









EYFS Reception Long Term Plan / Curriculum Overview 2022-2023



POSSIBLE INPUT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC - Topics are used as starting points and 'hooks' for learning but may be adapted to allow for children's interests.	This is Me! 	Light and Dark 	Amazing Animals 	Come Outside! 	Once upon a time. 	Let's Go! 
POSSIBLE SUBTOPICS OR KEY QUESTIONS	Settling into Reception Class Being me My family, friends, pets What am I good at?	Day & night Space Simple light sources Festivals - bonfire night, Diwali, Christmas	Animal types - farm, zoo, safari Sea creatures Minibeasts Who lives in the jungle?	Plants and flowers Weather & seasons Planting seeds How can we look after our environment?	Fantasy Kings, queens, princes & princesses. Superheroes Write a letter to a chosen character What would be your magic power?	Holidays Transport Write a postcard Where in the world would you like to go?
CORE BOOKS LINKED TO 'WRITE STUFF' WRITING SCHEME & OTHER POSSIBLE TEXTS	Ruby's Worry On Sudden Hill Dear Zoo Elmer	Sam and Dave Dig a Hole Perfectly Norman The Proudest Blue Whatever Next! Owl Babies Stick Man Night Monkey, day monkey The Jolly Christmas Postman Christmas/Nativity story (RE link)	Handa's Surprise The Snail & the Whale Lost & Found The Tiger who Came to Tea The Gingerbread Man The Very Busy Spider Noah's Ark (RE link)	Jack and the Jellybean Stalk Where The Wild Things Are Rosie's Walk Katie and The Sunflowers The Enormous Turnip Oliver's Vegetables/Fruit Salad Tiny Seed I know an Old Lady who swallowed a Fly. Jack and the The Beanstalk	Adventure of The Three Little Pigs Pigs Might Fly How To Catch A Star Charlie's Superhero Underpants Cinderella Prince Cinders Three Billy Goats Gruff Goldilocks and the Three Bears	We're Going on a Bear Hunt All Aboard The London Bus Rainbow Fish Here! There! Everywhere! Mr Gumpy's Outing Laura's Star What the Ladybird Heard at the Seaside The Jolly Postman

	<p>WRITE STUFF non fiction texts (to be added where appropriate)</p> <p>If Sharks Disappeared by Lily Williams Non-fiction Report Blue Planet/Our World Geography/Knowledge and Understanding of the World</p> <p>I Wanna Iguana by Karen Kaufman Orloff Non-fiction Persuasive Letter Animals/Pets Science/Knowledge and Understanding of the World</p> <p>Penguins by National Geographic Non-fiction Report/Factfile Animals Animals</p> <p>Chocolate Mug Cake by Michael Rosen Non-fiction Instructions Making a Mug Cake Food/Cooking</p> <p>What We'll Build Non-fiction Advice Leaflet Our Planet Geography/Knowledge and Understanding of the World</p>					
<p>ENRICHMENT OPPORTUNITIES & 'WOW' MOMENTS</p> <p>PARENTAL INVOLVEMENT</p>	<p>Harvest - making fruit salad</p> <p>*Kapow ICT - Internet safety unit</p>	<p>Diwali Christmas - 'lights'</p> <p>*Make a Difference Week *Remembrance Day (Poppies Cbeebies Animation) *Friendship Week (Our House story) *Enterprise Week</p>	<p>Story Cafe - Parents invited for an afternoon to participate in activities with their child around reading and writing.</p>	<p>Planting and growing our own seeds and potatoes.</p> <p>Local walk - What can we see that is growing around us? (Class trip)</p> <p>Spring concert for the parents</p> <p>*World Book Day</p>	<p>Ramadan & EID - make a card</p> <p>Maths Cafe - Parents invited for an afternoon to participate in activities with their child around key maths skills around number & other concepts.</p> <p>Walk to post office to post letters (class trip)</p>	<p>Teddy Bears picnic at the local park with parents (class trip)</p> <p>Sports Day - Parents invited</p>
<p>CONTEXT</p>	<p>This term we will be focussing on settling the children into their new environment and supporting them to build friendships, confidence and independence. We will provide children with opportunities to talk about themselves, their families and their experiences supporting their learning about different types of families and backgrounds. We will learn that we are unique and to be accepting of all.</p>	<p>This term we will continue to focus on developing children's independence and self confidence. We will build an awareness of festivals-Diwali, Bonfire Night and Christmas to help celebrate all our differences. We will think about the relationship between light and dark and think about some symbols and features of day and night. We will make night and day pictures.</p>	<p>We will look at and sort animal types - farm, zoo, jungle. We will think about the different environments that they live in - under the sea, on the ground, in trees. We will link to night and day topic - nocturnal animals and discuss which of these animals would make a good pet. Stories will help us to sequence settings, characters and events. We will learn poems/songs about animals. We will think about how animals move and explore this through</p>	<p>This term we will explore how plants change and grow over time. We will learn about what these things need to grow as we plant our own seeds and potatoes and will explore how different conditions affect them. We will discuss places such as gardens, parks, forests and jungles and their key features including the weather. We will become explorers as we use maps/atlas to look at where these different environments might be in the world.</p>	<p>This term we will be developing our writing and independence in writing sentences. We will be exploring fantasy and traditional tales We will be developing our use of some adjectives as we deepen our descriptions of setting, characters and events. We will use our imaginations and creative skills to design and make a fantasy character or monster. We will develop our problem-solving as we think about how to be a story hero/heroine. We</p>	<p>We will be consolidating our writing skills. We will focus on summer activities - holiday places, activities and keeping safe in the sun. Children will design posters about safety in the sun. We will discuss modes of transport and explore shape, measure and materials while constructing our own vehicles. We will build on previous map work as we think about 'where in the world we would like to go</p>

			dance.		look at how different artists portray key characters in our story books and read some tales from long ago.	This term we will be preparing the children for transition into year 1 - developing further skills, spending time in their new classroom and new teacher visits.
The themes and principles below underpin the learning opportunities we provide.						
CHARACTERISTICS OF EFFECTIVE LEARNING	<ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and ‘have a go’ • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things 					
PRINCIPLES	<ul style="list-style-type: none"> • every child is a unique child - constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships and benefit from a strong partnership between practitioners and parents and/or carers. • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. • Learning and Development - children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND) 					
CURRICULUM	Our long term planning in our Foundation Stage at Suffolks uses the Statutory Framework for Early Years and Foundation Stage (2021) and this is embedded in our practice and planning systems (medium, weekly & daily planning). We use observations, continuous assessment and the children’s interests to inform our planning. Activities and experiences are planned to shape the areas of learning and development :					
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (SF EYFS 2021)					
*Managing Self supported by JIGSAW	Being Me in my World	Celebrating Difference (including Anti-bullying)	Dreams & Goals	Healthy Me (including Oral hygiene)	Relationships	Changing Me (including SRE) Transition into Year 1

<p>SCHEME</p> <p>*Self Regulation</p> <p>*Making Relationships</p>	<p>Throughout the year children will be encouraged to work towards simple goals and to develop these skills:</p> <p style="text-align: center;"> * Controlling own feelings & behaviours *Concentrating on a task *Following instructions *Applying personalised strategies to return to a state of calm *Ignoring distractions *Thinking before acting. *Curbing impulsive behaviours. *Behaving socially acceptable *Persistence & Perseverance </p> <p style="text-align: center;"> *Work cooperatively with others e.g. turn taking. *Know how to develop relationships with adults and peers. *Showing sensitivity to own & others' needs. </p>					
<p>SCHOOL RULES & VALUES & BRITISH VALUES</p>	<p style="text-align: center;"> Be Ready Be Safe Be Respectful Be Responsible Respect Responsibility Friendship and Excellence </p> <p style="text-align: center;"> Mutual Respect Mutual Tolerance Rule of Law Individual Liberty Democracy </p>					
<p>COMMUNICATION & LANGUAGE</p> <p>Whole EYFS</p> <p>Focus –</p> <p>C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, RSHE times, stories, singing, speech and language interventions, assemblies & daily 'Read to Me.'</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures (SF EYFS 2021)</p>					
<p>Listening Attention & Understanding</p> <p>Speaking</p>	<p>To develop an understanding of why listening is important. To understand and follow some instructions.</p> <p>Develop use of social phrases - Good morning, How are you? Would you like to play?</p>	<p>Listen to and learn some rhymes, poems and songs.</p> <p>Retell a repetitive story or a piece of 'news.'</p>	<p>To respond to simple questions - What? Who? Where?</p> <p>To ask questions to find out more information.</p>	<p>Listen to and talk about stories - settings, events, characters.</p> <p>Retell a simple story in sequence.</p>	<p>To respond to more complex sentences about what they have heard or read - Why? How?.</p> <p>Begin to use skills of inference and prediction.</p>	<p>Engage in non-fiction books developing new knowledge and vocabulary.</p> <p>Talk about non-fiction books developing new knowledge and vocabulary.</p>

PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.<i>(SF EYFS 2021)</i></p>					
Fine Motor	<p>Threading, cutting, manipulating objects, drawing lines, developing paintbrush and pencil grip.</p>	<p><i>Threading, cutting, manipulating objects, drawing lines, developing paintbrush and pencil grip.</i> Develop muscle tone to put pressure on paper, use simple tools to make changes to materials, begin to learn how to form letters correctly.</p>	<p><i>Threading, cutting, manipulating objects, drawing lines, developing paintbrush and pencil grip.</i> <i>Develop muscle tone to put pressure on paper, use simple tools to make changes to materials, begin to learn how to form letters correctly.</i> Develop stronger control of tools, objects, construction and malleable resources.</p>	<p><i>Threading, cutting, manipulating objects, drawing lines, developing paintbrush and pencil grip.</i> <i>Develop muscle tone to put pressure on paper, use simple tools to make changes to materials, begin to learn how to form letters correctly.</i> <i>Develop stronger control of tools, objects, construction and malleable resources.</i> Hold pencil effectively to form some recognisable letters, most correctly formed.</p>	<p><i>Threading, cutting, manipulating objects, drawing lines, developing paintbrush and pencil grip.</i> <i>Develop muscle tone to put pressure on paper, use simple tools to make changes to materials, begin to learn how to form letters correctly.</i> <i>Develop stronger control of tools, objects, construction and malleable resources.</i> <i>Hold pencil effectively to form some recognisable letters, most correctly formed.</i> Continue to develop pencil grip and letter formation. Use scissors to cut straight and curvy lines.</p>	<p><i>Threading, cutting, manipulating objects, drawing lines, developing paintbrush and pencil grip.</i> <i>Develop muscle tone to put pressure on paper, use simple tools to make changes to materials, begin to learn how to form letters correctly.</i> <i>Develop stronger control of tools, objects, construction and malleable resources.</i> <i>Hold pencil effectively to form some recognisable letters, most correctly formed.</i> <i>Continue to develop pencil grip and letter formation.</i> <i>Use scissors to cut straight and curvy lines.</i> Form letters correctly. Begin to draw purposeful lines e.g. shapes and recognisable pictures. Build using smaller construction kits.</p>
Gross motor	<p>Climbing using the outdoor equipment and wheeled vehicles to ride on, pull and push. Help individual children to develop good personal hygiene e.g.</p>	<p>Obstacle type activities - children moving over, under, through, around, Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Balance-</p>	<p>Dance related activities - different movements, dance patterns to music. Use pictures, discussions and other resources to explain the importance of the</p>	<p>Ball skills- throwing and catching. Developing underarm and overarm throwing. Partner work. Making use of the outdoor area</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities and resources to support e.g. cones, net, targets.</p>	<p>Team games, races, obstacle courses. Whole school Sports Day. Parents invited.</p>

	<i>handwashing and toileting.</i>	<i>children moving with confidence</i>	<i>different aspects of a healthy lifestyle.</i>			
PE GET SET4PE Scheme	Fundamentals 1	Fundamentals 2	Dance	Ball Skills 1	Ball Skills 2	Games
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).(<i>SF EYFS 2021</i>)					
Comprehension Children will have opportunities to visit the school library.	Joining in with rhymes and showing an interest in stories with repeated refrains. Awareness of Environment print. Sequencing familiar stories through the use of pictures to tell the story. Beginning to recognise some initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Provide a variety of books, fiction and nonfiction. Retell stories related to events through acting/role play. Story Maps. Develop use of sequence vocabulary - beginning, middle and end. Understand the concepts about print: - print has meaning, different purposes, English text is from left to right and from top to bottom	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter sounds and, where necessary, a few exception words.	Information sources about garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Develop own narratives and explanations by connecting ideas or events.	Stories from other cultures and traditions Use story language when acting out a narrative. Can explain the main events of a story. Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Rhyming words.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Developing understanding of title, author, book cover.
Word Reading Supported by Whole school Reading Pathway system & PHONICS	Linking sounds to letters. Phonic Sounds: RWI Set 1 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	Begin to read words by sound blending. Phonic Sounds: RWI Set 1 whole class. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Introducing di-graphs. Phonic Sounds: RWI Set 1 & 2. Differentiated groups / Ditties. Reading: Rhyming strings, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Begin to read simple sentences. Phonic Sounds: RWI Set 1 & 2 Differentiated groups. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping	Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

<p style="text-align: center;">Writing</p> <p style="text-align: center;">Supported by WRITE STUFF scheme</p>	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation. Some talk for writing based on WRITE STUFF scheme - developing vocabulary and sentence structure.</p>	<p>Writing initial sounds and some CVC words. Name writing. Labelling using initial sounds. Oralling telling stories sometimes with adults acting as scribes. Practising correct letter formation. Beginning to write some familiar CVC words (green words) and Writing Christmas letters/lists Some talk for writing and guided writing based on WRITE STUFF scheme - developing vocabulary and sentence structure.</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words and moving on to writing simple captions about pictures e.g. it is a hat. Labels using CVC, CVCC, CCVC words. Some guided writing based on WRITE STUFF scheme - developing vocabulary and sentence structure.</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation. Developing independent writing through WRITE STUFF scheme - developing vocabulary and sentence structure.</p>	<p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation. Developing independent writing through WRITE STUFF scheme - developing vocabulary and sentence structure.</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing your own stories. Write postcards/letters. Using correct letter formation. Developing independent writing through WRITE STUFF scheme - write independent sentences.</p>
<p>MATHEMATICS</p> <p>(Linked to WHITE ROSE Maths Activities)</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. .(SF EYFS 2021)</p>					
<p style="text-align: center;">Number & Numerical Patterns</p>	<p>Early Mathematical Experiences Counting rhymes and songs</p> <p>Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern</p>	<p>It's me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language</p> <p>Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time</p>	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)</p> <p>Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)</p>	<p>Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p> <p>CONSOLIDATION</p>	<p>To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</p> <p>First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose</p>	<p>Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build</p> <p>On the move Deepening understanding Patterns & relationships Spatial mapping (4) Mapping</p>

<p>UNDERSTANDING THE WORLD</p> <p>This area will make links to ICT, Science, History, Geography & RE</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. <i>(SF EYFS 2021)</i></p>				
<p>ICT - Kapow units taught during the Spring term across the whole school</p> <p>*Unit 3 to link to the CPD project on Photography.</p>			<p><u>Kapow Units:</u></p> <p>1 - Computing systems & networks 1: Using a computer (keyboards, mouse control, logging in & out)</p> <p>2 - Programming 1: All about instructions (following & giving instructions, debugging, algorithms)</p> <p>3 - Computing systems & networks 2: Exploring hardware (exploring hardware, using a camera)</p> <p>4 - Programming 2: Programming Bee-Bots (Understanding arrows, programming a Bee-Bot, algorithms)</p> <p>5 - Data handling (sorting, creating data, pictograms)</p>		

<p>Past & Present</p>	<p>Who am I? How have they changed since they were a baby? Talk about what they do with their family and places they have been with their family. Walk around the school environment, role play opportunities - home, cafe, school settings.</p>	<p>Links to festivals: Bonfire night, Diwali, Christmas. Can they talk about what they have done with their families during Christmas/celebrations in the past? Show photos of how Christmas used to be celebrated in the past.</p>	<p>Listening to stories and placing events in chronological order. Look at different animal settings and habitats. What do we know about dinosaurs. Naming animals and their body parts.</p>	<p>Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons etc? Role –play – garden centre.</p>	<p>Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play opportunities. Listening to stories and placing events in chronological order.</p>	<p>Exploring the seaside now and in the past. 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 learning in class.</p>
<p>People, Culture & Communities</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can they make comparisons between other families? Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p>	<p>Use the Jolly Christmas Postman story to draw information from a map and begin to understand why maps are so important to postmen. Roles of different jobs around us. What jobs do our family members do?</p>	<p>What can we do here to take care of animals? Who can help animals to get well? Compare animals from a jungle to those on a farm.</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p>	<p>Share different cultures versions of famous traditional tales. Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>	<p>Discuss modes of transport. How do they get to school, get to a holiday venue?. Look at the difference between transport in this country and one other country.</p>
<p>The Natural world</p>	<p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations e.g. people who can help us in school.</p>	<p>Use Google maps and world maps to show children where some local places are and where some of our families may live in other countries or where some of our stories are based. Make simple maps of our school grounds, our walk to school, to the local shops.</p>	<p>Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring to life. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) Explore our 5 senses.</p>	<p>Seasons – signs of Summer – weather, clothing, plants. Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Exploring the differences between land and water. Encourage the children to make simple comparisons. Materials: Floating / Sinking – boat building</p>

<p>EXPRESSIVE ARTS & DESIGN</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (SF EYFS 2021)</p>					
<p>Creating with Materials</p>	<p>Joins in with role play games and uses resources available for props; build models using construction equipment.Beginning to mix colours to make secondary colours. Self-portraits, junk modelling.</p>	<p>Use different textures and materials to design and make. Making repetitive patterns using colours & shapes. Clay diva lamps/salt dough Christmas baubles (D&T Enterprise week). Firework pictures, night and day pictures, Christmas decorations, Christmas cards.</p>	<p>Animal paintings, collages, prints. Symmetrical butterflies. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g how to use adhesive tape, paper clips and different sorts of glue.Creating animal masks and habitats.</p>	<p>Make different textures and patterns. Using tools for gardening. Planting seeds and potatoes. Spring/Easter crafts. Making mini-beasts.</p>	<p>Design and make props for their fantasy role play e.g. telescopes, treasure boxes, crowns, rockets. Junk modelling, houses, bridges, boats and transport.</p>	<p>Sand pictures / Rainbow fish collages. Paper plate jellyfish Puppet shows Link to Punch & Judy) Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing. Design a beach hut.</p>
<p>Being Imaginative & Expressive</p>	<p>Sings call-and-response songs, echoing phrases adults sing. Join in with familiar songs. Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop creative ideas.</p>	<p>Christmas songs/poems Listen to music and make their own dances in response. Parties and Celebrations. Role Play of The Nativity.</p>	<p>Animal songs and dances. Learn a traditional African song and dance. Exploring how animals move. Role play scenarios.The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p>	<p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc Role play garden centre Spring concert</p>	<p>Encourage children to create their own music. Exploration of other countries – dressing up in different costumes. Retelling familiar stories. Provide children with a range of materials to explore and represent their ideas.</p>	<p>Holiday/sea/beach songs. Under the sea role play. Make a seaside scene in a tough tray for small world experiences.</p>
<p>ASSESSMENT</p>	<p>Settling In - Stay and Play Baseline data - National Reception Baseline Scholarpac baseline submitted Ongoing observation & Assessment</p>	<p>Speech Link assessments Assessment Week Settling in Reports Parent consultations Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Play partnering - individual child’s ‘special weeks.’ Report & meeting with parents at the end of child’s week.</p>	<p>Play partnering cont’d Assessment Week Scholarpac updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Ongoing observation & assessment</p>	<p>End of Year Data submitted onto Scholarpac. Parent consultations Pupil progress meetings & handover to new teacher End of year Report to parents.</p>

EARLY LEARNING GOALS - END OF YEAR EXPECTATIONS

COMMUNICATION & LANGUAGE	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART & DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>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.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>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.</p> <p>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>ELG: Past & Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture & Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Past & Present</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative & Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

J Reilly (FS Phase Lead 22-23)