

Early Years Foundation Stage Long Term Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
<p>Each term in the EYFS we begin with one of our Literacy Tree texts. We use each core book as a starting point at the beginning of the term to cover particular topics and areas within the curriculum, but then proceed to identify children’s interests which develop from the core book we have read and adapt our planning to follow any particular interests.</p>									
Themes, Interests, Lines of Enquiry									
	Communication Core Theme (7½ weeks)	Culture Core Theme (6 ½ weeks)	Competency theme 1 (2½ weeks)	Competency theme 2 (2½ weeks)	Conflict Core Theme (6 weeks)	Whole School Theme (1 week)	Competency theme 3 (2 weeks)	Competency theme 4 (2 weeks)	Conservation Core Theme (7 weeks)
NURSERY THEMES TEXTS RHYME TIME	<p>‘Tell Us A Story’</p> <ul style="list-style-type: none"> Transition - We’re Going on a Bear Hunt Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk <p>Rhyme Time:</p> <ul style="list-style-type: none"> I can sing a Rainbow and 	<p>‘Come Fly With Me!’</p> <ul style="list-style-type: none"> My World, Your World Bee-Bim bop Lost and Found <p>Christmas</p> <p>Rhyme Time:</p> <ul style="list-style-type: none"> I’ve Got a Body Twelves Days of Christmas 	<p>‘Humpty and Friends’</p> <ul style="list-style-type: none"> Humpty Dumpty Mary, Mary Quite Contrary - Old MacDonald <p>Rhyme Time:</p>	<p>‘Food and Glorious Food’</p> <ul style="list-style-type: none"> Handa’s Surprise I Will Not Ever Never Eat a Tomato <p>Rhyme Time:</p> <ul style="list-style-type: none"> 5 Currant Buns Oranges and Lemons 5 Little Apples 	<p>‘Let’s Play’</p> <ul style="list-style-type: none"> The Colour Monster Kipper’s Toy Box Hairy Mclary from Donaldson’s Dairy <p style="text-align: center;">Easter</p> <p>Rhyme Time:</p>	No Outsiders	<p>Animal Crackers</p> <ul style="list-style-type: none"> Oi Frog Anansi The Spider <p>Rhyme Time:</p> <ul style="list-style-type: none"> Old MacDonald 5 Little Ducks Went Swimming One Day Incy, Wincy Spider 	<p>‘Ticket to Ride’</p> <ul style="list-style-type: none"> We All go Travelling By Walking Through the Jungle <p>Rhyme Time:</p> <ul style="list-style-type: none"> The Wheels on the Bus Row, Row, Row your boat Down at the Station - 	<p>‘No Place Like Home’</p> <ul style="list-style-type: none"> A Place Called Home A Good Place My Shadow is Pink Whatever Next/When a Dragon Goes to School <p>Rhyme Time:</p> <ul style="list-style-type: none"> Here is the Beehive - Wiggly Worm -

	<ul style="list-style-type: none"> It's time to say goodbye. Twinkle, Twinkle Little Star It's Raining, It's Pouring 5 Speckled Frogs Wind the Bobbin Up 	<ul style="list-style-type: none"> Christmas Show Songs 	<ul style="list-style-type: none"> Humpty Dumpty Miss Molly had a Dolly Little Bo Peep 		<ul style="list-style-type: none"> If You're Happy and You Know It - Head, Shoulders, Knees and Toes - The Hokey Cokey 			<ul style="list-style-type: none"> A Sailor went to sea 	<ul style="list-style-type: none"> End of year Show songs
RECEPTION THEMES TEXTS RHYME TIME	<p>'Happy to Be Me'</p> <ul style="list-style-type: none"> Baselines & teachers' choices. <p>National Reception Baseline</p> <p>Rhyme Time:</p> <ul style="list-style-type: none"> I can sing a rainbow. Rock a bye baby Ten in the bed I am the Baker Man When I was one 	<p>'Come Fly With Me!'</p> <ul style="list-style-type: none"> Let's Celebrate! Joy to the World <p>Christmas</p> <p>Rhyme Time:</p> <ul style="list-style-type: none"> The Big Ship Sails Bobby Shafto's gone to Sea Christmas Show songs 	<p>'Blast off'</p> <ul style="list-style-type: none"> Whatever Next Meet the Planets <p>Rhyme Time:</p> <ul style="list-style-type: none"> 5 Little Men Ten Fat Sausages The Grand old Duke of York 	<p>'Jurassic Park'</p> <ul style="list-style-type: none"> The Tyrannosaurus Drip If I had a Dinosaur <p>Rhyme Time:</p> <ul style="list-style-type: none"> Dinosaurs The Sneaky Crocodile The Animal Fair 	<p>Help is at Hand</p> <ul style="list-style-type: none"> You Can't Call an Elephant in an Emergency So Much Super Milly and the Super School Day <p>Easter</p> <p>Rhyme Time:</p> <ul style="list-style-type: none"> Rub-a-dub-dub - Cobbler, Cobbler Brush your teeth 	<p>No Outsiders</p>	<p>'If You Go Down to the Woods...'</p> <ul style="list-style-type: none"> Little Red <p>Rhyme Time:</p> <ul style="list-style-type: none"> This is the way When Goldilocks went to the house of the bears The Bear went over the Mountain 	<p>'Ticket to Ride'</p> <ul style="list-style-type: none"> Journey The Night Pirates <p>Rhyme Time:</p> <ul style="list-style-type: none"> The animals went in two by two Horsey, Horsey don't you stop I went to visit a farm one day 	<p>'What On Earth'</p> <ul style="list-style-type: none"> The Extraordinary Gardner The Tiny Seed <p>Rhyme Time:</p> <ul style="list-style-type: none"> Ten Green Bottles It's raining, it's pouring End of Year show
Enrichment Opportunities									
Nursery	<ul style="list-style-type: none"> Little City Visit Autumn Walk A visit read from the 	<ul style="list-style-type: none"> Christmas Show 	<ul style="list-style-type: none"> Nurse visit Colham catering workshop 	<ul style="list-style-type: none"> Visit the local park 	<ul style="list-style-type: none"> Pet a pet! Local visit to the bus stop 				<ul style="list-style-type: none"> Nursery end of year show, stay & play!

	Library					
Reception	<ul style="list-style-type: none"> • Little City Visit • Local Walk • Family members come to read. 	<ul style="list-style-type: none"> • Christmas Show 	<ul style="list-style-type: none"> • Fire safety visit. • Cook with Colham Catering! 	<ul style="list-style-type: none"> • Visit the local hospital • Oral health workshop 	<ul style="list-style-type: none"> • Forest School - ACS Hillingdon • A ride on the bus 	<ul style="list-style-type: none"> • EY Graduation

Parental Engagement

EYFS	<ul style="list-style-type: none"> • Welcome walks • Seesaw Parent/Carer Information session • Toileting workshops 	<ul style="list-style-type: none"> • Oral Health Information session • Parent/Carer 'How to read with your child at home' session. • Toileting workshops 	<ul style="list-style-type: none"> • Parent/Carer read and relax sessions • Parent/Carers independent reading sessions • Oral Health Information session for January starters • Toileting workshops 	<ul style="list-style-type: none"> • Parent/Carer read and relax • Toileting workshops 	<ul style="list-style-type: none"> • Parent/Carer read and relax • Oral Health Information session for Easter starters • Toileting workshops 	<ul style="list-style-type: none"> • Parent picnic • Transition readiness session • Toileting workshops
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Communication & Language

Educational Programme: 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, storytelling 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.

- **Listening, attention & Understanding**
 - **Speaking**

Nursery	Bucket Time Attention & Listening skills; - Introduce listening expectations - Home corner	Bucket Time Social & Interaction & Play Skills	Bucket Time Understanding Language	Bucket Time Expressive Language - Sentence Building	Bucket Time Vocabulary	Bucket Time Speech Pronunciation & Fluency Skills
Reception	Bucket Time Building on Attention & listening skills; - Showing an interest - Role play & taught texts linked with children's interests	Bucket Time Building on Social & Interaction & Play Skills; - Using language to imitate different roles and explore different cultures.	Bucket Time Building on Understanding Language; - Ask questions to find out more and to check they understand what has been said/read to them. 'How' and 'Why' questions.	Bucket Time Building on Expressive Language and sentence building skills: - Retelling our Literacy Tree stories and more. - Express a wide range of vocabulary to describe characters and settings in simple sentences	Bucket Time Building on Vocabulary skills: - Extending vocabulary to describe - Express ideas and thoughts using full sentences - Offer explanations as to why they think something is happening - Demonstrate a wide range of spoken comprehensive skills.	Bucket Time Building on Speech pronunciations & Fluency skills; - Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments & questions.

Personal, Social, Emotional Development

Educational Programme: 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.

We will support children to develop good personal hygiene, including Oral hygiene, and their understanding of Healthy Eating and what their bodies need to stay healthy (food, water, rest, appropriate clothing)

throughout their entire time in EYFS.

- **Building Relationships**
- **Self-Regulation**
- **Managing-Self**

Nursery	Building Relationships	Building Relationships	Self-Regulation	Self-Regulation	Managing-Self	Managing-Self
	- 'Let's Play Shops';library	- Fair Shares.	- Make Your Choice - Well Done - The Pantomine - A Waiting Game	- Odd Jobs - A New Baby - Good Friends	- Deaf Girl - You Smell	- Who's Playing? - Who's Playing?
Reception	- Busy Body - Family Fun - Me and You	- All Join In		- I Feel Poorly - I'm Stuck		- Litter Bug

Celebration Calendar 2024-2025

	Who am I?	Who are we?	How did we get here?	Why are we here?	Who do we thank?	Why do we celebrate?
EYFS	<ul style="list-style-type: none"> • Who am I? • Who am I? • National Fitness Week • Autumn Celebration • World Smile Day • World Mental Health Day • Recycle Week • Diwali 	<ul style="list-style-type: none"> • Bonfire Night • Remembrance Day • Road Safety Week • St Andrews Day • International Day of People with Disabilities • Christmas Jumper Day • Christmas 	<ul style="list-style-type: none"> • Big School Bird's Watch • Lohri Festival • Save Energy • Chinese New Year • Number Day • Valentines Day 	<ul style="list-style-type: none"> • Love Your Pet • Start of Ramadan • St David's Day • St Patrick's Day • Holi - festival of colour • Mothers Day 	<ul style="list-style-type: none"> • St George's Day • Spring Celebrations • Hand Hygiene Day • Mental Health Week • Outdoor Classroom Day 	<ul style="list-style-type: none"> • Euro 2025 • Eid Celebration • Father's Day • World Music Day • World Mud Day • Don't step on the Bee Day • Transition

British Values

EYFS	<p>Mutual respect.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>British Values.</p> <p>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>
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Physical Development

Educational Programme: 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, coordination 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.

- **Gross Motor Development**
- **Fine Motor Development**

Nursery	<p>Fine Motor:</p> <p>Funky Fingers activities & introduce scissors and how to use them safely</p> <p>Gross Motor:</p> <p>Introduction to PE : Unit 1</p>	<p>Fine Motor:</p> <p>Funky Fingers activities & support scissor exploration</p> <p>Gross Motor:</p> <p>Gymnastics : Unit 1</p>	<p>Fine Motor:</p> <p>Funky Fingers activities & support scissor exploration</p> <p>Gross Motor:</p> <p>Fundamentals : Unit 1</p>	<p>Fine Motor:</p> <p>Funky Fingers activities & support scissor exploration</p> <p>Gross Motor:</p> <p>Ball Skills : Unit 1</p>	<p>Fine Motor:</p> <p>Funky Fingers activities & support scissor exploration</p> <p>Gross Motor:</p> <p>Games : Unit 1</p>	<p>Fine Motor:</p> <p>Funky Fingers activities & support scissor exploration</p> <p>Gross Motor:</p> <p>Dance : Unit 1</p> <p>Sports Day skills</p>
Reception	<p>Fine Motor:</p> <p>Daily Funky Finger provision to practise fine motor skills</p> <p>Gross Motor:</p> <p>Introduction to PE : Unit 2</p>	<p>Fine Motor:</p> <p>Daily Funky Finger provision to practise fine motor skills</p> <p>Gross Motor:</p> <p>Gymnastics : Unit 2</p>	<p>Fine Motor:</p> <p>Daily Funky Finger provision to practise fine motor skills</p> <p>Gross Motor:</p> <p>Fundamentals : Unit 2</p>	<p>Fine Motor:</p> <p>Daily Funky Finger provision to practise fine motor skills</p> <p>Gross Motor:</p> <p>Ball Skills : Unit 2</p>	<p>Fine Motor:</p> <p>Daily Funky Finger provision to practise fine motor skills</p> <p>Gross Motor:</p> <p>Games : Unit 2</p>	<p>Fine Motor:</p> <p>Daily Funky Finger provision to practise fine motor skills</p> <p>Gross Motor:</p> <p>Dance : Unit 2</p> <p>Sports Day skills</p>

Literacy

Educational Programme: 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**
- **Word Reading**
- **Writing**

Nursery	<p style="text-align: center;">Early Reading Programme - Pre Phonics</p> <ol style="list-style-type: none"> 1. Hello Songs 2. Instrument Time 3. Story/Rhyme Time 4. Favourite Book 5. Goodbye Songs 					
Nursery	<p>Rhyme Time</p> <p>Look at traditional tales and talk about them.</p> <p>Early Reading Programme</p> <p>Main writing outcome:</p> <p>Free mark making</p> <p>Story time</p> <p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to stories and sometimes join in with key words and phrases</p> <p>Understand that Print has meaning</p>	<p>Rhyme Time</p> <p>Listen to stories and sometimes join in with key words and phrases</p> <p>Daily Phonics</p> <p>Main writing outcome:</p> <p>- pre -writing shapes</p> <p>- Story time</p> <p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to stories and sometimes join in with key words and phrases</p> <p>Understand that Print has meaning</p>	<p>Rhyme Time</p> <p>Use phrases and words form key stories through role play</p> <p>Express preferred books and stories</p> <p>Daily Phonics</p> <p>Main writing outcome:</p> <p>- Mat man</p> <p>Story time</p> <p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to stories and sometimes join in with key words and phrases</p> <p>Understand that Print has meaning:</p> <ul style="list-style-type: none"> • 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 	<p>Rhyme Time</p> <p>Fills in missing word or phrase from books or rhymes</p> <p>Daily Phonics</p> <p>Main writing outcome:</p> <p>- Number formation</p> <p>Story time</p> <p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to stories and sometimes join in with key words and phrases</p> <p>Understand that Print has meaning:</p> <ul style="list-style-type: none"> • print has meaning 	<p>Rhyme Time</p> <p>Looks at books independently</p> <p>Daily Phonics</p> <p>Main writing outcome:</p> <p>Letter formation & name writing</p> <p>Story time</p> <p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to stories and sometimes join in with key words and phrases</p> <p>Understand that Print has meaning:</p> <ul style="list-style-type: none"> • 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 <p style="background-color: #e0e0e0;">Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word 	<p>Rhyme Time</p> <p>Talk about stories, the setting and their characters</p> <p>Daily Phonics</p> <p>Main writing outcome:</p> <p>Letter formation & name writing</p> <p>Story time</p> <p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to stories and sometimes join in with key words and phrases</p> <p>Understand that Print has meaning:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to

				<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother.
Reception	<p>Rhyme Time</p> <p>Main writing outcome:</p> <p>Free mark making & beginning to read & write names</p>	<p>Rhyme Time</p> <p>Main writing outcome:</p> <ul style="list-style-type: none"> - Labelling using initial sounds <p>Phonics:</p>	<p>Rhyme Time</p> <p>Main writing outcome:</p> <ul style="list-style-type: none"> - Using phonics to write simple words <p>Phonics:</p> <p>Recap on set 1 special friends: th, ch, qu, ng, nk.</p>	<p>Rhyme Time</p> <p>Main writing outcome:</p> <ul style="list-style-type: none"> - Caption writing - Short phrases <p>Phonics:</p>	<p>Rhyme Time</p> <p>Main writing outcome:</p> <ul style="list-style-type: none"> - Simple sentences - Simple letter writing <p>Phonics:</p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p>	<p>Rhyme Time</p> <p>Main writing outcome:</p> <ul style="list-style-type: none"> - Simple sentences. - Sequential instructions; 'next, then'.

	<p>Baseline assessments</p> <p>Phonics:</p> <p>Start of Autumn 1 : - Baseline Assessments</p> <p>Children are taught their Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p> <p>Talk through stories:</p> <p>Elmer The Rainbow Fish Can't You Sleep, Little Bear? The Scarecrows Wedding Owl Babies</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - Listening to stories. - Joining in with rhymes and showing an interest in stories. 	<p>Recap on set 1 special friends: th, ch, qu, ng, nk</p> <p>Children are taught to blend sounds into words orally.</p> <p>Children are taught to blend single-letter sounds (word time 1.1-1.4)</p> <p>Talk through stories:</p> <p>The Wonky Donkey Room on the Broom Farmer Duck Five Minutes' Peace Handa's Hen Billy & The Beast</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - Beginning to retell stories - Retell stories related to events through acting/role play. - Retelling stories using images / 	<p>Secure blending of words with special friends (word time 1.5 and 1.6).</p> <p>Talk through stories:</p> <p>Cottonwool Colin Cops and Robbers Six Dinner Sid Stick Man Supertato</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - Retelling stories with the recently introduced vocabulary. - Making 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 letters–sound correspondences and, where necessary, a few exception words. - Read a few common exception words matched to RWI. - Using recently introduced vocabulary during discussions about stories and during role-play. 	<p>Recap on any set 1 sounds. Secure blending on words containing all set 1 sounds</p> <p>Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>To be exposed to some common exception words: put, the, l, no, of, my, for, he</p> <p>Talk through stories:</p> <p>Hugless Douglas Dogger Frockodile Tiddler Winnie The Witch The Rapping Princess</p> <p>Comprehension:</p>	<p>To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p> <p>Talk through stories:</p> <p>My Must Have Mum On The Way Home Aliens Love Underpants A Little Bit Brave There's a Snake in My School Rajiv's Starry Feelings</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - Retell a story with actions and / or picture prompts as part of a group. - Use story language when acting out a narrative. - Rhyming words. - Can explain the main events of a story. - Can draw pictures of characters/event /setting in a story. May include labels, sentences or caption. 	<p>Phonics:</p> <p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to blend words containing set 2 sounds</p> <p>Children to build speed of reading words containing set 1 sounds.</p> <p>Talk through stories:</p> <p>Anna Hibiscus' Song The Giant Jam Sandwich Zog Fly Tiger Giantosaurus</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - Can draw pictures of characters/ event / setting in a story. - Listen to stories, accurately anticipating
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	<ul style="list-style-type: none"> - Understand the five 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. - Sequencing familiar stories through the use of pictures to tell the story. - Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> - apps. - Retelling of stories- Editing of story maps and orally retelling new stories- Sequence story – use vocabulary of beginning, middle and end. - Enjoys an increasing range of books. 		<ul style="list-style-type: none"> - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - They develop their own narratives and explanations by connecting ideas or events. 		<ul style="list-style-type: none"> - key events & respond to what they hear with relevant comments, questions and reactions. - Make predictions. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. <p>Fiction and Non-Fiction:</p> <ul style="list-style-type: none"> - Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.
<p>Phonics - By the end of each half-term, the children should be able to</p>	<p>read all set 1 sounds</p>	<ul style="list-style-type: none"> - read all set 1 sounds - blend sounds into words orally - begin to read 3 single sound words independently 	<ul style="list-style-type: none"> - blend sounds to read words - read short ditty stories 	<p>read RED story books</p>	<ul style="list-style-type: none"> - read GREEN storybooks. - read some set 2 sounds. 	<ul style="list-style-type: none"> - read GREEN or PURPLE storybooks. - read some set 2 sounds.

<p>End of Year R expectations: Children should be able to</p>	<ul style="list-style-type: none"> - Read GREEN or PURPLE storybooks. - Read some set 2 sounds. 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. - Use phonic knowledge to compose simple sentences 	<p>Comprehension:</p> <p>Demonstrate understanding of what has been read to them by retelling 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 and during role play</p>
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Mathematics

Educational Programme: 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.

This is a suggested programme of study for the maths that will be covered across the EYFS, based on the White Rose Hub planning. However, we will teach the learning as it arises in the children's individual needs and interests. We will also be continually revising all mathematical areas through continuous provision and adult interventions in the children's play.

- **Number**
- **Numerical Patterns**

<p>Nursery</p>	<p>Transition (2 weeks) More than, fewer than, same (1 week) Explore and build with shapes and objects (1 week) Explore repeats (1 week) Hear and say number names (2 weeks) Consolidation (1 week)</p>	<p>Begin to order number names (2 weeks) I see 1,2,3 (2 weeks) Join in with repeats (2 weeks) Explore position and space (1 week)</p>	<p>Show me 1,2,3 (2 weeks) Move and label 1,2,3 (2 weeks) Explore position and routes (2 weeks)</p>	<p>Explore patterns (2 weeks) Take and give 1,2,3 (2 weeks) match, talk, push and pull (2 weeks)</p>	<p>Talk about dots (1 week) Compare and sort collections (1 week) Lead on own repeats (1 week) Sort to puzzle (1 week) Making patterns (1 week)</p>	<p>Make games and actions (1 week) Show me 5 (2 weeks) My own pattern (1 week) Stop at 1,2,3,4,5 (2 weeks) Match,sort, compare (1 week)</p>
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Reception	Getting to know (3 weeks) Match, sort and compare (2 weeks) Talk about measure and pattern (2 weeks) It's me 123 (2 weeks)	Circles and triangles (1 week) 12345 (2 weeks) Shapes with 4 sides (2 week) My day and night (1 week) Consolidation (1 week)	Alive in 5! (2 weeks) Mass and capacity (1 week) Growing 6, 7, 8 (2 weeks)	Length, height and time (2 weeks) Building 9 and 10 (2 weeks) Explore 3-D shapes (1 week) Consolidation (1 week)	To 20 and beyond (2 weeks) How many now (1 week) Manipulate, compose and decompose (2 weeks) Sharing and grouping (1 week)	Sharing and grouping (1 week) Visualise, build and map (3 weeks) Make connections (1 week) Consolidation (1 week)
<p>Understanding the World</p> <p>Educational Programme: 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.</p> <ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 						
Nursery	Materials and Plants The Natural World Understanding the past: storytelling	Forces People, Culture and Communities The Natural World	Materials and Forces Materials and changes they notice People, Culture and Communities The Natural World Understanding the past: storytelling Own life story and family history	Forces and Materials People, Culture and Communities The Natural World Things in the past and present	Materials How things work People, Culture and Communities The Natural World Own life story and family history Things in the past and present	Animals & Humans Light People, Culture and Communities The Natural World Things in the past and present
Reception	Animals including humans The Natural	People, Culture and Communities The Natural	Speed and the natural world Animals, Humans and their environment	The Natural World Lives of people	Animals and Plants Investigate the concept of 'float', 'sink' and 'materials'	Animals including Humans, Plants and Light

	World My childhood	World	The Natural World Things in the past and present Dinosaurs	around us	People, Culture and Communities The Natural World Understanding the past: storytelling Things in the past and present	People, Culture and Communities The Natural World
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Technology across our EYFS - additional area to enhance learning	This is a suggested programme of study for the learning Technology that will be covered in the EYFS. However we will teach the learning as it arises in the children's individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children's play.					
	Exploring ICT in the setting environment; using toys with remote controls, buttons and switches. Exploring the interactive white-board using pen function and moving images.	Name writing - finding/typing letters on a keyboard	Continuation of engaging with ICT in the setting; using toys with increased control and skill.	'Logging on' and completing age appropriate games. Clicking on icons.	Exploring different software, programmes; such as paint.	Selecting software and hardware for different purposes. Using toys such as cameras, cd players and Bee-bots with skill.

Expressive Art and Design

Educational Programme: 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.

- **Creating with materials**
- **Being imaginative and expressive**

Nursery	Being imaginative and	Being imaginative and	Being imaginative and expressive Show different emotions in their	Being imaginative and	Being imaginative and expressive	Being imaginative and expressive
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	<p>expressive</p> <p>To use a range of materials in decoration.</p> <p>Explore instruments independently</p> <p>Karaoke Time and Rhyme Time</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> - Self portraits - Autumn pictures 	<p>expressive</p> <p>Explore concentric circles, abstract, colour.</p> <p>Explore and name instruments.</p> <p>Karaoke Time and Rhyme Time</p> <p>Learning Christmas show songs.</p> <p>Creating with Materials:</p> <p>Linking colours to festivals.</p> <p>Exploring materials found in Asia.</p> <p>Diwali lamps. Firework pictures.</p> <p>Christmas decorations</p>	<p>drawings and paintings.</p> <p>Use shapes to represent objects, collage.</p> <p>Explore instruments and repeated rhythms.</p> <p>Karaoke Time and Rhyme Time</p> <p>Creating with Materials:</p> <p>Build Humpty's wall.</p> <p>Create a vegetable patch.</p> <p>Design a pond</p> <p>Explore different foods</p> <p>Design a basket for Handa's fruit</p>	<p>expressive</p> <p>To know that colours can be mixed to make others.</p> <p>Explore instruments and repeated rhythms.</p> <p>Karaoke Time and Rhyme Time</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> - a class collage of the colour monster - a new toy - an Easter bonnet 	<p>Talk about the pictures and how they make you feel</p> <p>Explore instruments and repeated rhythms.</p> <p>Karaoke Time and Rhyme Time</p> <p>Creating with Materials:</p> <p>Making animals using paper mache</p> <p>Make a spiders web</p> <p>Use junk modelling to create different types of transport</p>	<p>Wallpaper, design, pattern</p> <p>Explore instruments and repeated rhythms.</p> <p>Karaoke Time and Rhyme Time</p> <p>Creating with Materials:</p> <p>Building homes</p> <p>Design a birdhouse</p>
<p>Reception</p>	<p>Being imaginative and expressive</p> <p>Self-portrait, face, features, family portrait, photograph,</p>	<p>Being imaginative and expressive</p> <p>Wassily Kandinsky, concentric circles, abstract, colour,</p>	<p>Being imaginative and expressive</p> <p>Colour mixing, shapes with continuous lines</p> <p>Draw with increasing complexity and detail, such as representing a face with</p>	<p>Being imaginative and expressive</p> <p>Making pitch & melody and then changing sounds - loud/quiet/high/low/fast/slow</p>	<p>Being imaginative and expressive</p> <p>Join different materials and explore different textures</p> <p>Look at works of art from different times and cultures representing transport and journeys.</p>	<p>Being imaginative and expressive</p> <p>To know that Art can be created without specific tools.</p> <p>Performing songs,</p>

	<p>media.</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello & Goodbye songs</p> <p>Sing songs about body parts and use body percussion.</p> <p>Creating with Materials:</p> <p>Self portraits Family pictures Autumn creations</p>	<p>artefact, masks, hieroglyphics</p> <p>Learning Christmas show songs and dances</p> <p>Listen and respond to sounds.</p> <p>Introduce instruments and their sounds.</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello & Goodbye songs</p> <p>Chinese Music</p> <p>Creating with Materials:</p> <p>Firework creations</p> <p>Diwali lamps</p> <p>Christmas show props and decorations</p>	<p>a circle and including details.</p> <p>Accompany stories with instruments - sound stories</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello & Goodbye songs.</p> <p>Know and understand the elements of tempo and dynamics</p> <p>Creating with Materials:</p> <p>Make a rocket</p> <p>Make a helmet</p> <p>Make salt dough dinosaur bones</p> <p>Create a class paper mache dinosaur</p>	<p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello & Goodbye songs.</p> <p>Sing 'They Very Good Job' song, adding new sound effects</p> <p>Creating with Materials:</p> <p>Design a uniform</p> <p>Create identity badges</p> <p>Create a paper mache model of the emergency services</p>	<p>Move in response to music</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello & Goodbye songs</p> <p>Creating with Materials:</p> <p>Build a den</p> <p>Make a class beanstalk</p> <p>Create a cauldron in the outdoor environment</p> <p>Creating with Materials:</p> <p>Design a train</p> <p>Build a boat</p> <p>Design a map</p>	<p>poems, rhymes, stories and dances with peers and/or alone.</p> <p>Learn a repertoire of songs - Rhyme Time/Mat-man/Hello & Goodbye songs.</p> <p>Developing Compositions</p> <p>Creating with Materials:</p> <p>Build a bug hotel</p> <p>Design a garden and plant some seeds.</p>
<p>Cooking and Nutrition</p>	<p>"Children know the importance for good health of a healthy diet, and talk about ways to keep healthy and safe."</p> <p>Children will know how, and demonstrate how, to use equipment safely and effectively.</p> <p>Children will be able to talk about culturally significant food in their lives and food significant in cultures other than their own.</p> <p>They will demonstrate understanding of the need for hygiene and safety measures.</p> <p>Children will know why it is important to wash our hands before cooking and how they can stay safe in the kitchen.</p>					

Impact - Assessment

Nursery	<ul style="list-style-type: none"> • Baselines • Meet the Teacher 	<ul style="list-style-type: none"> • Progress update - Insight 	<ul style="list-style-type: none"> • Baselines 	<ul style="list-style-type: none"> • Progress update - Insight 	<ul style="list-style-type: none"> • Baselines • Meet the Teacher 	<ul style="list-style-type: none"> • Progress update - Insight • Transition information to YR teacher • Annual Pupil Reports
Reception	<ul style="list-style-type: none"> • Reception Baseline Assessments • Phonics (every 6 weeks) • Meet the Teacher • GLD predictions • Independent write assessments. 	<ul style="list-style-type: none"> • Progress update - Insight • Phonics (every 6 weeks) • Independent write assessments. 	<ul style="list-style-type: none"> • Phonics (every 6 weeks) • Independent write assessments. 	<ul style="list-style-type: none"> • Progress update - Insight • Phonics (every 6 weeks) • Independent write assessments. 	<ul style="list-style-type: none"> • Phonics (every 6 weeks) • Independent write assessments. • Meet the Teacher • EYFSP consultations 	<ul style="list-style-type: none"> • Progress update - Insight • Complete EYFSP and send off • Phonics (every 6 weeks) • Independent write assessments. • EYFSP • Transition information to Y1 teacher • Annual Pupil Reports

Early Learning Goals

Children at the expected level of development at the end of their Reception year will:

Communication and Language

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.

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.

Personal, Social and Emotional Development

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

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.

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.

Physical Development

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.

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.

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, 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.

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.

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.

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.

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.

Mathematics

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.

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.

Literacy

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.

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.

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.

