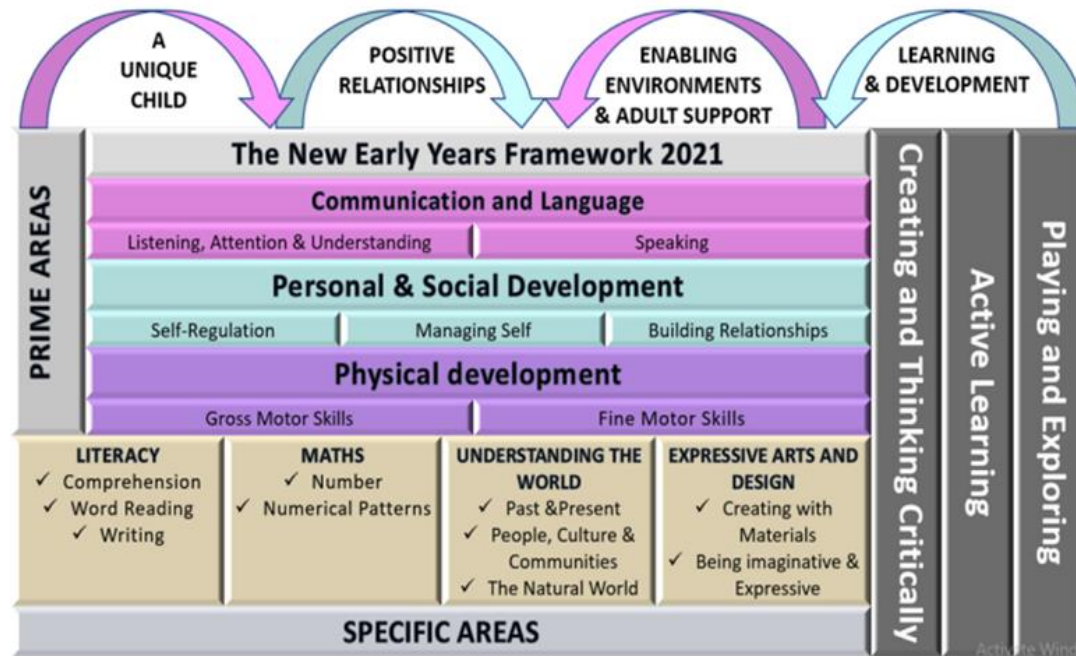





EYFS Long Term Plan- 2022-23



At Wheatcroft Primary School we offer a curriculum filled with wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and abilities. We value the children's own interests and understand that it is important to adapt our planning to meet their needs and motivate and inspire them. Our school drivers - Caring Community, Locality and Music drive teaching and learning throughout the year and we aim for our children to begin to understand the importance of/display the behaviours of our school character traits: independence, effective communication, resilience, integrity (respect), compassion, tolerance, courage, citizenship.

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| CHARACTERISTICS OF EFFECTIVE LEARNING | <p>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.</p> <p>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 perseverance.</p> <p>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 conclusion.</p> | | | | | |
| OVERARCHING PRINCIPLES | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Warm and positive relationships between staff and children, consistent routines and strong, respectful relationships with parents are key. High quality interactions between children and staff play an integral part of our daily practice. Our communication with parents is informative and supportive to enable each child to make the best possible progress.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others and to challenge those who are ready.</p> <p>PLAY At Wheatcroft Primary School: We understand that play is an integral part of learning, and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p> | | | | | |




| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|---|---|
| General Themes | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? Take an adventure with me! |
| Core Helicopter Story | Goldilocks and the 3 bears | The Elves and the shoemaker | Stone Soup | The ugly Duckling | The King's new clothes | The 3 Billy Goats Gruff |
| Helicopter Poems to learn and recite | Pointy Hat Falling apples A Basket of Apples Leaves are falling Mice | Chop Chop Breezy Weather Who Has Seen the Wind? I Can Build a Snowman Carrot Nose | 5 Little Pumpkins Let's Put On Our Mittens Steppingstones Cup of Tea Shoes Spring Wind | Wise Old Owl Pancakes Furry, Furry Squirrel Hungry Birdies A Little Seed Pitter Patter | Dance I Have a Little Frog 5 Little Peas Sliced Bread Monkey Babies Thunderstorm | A Little Shell Little fox 5 little Owls If I Were So Very Small Under A Stone |
| Quality texts (from the 100 books to read before you are 5 years old) | Bear's don't eat sandwiches The Lion inside(bravery) The Wonder(being special) Zog (school) Goldilock's and Three Crocodiles Blown away (homesickness) Brown Bear, Brown Bear, What Do You see? Room on a broom | The squirrels who squabbled (kindness/sharing) Tiddler (truth) Beegu (lost and needing help) It fell from the sky (giving back) The Jolly Christmas Postman/ The Snowy Day (Christmas) Not now Bernard (friendship) | Dragon Noodle Party/ Zen Shorts (Chinese new year) Mole in a black and white hole (friendship) Pumkin soup In the Night Kitchen I will not, NEVER ever eat a tomato The Very Hungry Caterpillar | Mr Wolf's Pancakes (Shrove Tuesday) Owl Babies (Mother's Day) Little Owl's Night Grumpy Frog (tolerance) What do you do with a tail like this? (difference) Thunder Underground (animal adventure) What the ladybird heard/ A squash and a squeeze | Daddy Lion's Tea Party/ My Grandpa (Father's day) The Princess and the Pea Princess Smarty Pants The Queen's hat | Spinderella (sports day) The red book (wordless/adventure over land and sea) Flotsam (science/beach) This is not my hat (fish) Oh, The Places You'll Go! (adventure) Mrs Pepperpot (adventure) The Gruffalo (wood adventure) Harold and the Purple Crayon (adventure) If You Take a Pencil (adventure) Hansel and Gretel |
| Traditional tales | Snow White and the Seven Dwarves | The Gingerbread Man | Jack and the Beanstalk | The Three Little Pigs | Cinderella | |
| Non-fiction links | Bears | People that help us | Recipes/growing food | Chicks info/life cycle | King's, queen's and castles | The seaside |

| General Themes | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? Take an adventure with me! |
|--|---|--|---|--|--|---|
| Enrichment opportunities/ WOW moments | Meet our school community (setting staff, SLT, office staff, kitchen staff, mid day supervisors, School PCO's, crossing lady etc) grounds Remembrance Harvest Time/performance Birthday celebrations Autumn Disco Autumn nature walk around our school | Bonfire Night Christmas Time / Nativity Diwali and Hannukah Remembrance day Road Safety/Police visit Children in Need Anti- Bullying Week Christmas fair Theatre trip- Panto/Winter play | Chinese New Year Valentine's Day Internet Safety Day Spring Disco Join Whole School Monday assembly Change for PE Local supermarket visit | Shrove Tuesday- Pancake Day- Scarborough skipping event Mother's Day Easter Egg Hunt Easter egg bingo event Chicks in school Planting potoatoes/seeds Farm visit/Spring | King's Coronation Coronation picnic Start of Ramadan Eid Summer disco Transition to year 1 Father's Day Trip to Shuttleworth gardens (writing to the Royal fairies). | World Environment Day Transition to Year 1 School Summer Fair Sport Day Trip to Scarborough South bay- beach/ Summer art/location. Trip to Playdale Farm to see the goats! |
| Parental involvement | Transition days Home/school agreement Reading Meeting Parents Evening 1/ Parent Voice Harvest Festival performance (Parents invited) PTA events throughout the year | SEND meetings Nativity show- parents invited | Parents invited to Bluebell assembly | Parents Evening 2/ Parent Voice/ book sharing SEND meetings | Nursery visits/ discussion and information sharing with new parents | Nursery visits/ discussion and information sharing with new parents Visit Bluebells to look at 'All about me books'/ visit new classroom/ Teachers. Sports day Summer report- written SEND meetings |

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| Assessment Opportunities | Analyse Nursery Assessments | On going assessments | On track updated | On track updated | On track updated | On track updated |
| | Baseline carried out by end of the first half term | Baseline analysis | | Second Parents evening- record parent voice/feedback | Moderation training (County) | EYFS data submitted |
| | Weekly phonic check- recorded on a 'heat map'- Phonic Interventions start | Pupil progress meetings | | | Moderation with neighbouring school | Parental report- assessments discussed with parents |
| | Weekly staff meetings to discuss progress and next steps | First Parents evening- record parent voice/feedback | | | | Governor updates/ assessment data reported via presentation |
| | Ongoing observations | Weekly staff meetings to discuss progress and next steps | | | | |
| | Initial on track created | Ongoing observations | | | | |
| | Initial pencil grip check- monitored throughout year | On track updated | | | | |

| General Themes | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? Take an adventure with me! |
|--|--|--|--|--|--|--|
| <p>British Values (Assemblies circle time PSED)</p> <p>Strong links with Wheatcroft School Character traits:</p> <p>Effective communication</p> <p>Independence</p> <p>Resilience</p> <p>Integrity</p> <p>Respect</p> <p>Compassion</p> <p>Tolerance</p> <p>Courage</p> <p>Citizenship</p> | <p>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.</p> | <p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Recap all British Values 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.</p> |

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Communication and Language | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? - Take an Adventure with me! |

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.

At Wheatcroft school, we use **Helicopter Stories** in EYFS to further promote Communication and Language. The children are encouraged to engage in a variety of stories. They learn the importance of listening carefully, learn new vocabulary, learn to articulate their ideas in well-formed sentences, connect ideas and describe events in detail. Each half term we base our learning on one key Helicopter Story, from The Story Basket (whilst comparing and contrasting a variety of other stories). The children also have the opportunity to give their own stories which a recorded verbatim (demonstrating the progress that children have made in their spoken language). Children then enjoy acting out their own stories with their classmates, seeing their creations come to life!




Benefits of using Helicopter Stories- Key findings from the Open University

- *Taking part in Helicopter Stories provided children with the appropriate motivation and environment to significantly develop their communication skills, including nonverbal communication, spoken language and literacy - both when talking to adults and other children.
 - *The technique had a particularly strong impact on children's spoken language, and provided clear evidence for how children were improving.
 - *The approach significantly impacted upon children's confidence, with even some of the quietest children learning to speak up and take part. It developed their sense of agency, as they felt, more and more, they could choose what they wanted to say and be listened to.
 - *Children became more motivated to engage in literacy activities, such as writing down their own stories and following story transcripts.
 - *Children developed performance skills, and became more creative in their performance techniques.
 - *Children grew in their willingness to take on roles with which they didn't identify, for example playing a role of the opposite gender.
- On top of benefits to children, the evaluation also found that adults who used the Helicopter Technique developed skills in listening to children, letting them lead, and understanding their language development.

At Wheatcroft School we learn and recite one **Helicopter poem/rhyme** each week. This means that children have been exposed to a bank of 30+ poems during their time in EYFS. This rich offering supports children with their language and communication. It promotes use of different vocabulary and helps speech development. Children learn to memorise spoken word and the poetry reinforces rhyming and intonation, which helps when the children start to read.

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| Development Matters Statements | <ul style="list-style-type: none"> *Use new vocabulary through the day → *Understand how to listen carefully and why listening is important → *Learn new vocabulary → *Develop social phrases → *Engage in story times → *Learn rhymes, poems and songs → *Engage in non-fiction books → <p>(throughout!)</p> | <ul style="list-style-type: none"> *Listen to and talk about stories to build familiarity and understanding → *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words → *Use new vocabulary in different contexts → *Listen carefully to rhymes and songs, paying attention to how they sound → *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary → | <ul style="list-style-type: none"> *Ask questions to find out more and to check they understand what has been said to them. *Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail | <ul style="list-style-type: none"> *Ask questions to find out more and to check they understand what has been said to them. *Connect one idea or action to another using a range of connectives | <ul style="list-style-type: none"> *Articulate their ideas and thoughts in well-formed sentences *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen | <p>(all previous statements)</p> |
| Opportunities for Communication and Language | <p>Tell me about yourself.....</p> <ul style="list-style-type: none"> *Welcome to EYFS *Settling in activities *Making friends *Children talking about experiences that are familiar to them *Model talk routines through the day. For example, arriving in school: "Good morning, how are | <p>Tell me a story...</p> <ul style="list-style-type: none"> *Settling in activities- Develop vocabulary through the new day and for new routines *Tell me a story - retelling stories/ Story language- promote use of role play areas *Children to tell their own stories (Helicopter approach) *Listening and responding to stories | <p>Tell me... who/when/where then why/how</p> <ul style="list-style-type: none"> *Using language *Continue to retell familiar stories, using their own language- promote use of puppets *Telling their own stories (Helicopter style) *Encourage and model the use of how and why questions during news time. *Take part in | <p>Talk it through!</p> <ul style="list-style-type: none"> *Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Take part in discussion- What do we wonder?, linked to story front covers WHY, HOW *Children to tell their own Helicopter stories *Helicopter poems | <p>What happened?</p> <ul style="list-style-type: none"> *Continue to Model complete sentences on everyday talk and encourage full responses *Continue focus opportunities to solve problems together. *Introduce problem solving words and phrases to use in their | <p>Time to share!</p> <ul style="list-style-type: none"> *Continue to Model complete sentences in everyday talk and encourage full responses *Continue focus opportunities to solve problems together. *Consolidate all communication and language development |


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| | you?" *lots of opportunities for listening- listening skills modelled/ whole body listening introduced *Following simple, clear instructions *Helicopter poems introduced (see list/order above) | *Following instructions *Take part in discussion- What do we notice, linked to story front covers *Understands how to listen carefully and why listening is important - introducing talking partners. *Carefully chosen stories to develop the children's vocabulary. *Helicopter poems | discussion- What do we wonder?, linked to story front covers WHO, WHERE, WHEN *Encourage and model describing events in some detail *Helicopter poems | *Understand how to listen carefully and why listening is important - children to listen carefully and ask good questions during discussions. *Sustained focus encourage when listening to stories etc. | explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...' | (including any aspects that the children are struggling with)- make learning 'sticky'. |
| Helicopter Stories vocabulary introduced through core story We believe that vocabulary has to be 'taught' as well as 'caught' and as such, we spend time explicitly teaching vocabulary in a variety of ways. We frequently revisit words in order for them to be remembered and for connections to be made. We record 'Wow' words in a big book and use pictures and other words to help them 'stick.' | Goldilocks and the Three Bears woods cottage chimney porridge bears journey returned smash small medium large | The Elves and the shoemaker shoemaker leather candle needle stitches final discovered customer struck giggling | Stone Soup cauldron silken bag cabbage salt beef refused began villagers mentioned whispered | The Ugly Duckling ducklings pond wild ducks farmyard wood pigeons lake hatch beautiful | The King's New Clothes material palace trickster foolish pretended sparkle stripes parade band servants finally gasped | The Three Billy Goats Gruff field river bridge troll meadow decided hooves suddenly charged joined brothers |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Personal, Social and Emotional Development | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea?- Take an Adventure with me! |
| <p>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.</p> | | | | | | |
| Development Matters Statements | Being Me in My World *See themselves as a valuable individual. *Express their feelings and consider the feelings of others. *Identify and moderate their own feelings socially and emotionally. | Celebrating Difference *See themselves as a valuable individual. *Express their feelings and consider the feelings of others. *Identify and moderate their own feelings socially and emotionally. | Dreams and Goals *Show resilience and perseverance in the face of challenge. | Healthy Me *Personal hygiene. *Know and talk about the different factors that support their overall health and wellbeing- regular physical activity · healthy eating · toothbrushing · sensible amounts of 'screen time' · having a good sleep routine · being a safe pedestrian. | Relationships *Build constructive and respectful relationships. *Think about the perspectives of others. | Changing Me *Know and talk about the different factors that support their overall health and wellbeing- regular physical activity · healthy eating · toothbrushing · sensible amounts of 'screen time' · having a good sleep routine · being a safe pedestrian |
| PSHE Jigsaw Scheme | *I can help others to feel welcome. *I can begin to recognise and manage my own feelings. *I enjoy working with others to make school a good place | *I can talk about what I am good at *I understanding that being different makes us all special *I know ways that we are different and the same *I can tell you how to | *I understand that if I persevere, I can tackle challenges. *I can tell you a time that I didn't give up. *I can set a goal and work towards it. *I can use kind words to encourage people. | *I understand that I need to exercise to keep my body healthy *I understand that moving and resting are good for my body *I know which foods are healthy and not healthy. | *I can identify some of the jobs I do in my family and how I feel like I belong. *I know how to make friends to stop myself from feeling lonely. | *I can name parts of the body. *I can tell you some things I can do and foods I can eat to be healthy. *I understand that we all grow from babies to |

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| | to be. *I understand why it is good to have kind and gentle hands. *I am beginning to understand what responsible means. | be a kind friend. *I can tell you why my home is special to me. *I know ways to stand up for myself. | *I know what it means to feel proud of myself. | *I know how to help myself go to sleep and why it is good for me. *I can wash my hands thoroughly and I know why it is important to stay healthy. *I know what a stranger is and how to keep safe if a stranger approaches me. | *I can think of ways to solve problems and stay friends. *I am starting to understand the impact of unkind words. *I can use Calm Me time to manage my feelings *I know how to be a good friend | adults. *I can express how I feel about moving to Year 1. *I can talk about my worries and/or the things I am looking forward to about being in Year 1 *I can share my memories of the best bits of EYFS. |
| Linked stories | Dogger hands are not for hitting | Elmer Barry the Fish with Fingers The Family Book The Dog and the Dolphin | Love Monster Don't Worry Hugless Douglas | Never Talk To Strangers Not Everyone is Nice | Mable and Me George and Martha | Pants Pants, Pants and More Pants (pats are private) |

Self Regulation-

- Controlling own feelings and behaviours
- Applying personalised strategies to return to a state of calm
- Being able to curb impulsive behaviours
- Being able to concentrate on a task
- Being able to ignore distractions
- Behaving in ways that are pro-social
- Planning
- Thinking before acting
- Delaying gratification
- Persisting in the face of difficulty.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Physical Development | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? - Take an Adventure with me! |
| 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 through tummy time, crawling and play movement with both objects and adults. 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. | | | | | | |
| Development Matters Statements | <ul style="list-style-type: none"> *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor *Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming *Develop overall body-strength, balance, co-ordination and agility. | <ul style="list-style-type: none"> *Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming | <ul style="list-style-type: none"> *Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming | <ul style="list-style-type: none"> *Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing *Develop overall body-strength, balance, co-ordination and agility. *Combine different movements with ease and fluency *Progress towards a more fluent style of moving, with developing control and grace *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing | <ul style="list-style-type: none"> *Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing *Develop overall body-strength, balance, co-ordination and agility. *Combine different movements with ease and fluency | <ul style="list-style-type: none"> *Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing *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 |

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| <p>GROSS MOTOR Daily opportunities for Gross Motor Development</p> | <ul style="list-style-type: none"> *Cooperation games including parachute games. *Climbing using the outdoor equipment *Different ways of moving/ fundamental movements to be explored with children *Tyre lifting/ carrying and lifting things up and down on different surfaces to build arm muscles *Help individual children to develop good personal hygiene/school routines (Acknowledge and praise their efforts. Provide regular reminders about thorough washing of hands etc) *Bikes with stabilisers * Draw lines and circles using gross motor movements | <ul style="list-style-type: none"> *Crates play- balancing climbing and jumping encouraged *Hula hoops for skipping in outside area *Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push *Two-wheeled balance bikes and pedal bikes without stabilisers | <ul style="list-style-type: none"> *Ball skills- exploring the ball, rolling, stopping, ball control, bouncing/patting/ working with a partner *Skipping ropes to encourage skipping/jumping *Skills taught for dressing/undressing | <ul style="list-style-type: none"> *Ball skills- throwing and catching, aiming, dribbling, pushing, throwing, kicking (Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities) *Balance- children moving with confidence *Dance related activities in the stage area *Provide opportunities for children to, spin, rock, tilt, fall, slide, roll and bounce *Use picture books to show healthy lifestyle | <ul style="list-style-type: none"> *Obstacle activities children moving over, under, through and around equipment Fitness- (Encourage children to be highly active and get out of breath several times every day) *Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce *Dance / moving to music (increasingly fluid/ graceful movements) | <ul style="list-style-type: none"> *Races / team games involving gross motor movements *Dance related activities/sessions (Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in) *Gymnastic movements/ balance related activities provided. *Range of different fundamental movements encouraged and built upon during activities- skipping, running, jumping, crawling, bouncing etc |
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Development Matters Statements

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.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

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| FINE MOTOR Daily opportunities for fine Motor activities Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed | *Threading, cutting, weaving *Playdough- rolling, squeezing, pulling etc (hand movements) *Fine Motor activities- Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours and climbing, pouring, stirring, dressing/undressing dolls *Manipulate objects with good fine motor skills (correct use of tools/ knives and forks modelled) *Hold pencil/paint brush beyond whole hand grasp (correct pencil grip taught immediately) *Teacher to model correct letter formation | *Threading, cutting, weaving Playdough- roller cutters/ rolling pins/ playdough stamps *Fine Motor activities- Christmas tree baubles- cutting/ colouring/sticking, clay exploration and manipulation *Develop muscle tone to put pencil pressure on paper *Use tools to effect changes to materials (pencils/scissor/ paintbrushes etc) *Show preference for dominant hand *Engage children in structured activities: guide them in what to draw, write or copy | *Threading, cutting, weaving *Playdough- baking cases, knives, cookie cutters, baking trays etc *Fine Motor activities- chopping vegetables for our soup/ spoons and containers of various sizes in the water tray *Begin to form letters correctly *Handle tools, objects, construction and malleable materials with increasing control *Encourage children to draw freely. *Holding Small items/ Cutting skills further developed and refined *Dressing/ undressing for PE- small buttons etc | *Threading, cutting, weaving Playdough- making small story characters/ Items. Clay character workshop *Fine Motor activities- using pegs (duck's head) to collect pom poms (eggs) pincer movement/pipette s *Hold pencil effectively with comfortable grip *Forming recognisable letters | *Threading, cutting, weaving Playdough- printing with all sorts of buttons (different sizes/shapes etc *Fine Motor activities- drawing/ cutting out clothes for the Royal characters *Develop pencil grip and letter formation *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/draw different more shapes confidently | *Threading, cutting, weaving, playdough, *Fine Motor activities- rubbings using different materials *Form letters correctly *Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / *Build things with smaller linking blocks |
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| <p>PE sessions- PEplanning.org, uk</p> | <p>Fun and games- *parachute play Me and myself *My body *Parts of the body *Senses *On the move *How my body changes</p> | <p>Movement Development *How to move *How to move safely *Exploring movements *Moving in different ways *Moving in different directions *Moving at different speeds</p> | <p>Ball skills *Exploring the ball *Ball control *Moving with a ball *Collecting and stopping *Bouncing *With a partner</p> | <p>Throwing and catching *Stopping and receiving *Rolling/sending *Catching-The basics *Catching a ball *Throwing and catching</p> | <p>Dance *Introduction to dance *Character in time with music *Group work *Introduction to mirroring *Emotions/expressions</p> <p>Zumba Kids will be taught by a Zumba professional- helping children to have fun whilst keeping fit!</p> | <p>Fitness *Jumping *Speed and agility *Balance and coordination *Fitness and strength *Balance and strength *Circuit and relays</p> |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Literacy | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? - Take an Adventure with me! |

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).


Development Matters Statements - Reading


- *Read individual letters by saying the sounds for them
- * Blend sounds into words, so that they can read short words made up of known letter- sound correspondences
- *Read some letter groups that each represent one sound and say sounds for them
- *Read a few common exception words matched to the school's phonic programme
- * Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

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| Phonics- Little Wandle | Introduce Phase 2 s a t p i n m d g o c k c k e u r h b f l | Introduce Phase 2 ff ll ss j v w x y z zz qu sh th ng nk Words with s (s)-hats and s (z)-his | Introduce Phase 3 ai ee igh oa o/o ar or ur ow oi ear air er +words with double letters (dd mm cc bb rr gg pp ff) | Review Phase 3: *ai ee igh oa oo ar or ur oo ow oi ear * 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 /z/ s words ending -s words with -es at end /z/ - ing | Phase 4 *Short vowels CVCC *Short vowels CVCC CCVC *Short vowels CCVCC CCCVC CCCVCC and longer words *Longer words and Compound words *Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -est | Phase 4 *Long vowel sounds CVCC CCVC *Long vowel sounds CCVC CCCVC CCV CCVCC *Words ending -s /s/ Words ending -s /z/ Words ending -es and longer words *Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ *Root word ending in: -er, -est and onger words |
| Phonics- Vocabulary | Phoneme - smallest unit of sound Grapheme - a sound written down Digraph - two letters one sound | | Trigraph - Three letters one sound | | | |


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| Reading/spelling tricky words | is I the | as and has his her go no to into she he of we me of | was you they my by all are sure pure | Revisit words taught so far and secure spelling | said so have like some come love do were here little says there when what one out today | Review all taught so far and secure spelling |
| Word Reading skills COMPREHENSION Developing a passion for reading - Children will visit the library weekly, selecting a book of interest to borrow. They will have 2 reading books per week and read to a teacher 3 times per week (with access to this book to re-read at home). Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right - we read English text from top to bottom - the names of the different parts of a book | * Recognise and make sounds for taught Phase 2 phonemes *Hearing initial sounds *Oral blending * Reading CVC words- Help children to read the sounds speedily. (this will make sound-blending easier) *Reciting known stories, Listening to stories with attention and recall *Learn to read the above tricky words *Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge * Re-read reading books at home for fluency/comprehension | * Continue oral blending with new phonemes *Read words with double letter groups (eg:dd) *Recognise and make sounds for new Phase 2 phonemes (including digrahs) * Read words where s can make a 's' sound (hats) or a 'z' sound (his) *Learn to read the above tricky words *Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge * Re-read reading books at home | * Continue oral blending with new phonemes *Recognise and make sounds for new Phase 3 phonemes (including digrahs/trigraphs) *Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge * Re-read reading books at home for fluency/comprehension | * Continue oral blending with new phonemes *Recognise and make sounds for all sounds learned so far (up to phase 3) *Read longer words using the 'chunking' method *Read words ending s /es/ing *Start to read some compound words *Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge * Re-read reading books at home for fluency/ comprehension | * Continue oral blending with new phonemes *Recognise and make sounds for all sounds learned so far (up to phase 3) *Read words with short vowels- phase 4- CVCC CCVC CCVCC CCCVC CCCVCC *Read compound words and other longer words using 'chunking' *Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge * Re-read reading books at home for fluency/ comprehension | * Continue oral blending with new phonemes *Recognise and make sounds for all sounds learned so far (up to phase 3) *Read words with long vowels- CVCC CCVC CCVCC CCCVC CCCVCC *Read words ending ed, ing, est,er *Read longer words *Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge * Re-read reading books at home for fluency/ comprehension |


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| Development Matters statements - Writing | <p>*Form lower-case and capital letters correctly</p> <p>→</p> | <p>*Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>→</p> | <p>*Form lower-case and capital letters correctly</p> <p>→</p> | <p>*Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>*Re-read what they have written to check that it makes sense</p> | | <p>→</p> <p>→</p> |
| Writing skills | <p>*Children will be experimenting with mark -making and writing patterns in a range of mediums.</p> <p>*They will begin to develop a dominant hand and work towards a tripod grip.</p> <p>*Children will start to give meaning to marks and labels.</p> <p>*Writing initial sounds and simple captions.</p> <p>*Use initial sounds to label characters / images.</p> <p>Children will begin to write taught letters (using letter sayings to support orientation</p> <p>*Name writing practice.</p> <p>*Daily writing in phonics lessons</p> | <p>*Labelling using initial sounds.</p> <p>*Oralling telling stories sometimes with adults acting as scribes</p> <p>*Writing CVC words to label characters/maps from stories</p> <p>*Writing simple captions about pictures/events from stories</p> <p>*Help children identify the sound that is tricky to spell.</p> <p>*Start to use grapheme mats to support writing</p> <p>*Daily writing in phonics lessons</p> | <p>* Form capital letters correctly</p> <p>*Writing some of the tricky words (independently or with the support of our spelling mats)</p> <p>*Writing CVC words, Labels using CVC, CVCC, CCVC words</p> <p>*Guided writing based around developing short sentences</p> <p>*Independent story maps</p> <p>*Daily writing in phonics lessons</p> | <p>*Start to write fiction/ non-fiction sentences and for different purposes</p> <p>*Independently writing simple sentences with an awareness of capital letters, full stops and finger spaces (even if these are not yet consistently used)</p> <p>*Dominant hand usually establish and pencil grip correct</p> <p>*Children starting to read own sentences back to check that they make sense (with support)</p> <p>*Daily writing in phonics lessons</p> | <p>*Writing for a purpose- in the role play areas</p> <p>*Increased writing independence</p> <p>*Sounding/writing longer words</p> <p>*Bank of tricky words increasing</p> <p>*Daily writing in phonics lessons</p> | <p>*Consolidation of all writing skills to build fluent, confident writers</p> <p>*Daily writing in phonics lessons</p> |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Mathematics | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? - Take an Adventure with me! |
| <p>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.</p> | | | | | | |
| Development Matters Statements | <ul style="list-style-type: none"> *Count objects, actions and sounds *Count beyond 10 *Subitise *Select, rotate and manipulate shapes to develop spatial reasoning skills *Compose/decompose shapes | <ul style="list-style-type: none"> *Subitise *Link number symbol with its cardinal number value *Select, rotate and manipulate shapes to develop spatial reasoning skills Compose/decompose shapes | *Compose, copy and create repeating patterns | <ul style="list-style-type: none"> *Select, rotate and manipulate shapes to develop spatial reasoning skills *Automatically recall number bonds for number 0-5 and some to 10 | <ul style="list-style-type: none"> *Compare numbers *Understand the 1 more/1 less relationship *Explore the composition of numbers to 10 *Compare length, weight and capacity | <ul style="list-style-type: none"> *Select, rotate and manipulate shapes to develop spatial reasoning skills *Compare length, weight and capacity |
| Number Sense Number | Subitising quantities to 3 | Subitising quantities to 5 | Enumerating between 6 and 10 items (subitising 6-10) | Partitioning 2,3,4,5 and 10 (and recall of number bonds for these) | Composition of 6-9 and comparison of numbers to 10 | Patterns in odd and even numbers Patterns in doubles Equal distribution |
| Non- Number | Non Number-Spatial reasoning, construction and 3D shape *Weekly baking | Spatial reasoning (2D shapes and shape puzzles) | pattern | Spatial reasoning-symmetry | Measures | Pattern Spatial reasoning Maps/plans measures |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Understanding the World | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? - Take an Adventure with me! |
| Links to National Curriculum- RE / Festivals | 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, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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 important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| Development Matters Statements | Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries | | | | | |
| ELG-People and Communities Children will be given opportunities to: -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 | Which stories are special and why? *What is your favourite story and why? *What stories are special to Christians *What stories do you know that are special to Christians or other faiths? *What stories do you know that are important to Muslims? *What are the similarities and differences between different people's special | Which people are special and why? *Who is special to you and why? *Why are some people special? *What story do Sikh's tell about a special person? * What is a good friend like? How did Jesus make some very special friends? * What can a Christian learn from actions in a story? * What story shows Jesus being a friend and caring for others? | Which places are *special and why? *Where is special to me? *Where is a special place for Christians to go? * What makes a church special? *Where is a holy place for Muslims to go? * What makes a mosque special? * What is important in a church and a mosque? How are holy buildings similar and different? | What times are special and why? *What special times have you had? What do other people celebrate? *What happens at Sukkot and why? *What story do Hindu people remember at Diwali? What happens at Diwali and why? *What happens at Christmas and why? *What can we say about Christmas, Diwali | Where do we belong? * What makes us feel special? What makes Christians feel special to God? * How do Christians know that children are special to God? * What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to? *How do we show people they are welcome? How are babies welcomed into the Christian family? | What is special about our world? * What are our favourite things about nature? *What do you think is special about the world? *What story do Christians tell about how the creation of the world? * How can we tell the Christian story of creation? * What stories do Muslim people tell about God's creation? * How does Muhammad show Muslims how to |


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| | stories? | | | and Sukkot? | * How is a baby welcomed into the Muslim religion? | behave in the story of Muhammad and the Kittens? * Is our world 'very good'? |
| Special Celebrations | Harvest Festival | Diwali Hannukah Christmas | Chinese New Year Shrove Tuesday / Ash Wednesday St David's Day | Holi Palm Sunday/Easter Start of Ramadan | Eid | Eid Summer Solstice |


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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Understanding the World | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? - Take an Adventure with me! |
| Links to National Curriculum- ICT/Computing (also links with lots of other NC subjects) | 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, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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 important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| Development Matters Statements | The goals that previously linked to computing (EYFS technology) have been removed from the Early Years Foundation Stage Framework 2020, and there is no mention of the teaching of technology in the education programmes or development matters document. However, this is implicitly covered within 'Understanding of the world'. | | | | | |
| Barefoot Computing -Opportunities for: computational thinking concepts and approaches -Problem solving (logical, abstraction, pattern, algorithms) | Awesome Autumn *Patterns in Garlands Galore *Create a leaf labyrinth *Make pumpkin soup | Winter Warmers *Snowmen scarves and patterns *Creating igloos *Bird feeders | Busy Bodies *Parts of our bodies *Make a body *Look at how we grow *Movement | Springtime *Make a rabbit run *Junk scarecrows *Sequencing whilst planting seeds | Summer Fun! *Explore surroundings and get creative *Take a journey and make a map *Discover sea tangrams | Boats Ahoy *What is a good boat? *Is this a good boat? *On board role play *Build a boat |


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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Understanding the World | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea?- Take an Adventure with me! |
| Links to National Curriculum- Science links | 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, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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 important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| Development Matters Statements | Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them | | | | | |
| ELG-The natural world Children will be given opportunities to: -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 Exploration | Provide frequent opportunities for outdoor play and exploration- what can you see, hear, touch? Link to prior experiences Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Grow a bear | 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 Explore the 5 senses- what are they? Make your own frost | How we care for the natural world around us?- link to growing potatoes/veg Describe and comment on things they have seen whilst outside, including plants and animals. Message on a banana | After close observation, draw pictures of the natural world, including animals and plants Grow potatoes/carrots Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. *Look at natural animal habitats How does a duck stay dry? | Growing peas- linked to The Princess and the Pea. what do we need to give our plants so that they grow? How does suncream protect? | Foster curiosity- compare things that we can see, smell and hear in different locations- Farm/beach/school/ home etc Float or sink? |

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| Seasons | Season- Autumn. What happens in Autumn/what change occur? (weather/animals /plants) Record findings | Season- Winter. What happens in Winter/what changes occur? (weather/animals/plant s) Record findings | | Season- Spring. What happens in the spring time/What changes occur? Link to plants/ animals (weather/animals /plants) Record findings | | Season- Summer. What happens in Summer time/What changes occur? (weather/animals/plant s) Record findings |
| | Observe and interact with sound causing vibration | Observe and interact with natural processes- ice melting | Observe and interact with magnets | Observe and interact with natural processes- light casting a shadow/passing through transparent material | Observe and interact with light causing a shadow (shadow puppets) | Observe and interact with natural processes- boat floating/sinking |
| Observe and interact | Throughout the year- sing songs/join in with rhyme/poems about the natural world | | | | | |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Understanding the World | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea?- Take an Adventure with me! |
| Links to National Curriculum- History | 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, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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 important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| Development Matters Statements | <p>Comment on images of familiar situations in the past</p> <p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community</p> <p>Compare and contrast characters from stories, including figures from the past</p> | | | | | |
| ELG- Past and present Children will be given opportunities to: -Talk about the lives of people around them and their roles in society. -Know some similarities and difference 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 Use vocabulary that helps children to talk about the past/present and future: Yesterday, today, tomorrow, last week, next week, last year, next year, a long time ago, Once upon a time. | -Children to be able to talk about their family/share pictures from home/ recognise who people are and what relation they are to them -Listening to stories and placing events in chronological order, supported by vocabulary (all year) → Then and now-Look at baby pics- How have we changed over time? | -Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers -Talk about experiences that children have had with the people that are familiar to them- What have we done for Christmas in the past? What did Christmas look like I the past? Then and now- Talk about jobs that our families do/did | Look at our school in the past. How has it changed? What did transport to school look like? How has that changed? Then and now- What were villages/towns like during 'stone soup'? Compare to now. Link to Scarborough | Look at pictures of farms in the past- visit a farm now. Note similarities and differences Then and now-How have farms changed over time? | Basic chronology- Before they were born. Look at the monarchy over living memory (starting from Queen Elizabeth) Understand where our new king fits in the family. Compare to our own families Then and now- Scarborough castle | Learn about important people-James Cook (famous adventurer) Learn about his adventures on land and sea (link to maps) Sea sides long ago- Magic Grandad Then and now- How has Scarborough South Bay changed?- first hand experience on trip to the beach |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Understanding the World | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea?- Take an Adventure with me! |
| Links to National Curriculum- Geography | 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, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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 important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| Development Matters Statements | Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different from the one in which they live | | | | | |
| ELG- People, culture and communities Children will be given opportunities to: -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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 Model the vocabulary needed to name specific features of the world, both natural and made by people. Share texts that offer insight into contrasting environments. | Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate- navigate the classroom/outdoor area (mini hunts) Know that our school is in Scarborough (and many of us live in Scarborough). Find Scarborough on a map *Maps from stories | Look at our school on a map, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features Know the name of the road that our school is situated on - Holbeck Road (Filey Road to the rear) Draw simple school maps | What might schools look like in other countries around the world. If children have joined us from other countries, bring in their knowledge/ experiences Use Handa's surprise to help explore a different country (along with other stories through the year) | Draw information from a simple map- finding animals on a farm map/ creating our own farm maps (small and large scale) What might farming look like in other countries? | Do all countries have a Royal family? If so what might they look like? If not, what do they have instead? How we care for the natural world around us?- look for litter/other examples of what happens if we don't look after our environment (link to Shuttleworth gardens trip) | Contrasting environments locally/nationally Draw information from simple maps link to adventure/ treasure finding) Look at beaches around the world. What do we notice (similarities/ differences) Where have we visited, what did we see (locate on a map) Where would we like to visit and why? → |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EXPRESSIVE ARTS AND DESIGN | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea?- Take an Adventure with me! |
| Links to National Curriculum- ART (Also linked to fine motor skills-Use a range of small tools, including scissors, paintbrushes and cutlery) | 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. | | | | | |
| Development Matters Statements | Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills Fine motor skills-Use a range of small tools, including scissors, paintbrushes and cutlery | | | | | |
| ELG Creating with materials Children will be given opportunities to: -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. | -Free drawing/ mark making/ painting- exploring different medium, talking about likes and dislikes -To know primary colour names -Draw a simple person (Painting self portraits for class welcome board) -Finger printing -Water painting -Begin to use drawing to tell a story -Provide → opportunities for children to work together (all year) | -Mix primary colours to make secondary colours- explore colour and notice how they can be changed. Name secondary colour names -Start to use colours for a purpose -Experiment with collage- Mondrian -Paint blowing technique -Explore printing with different sponges/textures- Create Christmas paper -Explore a range of Christmas arts and crafts -Clay exploration | -Line drawings/technique (pencil) -Pencil colours/ crayon shading drawings -Collage rip and stick colours-paper -splatter painting -Printing with different fruit and veg (block colour) -Clay manipulation rolling/cutting | -Felt tip/pen drawings (different tones) -Drawing starting to be more refined -Collage tissue -Bubble painting technique -Printing (shapes not blocked- encourage overlapping/build ing up etc) -Easter/ Mother's day arts/crafts -Clay workshop | -Ink art -collage fabric (clothes designers) -Resist painting art -Small object printing | -Mixed media work (explore different textures) -Drawing clearly recognisable Collage- Mixed -Watercolours Salvador Dali -Card printing (paint on card and print several times- notice change to paint -Varity of rubbing taking -Beach sculpture/art |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EXPRESSIVE ARTS AND DESIGN | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea?- Take an Adventure with me! |
| Links to National Curriculum- DT (Also linked to fine motor skills-Use a range of small tools, including scissors, paintbrushes and cutlery) | 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. | | | | | |
| Development Matters Statements | Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills. Fine motor skills-Use a range of small tools, including scissors, paintbrushes and cutlery | | | | | |
| ELG Creating with materials Children will be given opportunities to: -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. | Exploring building/junk modelling/tools → Building/making using construction equipment → Building with outdoor equipment → Simple joining techniques- Sellotape/ glue stick. Which works best for different jobs? Why? Junk model selfie Porridge- variety of flavours | Start to construct with a purpose in mind Join using glue/ Sellotape/ masking tape Start to select appropriate tools- scissors etc Start to use vocabulary linked to making (eg: join, build, shape) Salt dough dec Christmas cake Biscuits | Begin to plan what is going to be built and represent that plan with a drawing etc Talk about what they have made and what its purpose is Join with different glues Fruit bowl Fruit kebabs Vegetable soup | Say what went well and what could be improved Animal house Cereal Bars Pancakes | Start to make changes during the making process Crown Fruit, cheese and plain scones | Use knowledge of existing ideas/prior experience to come up with ideas Bridge Sandwiches- picnic Salad |
| Product ideas- Cooking- (safely use tools/basic hygiene) | | | | | | |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EXPRESSIVE ARTS AND DESIGN | Amazing Me! | Helpful Hands | Food, Glorious Food | Down on the farm | A Royal Affair | Land or sea? - Take an Adventure with me! |
| Links to National Curriculum- MUSIC | 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. | | | | | |
| Development Matters Statements | Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody | | | | | |
| ELG Being imaginative and expressive Children will be given opportunities to: -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. | Musical concepts/skills *Experience and identify different types of voice (talking/whispering/singing) *Find and use the singing voice Songs If you want to sing a song It's time to sing a song Hello, how are you? Copy Kitten Harvest Festivals songs/rhymes | Musical concepts/skills *Experience a steady pulse whilst singing *Move to a pulse *Take part in singing performances Songs If you want to sing a song It's time to sing a song Hello, how are you (2 parts) Inky Bear is walking Old King Glory on the mountain | Musical concepts/skills *Understand pulse-move to a pulse, walk, tap, clap *Develop ability to maintain a steady pulse *Use the thinking voice Songs It's time to sing a song Inky Bear is walking Old King Glory The Grand Old Duke of York Bell horses Ickle ockle blue bottle Have you brought your talking voice Head, shoulders knees and toes | Musical concepts/skills *Use large gestures to show change of pitch *Develop ability to pitch-match with sung phrases *Change sounds to make them higher/lower Songs Have you brought your talking voice? Copy Kitten Jack-in-a-box Here is the beehive The Grand Old Duke of York Five Little Monkeys Other known songs | Musical concepts/skills *Recognise opposites and change sounds-(faster/slower, louder/quieter, higher/lower) *Set changes of tempo by controlling speed of pulse Songs Copy Kitten Listen, listen here I come Here is the beehive Snail, snail Touch your shoulders If you're a king and you know it... Other known songs | Musical concepts/skills *Sing part of a song in a group *Sing individually in a call and response song *Sing solo a verse of a song Songs Hello, how are you? Tommy Thumb Cuckoo, where are you? Tommy Tattlemouse Other known songs |

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| | <p>Activities-</p> <p>Have you brought your talking voice?</p> <p>Saying hello, using different voices</p> <p>Copy and repeat different vocal sounds</p> <p>'Off we go' to pitch match at the start of songs</p> <p>Using voices to describe the weather</p> | <p>Activities-</p> <p>Christmas production songs</p> <p>Shower warm up</p> <p>Encourage good posture for singing</p> <p>Sense of performance</p> | <p>Activities-</p> <p>Create movements to the pulse in songs</p> <p>\keep pulse going when a song has finished</p> <p>Perform pulse to a song with eyes closed</p> <p>Use thinking voice (keep pulse/movements going)</p> <p>Introduce song bag for children to select songs</p> | <p>Activities-</p> <p>High voice, low voice</p> <p>Copy high and low sounds and sounds that go up or down in pitch</p> <p>Buzzing bees game-high and low buzzing and following changes of pitch</p> <p>Whole body movements to show changes in pitch</p> | <p>Activities-</p> <p>Copy loud/quiet sounds</p> <p>Song bag used</p> <p>Sing loudly/quietly</p> <p>Tap the pulse/change the tempo (fast/slow tempo)</p> <p>Use conductor cards to select how to sing a song or change the singing in the middle of a song</p> | <p>Activities-</p> <p>Sing parts of songs as questions and answers</p> <p>Play singing games with individual parts</p> <p>Pick known songs out of the song bag</p> <p>Confident children can lead the singing or sing solos</p> |
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Early Learning Goals

End of year, holistic assessments

| COMMUNICATION AND LANGUAGE | PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | PHYSICAL DEVELOPMENT | LITERACY | MATHS | UNDERSTANDING OF THE WORLD | EXPRESSIVE ART AND DESIGN |
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| <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full</p> | <p>ELG: Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p> | <p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>ELG: Comprehension Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which</p> | <p>ELG: Number Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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 doubles facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>ELG: Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries,</p> | <p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p> |

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| <p>sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> | | <p>are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | | <p>drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | |
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