



EYFS Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Progression	Set 1 Group A: 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. Read all single letter set 1 sounds	Set 1 Group B: Recap on set 1 special friends: th, ch, qu, ng, nk. Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4). Read all set 1 sounds. - Blend sounds into words orally.	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6). - Blend sounds to read words - Read short ditty stories.	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds. Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he.- Read Red storybooks	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy . To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are. - Read Green storybooks. - Read some set 2 sounds.	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds. - Read Green or Purple storybooks. - Read some set 2 sounds
Comprehension	- Listening comprehension of instructions. - Immerse children in topic. - related/unfamiliar vocabulary.		- Retrieval comprehension through verbal guided-questioning. - Expect children to use given vocabulary in appropriate context.		- Simple, inference-based comprehension through verbal guided questioning. - Verbal, simple predictions. - Recall simple definition for given vocabulary.	
Core Texts for reading	- The Colour Monster by Alana Llenas - Awesome Autumn - All about diversity - Little Bit Brave - Squirrels that squabble - We are going on a bear hunt, Hairy Maclary, Shark in the Park!	- A Squash and a Squeeze by Julia Donaldson - The Everywhere Bear by Julia Donaldson - Farmer Duck by Martin Wardell - The Nativity story - Jolly Christmas Postma	- Owl babies by Martin Waddell - Monkey Puzzle by Julia Donaldson - The Tiger Who Came to Tea by Judith Kerr - Lost and Found - Who lives in the snow? - Handa's Hens	- Three Billy Goats Gruff - Little Red Riding Hood - Jack and the Beanstalk - Goldilocks and the three bears - The Enormous turnip - Lifecycle Caterpillar to Butterfly - The Hungry Caterpillar	- Spring Poems - Creation Story - What the Ladybird Heard	- Billy's Bucket - Rainbow Fish - Tiddler
Poetry/Song Basket (rhythm and rhyme)	Nursery Rhymes: Incy Wincy Spider, Jack and Jill, Humpty Dumpty, Twinkle Twinkle Little Star, Each Peach pear plum.	Nativity Songs Five Little Peas Leaves are falling Chop Chop Sliced Bread	Five Little Owls Monkey Babies I can build a snowman	Pancakes Dance The fox	A Little Seed I have a little frog Under a stone	Rock Pool Stepping Stones

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text choices to support Literacy	-We're going on a bear hunt: Michael Rosen -Each Peach Pear Plum: Janet and Alan Ahlberg -Squirrels that squabble Rachel Bright and Jim Field Journey Narrative: <i>We're Going on a Bear Hunt</i> Michael Rosen & Alan Ahlberg Rhythm and repeated Structures: <i>Each Peach Pear Plum</i> Janet and Alan Ahlberg PSED links: <i>Squirrels Who Squabbled</i>	-Goldilocks and the Three Bears -Jack and the Beanstalk -The Three Little Pigs Traditional Tales: <i>Goldilocks and the Three Bears</i> <i>Jack and the Beanstalk</i> <i>The Three Little Pigs</i>	-Six dinner Sid by Inga Moore -What the Ladybird Heard by Julia Donaldson -Whatever Next! by Jill Murphy <i>Six Dinner Sid</i> <i>Whatever Next!</i> <i>What the Ladybird Heard</i>	-The Enormous Turnip -Lifecycle of a Caterpillar -Jasper's Beanstalk: Nick Butterworth The Hungry Caterpillar: Eric Curle <i>The Enormous Turnip</i> <i>The Very Hungry Caterpillar</i> <i>Jasper's Beanstalk</i> <i>The Hungry Caterpillar</i>	-Lost and Found Oliver Jeffers -Handa's Hens by Eileen Browne -Who lives in the snow by Jennifer Berry Jones <i>Lost and Found</i> <i>Handa's Hens</i> <i>Snow?</i>	-Billy's Bucket by Kes Gray & Garry Parsons -Rainbow Fish by Marcus Pfister -Tiddler by Jukia Donadlson <i>Billy's Bucket</i> <i>The Rainbow Fish</i> <i>Tiddler</i>
Why this? Why now? Consider prior learning/ assessment evidence and cross curricular links.	Each Peach Pear Plum and We're going on a bear hunt have strong repetition and predictable rhyme patterns that enables children to listen, follow and develop a sense of phrasing and the flow of words. Rhyme is a core early reading skill and children use these texts to practise hearing and predicting rhyming words, which strengthens phonological awareness. The rhythm, repeated structure and memorable phrasing encourage children to: • join in • predict the next line • internalise sentence patterns • participate confidently • use new vocabulary safely The journey and Traditional Tale narratives introduce: • a clear sequence • a pattern of events • suspense and resolution Perfect for early retelling and sequencing activities—key EYFS comprehension skills. These structures support sequencing, oracy, vocabulary development, and early comprehension. The Squirrels that Squabbled: PSED links: This text is ideal early in the year, when children are developing turn-taking, understanding rules, regulating strong feelings, and forming new friendships.	Children have experienced a range of different stories and now we begin to dig deeper, developing their understanding of characters, setting and sequences. The children will start to explore cause and effect'	By this stage the children will have been taught all of the Phonics curriculum for EYFS and therefore it is the right time to focus on how stories and reading link into the writing process. Through texts that link directly with science and growth the children will be able to use technical vocabulary related to plant growth to create pieces non-fiction writing. During the previous terms, the children will also have been learning about different countries from around the world. This will give them a knowledge base in order to access some fo the more complex texts that have a different geographical demographic to that of their own. Rainbow Fish As part of the transition from summer, children explore this text as one that is familiar to them. This story enables children to explore friendships and being part of a bigger family, exploring aspects such as sharing.			

Communication and Language

	Oracy Oracy is integral to enabling students to develop their reading skills and improve their metacognition. We use 'Talk Tactics' to develop talk about reading.	Listening, Attention and Understanding Understanding Begin to use some active listening skills; face the speaker, body still, paying attention. Children can follow simple instructions well. E.g. Get a pencil, find your bag. Respond to peer requests (e.g. Can I have the ball?) and replies. Learn (and use) new words from familiar texts. Begins to answer "How" questions, e.g. How did this get broken? Speaking Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better") Ask questions when they don't understand instructions. Use simple conjunctions in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories.	Listening, Attention and Understanding Understanding Conduct simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. Begin to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. Ask questions when they don't know what a word means. Children offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". Children begins to answer "Why" questions, perhaps with adult support. Speaking Speaks in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". Use newly learnt vocabulary in different contexts. E.g. using the words enormous to describe their tower having read the Enormous Turnip. Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). Uses a range of conjunctions e.g. so, but, and, because to extend their sentences and to connect ideas. Uses more detail in conversation. Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)	Listening, Attention and Understanding 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. Understanding 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.
		Physical -To speak audibly so they can be heard and understood -To use gestures to support meaning in play Linguistic -To use talk in play to practice new vocabulary Social and emotional -To look at someone who is speaking to them	Physical -To speak audibly so they can be heard and understood Linguistic -To use talk in play to practice new vocabulary Cognitive -To make relevant contributions and ask questions Social and emotional -To take turns when working in a group	Physical -To speak audibly so they can be heard and understood Linguistic -To use talk in play to practice new vocabulary -To join phrases with words such as 'if', 'because', 'so', 'could' and "but" Cognitive -To use 'because' to develop their ideas -To make relevant contributions and ask questions -To describe events that have happened in stories
	Why this, why now?	During the first term, the children are settling into new routines and beginning to build new relationships with their peers and adults. The physical focus of using gesture in play alongside the social and emotional focus of looking at someone who is	The physical skills of speaking audibly moves more to a focus within group work. Ensuring that they are able to share their ideas with each other (when supported at first) and decide what they wish to learn and where. This links in directly with the social and emotional skills of taking turns whilst working within a group where we use stem sentences to support disagreements.	During the final two terms of the academic year, we focus on the Early Learning Goals of communication extending their ability to explain their learning through using a range of conjunctions. Again these are structured at first using sentence stems which allow the children to practice with a model in place. These are gradually removed in preparation for entering year 1, where they are expected to use these more confidently and independently.

Personal, Social and Emotional Development

		speaking to them is paramount in building these relationships. The linguistic focus element of new vocabulary is one that resonates throughout the whole year as we strive to continually develop the children's understanding of language. The physical aspect of speaking audibly is also a crucial element that we focus on through the whole year in order to continue to develop the range of audiences that the children present to.	The linguistic focus of new vocabulary continues to be developed and heightened within this period of time. We understand that most children now will have the basics in place and for those that need additional support, this will be provided through a language rich environment (please note that a language rich environment permeates the whole setting and is not restricted by words displayed but rather by meaningful, high quality interactions). The cognitive skills are developed during this term where we begin to understand what it means to ask a question and the relevance and purpose. Again this is a focus during this term when we look at more group work and begin to introduce the plan, do and review model, enabling the children to ask questions to each other to develop their knowledge and skills.	The physical skill now moves to more of a whole class focus where we encourage and support children to talk more clearly and slowly showing some awareness of the audience. We also move to summarizing where we describe events with more detail. This links directly into our Reading and Writing offer where we increase our expectation of independence both in focused writing and independent writing sessions in preparation for year 1.
	PSED	Self Regulation Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence. Follow familiar, routine instructions independently. Managing Self Use the toilet independently and wash their hands well, knowing why this is important. Undress independently for P.E., with help for buttons Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers. Building Relationships Children on track to meet the Early Learning Goal when assessed will: Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.	Self Regulation Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Follow two-step instructions. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. Managing Self Dress and undress for PE independently. Discuss healthy food choices. Sort healthy foods from less nutritional food. Discuss sensible choices. Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Begin to persevere when something is challenging. Work on short activities independently, e.g. a Phonics game. Managing Relationships Hold back and forth conversations, listening to their peers' ideas and responding appropriately. Show empathy in simple ways, e.g. finding an adult for a child who is hurt. Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Take turns with a little support from an adult or with the systems in place, e.g. sand timers	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.
	Why this? Why now?	PSED is a huge focus for Terms 1&2 where we focus on settling into the school environment.	During this term we delve deeper into the Oracy curriculum and explore how we can be sensitive to those around us. We look at the meaning of taking turns, sharing and learning together	Terms 5&6 are a time to draw all of our learning together. We focus on healthy life styles including food, exercise and brushing your teeth.

			We focus on high quality interactions within the provision provided to not only support language development but also to ensure that the children have a basis for how to negotiate space together and how to play alongside each other with support. Understanding that rules help to keep us safe is also a key concept that we learn alongside general classroom rules and agreements which refer to our whole school ethos of being Ready, Respectful and Safe. We discuss right and wrong and explore what they mean. In our provision, we understand that it is OK to make mistakes and that this is part of the learning process. We use a 5 point feelings scale to help children identify their own feelings and navigate building relationships with their peers and adults in school.	and what this looks like. We also discuss how our feelings and frustrations can impact how we play and learn but also how we can show those respectfully to our friends. As a Team, we are aware of what is developmentally appropriate and understand that the children will not 'just know' how to interact and show their feelings and therefore, we take the time to nurture their emotions and behaviors, adapting our practice where needed to prepare them for future interactions. For those who need additional support, we focus on naming feelings and emotions and look at how these feel in the body and how they might be expressed. Only then can we build on a more compassionate way to show our negative emotions.	This term also provides us to reflect on the healthy mind / mental health strategies that we have built over time including.. - Taking 5 (breathing) - Relaxation visualisations - Taking a breath and stepping away - Talking to someone - Ensuring we have enough sleep We reflect on how we felt starting school as a direct link to our historical thinking and celebrate all of our wonderful achievements. This helps us to look forwards to the changes in Year 1 and create some safe thoughts and memories to take with us. We spend time preparing the children for their next class and ensuring a smooth transition to year 1.		
		All about me What makes me special? Me and my special people Who can help me My feelings	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	What's safe to go onto my body? What's safe to go into my body including medicines? Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for my classroom Caring for our world Looking after money	Bouncing back when things go wrong Yes I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life stages- plants/ animals and humans Life stages- human- who will I be? Where do babies come from? Getting bigger Me and my body- girls and boys
	Why this why now?	The children will have just started school and so this is a perfect opportunity for us to learn all about who we are, our likes and dislikes in order to support them in creating friendships based on interests. This links directly to CLL and other PSED topics that we cover.	AT this stage the children have shared all about themselves and have begun to develop an awareness of others. In this topic we begin to explore what makes us unique and how we have different beliefs, families and home lives	During this topic, the children begin to explore aspects such as medicine, safe strangers and safe touch. This is not covered until term 3 due to the children needing to develop bonds with adults within the environment to fully understand who a safe person is to talk to.	Now the children have a strong understanding of self and what they can and can not say no to with regards safe touch and safe people, we begin to explore how we can impact other people's lives in a positive or negative way.	During the final couple of terms we begin to build the children's knowledge that our time together is coming to an end. We celebrate what they have managed to achieve and begin to consider how moving into a different year group may have additional demands but what can we do now that we couldn't before. We look at how to keep a healthy mind even when we are worried about changes.	
					We focus on		

Physical Development

PE

PE Units – add

Gross Motor Skills

Begins to run with more fluency, avoiding obstacles.
Explores and develops confidence in different ways of moving, e.g. hopping.
Independently uses climbing equipment, e.g. the trim trail.
Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.

Fine Motor Skills

Uses a spoon or fork to eat with increased control and independence.
Forms the pre-writing shapes.
Forms all the letters of their names correctly.
Forms recognisable letters for the full alphabet.
Uses an effective (non-palmer pencil grip)
Uses scissors to cut out a simple shape independently, e.g. circle/square.
Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.

Self Care and Health (Not ELG)

Washes hands independently.
Understands that some foods are healthier for us and some are less so.
Talks about how their body feels after exercise and knows that this activity is positive for our health.

Add PE units

Gross Motor Skills

Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
Uses climbing equipment with confidence and enjoyment.
Demonstrates good posture when working on table-top activities.
Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.

Fine Motor Skills

Uses a knife and fork, attempting to cut soft foods.
Forms all letters of the alphabet with correct formation.

Add PE Units

Gross Motor Skills

Negotiates space and obstacles safely, with consideration for themselves and others.
Demonstrates strength, balance and coordination when playing.
Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

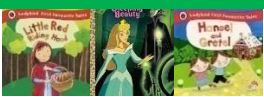
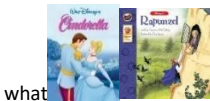
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Uses a range of small tools, including scissors, paintbrushes and cutlery.
Begins to show accuracy and care when drawing.

Self Care and Health (not ELG)

Discusses the effect exercise/activity has on their body.
Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)

			working towards or using a tripod grip. Uses scissors with effective hand-positioning and with control. Adds detail to drawings, e.g. eyelashes or windows on a house. Self Care and Health (not ELG) Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom). Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth. Discusses the effects of tiredness or lack of sleep. Discusses simple healthy food choices.	
	Why this? Why now?	In games, children will be introduced to the fundamental basic skills of games and movement, linked to physical development and early learning goals. Yoga will allow children to explore how their body moves and the actions of each body part. Term 1 is a chance to lay the foundations on which all	Building on the skills and foundations established in Term 1 and 2, the focus of Games in Term 3 moves onto using a ball. Moving, rolling, throwing, catching, steering and changes of direction are the focus areas covered. This allows the consolidation of gross motor skills and the further development of fine motor skills in order to promote control. In gymnastics, children are encouraged to develop an element of control when travelling using different speeds and levels. Children will begin	Balance, coordination, mobility and spatial awareness remain at the heart of physical development in Foundation Stage: Games continues to develop these skills, building on previous units. Using hoops and quoits enables children to apply the skills of throwing, catching and rolling in a coordinated and controlled way. Children will also begin to play games, introducing rules which need to be followed. Gymnastics continues to explore travelling. The transference of weight from one body part to another in order to move along the floor is progressed and explored in

			physical activity and education/movement will be built. Continuing in games, balance, coordination, mobility and spatial awareness remain at the heart of physical development; each unit progressively develops skills and practices in order of difficulty and complexity. Through exploring and using bean bags, children are able to consolidate gross motor skills of running and jumping, as well as developing fine motor skills. Through dance, children are able to move freely and express themselves creatively. Dance makes an invaluable contribution to the personal development and positively encourages growth of self-confidence and self-esteem.	to apply these methods of travelling to apparatus, further encouraging the development of coordination, balance, and agility. Building on the previous Foundation Stage units, Dance will continue to enable young people to gain artistic skills and discipline, as well as developing their ability in physical interaction, team working, problem solving, observing, evaluating, verbal and non-verbal communication. Through exploring changes in direction and different speeds, children will be encouraged to explore stopping and moving with control of body parts and positions of stillness. Gymnastics aims to further develop the flexibility and posture of children. Through differing postures, stretches and curls, children will begin to create small sequences by linking two movements together, holding balance with control and skill.			this unit, including the early stages of transferring and distribution of weight from feet to hands. By Term 6, children will have developed a strong foundation of sporting skills and attributes (including balance, coordination, and agility). This unit introduces skipping ropes as shapes for movement and encourages development of bat and ball skills – the unit steadily develops and progresses control and coordination with the equipment. Through exploration and expression in dance, children will continue to develop physically and creatively. By the age of 5, children will be able to explore moods and feelings, put together simple sequence and show awareness of space and body shape/control.		
		Fine motor	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.						
	Why this? Why now? It must be noted that although an overall focus has been developed, this aspect of learning may change to reflect the needs of the individual.		During Term 1&2 the children will focus on developing the muscles needed for good fine motor control. They will take part in dough activities, Lego and larger movements in order to ensure that they are developmentally ready. The practitioners will also ensure that the dominant hand is identified and use this knowledge when supporting with aspects such as cutting using scissors.	During Term 3&4 the children will focus on developing their pencil control in line with the fine motor development. They will further extend to using paint brushes and mark making implements for more fine detailed work, using tracing as one of the methods to support this. Letter formation will be a real focus and then children will begin to write their names.			During the final 2 terms, the children will continue to build and develop their fine motor control through focussed handwriting lessons. There will also be an additional focus on dressing themselves including aspects such as buttons and zips.		
Literacy	Word Reading	ELG: Recognise letters and the sounds they make. Use phonics to sound out and blend new words. Read simple sentences. As each term builds, children will begin to recognise the focus words from the previous term faster and on sight. Children will use phonemes buttons as part of every day practice in Year 1 and children can use this as a strategy in the Phonics Screening check. “Sound buttons If a pupil uses sound buttons to help them decode words as part of normal classroom practice, they may use them during the check. You must give the pupil a clean copy of the check so they can mark the sound buttons against the graphemes. You must not mark the graphemes for the pupil.” (Phonics Screening Check Guidance March 2022)							
		Monster Phonics Learn sounds... S a t p l n m d g o c k c k e u r h b Learn words using blending as the prime approach A at as in it is I an	Learn sounds... F f f l l s s j v w x y z z z qu ch sh th (hard and soft) ng oo (long) ar Begin to	Learn sounds... Oo (short), ow ee ur ai or Learn words using blending as the prime approach Look now down see just it’s Learn common exception words	Learn sounds... Oa er igh air oi ear ure Learn words using blending as the prime approach like when little day away play children Learn common exception words	Learn sounds... This term will focus on learning words where consonants are adjacent. CVCC CCVC CCVCC Learn words using blending as the prime approach Saw time out house about Learn common exception words	Learn sounds... This term will focus upon polysyllabic words, compound words and onset words		
			and am dad get dog can go on not cat up	understand that two	Going have do so	words	You're here saw house	using previously	

		mum pat had him his big has Learn common exception words To into go no the oh 30 to 50 months: Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words Recognise rhythm in spoken words. Continue a rhyming string. Hear and say the initial sound in words.	letters can make one sound and use the correlating vocabulary of digraph. Learn words using blending as the prime approach If off for will all went from help too her with yes then them that this Learn common exception words He she me we be of my they you was are said 	 Some come were one by what 		taught graphemes. There will be a greater emphasis on HFW spelling. Learn words using blending as the prime approach Made make came I'm very our don't Learn common exception words Old called asked looked their Mr Mrs people could
		During term 1 the children will begin phonics as soon as they start full time- this is usually week 2. During their transition visits they undertake Phase 1 phonics activities linked to rhyme and alliteration. The children begin by learning the letters of the alphabet as per the phonics scheme and start the process of orally blending and segmenting.	During this term the children already have an understanding of the letters of the alphabet and begin to move onto digraphs. They start to understand how two letters make one sound and continue to develop their understanding of blending and segmenting. Their knowledge of on sight	Term 3 and 4 focus on the long vowel phonemes through a range of traditional stories. There is an increase in expectation for reading with longer sentences due to them knowing a wider range of on sight vocab.	Term 5 and 6 have a real shift into the writing aspects of phonics. The children not only increase the length of sentences but also writing these in preparation for Year 1. They have an increase demand when completing adult directed tasks as they are expected to complete these independently where appropriate.	

			vocabulary is developing and this helps begin to model fluency.		
	Comprehension			Anticipate – where appropriate – key events in stories; -	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Why this? Why now?	Focus during this term is on Phonics and developing a love of reading (see LT Reading Map)		Now that children have an understanding and a love of sharing books they begin to develop the understanding of authors and illustrators. They will compare texts on a similar theme and structure and use their knowledge to make predictions about what will happen next.	Through various activities the children will retell stories, using the language gathered together to develop their play. By repeated stories for familiarity it will provide the children with the starting point that they need for Year 1 learning and also writing as this reduces the cognitive load and provides correct grammatical structure.
	Writing	Spell words by identifying sounds in them and representing the sounds with a letter or letters		Write recognisable letters, most of which are correctly formed	Write simple phrases and sentences that can be read by others
	Why this? Why now? It must be noted that although an overall focus has been developed, this aspect of learning may change to reflect the needs of the individual.	During Term 1&2 the children will learn letters of the alphabet as part of their phonemic development. As a phoneme is learnt with it's corresponding grapheme, segmenting skills are developed and the children will learn to write these sounds as they hear them. This skill will continue to progress over Term 3&4	During Term 3&4 the children will focus on developing their pencil control in line with the fine motor development. Letter formation will be a real focus and then children will begin to write their names. Name writing is a focus now as the children will have learnt all the letters of the alphabet through their phonological learning. The children will also use word mats to support them in spelling CEW correctly from the start of their writing journey. The children will experience dictated sentences.	Now that the children have mastered writing words using a range of graphemes including digraphs and some trigraphs, they will begin to look at how these words form sentences, breaking them up into words and writing these. For most, dictated sentences will be used for sentence writing in order to ensure that the main grammatical elements are present and so that we have reduced cognitive load. They will learn to use finger spaces, full stops and capital letters in preparation for Year 1. The children will also begin to write CEW without the need for a word mat to support them.	
mathematics		Numbers and Numerical Patterns Recite number words forwards Compare quantities recognising where there is more or less Tag each object with one number word Know the last number counted gives the total so far Know that the number does not change if items are rearranged Recognise smaller quantities within larger amounts Separate a small amount of objects in different ways Link/match the numeral with its cardinal number value Show a number of fingers without counting Instantly recognise small quantities Shape Space Measure (not ELG) Shape	Numbers and Numerical Patterns Count from numbers other than 1 Count a smaller number from a larger group Recognise that each counting number is more than the one before Separate a small amount of objects in different ways and recognise that those groups can be recombined to make the same total Separate the same amount into different pairs of numbers Know the whole is bigger than a part Recite number words forwards and backwards Understand the one more than / one less than relationship between consecutive numbers Order quantities and numerals Shape Space Measure (not ELG) Pattern Copy, continue, create, fix and describe AB, ABC, ABB, ABBC, AABB patterns Represent patterns with symbols Spatial Awareness Use spatial language, including following directions and describing what they see from different viewpoints	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. Space, Shape Measure (not ELG) Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes.	
		Choose items based on their shape which are appropriate for purpose.			

Knowledge of the World

		Use informal language and common shape names. Show similarities and differences between objects Spatial Awareness Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like Pattern Copy, create, fix and describe AB patterns	Investigate turning and flipping objects in order to make shapes fit and create models Shape Recognise a shape can have other shapes within it, just as numbers can combine shapes to make new shapes Compose and decompose shapes Predict what shapes they will make when folding paper	Pattern - create, copy and continue a simple pattern
	Why this? Why now?	Our baseline data shows us that many children start school without the understanding of linking numerals and amounts. Our curriculum and continuous provision enable children the opportunities to continue developing their counting skills and enable them to associate numerals to quantities.	Children have begun to learn that a numeral represents a certain amount up to 5 and understand that this is the number that they stop counting at. They have begun to develop an understanding of subitising up to 5 and use this in order to support their numerical understanding and fast recall. Child now continue to develop their understanding of how to make a total amount in different ways e.g., $2+2=4$, $1+3=4$ etc which builds on the learning that has taken place in Terms 1 and 2. The children continue to develop their language in using and applying shape, space, and measure within the learning environment.	At this stage children have a deeper understanding of numbers and place value up to 10 and begin to continue learning about teen numbers. They are able to count to 20 and are taking steps to meet the ELG where they count above 20. They begin to build their understanding of addition and subtraction using their knowledge gained in the previous two terms. At this stage in their development, the children begin to explore sharing, doubling, and halving in play-based situations. They will use all the above knowledge in order to support their mental maths strategies e.g., $5+5 = 10$ they know this is a double but also a number bond to 10 which is strategy that will be developed further in Year 1. Knowledge of shape, space and measure is now applied to everyday situations more consistently and confidently. Children learn to compare more than 2 objects using the correct terminology which supports their understanding for manipulating these in year 1.
	Thinking like an explorer Geog	People, Culture and Communities Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of the community, e.g. playground, Tesco etc Know the church is special to us as Christians.	People, Culture and Communities. Look at maps of our school/area and discuss the features they notice. Make their own maps. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are in Africa" or "In Spain, the weather is warmer than here".	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.
	Why this? Why now?	Although this aspect of KW is not a huge focus during Term 1 and 2, it is still touched upon with regards the children's understanding of a sense of self and where they belong within the world.	Place is key in our Geography this term. We want FS2 children to understand their locality in school. KW is a key aspect of knowing our place in the world and links directly to our historical understanding. In Terms 1&2 we have explored our families, who we are and were we fit within our family setting. During term 3 we begin to explore our local surrounds, expanding our understanding of the school grounds and where our school is. Vocabulary is a key focus with regards who and where places are on maps and links directly to our Mathematical curriculum where we explore positional language and direction. Building on their knowledge of what they have learnt so far, FS2 children will now explore the natural world using similarities	Although this aspect of KW is not a huge focus during Term 5&6, it is still touched up within regards consolidating the children's understanding of where we are in the world, the climate differences and also season change. The focus on deepening language understanding and directional cues is also a focus.

			and differences to compare life in their country to life in other countries. During term 4, we build on our understanding of the world and begin to develop and understanding that we are part of a much bigger world. We begin to understand that some countries have contrasting climates and how we may have to explore these in different ways. This also links to our PSED curriculum where we explore what it is like to be different, advocating tolerance and respect for how others live their lives.	
	Think like a historian.	Past and Present Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" Understand that the past is the time "before now".	Past and Present Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then". Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.	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.
	Why this, why now?	In EYFS it is important to learn about our experiences in life and our personal history. This enables us to develop an understanding of past and present through play and story.	The children build on their life experiences and those of close family members.	EYFS will look back on historical events within their memory and changes they can evidence. They will then build to talk about the past, present and start to think about the future.
	Think like a scientist	Seasonal change. Understand the effect of changing seasons on the world around them. Understand the effect of changing seasons on the natural world around them. Why this? Why now? The children in EYFS follow the process of play, explore, observe. We start with the body and senses which they have experience of but may not be able to explain. We work on extending their vocabulary to be able to talk about their observations.		
		The Natural World Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits. Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.	The Natural World Offer simple, logical explanations for what they have observed, e.g. "Maybe it melted because the weather is warmer" or "It is light so I think that helps it float". Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion. Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.	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.
	Why this? Why now?	During Term 1&2 the children continue to explore their understand of the world around them through KW. They use their senses to explore the school environment and notice seasonal changes around them.	During term 3&4 we focus on aspects such as ice melting and freezing due to the natural time of year and weather. The children will continue to develop their vocabulary as they explore the world using their senses making comments about what surprises them. As our KW topics unravel, the children will learn about forces, the earth and space.	In Terms 5 and 6 the children explore the wider world. They will look at contrasting habitats and the plants and animals that live there. We look at the Arctic and Antarctic and contrast this to Kenya. We compare both locations to where we live and look at similarities and differences between them.

Expressive Arts and Design

			During this term we will also explore life cycles. The children experience observing the lifecycle of a butterfly in the classroom and experience the awe and wonder of this amazing transformation.	
	Think like a theologian RE	People, culture and communities 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; Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.		
	Why this? Why now?	Why this, why now? At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are. Why this, why now? Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.	Why this, why now? At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story. It also provides the opportunity to continue to compare the similarities and differences between religions, naming their holy books and the significance/ importance of these. Why this, why now? Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians. Children are able to link this to their knowledge of the world and timelines, showing an understanding of the timeline of Jesus' life.	Why this, why now? This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail. Why this, why now? Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.
	Why this? Why now?			
	Think like a musician	Being imaginative and expressive Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar songs/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world.	Being Imaginative and Expressive	Being imaginative and expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Perform solo or in groups.
	Why this? Why now?	To develop listening skills and spoken language skills and to be able to build on their own vocabulary. It is helpful for them to internalise familiar language patterns through repetition. This helps to develop their oracy and writing skills. The focus for musicianship during terms 1&2 link directly into Oracy, CLL and Phonics. By repeating and	To develop the children's skills of self-expression and to encourage their understanding, interpretation and appreciation of music. During these two terms a direct link is made between the aspects of music, dance, self expression and the world around us. As we explore various countries and their customs we will also provide the opportunity to explore tradition music and dance, enabling them to broaden their musicality and appreciate of different sounds, genres and artists.	To further develop the children's skills of self-expression and to encourage their understanding, interpretation and appreciation of music. This will also further develop their language skills. The final two terms provide the children with the opportunity to bring together a range of skills across the whole curriculum. Within Oracy the focus is on working in a group, expressing their ideas and explaining why. Music is a perfect way to bring these elements together and share their creations both in small groups but also to a wider audience. This provides the opportunity for them to also showcase the style of music that they have enjoyed the most showing an awareness of instruments and rhythmical patterns.
		internalising familiar language patterns		

		the children begin to gain a better understanding a rhythm. As many known nursery also have an element of rhyme and alliteration, this also support the children's growing phonological awareness.		
	Think like an artist and designer	Do you see what I see? Expressive art and design. Creating with Materials Safely use and explore a variety of materials, tools and techniques. Experimenting with colour and form. Share their creations explaining the process they have used. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Work together and think creatively. - Define colours and shapes. Class photo of portraits.	Can I show you around our world? Expressive art and design. Creating with Materials Safely use and explore a variety of materials, tools and techniques. Experimenting with colour and form. Share their creations explaining the process they have used. - Notice features in the natural world. - Define colours, shapes, texture and smells. - Talk about what they see. - Mix colours Visit galleries and museums to inspire about artists. Landscape workshop	Do you wanna build a snowman? Creating with Materials Experimenting with design, texture and function. Safely use and explore a variety of materials, tools and techniques. Share their creations explaining the process they have used. - Use a range of materials to construct. - Think about what they want to create. - Talk about problems and how they might be solved. Develop joining techniques e.g., tape, glue.
	Why this? Why now?	Throughout Term 1 and 2 the children will learn to create straight and curved lines and mark make. They will use a range of larger technique including large paint brushes for water marking outside. Linked directly to KW, the children will explore their own facial features naming these and using a range of media including natural resources and more formal pencils in order to create self portraits. They will also create images of their family and pets.	Now that the children can name colours, they will begin to learn about colour mixing. First identifying the primary colours and then secondary colours. Linked to their computing work, they will consider how to create landscape colours. We will also create landscapes in clay, using natural resources that we find on the school grounds. The children will use a variety of tools safely in order to complete this work. We will also be exploring different foods during this term in order to link directly to understand 'changes of state'.	In Term 5 and 6, the children will begin to explore building in 3D. It is our intention that we will locate a local tradesperson to support the children in the early skills of woodman ship, supporting them to cut lengths of wood to create picture frames/ bird houses. We will also be exploring food this term, with a focus on healthy foods and eating in moderation.