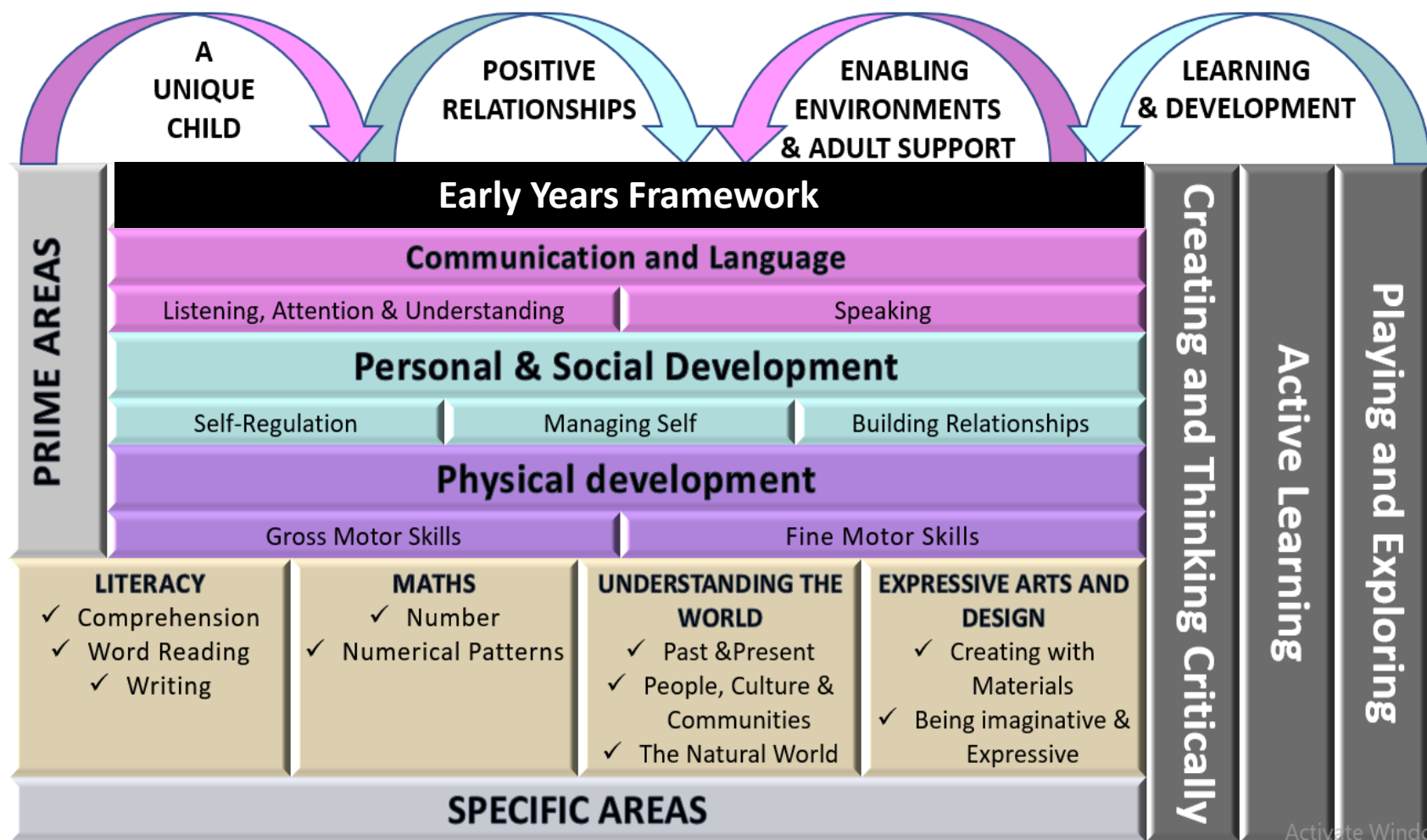


St Bernadette's EYFS Yr R Long Term Plan 25-26





EYFS Yr R Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
Characteristics of Effective Learning	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Intent	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>At St Bernadette's our Early Years curriculum is designed to provide our children with the opportunities and experiences they need to develop positive relationships and attitudes necessary to succeed as learners. We recognise and embrace the foundations laid at both home and in early years settings and build upon these to embed the building blocks for the curriculum that the children will experience throughout the rest of the school. We work hard to provide a warm and positive yet stimulating environment, promoting a love for learning, exploration and challenge, which values different cultures, communities and people. Our children will leave the Reception year as confident and independent learners, who can communicate effectively and interact positively with others. Play is an integral part of learning and our children have continuous access to learning both in and outdoors in their own dedicated learning environment. We combine child-initiated learning through play with adult directed tasks, supported through established and consistent routines, which we believe ensures the best learning outcomes for pupils. Our half termly themes are closely linked to the children's life experiences but are flexible and can adapt and change depending on the children's own interests.</i> <i>We embrace the positive relationships built between home and school and work closely in partnerships with parents to encourage independent happy learners who reach their full potential from their various starting points.</i>					



EYFS Yr R Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
Assessment opportunities	*Analyse Pre-school Assessments *Baseline data on entry *Statutory Baseline data by end of half term *Baseline analysis *Language Link assessment *Pupil Progress Meeting – preliminary discussion *Little Wandle - end of Aut 1 half term assessment	*Ongoing assessments *Baseline checklists for interventions / begin SEND provision map *Learning Review Meetings *Begin Language Link interventions *Phonic interventions / catch up *Pupil progress meetings / initial GLD predictions *Cluster EYFS moderation *Little Wandle - end of Aut 2 half term assessment	*GLD Projections for EOY *Internal / Cluster moderation *Analyse current interventions and reassess if necessary *Little Wandle - end of Spr 1 half term assessment	*Pupil progress meetings *Learning Review Meetings *Analyse current interventions and reassess if necessary, looking specifically at who may not get GLD at EOY *Little Wandle - end of Spr 2 half term assessment	*Cluster moderation *Prepare data for EOY *Little Wandle - end of Sum 1 half term assessment	*Pupil progress meetings *Complete SEND provision map *Reports *Complete EOY data *Dyslexia Screener *Little Wandle - end of Sum 2 half term assessment
Parental Involvement	*Brief staggered Start *Home visits *EYFS Curriculum evening *Tapestry – online learning journey *Online Phonics/Maths support videos *Parents Information whiteboard *Phonic cards/number cards/name cards home *Home learning activities / reading / teddies/ prayer bag *Arbor	*Tapestry *Home Learning – phonic cards, number cards, home learning activities, daily reading / teddies / prayer bag *Learning Review Meetings *Nativity *Travelling Nativity set *Arbor	*Tapestry *Home Learning – phonic cards, number cards, home learning activities, daily reading / teddies / prayer bag *Arbor *Visits into school – sharing books *Visits into school – useful jobs *Support on first ‘out of school’ trip	*Tapestry *Learning Review Meetings *Home Learning – phonic cards, number cards, home learning activities, daily reading / teddies / prayer bag *Support on second ‘out of school’ trip *Arbor	*Tapestry *Home Learning – phonic cards, number cards, home learning activities, daily reading / teddies / prayer bag *Arbor *Support on third ‘out of school’ trip *New parents meeting *Reports	*Tapestry *Home Learning – phonic cards, number cards, home learning activities, daily reading / teddies / prayer bag *Arbor *Support on third ‘out of school’ trip *New parents meeting *Reports
‘Wows’	*Autumn *Harvest Time / Liturgy *Birthdays *Favourite songs	*Guy Fawkes / Bonfire Night *Remembrance Day *Christmas Time / Nativity *Diwali *Black History Month *Remembrance Day *Anti- Bullying Week	*Chinese New Year *Valentine’s Day *Internet Safety Day *Walk to the Post Office *Visitors in e.g. police *What do I want to be when I grow up? *Road Safety *Ash Wednesday / Shrove Tuesday	*Walk to the park *Mother’s Day *Science Week *World Book Day	*Explore our immediate environment – school field *Planting seeds *Healthy Eating *Making fruit salad *Growing caterpillars *Tadpoles to frogs	*Visit to Wisley *Food tasting – different cultures *Father’s Day *Bring in different pets



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RE We follow the 'God Matters' scheme of work, set by the Catholic Diocese of Portsmouth	*School Mission Statement *Creation *Prayers, Saints and Feasts	*Prayers, Saints and Feasts *Introduction to Hinduism and Judaism *Advent	*Christmas *Revelation *Introduction to Sikhism	*Lent *Holy Week	*Easter *Pentecost and Mission	*Pentecost and Mission *Sacraments *Introduction to Islam
Catholic Social Teaching Principles	Human Dignity	Solidarity	Common Good	Option for the Poor and Vulnerable	Stewardship	Subsidiarity
British Values	Throughout the year: Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. Mutual Tolerance Everyone is valued; all cultures are celebrated, and we all share and respect the opinions of others. Mission Statement. Mutual tolerance of those with different faiths and beliefs and for those without faith (demonstrated through celebrations). Rule of Law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.					
Big Questions	*What makes you unique? Why?	*What does 'nocturnal' mean? *Could we live on other planets?	*What would you like to be when you're older? Why? *How do these people help us?	*How do you think this tale will end? Why?	*How do plants grow? *What do we need to grow and stay healthy?	*Where do different animals live? *How can we care for them? *What do we call their babies?



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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
C&L is developed throughout the year through high quality interactions, daily group discussions, Active Oracy, Drawing Club, PSHE times, P4C, stories, singing, a whole school approach to Oracy with supporting actions, speech and language interventions, assemblies and liturgies and buddies interactions. Daily story time sharing, amongst others, high quality texts from the EYFS Brilliant Books list and from the 'Books that inspire young minds' list (books which promote diversity and inclusion)	*Settling in activities *Making friends *Children talking about experiences that are familiar to them *Rhyming and alliteration *Say/sing rhymes, poems and songs *Familiar Print *Shared stories *All about me! *Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" *Visual Timetable – talk about day *Active Oracy *Language Link assessment	*Say/sing rhymes, poems and songs *Develop vocabulary *Story language *Listening and responding to stories *Retelling stories *Following instructions *Taking part in discussions *Understand how to listen carefully and why listening is important *Use new vocabulary through the day *Choose books that will develop vocabulary *Active Oracy *Language Link Intervention	*Say/sing rhymes, poems and songs *Use language well and appropriately – consider appropriate use of tenses *Listen attentively to visitors *Ask how/why questions *Ask questions to find out more and to check they understand what has been said to them *Describe events in some detail *Listen to and talk about stories to build familiarity and understanding *Story invention – talk it! *Active Oracy *Language Link Intervention	*Say/sing rhymes, poems and songs *Retell a story with story language *Describe events in detail – time connectives *Understand how to listen carefully and why listening is important *Sustained focus when listening to a story *Follow instructions involving several ideas *Use story sacks / puppets to re-enact traditional tales *Active Oracy *Language Link Intervention	*Say/sing rhymes, poems and songs *Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives *Articulate a life cycle *Predict what might happen *Offer explanations for why things happen *Use recently introduced vocabulary *Ask questions to clarify understanding *Active Oracy *Language Link Intervention	*Say/sing rhymes, poems and songs *Active Oracy *Read aloud books to children that will extend their knowledge of the world and illustrate a current topic *Select books containing photographs and pictures, for example, different animals *Offer explanations for why things happen, using recently introduced vocabulary *Use full sentences in speech *Language Link assessment

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Communication and Language	Be a good listener and a confident talker	Listen attentively in a range of situations. Begin to pay attention to more than one thing at a time. Take part in pretend play, communicating and negotiating with their friends. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Sing a large repertoire of nursery rhymes. Children can talk about familiar books. Talk about events from the past (may have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, swimmmed’ for ‘swam’.) Confidently talk in sentences up to 4 words. Express a point of view. “I like” “I don’t like...” Start a conversation with an adult or a friend.	Listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. Enjoy listening to longer stories. Begin to use a wider range of vocabulary from the stories and topics so far. Understand ‘why’ questions, like: “Why do you think the animals are sad?” “Why are the pigs scared?” Give their attention to what others say and respond appropriately, while engaged in another activity Able to use multisyllabic words such as ‘pterodactyl’, ‘celebration’ ‘investigation’ or ‘terrible’ (some may have problems saying: - some sounds: r, j, th, ch, and sh) Use talk to organise themselves and their play: “Let’s go on a rocket... You sit there... I’ll be the driver.” Use longer sentences of six words or more. “I liked it when he ran away.” “I am a fireman because I put out fires.”	Understand how to listen carefully and why listening is important. Listen to, talk about and ask questions about stories to build familiarity and understanding. Retell a full story (beginning, middle and end). Ask questions to find out more and to check they understand what has been said to them. “What does that mean?” “Why did they do that?” Start a conversation with an adult or friend and continue it for many turns. Express their views and debate when they disagree with an adult or a friend, using words as well as actions.	Use new vocabulary from stories and topics taught throughout the day. Confidently talk in small group and class situations. Hold a back-and-forth conversation with an adult and peers. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences.	C&L: Listening ,Attention, Understanding -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. C&L: Speaking -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. PSED: Self-Regulation -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



EYFS Yr R Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
Communication and Language Half term theme – key vocabulary Further vocabulary taken from Drawing Club texts will also be focused on, giving the children a wide repertoire of language and vocabulary	-self-portrait -unique -different -similar -share -compromise -fairness -teamwork -confidence -kindness -helpfulness -valued -cooperation -family -friends -special Emotions: e.g. sad -happy -scared -worried -angry -loved/love -pout Family e.g. sister -uncle -Nanny -brother	-night -day -light -dark -nocturnal -Earth -planets -England -Diwali -firework -rocket -star -Space -alien -spaceship -solar system -astronaut Nativity:-Jesus -Mary -Joseph -Bethlehem -Wise Men -shepherds -Angel Gabriel -stable -Advent	-Doctor -Nurse -Dentist -Police -Postal Service -Teacher -Vet -Firefighter -Paramedic -Builder -Train driver -Mechanic -Caretaker -uniform -999 -emergency -safe -deliver -journey -map -bird's eye view -oral -teeth / gums -healthy -hygiene -job -employment -recycle/recycling -internet safety	-Once upon a time -Happily ever after -hero -heroine -superhero -traditional -tale -fairy tale -super power -features -repetition -design -create -evaluate -roll -print -fold -attach -bend -clip -gallery -vegetable -past -prresent	-sun -light -water -soil / compost -nutrients -sow -grow -seed -roots -petals -stem -leaf -habitat -healthy -symmetrical -experiment -prediction -botanist -chrysalis -pupa -egg -caterpillar -butterfly	-pond -farm -zoo -countryside -wild -habitat -camouflage -healthy -pet -environment -similarities -differences -temperature -print -observe -movement Adjectives e.g. stripy -tall -fierce -jumpy -slow -tame -roaring Young e.g. foal -kitten -cub -calf



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General Themes	All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
<u>Personal, Social and Emotional Development</u>	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self - Regulation Building Relationships We also follow ‘Life to the Full’ – an RHE Scheme of Work for Catholic Primary Schools as part of the Ten Ten programme	*Class Rules and Routines *Share mission statement *Rainbow chart *Shakespeare’s Star *Tapestry *See themselves as a valuable individual. *Supporting children to build relationships *Talk about / identify feelings and emotions *Acknowledge each others strengths *Managing own hygiene *”Be patient” *Tidy up after self and as a team *Talk about family special to them *’My Happy Mind’	*Exploring ‘getting on and falling out’ *Using strategies to deal with situations e.g. timer *How to deal with anger *Build constructive and respectful relationships. *Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it *Praise each other *’Fill each other’s buckets’ *Develop positive relationships with others in the school community *’My Happy Mind’	*Learning about qualities and differences *Celebrating differences *Identify and moderate their own feelings socially and emotionally *Dreams, goals *Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios *Good oral hygiene *NSPCC ‘Pants’ *Internet Safety *’My Happy Mind’	*What makes a good friend? *Random acts of Kindness *Discuss strategies for staying calm in the face of frustration. *Talk about why we take turns, wait politely, tidy up after ourselves and so on *’My Happy Mind’	*Looking after others *Show resilience and perseverance in the face of challenge *Discuss why we take turns, wait politely, tidy up after ourselves and so on *Keeping healthy *Looking after our environment *Understand importance of truthfulness *’My Happy Mind’	*Looking after pets *Taking part in sports day - winning and losing *Look how far I've come! *Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour *Recognise why we have rules *Looking after the planet – the oceans *Be confident in trying new activities *Demonstrate respect for animals and for the environment *’My Happy Mind’
	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. *Control own feelings and behaviours; *Apply personalised strategies to return to a state of calm; *Be able to curb impulsive behaviours; *Be able to concentrate on a task; *Be able to ignore distractions; *Behave in ways that are pro-social; *Think before acting; *Persist in the face of difficulty.					

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Personal, Social and Emotional Development	Care for themselves and others	Select and use activities and resources (with help when needed.) Achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting (e.g. happy to talk to different adults). Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘scared’. Do not always need an adult to remind them of a rule (some occasional reminders may be needed). Talk with others to solve conflicts, sometimes needing adult support. Become increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Begin to get changed for PE with some support.	Developing a sense of responsibility and membership of a community. Show confidence in new social situations. Increasingly follow rules, understanding why they are important. Play with one or more other children. Demonstrate appropriate ways of being assertive in their play. Manage their own needs *toileting *washing hands *drink and snack *coat *socks and shoes *getting dressed/undressed for PE Beginning to understand how others might be feeling. Further developing the skills they need to manage the school day successfully: •lining up and queuing •mealtimes	Able to help to find solutions to conflicts and rivalries for example, accepting that not everyone can have the ‘best’ car and suggesting other ideas. See themselves as a valuable individual and can something positive about themselves. Play with other children extending and elaborating play ideas. Talk about right and wrong and the consequences involved. Happy to have a go at a task and understand that we learn from mistakes – ‘super successes’ and ‘fabulous fails’. Make healthy choices about food, drink, activity and tooth brushing. Building constructive and respectful relationships.	Confidently identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. Talk about and express their feelings and the feelings of others. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -tooth brushing -sensible amounts of ‘screen time’ -safety online -having a good sleep routine -being a safe pedestrian -knowing what to do in an emergency Think about the perspectives of others.	PSED: Self Regulation -Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED: Managing Self -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED: Building Relationships -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others’ needs.



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<u>Physical development</u>	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness . By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Fine motor Continuously check the process of children’s handwriting (pencil grip & letter formation, including directionality).	*Threading, cutting, weaving, playdough, Fine Motor activities. *Manipulate objects with good fine motor skills *Draw lines and circles using gross motor movements *Hold pencil/paint brush beyond whole hand grasp *Pencil Grip – develop tripod grip *Dough Disco *Daily handwriting	*Fine Motor activities e.g playdough. *Develop muscle tone to put pencil pressure on paper *Use tools to effect changes to materials Show preference for dominant hand *Teach and model correct letter formation. *Dough Disco *Daily handwriting	*Fine Motor activities e.g. threading *Begin to form letters correctly *Handle tools, objects, construction and malleable materials with increasing control *Encourage children to draw freely *Holding small Items / button clothing / cutting with scissors (elbow down) *Dough Disco *Daily handwriting	*Fine Motor activities *Hold pencil effectively with comfortable grip *Form recognisable letters with most correctly formed *Introduce Lego rather than Duplo *Extend scissor skills *Dough Disco *Daily handwriting	*Fine Motor activities *Develop pencil grip and letter formation continually *Use one hand consistently for fine motor tasks *Cut along a straight line with scissors / start to cut along a curved line, like a circle *Dough Disco *Daily handwriting	*Fine Motor activities *Form letters correctly, using tripod grip *Begin to draw diagonal lines, like in a triangle *Aim to colour inside the lines of a picture *Start to draw pictures that are recognisable *Dough Disco *Daily handwriting
Gross motor	*Cooperation games i.e. parachute games. *Climbing – outdoor equipment *Exploring different ways of moving *Change for PE with increasing independence *Help individual children to develop good personal hygiene. *Provide regular reminders about thorough handwashing and toileting *Wake and Shake / Mile Run / Mindfulness	*Balance- children moving with confidence *Dance related activities *Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce *Wake and Shake / Mile Run / Mindfulness *Explore the mud kitchen	*Ball skills- throwing and catching *Crates/large construction - climbing *Skipping ropes in outside area *Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push *Balance bike training *Wake and Shake / Mile Run / Mindfulness	*Smaller ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking *Dance / moving to music *Gymnastics / Balance *Learn and cooperate in traditional playground games *Wake and Shake / Mile Run / Mindfulness	*Obstacle activities - children moving over, under, through and around equipment *Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce *Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle *Wake and Shake / Mile Run / Mindfulness	*Races / team games involving gross motor movements *Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. *Responding to music *Explore body patterns in dance *Wake and Shake / Mile Run / Mindfulness
From Development Matters 20’: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.						

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Physical Development	Move their bodies with good balance and control	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank/ in a tunnel. Hop, jump, stand on one leg and hold a pose for a game like musical statues. Begin to use one-handed tools and equipment, for example, making snips in paper with scissors. Eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.	Collaborate with others to manage large items, such as moving a long plank safely. Choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they have dug. PE Focus - Gymnastics: -Experiment with different shapes and jumps. -Move long the floor in different ways like sliding, rolling, stretching etc . PE Focus – Dance: -Move in time to happy and sad music. Take part in some group activities in their play. Use a comfortable grip with increasing control when holding pens and pencils. Demonstrate greater control when cutting with scissors, keeping elbow down. Demonstrate increasing independence as they get dressed and undressed, for example, putting coats on and doing up zips. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	PE focus – Dance: -Progress towards a more fluent style of moving, with developing control and grace. -Experiment with different ways of moving and with actions at different levels. -Move around as different characters or animals to the music. -Skip using alternate feet. PE focus – Gymnastics: -Experiment with different ways of balancing. -Use and remember simple sequences and patterns of movements, which are related to music and rhythm. -Use the indoor climbing frame to challenge themselves to climb higher. PE Focus - Ball skills: -Experiment with different ways of throwing a moving ball with different body parts (co-ordination). Begin working with friends in a team – taking turns with adult support. Develop their small motor skills so that they can use a wide range of tools safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	PE focus - Ball skills/ Athletics: -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Experiment with different ways of throwing under/overarm. -Experiment with different ways of jumping- measuring with various objects. Work with friends in a team – taking turns effectively. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Demonstrate overall body strength, balance, co-ordination, and agility. Successfully use a running track to take part in a race. Demonstrate the foundations of a handwriting style which is fast, accurate and efficient. Use age-appropriate small tools competently, safely and confidently,	PD: Gross Motor Skills -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. PD: Fine Motor Skills -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.



EYFS Yr R Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension Developing a passion for reading. Children will visit the library weekly and select a 'reading for pleasure' book. We use the Big Cat Little Wandle range of fully decodable books to support the children's reading progression	*Join in with rhymes and show an interest in stories with repeated refrains *Environment print *Have a favourite story/rhyme *Understand 5 key concepts of print: -print has meaning; -print can have different purposes; -we read English text from left to right and from top to bottom;-the names of the different parts of a book; page sequencing *Sequence familiar stories using pictures to tell the story *Recognise initial sounds *Name recognition activities *Engage in extended conversations about stories *Learn new vocabulary	*Retell stories related to events through acting/role play *Retell stories using images / apps / Story Maps *Sequence story – use vocabulary of beginning, middle and end *Blend sounds into words, so that they can read short words made up of known letter– sound correspondences *Enjoy an increasing range of books *Closely match books to the phonemes they are learning in school	*Make up stories with themselves as the main character *Encourage children to record stories through picture drawing/ mark making *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception/tricky words *Make the books available for children to share at school and at home *Non-fiction books- linked to jobs	*Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment *Celebrate World Book Day *Use vocabulary and forms of speech that are increasingly influenced by their experiences of books *Develop their own narratives and explanations by connecting ideas or events *Make predictions *Share traditional tales and recognise / join in with repeated refrain	*Anticipate key events in stories *Retell a story with actions and / or picture prompts as part of a group *Use story language when acting out a narrative *Explain the main events of a story *Draw pictures of characters/ event / setting in a story (include labels, sentences or captions)	*Share stories from other cultures and traditions *Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. *Recognise that a non-fiction is a non-story- it gives information instead and that fiction means story *Can point to front cover, back cover, blurb, illustrator, author and title.
Word Reading Children will be working as a class for Phonics and Literacy We follow Little Wandle Revised letters and Sounds SSP	Little Wandle Autumn 1 Phase 2 phonics – s a t p i n m d g o c k c k e u r h b f l Phase 2 tricky words	Little Wandle Autumn 2 Phase 2 phonics – ff ll ss j v w x y z zz qu ch sh th ng nk Words with 's' added at end Words ending in 's' Phase 2 tricky words	Little Wandle Spring 1 Phase 3 phonics – ai ee igh oa oo oo ar or ur ow oi ear air er + words with double letters Longer words Phase 3 tricky words	Little Wandle Spring 2 Phase 3 phonics – *Review Phase 3 – ai ee igh oa oo ar or ur oo ow oi ear *Review Phase 3 – er, air / words with double letters / longer words *Words with two or more digraphs *Longer words / words ending in –ing / compound words *Longer words / words with 's' in the middle / words ending –s / words with –es at end Phase 3 tricky words	Little Wandle Summer 1 Phase 4 phonics – *Short vowels CVCC *Short vowels CVCC CCVC *Short vowels CCVCC CCCVC CCCVCC / longer words *Longer words / compound words *Root words ending in –ing, -ed, t, -ed, id, ed, -est Phase 4 tricky words	Little Wandle Summer 2 Phase 4 phonics – *Long vowel sounds CVCC CCVC *Long vowel sounds CCVC CCCVC CCV CCVCC *Ph 4 words ending –s, -es / longer words *Root words ending in –ing, -ed, t, -ed, id, ed, -ed, d *Phase 4 words ending in –s, -es / longer words Phase 4 tricky words

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Literacy	Talk about a favourite story and identify key features e.g. author, title	Understand the 5 key concepts about print: *print has meaning *print can have different purposes *we read English text from left to right and from top to bottom *the names of the different parts of a book *page sequencing Can tell you the theme/topic of the story (e.g. “it is about a dog”).	Engage in extended conversations about stories, learning new vocabulary. Retell a story in simple terms.	Talk about a story and are able to identify -main characters -settings -main events Begin to use the vocabulary and story language from previous texts.	Self-correct as they are aware as to whether the print makes sense. Confidently use story telling language such as: -Once upon a time -One day - Suddenly -Then/ Next -Finally -They all lived happily ever after. Predict what will happen and answer some how/why questions about the text.	L: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Read Phase 4 decodable texts	Develop their phonological awareness, so that they can: *spot and suggest rhymes *count or clap syllables in a word *recognise words with the same initial sound, such as money and mother. Recognise their written first name.	Read individual letters by saying the sounds for them (LW Phase 2) Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. (LW Phase 2) Read a few common exception (‘tricky’) words matched to the school’s phonic programme. (LW Phase 2) Be able to read a Phase 2 decodable book.	Read some letter groups that each represent one sound and say sounds for them (LW Phase 3) Read a few common exception words matched to the school’s SSP (LW Phase 3). Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception (‘tricky’) words. Be able to read a Phase 3 decodable book. Able to re-read these books to build up their confidence in word reading, their fluency/prosody and their understanding and enjoyment. Recognise their written first and surname.	Read some letter groups from Phase 4 (e.g. consonant blends). Read a few common exception words matched to the school’s SSP LW Phase 4). Able to read a Phase 4 decodable book.	L: Word Reading -Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



EYFS Yr R Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
Writing Only encourage children to write sentences when they have sufficient knowledge of letter-sound correspondences. Use Drawing Club as a way to generate the enjoyment of mark making Use suggested texts below as stimulus (texts may change based on children's interests)	*Dominant hand / tripod grip *Mark making *Give meaning to marks and labelling *Name writing *Write initial sounds and simple captions *Use initial sounds to label family members / images *Encourage variety of forms of mark making e.g. notes, labels, captions, lists, diagrams, messages, cards etc. *Daily handwriting	*Mark make what they know about Space and Planets *Write name independently *Christmas letters/lists *Label using initial sounds *Help children identify the sound that is tricky to write *Sequence stories *Daily handwriting	*Writing some of the tricky words *Write CVC words / labels *Guided writing based around developing short sentences in a meaningful context *Write a postcard to post home *Record recount of trip to post office through mark making *Write thank you letters to visitors *Daily handwriting	*Three Little Pigs / Three Billy Goats Gruff– retell parts of the story / repeated refrains / speech bubbles *Create own story maps *Write captions and labels *Write simple sentences / short sentences to accompany story maps *Design plans to trap the peas *Write superhero messages *Order the Easter story *Character descriptions *Daily handwriting	*Write for a purpose in role play using phonetically plausible attempts at words *Begin to use finger spaces more consistently *Form lower-case and capital letters correctly *Record a weekly Bean Diary *Sequence Jasper's Beanstalk and record recalled events *Write instructions for planting a seed *Write a letter to the Giant (Jack and the Beanstalk) *Write recipes, lists *Daily handwriting	*Retell 'Handa's Surprise' in own words / reverse the journey *Design and write a 'lost pet' poster *Write a class acrostic minibeast poem *Write animal facts *Write sentences using a range of tricky words that are spelt correctly. *Begin to use full stops, capital letters and finger spaces with greater consistency *Understand that by reading own work back, it helps to see if it makes sense *Use familiar texts as a model for writing own stories *Daily handwriting
Moving from modelled writing, to supported writing, to writing with increased independence - resulting in simple sentences written independently						
Key Texts Daily story time sharing, amongst others, high quality texts from the EYFS Brilliant Books list and from the 'Books that inspire young minds' list (books which promote diversity and inclusion) + poetry, songs, rhymes, interactive stories, radio, story tapes	Pete the Cat Rocking in my School Shoes – Eric Litwin The Feelings Book – Todd Parr The Colour Monster – Anna Llenas The Pout Pout Fish – Deborah Diesen My Hair! – Hannah Lee Ruby's Worry – Tom Percival Mixed – Arree Chung Grandma's Story – Moira Butterfield Stories by Julia Donaldson	Whatever Next – Jill Murphy The Owl Who Was Afraid of the Dark – Jill Tomlinson Owl Babies – Martin Waddell Look Up! – Nathan Bryon Man on the Moon: A Day in the Life of Bob – Simon Bartram The Christmas Story How to Catch a Star – Oliver Jeffers The Jolly Christmas Postman – Janet and Allan Ahlberg Christmas themed stories On the Moon – Anna Milbourne	Lunar New Year Emergency! – Margaret Mayo The Jolly Postman – Janet and Allen Ahlberg Officer George – Adam Smart The Lost Property Office – Emily Rand I Want to be a Teacher! – Becky Davis 'People Who Help Us' series	Supertato – Sue Hendra Superworm – Julia Donaldson George and the Dragon – Christopher Wormell What happened to you? – James Catchpole Traditional Tales: The Three Little Pigs The Three Billy Goats Gruff Goldilocks and the Three Bears The Easter story	Jasper's Beanstalk – Nick Butterworth Jack and the Beanstalk The Teeny Weeny Tadpole/ The Crunching Munching Caterpillar – Sheridan Cain Tadpole's Promise – Jeanne Willis The Tiny Seed – Eric Carle Rosa's Big Sunflower Experiment – Jessica Spanyol Peepo – Janet and Allan Ahlberg Oliver's Fruit Salad/Oliver's Vegetables – Vivian French Non fiction texts linked to tadpoles and frogs, caterpillars and butterflies, gardening	The Bad Tempered Ladybird – Eric Carle What the Ladybird Heard – Julia Donaldson Dear Zoo – Rod Campbell Handa's Surprise – Eileen Brown The Great Pet Sale – Mick Inkpen Mrs Wishy Washy's Farm – Joy Cowley Animal books by Giles Andreae Lenny and Wilbur – Ken Wilson-Max Non fiction books linked to animals

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Literacy (Writing)	Write a simple sentence independently, applying their phonic knowledge, and tell an adult what it says	Recognise their written name. Write some letters in their name. Give meaning to the marks they make when drawing, painting or writing. Hear and identify initial sounds in words. Hear and identify final sounds in words. Orally blend and segment the sounds heard in words. Write some CVC words.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Use some of their print and letter knowledge in their early writing, for example: writing a pretend shopping list that starts at the top of the page. Talk about the different marks they make. Write their name independently, while beginning to use a capital letter at the beginning (not all formed correctly). Identify separate words in spoken sentences. Hear and identify medial sounds in words. Link letters to sounds (LW). Write simple captions / labels applying phonic knowledge. Attempt to write simple guided sentences.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing & writing). Begin to develop the foundations of a handwriting style, which is fast, accurate and efficient. Form most letters correctly. Correctly identify and write final sounds heard in words. Correctly identify and write medial sounds heard in words. Begin to write some longer words using phonic knowledge. Write some ‘tricky’ words correctly. Write a label for a drawing/diagram. Attempt to write simple independent sentences. Consider finger spaces.	Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly. Write a label or caption independently. Write at least one simple independent sentence. Put finger spaces between some words. Sometimes use a capital letter for the start of a sentence. Sometimes use full stops (not always in the correct place).	L: Writing -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.



EYFS Yr R Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes		All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
Mathematics We follow NCETM to support Number and White Rose Maths to support the other aspects of Mathematics, with supporting resources from 'Master the Curriculum' and 'Numberblocks' episodes to further embed number knowledge	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.						
	WRM	Getting to Know You Teacher assessment and statutory baseline assessment, Key times of day, visual timetable, class routines, where do things belong? Positional language Just Like Me! Matching and Sorting, Comparing, Exploring Patterns	It's Me 1, 2, 3! Circles and Triangles/ Positional Language Light and Dark Rectangles and Squares, Time-Day and Night, Sequencing	Alive in 5! Measuring, Capacity, How many fit inside? Measuring ingredients) Growing 6, 7, 8 Length & Height, Comparing height-taller/shorter, Comparing length- longer/shorter, Measuring height, Time-days of the week, Measuring time	Building 9 & 10 3D shape and pattern, Building with 3D shapes, Matching 3D shapes, Printing with 3D shapes, Pattern, Assessment Consolidation	To 20 and beyond Spatial reasoning, Which holds the most? Find my match: shapes/models, Shape, Match and fill, Rotate, Manipulate; Replicate models- tangrams First Then Now Spatial reasoning 2, Making new shapes with 2 right angle triangles/squares / tangrams, Compose / decompose, Pattern blocks	Find my Pattern Spatial reasoning 3, Doubles, Visualise and Build, Sharing/ Grouping On the Move Spatial Reasoning 4, Even and Odd, Patterns and relationships
	NCETM	Baseline Assessments Subitise 1, 2 and 3, Counting to 5, numbers to 4	More than/fewer than, Number 5, More/equal/ not enough, whole/part, numbers to 5, counting to 10	Numbers to 5/ dice, Ordering to 5, Making 5, Numbers 6 & 7, More/fewer/ equal to	Counting /stopping, Numbers to 8, Part, part, whole, Doubling, Odds & Evens	Counting strategies, subitising; doubles, composition of numbers to 8, composition of numbers to 10, comparison of numbers within 10	Subitising on a rekenrek, Counting beyond 20, Compare quantities up to 10 in different contexts, Patterns of numbers within 10, Automatic recall, Understanding of numbers to 10

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Maths	Be able to count, recognise and write numerals to 10, applying composition, number bond and subitizing knowledge. (Including shape, space and measure to support Numerical patterns and problem solving)	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight, capacity. Select shapes appropriately: flat surfaces for building, a triangular prisms for roofs Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Fast recognition of up to 4 objects, without having to count them individually ('subitising'). Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2" Recite numbers past 10. Understand the term 'equal' when comparing two sets of objects. Link numerals and amounts: for example, showing the right number of objects/ fingers to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Join in with Number rhymes and counting activities, supporting composition of 5. Compare groups of objects identifying more, fewer and the same (numbers to 6). Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first, then.' Understand yesterday/today/tomorrow. Recite days of the week.	Confidently subitise up to 5 Link the number symbol (numeral) with its cardinal number value up to 10. Explore and understand pairs. Compare numbers within 10. Use a number track to support identifying more or fewer. Understand the 'one more than/one less than' relationship between consecutive numbers. Count beyond 10 verbally. Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon. Begin to spot doubles. Understand composition of 5 and start to recall number bonds to 5. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Use and understand before/after Continue, copy and create repeating patterns. Compare length, weight and capacity.	Explore the composition of numbers to 10. Automatically recall number bonds to 5. Recall some number bonds to 10. Begin to count beyond 20 verbally. Remember some double facts. <i>NO ELG FOR THE BELOW MILESTONES</i> <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i> <i>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</i> <i>Know some common 2D and 3D shapes.</i> <i>Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</i> <i>Create, copy and continue a simple pattern.</i>	Maths: Number -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Maths: Numerical Patterns -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



EYFS Yr R Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
<u>Understanding the world</u>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks and shops to meeting important members of society such as police officers,. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building knowledge, this enriches and widening children's vocabulary which will support later reading comprehension.					
	*What makes each child unique *Identify, name, describe and talk about key members of their family. *Talk about what they do and where they have been with their family. Can draw similarities and make comparisons between other families. *Read fictional stories about families and start to tell the difference between real and fiction. *Navigate around the classroom and outdoor areas. Follow/create treasure hunts to find places/ objects within our learning environment. *Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. *Old teddies/new teddies – recognise similarities and differences. *Talk to their family about what was different when they were younger to now. *Recognise and name parts of the body. *Look out for children drawing/painting or constructing their homes. *Longitudinal study – the cherry tree and its changes through the different seasons.	*Nocturnal Animals – Linked to Owl Babies / The Owl Who Was Afraid of the Dark *After close observation, draw pictures of the natural world, including animals and plants *Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. *Share knowledge about Space and identify some of the names of the planets in our solar system. *Know that we live on planet Earth and in the country called England. *Can talk about what they have done with their families during Christmas' in the past. *Use the Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important.	*Stranger danger. Talk about occupations and how to identify strangers that can help them when they are in need. *Listen to stories and place events in chronological order. *Recognise and explore the wider community – Walk to the Pot Office and follow the journey of a letter. *Environments – Features of local environment Maps of local area. Comparing places on Google Earth – how are they similar/different? *Introduce children to different occupations and how they are helpful to others – meet some helpful visitors. *Look at recycling linked to peoples' jobs – our responsibilities to the environment. *How do we care for our environment – link to feeding the birds – RSPB Birdwatch *Discuss how they got to school and what mode of transport they used. Talk about road safety *Understand what to do in an emergency. *Lunar New Year *Internet Safety – Smartie the Penguin	*Create opportunities to discuss how we care for the natural world around us. *Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. *Use the Beebots. Encourage the children to use navigational language. *Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. *Trip to our local park; discuss what we will see on our journey to the park, what is growing around them, traditional story settings within the 'woods' and how we will get there and back. *Use laptops.	*Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. *Encourage the children to make simple comparisons. *Identify similarities and differences within tales / rhymes / stories e.g. the story text 'Peepo' between then and now / past and present. *Look at globes / maps / Google Earth – where do different foods come from? Identify some countries linked to cohort. *What is a life-cycle? Observe caterpillar to butterfly / tadpole to frog changes and promote talk and discussion. *Plant beans/vegetables and predict what will happen. What conditions do they need to grow? *Make a fruit salad. Talk about why different fruits are healthy. Why is it important to be healthy? *Notice changes to themselves – how have they changed from when they were born to now? *Explore the immediate environment of the school field. What is growing around them?	*Use Handa's Surprise to explore a different country. *Understand what a 'habitat' is. *Make links between the zoo and the wild – compare and contrast. *What can we do here to take care of our pets? *Compare animals from a jungle to those on a farm. *Explore our Paddock for minibeasts and build homes / bug hotels for them. *Share non-fiction texts that offer an insight into contrasting environments. *Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Understanding the World	Investigate and ask questions about the world around them	Talk about special times, celebrations/ birthdays they remember in their life. Tell you what makes them special. Use all their senses in exploration of natural materials. Tell someone about what they see. Tell you something about where they live. Explore how things work. Talk about what they notice about the weather on a daily basis and how this impacts them (need a coat, gloves, sunhat etc.) Describe what they see, hear and feel whilst outside. Sort objects/images into old and new. Find a particular place in their immediate environment e.g. the school office.	Continue to develop positive attitudes about the differences between people. Begin to recognise that we celebrate certain events, such as Christmas, because of what happened many years ago. Be able to talk about different Christmases that they have had in their life (e.g. “last year I went to Nanny’s but this year it was at our house”). Talk about somewhere that is special to themselves, and/or their family, saying why. Begin to recognise that some religious people have places which have special meaning for them. Talk about what they like about their own immediate environment and how environments might vary from one another (I like where I live because....). Know what a map is. Describe themselves, other objects and landmarks using relative positions (next to, in front, behind etc.) Explore the natural world around them. Know what nocturnal means and name some nocturnal animals. Know we live in England on planet Earth.	Comment on images of familiar situations in the past. Identify some of their own feelings in the stories they hear. Know some bible stories. Recognise and name two or more local features (E.g. Church/Post Office/School). Understand what maps can be used for and why we have maps. Talk about key features on their route to the post office/park and what a ‘bird’s eye view’ is. Understand and talk about different seasons and how the natural world changes through these seasons. Identify the four seasons. Compare and contrast characters from stories, inc. figures from the past. Begin to understand that when ice warms up it melts and changes back to water. Begin to understand the need to respect and care for the natural environment and all living things. Identify something that happened in the past/the present.	Talk about how they have changed from being a baby. Talk about how children and adults are different. Know that there are different countries in the world and recognise and talk about the some similarities and differences they have experienced or seen in photos. Experience looking at Atlases and world globes. Use key words linked to topics e.g. habitat. Follow a simple map, as a group, to help find objects/ features around school. Know that a plant is a living thing. Recognise and name some common farm and African animals – compare/contrast etc. Recognise and name some parts of a plant. Begin to understand how to look after plants. Notice and talk about the changes that happen to plants as they grow. Begin to understand what they can do to help the environment.	Understanding the World: Past and Present -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now. -Understand the past through settings, characters and events encountered in books read in class and storytelling. Understanding the World: People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Understanding the World: The Natural World -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Understanding the World	Investigate and ask questions about the world around them		Talk about what they see, using a wide vocabulary. Notice and talk about what happens to puddles when it's cold. Begin to understand that when water gets cold enough it freezes and becomes ice. Able to match clothing/ objects to hot and cold weather. Recognise that people have different skills and occupations. Begin to recognise ways of keeping themselves safe e.g road safety. Begin to recognise how to look after/care for their environment e.g. tidying, recycling etc.		Label the key parts of an animal. Begin to understand about camouflage. Begin to understand what impact humans have had on animals and their environments.	Understanding the World: Past and Present -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now. -Understand the past through settings, characters and events encountered in books read in class and storytelling. Understanding the World: People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Understanding the World: The Natural World -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



EYFS Yr R Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Sparkles and Stars	People Who Help Us	Heroes and Happily Ever After	Grow, grow, grow!	Animal Magic
<u>Expressive Arts and Design</u>	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	*Paint self-portraits – look at famous artists self portraits *Use pen to draw own self, showing increasing accuracy, care and detail *Create closed shapes with continuous lines *Explore colour – name, mix *Join in with role play games and use resources available for props *Build models using construction equipment *Join in / sing call-and-response songs, so that children can echo phrases of songs you sing *Explore junk modelling, taking picture of children’s creations and recording them explaining what they did *Explore sounds and how they can be changed, tapping out of simple rhythms. *Make and decorate Christmas biscuits (adult-led)	*Select the tools and techniques they need to assemble materials that they are using e.g. Collage owls / make nests *Listen to music and make their own dances in response e.g Bollywood dancing *Space station and art linked to planets / stars *Design and make repeating pattern wrapping paper. *Use marbling technique to create planet effect *Firework pictures / Christmas cards *Use clay to mould and create Diya lamps *Role Play Parties and Celebrations *Role Play of The Nativity	*Make use of props and materials when role playing characters / real life experience *Consider the reason for creating and making e.g. making tools to support the role play *Children to select the tools and techniques they need to assemble materials that they are using *Use tools safely *Make Chinese lanterns *Role play linked to ‘helpful’ visitors *Explore music with instruments and perform song / respond to music *Consider design, function, construction when making vehicles and buildings linked to topic	*Use different textures and materials to make houses for the Three Little Pigs and bridges for the Three Billy Goats *Express ideas and feelings though artistic effects *Make patterns using different colours, symmetry, repeating *Supertato – create own Superverg *Make Mother’s Day crafts *Design / make Superhero masks, capes, costumes *The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. *Provide a wide range of props for play which encourage imagination. *Move in time to music *Make soup using Supertato veg, using tools to peel	*Experiment with different mediums to create different effects – link to famous artists *Explore music, dancing and singing linked to water music *Symmetrical patterns – butterflies *Begin to draw with detail e.g. looking closely at different fruit and veg *Retell familiar stories *Provide children with a range of materials for children to construct with. *Colour mixing *Print with different mediums e.g. fruit / veg *Make healthy fruit salad/kebab using tools to cut fruit – link to ‘Oliver’s Fruit Salad’

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Expressive Arts and Design – Creating with Materials	Share or perform a creation of theirs to others, demonstrating application of different effects learnt through modelling, self-exploration, explicit teaching and/or collaboration	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Represent familiar objects (family, themselves, animals etc.) through independent drawing, painting, playdough play. Draw a representation of themselves understanding they need a head, arms, legs etc. Understand that they can draw shapes/ marks to represent objects/people. Understand different objects can be used to draw – pencil, pens, chalk. Explore paint using different objects – finger paint/ sponges. Create own representations of objects/people through free choice of junk box modelling..	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Understand that paint brushes are used to paint and begin to show some control. Understand that they can paint shapes/ marks to represent objects/people. Explore how red, blue and yellow paint can be mixed to make different colours. Explore materials and begin to understand different materials can be used in different ways. Talk about what the materials look and feel like. Use objects/ tools to print with to create a pattern or image with support.	Use particular colours to paint pictures e.g. green for a tree, brown for certain animals etc. Join materials using Selotape, glue and split pins with support Learn and understand how to mix paints to make certain colours. Choose and use different materials for different effects. Use different cut of materials / papers to make a simple image.	Have a go at drawing an object from observation. Print independently to create a pattern or image. Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.	Expressive Arts and Design: Creating with Materials -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories.

Progression of Skills and Knowledge – Yr R

EYFS Curriculum Goals		First Milestone – Nov	Second Milestone - Feb	Third Milestone - May	Final Milestone – July	Linked ELGs
ELG: Expressive Arts and Design – Being Imaginative and Expressive	Share or perform a creation of theirs to others	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Tap a beat/ clap in time to a piece of music/simple song.	Expressive Arts and Design: Being Imaginative and Expressive -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
		Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Engage with others in imaginative play, beginning to retell or create familiar stories or situations.	Watch and talk about dance and performance art, expressing their feelings and emotions.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	
		Listen with increased attention to sounds.	Play instruments with increasing control to express their feelings and ideas	Develop storylines/ story language in their pretend play.	Explore and engage in music making and dance, performing solo or in groups.	
		Sing their own songs or improvise a song around one they know.	Remember and sing entire songs.	Move in time to the pattern of a song (rhythm).	Apply their learning and life experiences to imaginative play and stories.	
		Listen and respond to different styles of music.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Sing and play an instrument along with a song.		
		Move appropriately to music at different speeds e.g. running, crawling, (tempo)	Respond to what they have heard, expressing their thoughts and feelings	Share their ideas and perform their work to others with adult support.		
		Begin to recognise repetition.	Use drawing to represent ideas like movement or loud noises.			
		Sing along with nursery rhymes and action songs.	Recognise that sounds are made in a variety of ways (timbre).			
		Make their voice/singing loud and quiet.	Move in time to a steady beat (pulse).			
		Sing and recognise high and low pitch (high like a mouse, low like a lion).	Tap out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.)			
			Explore performing with different instruments.			

EYFS Yr R Long Term Plan

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language	Personal, Social, and Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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St. Bernadette's Clear / identified Curriculum Links to National Curriculum Subjects

Science – links to Understanding the World -Links to Communication and Language -Links to Personal, Social and Emotional Development	History – links to Understanding the World	Geography – links to Understanding the World	Art and Design / Design Technology – links to Expressive Arts and Design -links to Literacy
ELG The Natural World - Explore the natural world around them making observations and drawing pictures of animals and plants (with links to NC Living things and their habitats): Aut 2 Sparkles and Stars – Identify nocturnal animals / night & day Spr 2 Heroes and Happily Ever After – Local park visit, making observations of the natural world around them, signs of growth due to seasonal changes, use natural resources to create dens, etc Sum 1 Grow, grow, grow! – School field day incorporating observational drawing of natural world Sum 2 Animal Magic – Off site visit to Wisley; looking after pets/animals ELG The Natural World -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class: Sum 1 Grow, grow, grow! – Looking after our environment – refer to plastic in the sea / litter around us Sum 2 Animal Magic – comparing animals in the jungle to those on a farm (Texts – Rumble in the Jungle and Mrs Wishy Washy's Farm) / identify key habitats and why certain animals/plants live there / Show care and concern for living things ELG The Natural World -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter: Throughout year – Longitudinal Study of the Seasons – photos and observations of changes to the cherry tree outside the school + any seasonal changes e.g. snow, ice (linked to NC Changing states of Matter) Sum 1 Grow, grow, grow! – Plant broad beans and note weekly changes; vegetable planting in the Year R garden (know what plants need to live e.g. water, light warmth etc / know the name of key plant parts e.g. roots); life cycle – tadpole to frog / caterpillar to butterfly (using key vocab e.g. chrysalis); how we grow Throughout year – Floating and sinking exploration (link to NC Materials) / Shadow exploration in summer months / magnetic exploration etc	ELG Past and Present - Talk about the lives of people around them and their roles in society: Aut 1 All About Me – Their own families and their personal history Aut 2 Sparkles and Stars – Moon landing – Neil Armstrong Spr 1 People Who Help Us – Children talk to their families about their current and previous jobs ELG Past and Present -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: Aut 1 All About Me – Compare old and new teddies Aut 2 Sparkles and Stars – Recall past Christmases with families Sum 1 Grow, grow, grow! – Children look at how they have grown from baby to now (+ texts – Peepo – how baby's life in the book pictures looks different to theirs now); animal life cycles and changes from then to now ELG Past and Present -Understand the past though settings, characters and events encountered in books read in class and storytelling: Spr 2 Heroes and Happily Ever After – Fairy tale stories / legends from long ago Sum 1 Grow, grow, grow! – Peepo Throughout year – add key class events to class timeline e.g. when they started school, when Shakespeare was born (class namesake) etc	ELG People, Culture and Communities - -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: Aut 1 All About Me - Find key resources/places in their classroom/.school. Know what their classroom / school is called. Aut 2 Sparkles and Stars – Know what their school is called and which town it is in Spr 1 People Who Help Us – Look at local map on the walk to the Post Office, make observations on route to and from Post office. Review trip following the event Spr 2 Heroes and Happily Ever After – Compare the park (on park visit) to the town – what is similar / different? Sum 1 Grow, grow, grow – Field Day – explore the school field ELG People, Culture and Communities -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps: Throughout year RE with links to other faiths – festivals e.g. Diwali Aut 1 All About Me Celebrate the different countries our families come from – identify these on a world map Aut 2 Sparkles and Stars – Know that we live in a country called England on a planet called Earth – look at Earth in the solar system Sum 1 Grow, grow, grow! – Explore different foods and where they originally come from (why do they grow there?) Sum 2 Animal Magic – Handa's Surprise – comparing our lives in England to Handa's life in Africa ELG The Natural World - -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class: Sum 2 Animal Magic – comparing animals in the jungle to those on a farm (Texts – Rumble in the Jungle and The Pig in the Pond); different habitats of different animals	ELG Creating with Materials – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function: Aut 1 All About Me - Paint self-portraits – look at famous artists self portraits Aut 2 Sparkles and Stars - Firework pictures using different media; Diya lamps using clay; Christmas cards Spr 2 Heroes and Happily Ever After - Use different textures and materials to make houses for the Three Little Pigs and bridges for the Three Billy Goats / Make soup using Supertato veg, using tools to peel / bark rubbings Sum 1 Grow, grow, grow! - Experiment with different mediums to create different effects – link to famous artists/ Print with different mediums e.g. fruit & veg / Make healthy fruit salad using tools to cut– link to 'Oliver's Fruit Salad' Sum 2 Animal Magic – Use Matisse's 'The Snail' as art stimulus / Explore texture and pattern through animal print / fur / Create for a purpose - make carrying crates / holders for different animals / Learn how to weave (link to basket in Handa's Surprise) Throughout year – Develop colour mixing, beginning with colour identifying, learning primary colours, mixing to make secondary colours / consider, experiment and refine ways to join materials using different mediums and using different tools ELG Creating with Materials – Share their creations, explaining the process they have used: Aut 1 All About Me - Build models using construction equipment / Express ideas and feelings through artistic effects Spr 1 People Who Help Us Consider design, function, construction when making vehicles and buildings linked to topic Spr 2 Heroes and Happily Ever After - Create own Superverg Sum 1 Grow, grow, grow! - Draw with detail e.g. looking closely at different fruit and veg

EYFS Yr R Long Term Plan

St Bernadette's Clear / identified Curriculum Links to National Curriculum Subjects (cont)

Science (cont) – links to Understanding the World -Links to Communication and Language -Links to Personal, Social and Emotional Development	History – links to Understanding the World	Geography (cont) – links to Understanding the World	Art and Design / Design and Technology – links to Expressive Arts and Design -links to Literacy
ELG Past and Present – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: Sum 1 Grow, grow, grow - Note changes to themselves/their bodies as they have grown looking at photos of themselves as babies ELG People, Culture and Communities – Describe their immediate environment using knowledge from observations, discussion etc: Spr 1 People Who Help Us –How they can keep their bodies healthy – visiting doctors, dentists etc Sum 1 Grow, grow, grow! - eating healthily and considering healthy food choices (linked to NC My Body and Health) ELG Managing Self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices: Sum 1 Grow, grow, grow! – Make a healthy fruit salad/vegetable soup talking about why it is healthy. Throughout year – note changes to body when they exercise (e.g. heart beats faster etc) / clear links to keeping healthy and how we know our bodies are healthy ELG Listening, Attention and Understanding - -Make comments about what they have heard and ask questions to clarify their understanding: Throughout the year in all topics		ELG The Natural World -Understand some important processes and changes in the natural world around them, including the seasons: Throughout year – Longitudinal Study of the seasons – photos and observations of changes to the cherry tree outside the school, recognising that environments vary and change Sum 1 Grow, grow, grow! - Explore the school field and its features (natural and manmade).	

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St Bernadette's Clear / identified Curriculum Links to National Curriculum Subjects (cont)

Music

– links to Expressive Arts and Design
-Links to Communication and Language
-Links to Physical Development

Find a singing voice and begin to use their voice confidently
Sing echo songs and perform movements to a steady beat
Remember and sing entire songs
Sing a large repertoire and range of well-known nursery rhymes and songs from memory
Sing the pitch of a tone sung by another person ('pitch match').
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
Listen carefully to and learn rhymes and songs, paying attention to how they sound
Respond to simple visual directions
Know the meaning (loud/quiet) and (fast/slow)
Explore singing fast and slow and changing speeds
Listen with increased attention to sounds
Walk in time to the beat of a piece of music/song
Respond to pulse in recorded/live music through movement/dance
Use large-muscle movements to wave flags and streamers to music
Combine different movements with ease/fluency
Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes
Begin to repeat simple patterns of sounds
Begin to copy and follow a steady beat
Pulse/Beat
Clap along to the pulse/beat in different pieces of music
Show an awareness of beat while playing
Rhythm
Begin to follow and imitate simple patterns using percussion instruments
Begin to follow and imitate simple patterns using body movements (clapping etc)
Begin to repeat simple patterns of sounds
Begin to create and explore sounds by selecting instruments
Select and choose own instruments to create own beats and sequences independently
Select and choose instruments to represent and respond to stimulus (weather, parts of stories)
Begin to be aware of when to stop and start using symbols (can be images/pictures)
Play instruments in different ways to create sound effects
Handle and play instruments as instructed
Play instruments with increasing control to express their feelings and ideas
Follow instructions- Verbally and gestures
Begin to perform in front of others within a small group session
Create collaboratively, sharing ideas, resources and skills
Begin to name some classroom instruments
Begin to think about (with support) the effect the music is meant to have and why
Explore practically how sounds can be changed
Express whether they like or dislike music
Begin to say and explain why
Begin to think of how they can make their work better with support

Computing

– Understanding the World
-Links to Physical Development

Aut 1 All About Me - Take pictures using the iPad – add simple effects – Pictures of themselves
Aut 2 Sparkles and Stars –Use the internet with adult supervision to find and retrieve information of interest to them – Find out about Space and what it is like to be an astronaut
Spr 1 People Who Help Us Begin to understand and demonstrate how to stay safe online – Internet Safety Day
Spr 2 Heroes and Happily Ever After –Complete a simple program on electronic devices - Interactive traditional tale games / use laptops
Sum 1 Grow, grow, grow! – Create content such as a video recording, stories, and/or draw a picture on screen – Use Paint to draw plants
Sum 2 Animal Magic – Off site visit to Wisley – research place online as class; looking after pets/animals
Throughout Year Demonstrate how to access, understand and interact with a range of technologies – Spot technology in classroom/school; know importance of being safe around electricity; use of Beebots, Listening Station, recordable buttons/microphones, torches, iPads for mat time, Chrome books to write name, change font, make bigger/smaller