

EFYS LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year-olds & Nursery theme	Brown Bear, Brown Bear	Little Red hen	Jack Frost	We're Going on a Bear Hunt	Goldilocks	What the ladybird heard at the Seaside
Hooks for Learning	<ul style="list-style-type: none"> Who lives at your house? My family What colours can you see? Which animals can you see? 	<ul style="list-style-type: none"> Which animals live on a farm? What sounds do animals make? What can we see in the dark? How has the apple tree changed? 	<ul style="list-style-type: none"> What happens to puddles in Winter? What happens to ice when it gets warm? How can you keep warm in Winter? What clothes do you need to wear if it's cold? 	<ul style="list-style-type: none"> Is your family the same as mine? How have I changed? What can we see on the trees? Have you been on a journey? Can you tell me the way? 	<ul style="list-style-type: none"> Should Goldilocks have gone in the bears' house? How do you think the Bears felt? How can we make someone feel better? How do we look after plants? 	<ul style="list-style-type: none"> What will you see at the seaside? What jobs do people do in Scarborough? How can we keep the seaside looking nice? How can we keep safe at the seaside?
Predictable Interests/ experiences	New routines Class rules & expectations Autumn Harvest Halloween	Bonfire Night Christmas Children in Need Birthdays Baking	Chinese New Year Winter/Spring Ice & water	Shrove Tuesday Skipping Day Easter Mother's Day Journeys	Summer Sharing meals	Father's Day Transition Day Sports days Visitors
Texts	<ul style="list-style-type: none"> Brown Bear, Brown Bear Polar Bear Polar Baer what do you hear The last Noo-Noo Family & me Ten little fingers & ten little toes Hug Dear Zoo This Is The Bear Peppa Halloween Aagh Spider There's A Spider in the Bath 	<ul style="list-style-type: none"> Little Red Hen Great Goat Chase Farmer Duck Tree: Seasons Come, Seasons Go Animals in winter Kippers Rainy Day We're going on a leaf hunt Come on Daisy Nativity story Non-fiction: seasons 	<ul style="list-style-type: none"> Jack Frost One snowy night Snowballs The Polar Bear and the Snow Cloud Kippers Snowy Day Snow Bears Henry's Holiday Foxes In the Snow Say Hello to the Snowy Animals You choose The Snowy Day (online) Animals in Winter Coats (online) Teds Red Sled Non-fiction: weather BBC series Mr Wolfs Pancakes 	<ul style="list-style-type: none"> We're going on a bear hunt Rosie's walk Hairy Maclary from Donaldson's Dairy The Train ride Where's Spot? Say Goodnight to the Sleepy Animlas That's Not My Teddy The Very Busy Spider 	<ul style="list-style-type: none"> Goldilocks The colour monster Each Pear, Each Plum Once upon a time Where's my teddy? The Very Hungry Caterpillar Jaspers Beanstalk The Bad-Tempered Lady bird 	<ul style="list-style-type: none"> What the Ladybird heard at the seaside Snail & the Whale Sharing a shell Look what I found at the seaside At the Beach The Lighthouse Keeper's Lunch Non-fiction – rockpools
Vocabulary	Names of family members Colour words Animal names	Farm words Animal sounds Light & dark words	Weather words Descriptive words for hot & cold	Positional & directional language Onomatopoeic words	Emotions words Story language Words to describe growth	Descriptive words for other environments Occupations



Reception theme	Marvellous Me	On Our Doorstep	Once Upon a Time	How Does Your Garden Grow?	Down on the Farm	Beside the Seaside
Hooks for Learning	<ul style="list-style-type: none"> Starting my new class New beginnings My family How I have changed What am I good at? How do I make others feel? Being kind/staying safe 	<ul style="list-style-type: none"> Where do I live? What is close to school? What buildings can I see? What can I see from Jonno's Field? What does my house look like? 	<ul style="list-style-type: none"> Where are stories set? Where on the globe is the UK? What are the differences between our country & other cold countries? Which buildings can you find in stories? What were buildings like in the past? 	<ul style="list-style-type: none"> What grows in my garden? How can I grow my own vegetables? Which fruit and vegetables do I like? What do plants need to grow? Which fruits grow in our country and which do not? 	<ul style="list-style-type: none"> What are baby animals called? How do animals change as they grow? Where does our food come from? How are different places the same/ different? 	<ul style="list-style-type: none"> What can we do at the seaside? What would we see on the beach? Which animals live at the seaside? How is the seaside different to school/the farm? Are all seaside places like Scarborough? What were seaside places like in the past?
Predictable Interests/ experiences	New routines Class rules & expectations Autumn Harvest Sukkott Halloween	Diwali Bonfire Night Christmas Children in Need Birthdays Locality walk	New Year Chinese New Year Valentine's Day Winter/Spring Church visit	Shrove Tuesday Skipping Day Easter Holi Mother's Day Growing vegetables in school garden Pond visit	Playdale Farm visit Different environments Different animals Eid al-fitr Growing butterflies Summer	Father's Day Transition Day Different environments Different animals Sports days
Texts	<ul style="list-style-type: none"> Children like me Once there were giants The colour monster Elmer Owl Babies Farmer Duck My History Whatever Next 	<ul style="list-style-type: none"> Nativity Story Kipper's Snowy Day Sparks in the Sky Dipal's Diwali On the way home Can't you sleep Little Bear? One Snowy Night Six Dinner Sid Room on the Broom Stickman Five minutes peace 	<ul style="list-style-type: none"> Three Billy Goats Gruff The Ugly Duckling Sleeping Beauty Cinderella The Troll The Snow Queen Lost & found Dragons in the city Non-fiction: castles, homes in the past 	<ul style="list-style-type: none"> The enormous turnip The enormous watermelon Mr Wolf's Pancakes Easter story My Bean Diary Handa's Surprise Jasper's Beanstalk The world came to my place today Non-fiction; seed to sunflower 	<ul style="list-style-type: none"> The Three Little Pigs Non-fiction – farm animals/butterflies Non-fiction - materials The very hungry caterpillar Adam's Farm Fergus the farmyard dog Rosie's walk 	<ul style="list-style-type: none"> Little Jack Snail & the Whale Sharing a shell Look what I found at the seaside At the Beach The Lighthouse Keeper's Lunch Non-fiction – rockpools Clem & Crab
Vocabulary	Name body parts & senses Feelings words Family member names	Descriptive words for journeys Names of different buildings	Descriptive words for buildings & structures Names of countries & parts of the world Describing environments	Words to describe plants and growth Words related to forces	Animal lifecycle words Describing environments Animals & their baby names Words to name & describe materials & their properties	Looking after the environment Coastal features Comparing environments Emotions words



Communication & Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year-olds					
<ul style="list-style-type: none"> Listening to favourite stories Singing nursery rhymes Encouraging back & forth interactions with familiar adults Following simple instructions Naming common objects Expressing wants and needs 		<ul style="list-style-type: none"> Tuning in & paying attention Using short phrases Repeating new words Using weather words 	<ul style="list-style-type: none"> Tuning in & paying attention Using short phrases Talking about families and days out 	<ul style="list-style-type: none"> Tuning in & paying attention Asking & answering simple questions, e.g. who that? Taking turns in conversation with adult Using some story words Using some 'feelings' words 	<ul style="list-style-type: none"> Tuning in & paying attention Using phrases from stories Following simple directions Understanding simple action words
Nursery					
<ul style="list-style-type: none"> Joining in with repeated refrains from favourite stories Learning new songs & rhymes Asking and answering simple questions Engaging in longer exchanges with adults and peers Using colour words and animal names Beginning to use different tones/voices in play 		<ul style="list-style-type: none"> Using words to describe objects & how we feel e.g. hot, cold Answering questions about stories Listening to others in a small group 	<ul style="list-style-type: none"> Using positional language Using words to describe Using question words appropriately 	<ul style="list-style-type: none"> Following a 2-part direction Talking about characters in stories Using story language in play 	<ul style="list-style-type: none"> Following a 3-part direction Beginning to use tenses correctly Using language to recreate stories in play
Reception					
<ul style="list-style-type: none"> Learning and retelling a range of stories Talking about ourselves and our families Listening & following instructions with more than one part 	<ul style="list-style-type: none"> Learning and retelling a range of stories Talking about special times in our lives Performing in our Nativity Expressing wants/preferences/needs 	<ul style="list-style-type: none"> Exploring characterisation through stories Following & giving instructions Asking questions & listening to answers 	<ul style="list-style-type: none"> Sharing what we know with our friends Asking questions to find out more Using correct tenses in conversation with adults & peers 	<ul style="list-style-type: none"> Describing what we see Using new words to help us describe and explain what we know Using correct tenses Using language to resolve conflicts & express emotions 	<ul style="list-style-type: none"> Developing own narratives & explanations by connecting ideas or events Answering 'how' & 'why' questions Listening & responding appropriately to others



Personal, Social & Emotional Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year-olds					
<ul style="list-style-type: none"> Separating from caregivers with support Building relationships with unfamiliar adults Beginning to express feelings Beginning to make choices Learning to share with peers 		<ul style="list-style-type: none"> Exploring their environment Developing relationships with key person & peers Turn taking games Learning how to self soothe 	<ul style="list-style-type: none"> Playing alongside peers Playing with more purpose Naming facial features 	<ul style="list-style-type: none"> Playing more independently Making choices Following simple rules & routines Talking about how we show feelings 	<ul style="list-style-type: none"> Talking about things we like/dislike Linking behaviours to consequences Growing independence
Nursery					
<ul style="list-style-type: none"> Following daily routines with more independence Working together with adults and peers Using words to express feelings Beginning to follow classroom rules & expectations Beginning to show some self-control 		<ul style="list-style-type: none"> Learning how to communicate whilst playing Beginning to understand others may not like what we like Turn taking games with more children 	<ul style="list-style-type: none"> Learning how to communicate whilst playing Beginning to understand others may not like what we like 	<ul style="list-style-type: none"> Responding to others' emotions appropriately Finding ways to resolve conflict Developing ways of being assertive 	<ul style="list-style-type: none"> Sharing ideas and experiences with others Managing change Understanding impact of own actions
Reception					
<ul style="list-style-type: none"> Introducing class and school rules & rewards Making friends Taking turns and sharing Jigsaw PSHE – Being me in my world 	<ul style="list-style-type: none"> Reinforcing class and school rules & rewards Working out ways to solve problems with our friends Jigsaw PSHE – Celebrating Difference 	<ul style="list-style-type: none"> Talking about emotions Talking about talents and things we can improve Jigsaw PSHE – Dreams and Goals 	<ul style="list-style-type: none"> Taking account of one another's ideas when playing Jigsaw PSHE – Healthy Me 	<ul style="list-style-type: none"> Revisit emotions - how do you know how someone else is feeling? Jigsaw PSHE – Relationships 	<ul style="list-style-type: none"> Changes – preparation for Changeover day Thinking about how we have changed since starting Reception Jigsaw PSHE – Changing Me



Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year-olds					
<ul style="list-style-type: none"> Exploring outdoor environment Learning to use the toilet with help Using spoons to feed themselves Transporting and manipulating simple toys 	<ul style="list-style-type: none"> Combining objects Running & stopping Making marks Learning to use the toilet more independently Beginning to use knives & forks 	<ul style="list-style-type: none"> Going over, under and through, including steps Finding out how things fit together – turning & rotating Making marks 	<ul style="list-style-type: none"> Learning how to climb & jump Using 'nippy fingers' to manipulate small objects Making marks Feeding self with appropriate cutlery 	<ul style="list-style-type: none"> Using 'nippy fingers' to manipulate small objects Making marks Beginning to use one handed tools 	
Nursery					
<ul style="list-style-type: none"> Beginning to use utensils & drink from an unlidged cup Using outdoor equipment with greater confidence Beginning to negotiate space & obstacles Attend to toileting needs more independently Large scale mark making Beginning to use one handed tools 	<ul style="list-style-type: none"> Riding trikes Exploring different ways of moving Making marks – up & down, side to side 	<ul style="list-style-type: none"> Developing balance over higher & narrower obstacles Making anticlockwise movements & marks Avoiding obstacles when moving 	<ul style="list-style-type: none"> Using scissors & other tools with more control Balancing on different parts of the body Beginning to form letter like shapes 	<ul style="list-style-type: none"> Throwing & kicking balls Riding balance bikes Forming some letters in name 	
Reception					
<ul style="list-style-type: none"> Jasmine PE Unit 1: coordination (footwork) & static balance (one leg) Fine motor skills – playdough, kitchen tools Developing hand & finger strength Outdoor classroom - Negotiating space & obstacles 	<ul style="list-style-type: none"> Jasmine PE Unit 2: Dynamic balance to agility (jumping & landing), static balance (seated) Fine motor skills using scissors, hammers & handwriting practice Developing hand & finger strength Outdoor classroom - negotiating moving obstacles 	<ul style="list-style-type: none"> Jasmine PE Unit 3: Dynamic balance (on a line), static balance (stance) Fine motor skills using kitchen tools & handwriting practice Food hygiene practices Developing writing position & grip Outdoor classroom – using apparatus safely & confidently 	<ul style="list-style-type: none"> Jasmine PE Unit 4: Coordination (ball skills), counterbalance (with a partner) Keeping healthy – exercise & food Fine motor skills using tools Developing writing position & grip Outdoor classroom – climbing – developing overall body strength & co-ordination 	<ul style="list-style-type: none"> Jasmine PE Unit 5: Coordination (sending & receiving), agility (reaction/response) Sun safety Keeping clean Fine motor skills using tools & handwriting practice Outdoor classroom – bikes and balance & agility 	<ul style="list-style-type: none"> Jasmine PE Unit 6: Agility (ball chasing), static balance (floor work) Sports Day How can we stay healthy & safe – water safety Refining fine motor skills e.g. handwriting style Combining different movements e.g. obstacle

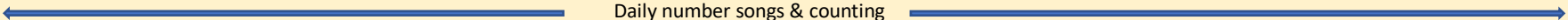


Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year-olds					
<ul style="list-style-type: none"> Choosing favourite books to share with adults Beginning to use words from stories in play Joining in with favourite rhymes Exploring mark making equipment 		<ul style="list-style-type: none"> Enjoying listening to daily stories & rhymes Responding to pictures or words in books Copying simple mark making patterns e.g. circular, up & down 	<ul style="list-style-type: none"> Joining in with daily stories & rhymes times Using actions to support telling of story Copying sounds, rhythm & tempo Copying simple mark making patterns e.g. circular, up & down 	<ul style="list-style-type: none"> Joining in with repeated refrains from stories & rhymes Asking questions about books. Recognising familiar print & logos Talking about what they have drawn 	<ul style="list-style-type: none"> Beginning to retell parts of stories in play Recognising familiar print & logos Saying/singing familiar rhymes independently
Nursery					
<ul style="list-style-type: none"> Brown Bear, Brown Bear – story patterns Phase 1 phonics activities – tuning in Making meaningful marks Recognises familiar logos and print 	<ul style="list-style-type: none"> Little Red Hen T4W: story language, repeated refrains Phase 1 phonics activities – tuning in Making meaningful marks Manipulating one handed tools/toys Recognises first letter of name 	<ul style="list-style-type: none"> Jack Frost & Winter stories: beginning, middle, end Talking about characters Drawing pictures & mark making Phase 1 phonics activities – rhyming Beginning to match letters & sounds What is a non-fiction book? 	<ul style="list-style-type: none"> We're Going on a Bear Hunt – repeated refrains & rhythm Acting out story Choosing words to match sounds and actions Phase 1 phonics activities – clapping syllables Beginning to match letters & sounds Using symbols to represent actions 	<ul style="list-style-type: none"> Goldilocks – story maps, language of size Inventing new characters for familiar story 5 concepts of print Forming letter like shapes Recognising some letters & saying their sounds Alliteration – spotting words that start with the same sound/letter 	<ul style="list-style-type: none"> What the ladybird heard at the seaside. Having conversations about stories Using story vocabulary in play. Recognising some letters & saying their sounds Write some letters accurately Write own name Non-fiction – beach/seaside – finding facts
← Daily story time & singing/rhyme time, talking about characters, settings, book language & skills →					
Reception					
<ul style="list-style-type: none"> The Little Red Hen T4W: story language & structure, repeated refrains RWInc: Speed Sounds & Word time Letter formation – writing names Sequencing stories Talk through Stories – problem, characters, vocabulary 	<ul style="list-style-type: none"> The Gingerbread Man T4W: story language & structure, repeated refrains RWInc: Speed Sounds & Word time Letter formation – single letters Features of non-fiction Talk through Stories – problem, characters, vocabulary 	<ul style="list-style-type: none"> 3 Billy Goats Gruff T4W: story language & structure, repeated refrains, describing characters RWInc: Speed Sounds, Word time, Dittys & books Writing CVC words Talk through Stories – problem, characters, vocabulary Traditional tales 	<ul style="list-style-type: none"> The Enormous Turnip T4W: story language & structure, repeated refrains, describing characters Rhyming words Features of recipes RWInc: Speed Sounds & Word time, Dittys & books Talk through Stories – problem, characters, vocabulary 	<ul style="list-style-type: none"> The 3 Little Pigs T4W Comparing story characters, talking about reasons for characters actions RWInc: Speed Sounds & Word time, Dittys & books Sentence writing Non-fiction – farm books/plants - research Talk through Stories – problem, characters, vocabulary 	<ul style="list-style-type: none"> Little Jack T4W Stories with morals: What do we learn from different stories? RWInc: Speed Sounds & Word time, Dittys & books Non-fiction – seaside Sentence writing – full stops & capital letters Talk through Stories – problem, characters, vocabulary
← Daily story time, talking about books, characters, plot, settings, features of fiction and non-fiction →					



Mathematics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year-olds					
<ul style="list-style-type: none"> Listening to & singing number rhymes Manipulating objects to fit in spaces/on top/ alongside each other Developing concept of 'more' Matching & sorting 	<ul style="list-style-type: none"> Listening to & singing number rhymes Comparing size: 2 objects Exploring spaces: size, shape, pattern etc 	<ul style="list-style-type: none"> Listening to & singing number rhymes Comparing sizes Numbers 1, 2 Counting to 2 	<ul style="list-style-type: none"> Listening to & singing number rhymes Number 3 1:1 matching & counting to 3 Shape sorting – finding out what fits 	<ul style="list-style-type: none"> Listening to & singing number rhymes Positional language Counting by rote to 4 1:1 matching Exploring capacity 	<ul style="list-style-type: none"> Listening to & singing number rhymes Pattern & shape Counting by rote to 4/5 Learning how 3D shapes can be combined More & less
Nursery					
<ul style="list-style-type: none"> Singing number rhymes with actions Using fingers to show how many? Counting by rote to 5 Exploring shape Developing spatial awareness using jigsaw puzzles Colours Matching & sorting 	<ul style="list-style-type: none"> Singing number rhymes with actions Using fingers to show how many? Counting by rote to 5 Using first, next, then to describe events Numbers 1, 2 Describing simple patterns 	<ul style="list-style-type: none"> Singing number rhymes with actions Using fingers to show how many? Using 'more' & 'fewer' when comparing amounts Numbers 3,4,5 1:1 counting Subitising Selecting & naming shapes 	<ul style="list-style-type: none"> Singing number rhymes with actions Using fingers to show how many? Copying & making simple patterns Number 6 Describing familiar routes Height & length Mass Capacity 	<ul style="list-style-type: none"> Singing number rhymes with actions Using fingers to show how many? More & fewer One more/less Cardinality Sorting & describing shape 2D & 3D Representing amounts 	<ul style="list-style-type: none"> Singing number rhymes with actions Subitising Counting by rote past 5 Recognise numerals up to 5 Combining small groups of objects Representing amounts Night & day Positional language
Reception					
<p>Mastering Number</p> <ul style="list-style-type: none"> Subitising Counting sequence Representing & comparing 1,2,3 Composition of 1,2,3 Representing numbers to 5 Comparing sets of objects Cardinality 1:1 correspondence 	<p>Mastering Number</p> <ul style="list-style-type: none"> Subitising Counting sequence Representing & comparing 1,2,3 Composition of 1,2,3 Representing numbers to 5 Comparing sets of objects Cardinality 1:1 correspondence Circles & triangles Positional language Shapes with 4 sides Time 	<p>Mastering Number</p> <ul style="list-style-type: none"> Subitising Composition of numbers within & beyond 5 (6 & 7) Equal & unequal sets Doubles Quantity & numeral correspondence Odds & evens Cardinality Ordering numbers Counting beyond 20 Compare mass Compare capacity Length & height Time 	<p>Mastering Number</p> <ul style="list-style-type: none"> Subitising Composition of numbers within & beyond 5 (6 & 7) Equal & unequal sets Doubles Quantity & numeral correspondence Odds & evens Cardinality Ordering numbers Counting beyond 20 3D shape Pattern Consolidation of terms work 	<p>Mastering Number</p> <ul style="list-style-type: none"> Consolidate counting skills Develop counting strategies Secure knowledge of number facts Explore representations of number including 10 frames Compare quantities & numbers Develop a sense of magnitude One more/one less than Conceptual subitising Making simple patterns Exploring more complex patterns 	<p>Mastering Number</p> <ul style="list-style-type: none"> Consolidate counting skills Develop counting strategies Secure knowledge of number facts Explore representations of number including 10 frames Compare quantities & numbers Develop a sense of magnitude One more/one less than Conceptual subitising Length, height & distance Weight Capacity
 Daily number songs & counting					

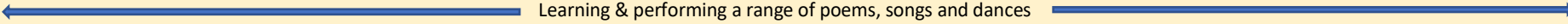


Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year-olds					
<ul style="list-style-type: none"> Using senses to explore the indoor & outdoor classroom environments Learning animal names and the sounds they make Playing alongside peers Developing individuals' schematic play Using cause and effect toys Experiencing seasonal change – Autumn Walk 		<ul style="list-style-type: none"> What do we wear in Winter? Exploring ice Trying new foods Recognising when things are the same or different 	<ul style="list-style-type: none"> Talking about who lives with me Heads, Shoulders, Knees & Toes – naming main body parts 	<ul style="list-style-type: none"> Investigating wet & dry porridge Pretend play making food Stories about animals Developing small world play 	<ul style="list-style-type: none"> What's at the seaside? Looking carefully at shells etc Exploring sand & water Transporting water Using mechanical toys
Nursery					
<ul style="list-style-type: none"> Developing understanding of seasonal change – Autumn walk around school grounds Using apples collected from school grounds to cook – using utensils How do apples change when cooked? 	<ul style="list-style-type: none"> Light & dark Investigating changes in materials How has the apple tree changed? How can Incey Wincey spider get down the pipe? Using cause & effect toys to support play 	<ul style="list-style-type: none"> Finding out about Winter How water changes in Winter What do animals do in Winter? Spring walk – observing change in nature Grouping & sorting clothes according to season 	<ul style="list-style-type: none"> Talking about own families & special days I've got a body (naming more body parts) Growth – plants & animals 	<ul style="list-style-type: none"> Making porridge – change of state Finding out about animals e.g. bears Growth – plants & animals (changes over time) Family routines & rituals 	<ul style="list-style-type: none"> Finding out about things you'd find at the seaside? (books & internet) Jobs Looking after where we live Beginning to use cameras & iPads Using roadway mats
Reception					
<ul style="list-style-type: none"> Talking about our families and the things we do together My Body & Senses Knowing where food comes from & how we can use it RE: Which stories are special & why? Computing: iCompute <ul style="list-style-type: none"> I make algorithms I make pixel art I can sequence I make music I find patterns 	<ul style="list-style-type: none"> Learning about other's beliefs & celebrations Describing what we see & know about Scarborough Looking at & making simple maps of the locality Exploring materials - waterproof RE: Which times are special & why? Computing: iCompute <ul style="list-style-type: none"> I tell stories I make art I am logical I can sort 	<ul style="list-style-type: none"> Making links between cultural & religious festivals Healthy eating: making stir-fry Finding out about people & buildings from the past Where are the cold countries on Earth? focus on Norway linked to The Three Billy Goats Gruff RE: Which places are special & why? Computing: iCompute <ul style="list-style-type: none"> I can play I make media I can move I can turn I can animate 	<ul style="list-style-type: none"> Finding out about how different communities celebrate the same festivals Where are the cold countries on Earth? (cont'd)– focus on Russia linked to The Enormous Turnip Making pancakes – food hygiene Pushes & Pulls Plants & Growing RE: Which people are special & why? Computing: iCompute <ul style="list-style-type: none"> I can model I can control I can direct I make videos 	<ul style="list-style-type: none"> Where does our food come from? Animal life cycles (farm animals & minibeasts) Growing plants (cont'd)& changes over time Materials & their properties RE: Where do we belong? Computing: iCompute <ul style="list-style-type: none"> I make pictograms I stay safe I search online I guess beasts I can program 	<ul style="list-style-type: none"> Comparing our immediate environment with that of the beach Comparing our country with a hot country Looking after our world - habitats RE: What is special about our world? Computing: iCompute <ul style="list-style-type: none"> I organise data I can surf I do mail I can report I catch aliens
Seasonal change for all phases					



Expressive Arts & Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year-olds					
<ul style="list-style-type: none"> Finger painting Build simple towers with construction Explore malleable materials & simple tools Enjoying & moving to rhymes, songs & music Beginning to act out familiar scenarios in the home corner 		<ul style="list-style-type: none"> Moving to music Beginning to sing familiar songs Exploring instruments Sponge painting/printing 	<ul style="list-style-type: none"> Use props from storytelling in play Exploring colour e.g. paint/collage Explore clay 	<ul style="list-style-type: none"> Making models Beginning to copy sounds & rhythms Using some colour names correctly 	<ul style="list-style-type: none"> Using colours for a purpose Using props to support play
Nursery					
<ul style="list-style-type: none"> Using paintbrushes, sponges to apply paint Name colours Create models with construction/junk modelling Using instruments to make sounds Singing seasonal songs: Autumn, Christmas Acting out familiar scenarios in the home corner 		<ul style="list-style-type: none"> Singing in tune Experiment with changing sounds Experiment ways of using & joining materials 	<ul style="list-style-type: none"> Mixing paint Creating art from natural materials Singing rhymes & familiar songs Acting out familiar stories 	<ul style="list-style-type: none"> Making rhythms Combining colours Making sounds, movements & drawings to accompany stories. 	<ul style="list-style-type: none"> Dancing & ring games Creating pictures using lines Creating props to use in play
Reception					
<ul style="list-style-type: none"> Printing Simple painting techniques Music: Charanga: Aut 1: Me! Experimenting with sound Acting out stories in the role play area 	<ul style="list-style-type: none"> Modelling with clay Mixing paint Creating models from boxes Making rafts & bridges Music: Charanga: Aut 2: My Stories Acting out stories in the role play area & Nativity 	<ul style="list-style-type: none"> Making story maps Music: Charanga: Spring 1: Everyone! Creating & using puppets to tell stories Using instruments to represent characters Edvard Grieg (Norwegian Composer) listen to In the Hall of the Mountain King & Morning Mood Role play 	<ul style="list-style-type: none"> Making cards Paper joining techniques Music: Charanga: Spring 2: Our World Textured paint Tchaikovsky (Russian Composer) Peter & the Wolf, The Nutcracker: listen to music & watch ballet performances Role play 	<ul style="list-style-type: none"> Using natural materials to create pictures & models Creating own songs & dances to perform to peers Music: Charanga: Sum 1 – Big Bear Funk Role play 	<ul style="list-style-type: none"> Combining different media to create pictures & models Reviewing projects & making improvements Music: Charanga: Sum 2: Reflect Rewind & replay Role play
 Learning & performing a range of poems, songs and dances					

Early Learning Goals

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 tense and making use of conjunctions, with modelling and support from their teacher.

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.

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



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.

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.

End of Reception expectations

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.

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.

