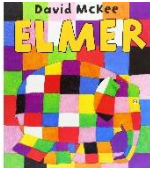


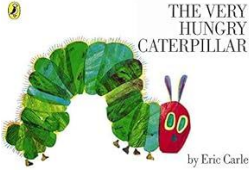
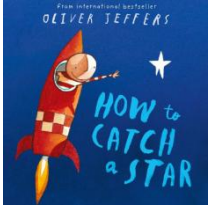
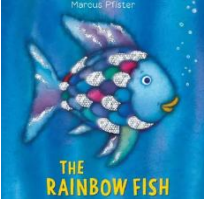




St Mary's Catholic Primary School

EYFS – Long Term Plan 2025-2026

	Autumn 1 Super Me, Super You!	Autumn 2 Winter Wonderland	Spring 1 Once upon a time	Spring 2 Creepy Crawlies	Summer 1 Blast Off!	Summer 2 Under the sea
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Characteristics of Effective learning	<p>Playing and exploring: Finding out and exploring, playing with what they know, being willing to have a go. Active learning: Being involved and concentrating, keeping on trying, enjoying achieving what they set out to do. Creating and thinking critically: Having their own ideas, making links, choosing ways to do things</p>					
Enquiry Question	What makes me super special?	What happens in Winter?	What traditional tales do I know?	What is the life cycle of a butterfly?	What is up in the sky?	What lives under the sea?
						
Know, Do and Understand	Children will learn... About ourselves and each other. Recognising that everyone is different, special and explore why we are important.	Children will learn... The effect of changing seasons on the natural world around them and be able to explore how the season of Winter affects their own environment and animals. To explore changes in materials.	Children will learn... They will listen to story and confidently be able to retell classic stories and events. They will understand the difference between fictional stories and non-fiction books.	Children will learn... The life cycle of a butterfly and different animals. They will explore why animals and act and look the way they do.	Children will learn... What the world looks like up above in space and the world in which they live in. Use Arial view to zoom into different parts of the world, identifying buildings, roads and other simple features	Children will learn... How to recognise some environments that are different from the one in which they live. To compare some similarities and differences. To learn about why it is important to care for our environment.

<p>Festivals, Cultural Events and learning experiences</p>	<p>Day of the Rosary World Mental Health Day Autumn walk Invite a person who helps us to school Teddy bear breakfast</p>	<p>Remembrance Day Diwali Anti-Bullying Week Random Acts of Kindness Hanukkah Christmas Enterprise Week Nativity</p>	<p>Chinese New Year Pancake Day Valentine's Day Fairy house building</p>	<p>World Book Day Mother's Day Sam's safari Living Eggs Easter</p>	<p>Ramadan Father's Day Month of Mary Earth Day</p>	<p>Independence Day Summer Extravaganza Sports day Litter pick</p>
<p>Parental Engagement</p>	<p>Phonics Workshop Family photo Parent and carer curriculum play and stay</p>	<p>Parents' Evening</p>	<p>Mathematics workshop</p>		<p>Learning workshop</p>	<p>Report to parents</p>
<p>Possible key focus books</p>	<p>Fiction: Elmer, Superworm, Super Duper You, Superheroes don't get scared, Real life superhero, Superheroes like you, My Dad is a superhero.</p> <p>Non Fiction: Texts about different people, cultures and communities.</p>	<p>Fiction: Stick Man, The Gruffalo's child, One Winters day, Elmer in the snow, a dot in the snow, Foggy Foggy Forest, Jonty Gentoo, Bear Snores on.</p> <p>Non Fiction: Texts about different seasons and changes within the environment</p>	<p>Fiction: Little red hen, the magic porridge pot, Jack and the beanstalk, gingerbread man, three little pigs, The enormous turnip, The Baddies.</p> <p>Non Fiction: Nonfiction traditional tales, stories, poems and rhymes.</p>	<p>Fiction: The Very Hungry Caterpillar, What the ladybird heard, Snail trail, mad about mini-beasts, buzz buzz busy bees, The very busy spider, Monkey Puzzle</p> <p>Non Fiction: Texts about life cycles and growing.</p>	<p>Fiction: Whatever Next, how to catch a star, The smed and the smooos, Look up, come to tea on planet zum zee, The way back home, On the moon</p> <p>Non Fiction: Texts about astronauts who have visited the moon and role models such as Neil Armstrong.</p>	<p>Fiction: Sharing a shell, The rainbow fish, Tiddler, commotion in the ocean, puffin peter, Snail and the Whale</p> <p>Non Fiction: Texts about sea and ocean life. Introducing children to different creatures under the sea, facts about them.</p>

<p>Communication and Language</p> <p>Key Vocabulary</p> <p>This is not an exhaustive list and will vary and adapt according to child interests and book choice.</p> <p>Some vocabulary is repeated to build understanding through a variety of contexts.</p>	<p>Special Same Different Unique Feeling (happy/sad/upset) Autumn Crunchy</p> <p>Unique Differences Similar/similarities Body – body parts Community Grandparents Siblings Parents Relations Local Area, Homes/ Houses Detached Semi detached Bungalow Senses (smell, hearing, touch, taste, sight)</p>	<p>Winter Autumn Season Changes Animals Hibernate Cold Ice Temperature Chilly Melt/freeze dark</p> <p>Season Environment Hibernate habitat Moon Diurnal Moonlight Nocturnal Stars Names of nocturnal animals Diwali Rama Sita Celebration Diva lamp Winter Freezing/melting Rough/Smooth/Coarse/Soft / Sharp</p>	<p>Story Author Illustrator front cover blurb beginning/ending/middle fairy tale.</p> <p>Once upon a time, then, next Suddenly Eventually In the end Fiction Character Plot Adjectives as part of character descriptions linked to weekly text. Ogre Dragon Wizard beware</p>	<p>Mini-beasts Insects Different Same life cycle animals butterfly damp dark soil rocks logs Spring</p> <p>Grow Soil Water Roots Stem Petals Habitat Life cycle Similar Repeat Metamorphosis Larva Cocoon/chrysalis, pupa Frog spawn, froglet, Insect, amphibian</p>	<p>Space Planets Stars Moon Astronaut Rocket Dark light sun world</p> <p>Gravity Names of planets Asteroid Comet Rotate Travel Journey Space station Destination</p>	<p>Same Different Compare Water Sea Ocean Shell Fish Seahorse Crab Octopus Coral Starfish shark</p> <p>Habitat/ environment features Globe Ocean Mountain Land Desert climate</p> <p>Pollution Rubbish Recycle Reuse</p>
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<p>Communication and Language Key Skills Progression</p> <p>(linked to comprehension)</p>	<p>Nursery Build attention by listening to others, stories and nursery rhymes.</p> <p>To follow simple 1 part instruction.</p> <p>To recognise and responds to familiar sounds.</p> <p>To use language to talk about feelings (happy/sad) experiences.</p> <p>Repeats words or phrases from familiar stories e.g. run run as fast as you can!</p>	<p>Nursery Listening to others in one to one situations</p> <p>To understand simple who, what and where questions linked real experiences</p> <p>To name characters in stories.</p> <p>To understand simple prepositions (under, on top, behind) Linked to Mathematics</p> <p>To use longer phrases when speaking</p> <p>To use language to recall past events</p>	<p>Nursery To listen to stories with attention and able to recall events and characters.</p> <p>Using increased listening and attention skills to join in with repeated refrains in stories and nursery rhymes.</p> <p>To listen to others in small groups</p> <p>To understand simple who, what and where questions linked familiar stories.</p> <p>To say a simple sentence</p> <p>Children to begin to use story language such as: Once upon a time and in the end.</p>	<p>Nursery Develop communication that can be understood by others.</p> <p>Recite some nursery rhymes off by heart.</p> <p>Talk about characters and setting of the story.</p> <p>To understand simple concepts (fast/ slow) etc</p> <p>To say a simple sentence to communicate ideas effectively</p>	<p>Nursery To be able to answer questions using relevant new vocabulary.</p> <p>Respond to questions appropriately.</p> <p>To begin to understand how and why questions linked to experiences and stories</p> <p>To use talk to explain what is happening and talk about what might happen next linked to stories and experiences</p>	<p>Nursery To talk about characters, setting and structure of stories.</p> <p>To be able to answer questions and share opinions using relevant vocabulary.</p> <p>To anticipate key events and phrases in rhymes and stories</p> <p>To begin to understand how and why questions linked to experiences and stories</p>
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	<p>Reception Listens to others 1:1 or in small groups when discussing themselves and others.</p> <p>To say a full simple sentence. To listen attentively to a story.</p> <p>To talk about the characters in a story- reasoning their ideas.</p> <p>To understanding who, where, and what questions linked to stories and experiences</p>	<p>Reception Listens to others 1:1 or in small groups when discussing themselves and others.</p> <p>Hearing sounds with words.</p> <p>To understand humour of jokes</p> <p>To talk about the setting of a story.</p> <p>To join repeated refrains and begin to retell familiar stories</p> <p>To understanding why and how questions linked to stories and experiences</p> <p>To recite repetitive poetry</p>	<p>Reception To talk about familiar stories in detail using full sentences.</p> <p>To express their ideas and feelings about experiences.</p> <p>To share own ideas speaking confidently to a small group.</p> <p>To retell a repetitive story confidently.</p> <p>To talk about key events in a story and the structure.</p> <p>To ask who and where questions linked to stories and experiences</p> <p>To ask 'what' questions linked to stories and experiences</p>	<p>Reception To be able to talk about different facts that they have learnt with an adult and each other.</p> <p>To talk about characters and their feelings from a story</p> <p>To join their ideas using the connective 'and'.</p> <p>To ask why and how questions linked to stories and experiences</p>	<p>Reception To engage in meaningful conversations with others</p> <p>To ask questions about familiar aspects of their environment and their learning using Past, Present and future forms</p> <p>To speak in front of an audience</p> <p>To retell a story they have innovated</p> <p>To ask questions using a range of starters (who, what, where, why, how) in small group and within play.</p>	<p>Reception To talk about characters, settings, and structures of stories</p> <p>To confidently join in with listening activities.</p> <p>To speak in full sentences using tenses and plurals correctly most of the time.</p> <p>To ask questions using a range of starters (who, what, where, why, how) in small group and within play.</p>
<p>Throughout the year children will learn new vocabulary through drawing club, focus texts, the focus of the topic and will be encouraged to use this vocabulary during play. Children will learn to speak in full sentences and use a range of connectives to describe events in detail, solve problems and communicate their ideas.</p> <p>Through quality interactions during play adults will:</p> <ul style="list-style-type: none"> • Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. • Narrate own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." • Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" • Ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" "I wonder" • Model accurate grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren." • Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." • Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" • Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?" 						

Personal, Social and Emotional Development RSE (TenTen)	Module 1: Created and Loved by God Children will learn about their bodies, growing up, name body parts and investigate their senses. They will learn how to stay healthy and explore good oral health. They will learn about a range of feelings and that actions have consequences. They will learn about why we say sorry and about asking for forgiveness.	Module 2: Created to Love others Children will learn why the bible is so Special. Children will explore positive and negative behaviors and will learn how to be a good friend and role model. They will learn how to resolve conflict and ask for forgiveness. Children will learn how to keep their bodies safe and how to keep safe online.	Module 3: Created to live in community. Children will learn about the Holy Trinity and will understand that each part loves us and others. Children will learn about the responsibilities they have to people, places and the planet especially as they grow older.
	Self-Regulation All children and adults in EYFS will: <ul style="list-style-type: none"> Establish school routines and boundaries. Begin to understanding their own and others feelings through building sharing skills through planned and independent activities Demonstrate praise and encouragement and allow children the freedom to make mistakes Have high expectations for children following instructions, with high levels of support when necessary. Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Help children to set own goals and to achieve them. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. 		
	Managing self All children and adults in EYFS will: <ul style="list-style-type: none"> Forming friendships and positive relationships Provide opportunities for children to tell each other about their work and play - helping them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Model practices that support good hygiene, such as insisting on washing hands before eating. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing, toileting and oral hygiene. 		
	Building Relationships All children and adults in EYFS will: <ul style="list-style-type: none"> Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them. 		

	<ul style="list-style-type: none"> • Make sure children are encouraged to listen to each other as well as the staff. • Ensure children's play regularly involves sharing and cooperating with friends and other peers. • Congratulate children for their kindness to others and express your approval when they help, listen and support each other. 					
Physical Development Gross motor skills Fine Motor Skills (Scissor skills link to EAD)	Nursery To climb safely putting one foot in front of another. To move in different ways – running and climbing. To explore large scale movements – horizontal lines, vertical lines, big circles (scarf during squiggle) (shoulder and elbow movements)	Nursery To put on and take off own coat To mark make straight lines (horizontal and vertical) and big circles using gross motor movements (shoulder and elbow movements) To pedal on a trike and ride a scooter. To begin to show awareness of moving equipment safely with peers.	Nursery To move in different ways, running, climbing, jumping for purpose. To explore lines that cross within gross motor movements (scarfs during Squiggle) To balance on one foot.	Nursery To be aware of obstacles whilst riding bike/scooter and negotiate space accordingly.	Nursery Using balancing equipment. To move in different ways – running, climbing, jumping, rolling for purpose.	Nursery To negotiate space effectively whilst running, climbing or riding, jumping or rolling.
	Nursery To mark make straight and horizontal lines To show control over jugs, hammers and play tools	Nursery Begin to show a preference for a dominant hand. Put on coats with some support with zip and buttons. To mark make big and little circles <u>To develop scissor skills – holding scissors in one hand and making snips.</u>	Nursery To begin to form some letters from their first name (copied) following an adult model <u>To develop scissor skills – holding scissors correctly (thumb on top)</u> <u>To make snips using scissors whilst moving the scissor forward across the paper.</u> To hold pencil in pincer grip	Nursery To write their own first name (copied)	Nursery To develop scissor skills – using non-dominant hand to hold the paper and manipulate it whilst cutting. To write own name (some or all independently)	Nursery <u>To develop scissor skills – cutting straight lines.</u> To write some letter sounds they have learned in RWI To write some numbers following a model. <u>To develop cutting skills to begin to cut out desired shape.</u>
Fine Motor Skills	Reception	Reception To hold pencil using tripod grip	Reception To form clockwise and anti-clockwise letters correctly	Reception To control pencil well to sit letters on the line	Reception	Reception

<p>(Scissor skills link to EAD)</p>	<p>To trace anticlockwise movement and retrace an assortment of lines. To form lines, circles and crosses following a model To hold a pencil in dominant hand with or working towards tripod grip To begin to form recognisable letters</p>	<p>To form letters using anticlockwise motion <u>To develop scissor skills – holding correctly - cutting straight.</u></p>	<p><u>To develop scissor skills - cutting zig zags.</u></p>	<p><u>To develop scissors skills – cutting out desired shape.</u></p>	<p>To begin to show accuracy and care when drawing. To form letters with ascenders and descenders when writing on a line</p>	<p>To hold a pencil effectively in a tripod grip To form letters correctly To use scissors, paintbrushes and cutlery effectively.</p>
<p>PE (Gross motor - Get set for PE)</p>	<p>Reception: Intro to PE unit 2 To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.</p>	<p>Reception: fundamentals unit 2 To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.</p>	<p>Reception: Gymnastics unit 2 To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus.</p>	<p>Reception: Dance unit 2 To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts.</p>	<p>Reception: Games unit 2 To aim when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against a partner. To develop co-ordination and play by the rules. To explore striking a ball and keeping score. To work co-operatively as a team.</p>	<p>Reception: ball skills unit 2 To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target.</p>

<p>Literacy Comprehension</p> <p>(Linked closely with Communication and language)</p>	<p>Nursery</p> <p>To enjoy sharing books with an adult.</p> <p>To talk about what can be seen in the pictures in stories in groups, to an adult or friend.</p>	<p>Nursery</p> <p>To understand the key concepts about print: -</p> <p>1.print has meaning 2. the names of the different parts of a book – Cover, pages.</p> <p>To name the characters from a story.</p>	<p>Nursery</p> <p>To talk about and retell a range of familiar stories.</p> <p>To have favorite stories and recognise the ones they enjoy.</p>	<p>Nursery</p> <p>To identify the pictures with corresponding explanations.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Nursery</p> <p>To understand the key concepts about print:</p> <p>3.To understand that print can have different purposes - page sequencing 4.We read English text from left to right and from top to bottom</p>	<p>Nursery</p> <p>To understand the key concepts about print:</p> <p>3.To understand that print can have different purposes - page sequencing 4.We read English text from left to right and from top to bottom</p>
	<p>Reception</p> <p>To know that text is read left to right, top to bottom.</p> <p>To name the characters from a story.</p> <p>To have favourite books and seek them out to share with an adult or with another child.</p>	<p>Reception</p> <p>To begin to demonstrate understanding of what has been read.</p> <p>To identify the characters and setting of a familiar book.</p> <p>To use familiar or repetitive language from stories when discussing them.</p>	<p>Reception</p> <p>To anticipate, where appropriate, key events in stories.</p> <p>To sequence a familiar story using images or objects.</p> <p>To make a simple prediction based on the events of a story so far.</p> <p>To use the language from a story within role play and discussions.</p> <p>To predict what might happen next in a story</p>	<p>Reception</p> <p>To understand the difference between fiction and non-fiction.</p> <p>To tell the story to another person using the book or images.</p> <p>To predict what might happen next in a story.</p> <p>To use modelled vocabulary during role play and in small world.</p>	<p>Reception</p> <p>To understand what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Reception</p> <p>To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, poems and during role-play.</p> <p>To share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p>

Reading	Phase 1 Phonological Awareness Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds	Phase 1 Phonological Awareness Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds Aspect 3 Body Percussion	Phase 1 Phonological Awareness Revise Aspects 1-3 Aspect 6 Voice Sounds Aspect 7 Oral Blending and Segmenting	Phase 1 Phonological Awareness Revise Aspects 6-7 Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration	RWI Read single-letter Set 1 sounds Blend sounds into words orally	RWI Read single-letter Set 1 sounds (some children will) Read all Set 1 single letter sounds Blend sounds into words orally
	<u>Reception (RWI)</u> Read all Set 1 single letter sounds Blend sounds into words orally 16 sounds (first 16 set 1 single letter sounds)	<u>Reception (RWI)</u> Read all Set 1 single letter sounds Blend sounds into words orally 25 sounds (all set 1 single letter sounds)	<u>Reception (RWI)</u> Consolidation of set 1 letter sounds begin special friends. Blend sounds to read cvc words. Read Ditty stories 25 sounds	<u>Reception (RWI)</u> Read Red Storybooks Read Set 1 Special Friends 31 sounds (set 1 special friends)	<u>Reception (RWI)</u> Read Green Storybooks Read 4 double consonants 35 sounds (4 double consonants)	<u>Reception (RWI)</u> Read Green or purple Storybooks Read first 6 Set 2 sounds 41 sounds (First 6 set 2 sounds)
Writing	<u>Nursery</u> To explore mark making in lots of different ways – sand, foam, gloop, chalk, paint. To form straight lines – horizontal and vertical To form big and small circles	<u>Nursery</u> To hold pencil in pincer grip To form enclosed shapes To form lines that cross and zig zags.	<u>Nursery</u> To begin to form some letters from their first name (copied) Give meaning to their marks made in different media.	<u>Nursery</u> To write their own first name (copied) To begin to write some set 1 sounds.	<u>Nursery</u> To write own name (some or all independently) To write some set 1 sounds independently.	<u>Nursery</u> To write letter sounds they have learned in RWI Begin to represent the initial sound in some words.
	<u>Reception</u> To form familiar recognisable letters	<u>Reception</u> To begin to represent the first and last sound in words correctly	<u>Reception</u> To find and write some sounds in words	<u>Reception</u> To spell cvcc and ccvc words	<u>Reception</u> To spell words of more than one syllable	<u>Reception</u> To write simple sentences that can be

	<p>To use recognisable letters to convey meaning</p> <p>To write their name in a way that they or others can recognise.</p>	<p>To write cvc words</p> <p>To write first name without name card</p> <p>To write for purpose such as lists</p>	<p>To write cvc words independently</p> <p>To writing for purpose such as labels</p> <p>To begin to write simple sentences that contain only the taught sound-letter correspondences.</p> <p>To form all letters of the alphabet</p>	<p>To write short sentences and captions</p> <p>To write their first name and surname</p> <p>To spell HFW red words (Red)</p>	<p>representing each syllable</p> <p>To form most letters correctly</p> <p>To write simple phrases and sentences that can be read by others</p>	<p>read by others in a variety of contexts</p> <p>To read their own writing to check it makes sense</p> <p>To use connective 'and'.</p>
<p>Mathematics</p> <p>(Ark Curriculum)</p> <p>See Maths long term plan and Maths meeting plan for more detailed breakdown.</p>	<p><u>Nursery</u></p> <p>Colours</p> <p>Matching</p> <p>Sorting</p> <p>Children will learn:</p> <p>To understand that when making comparisons a set can have more, the same or fewer than another set.</p> <p>To confidently sort collections into sets.</p> <p>They learn that these sets can be compared and ordered.</p>	<p><u>Nursery</u></p> <p>Zero</p> <p>Number 1</p> <p>Number 2</p> <p>Subitising</p> <p>Pattern</p> <p>Consolidation winter activities.</p>	<p><u>Nursery</u></p> <p>Number 3</p> <p>Number 4</p> <p>Subitising</p> <p>Number 5</p> <p>Number writing</p>	<p><u>Nursery</u></p> <p>Number 6</p> <p>Height and length</p> <p>Mass</p> <p>Capacity</p>	<p><u>Nursery</u></p> <p>Sequencing</p> <p>Positional language</p> <p>More than / fewer</p> <p>2d shape</p> <p>3d shape</p>	<p><u>Nursery</u></p> <p>Number writing</p> <p>What comes after?</p> <p>What comes before?</p> <p>Numbers to 6</p>

	<u>Reception</u> Baseline Assessment Unit 1: Early Mathematical experiences Unit 2: Pattern and early number Unit 3: Numbers within 6	<u>Reception</u> Unit 4: Addition and subtraction within 6 Unit 5: Measure	<u>Reception</u> Unit 6: Shape and sorting Unit 7: Numbers within 10 Unit 8: Calendar and time Unit 9: Addition and subtraction within 10.	<u>Reception</u> Unit 10: Grouping and sharing Unit 11: number and patterns within 15 Unit 12: Doubling and halving	<u>Reception</u> Unit 13: shape and pattern Unit 14: Securing addition and subtraction Unit 15: number patterns within 20	<u>Reception</u> Unit 16: numbers patterns beyond 20 Unit 17: money Unit 18: measures Unit 19: exploration of patterns within number. Final assessments
Understanding the World Past and present (Building strong foundations for history)	To know about the part through photographs (family photos) To know about different occupations and how occupations have changed.	To know fictional and non-fictional characters from a range of cultures and times in storytelling. To have deepened understanding of immediate family by remembering and talking about special times in our lives and others.	To know about how technology is developing and how this impacts the world we live in - well to tap water linked to songs and stories. To know about the past through Kapow unit.		To know about historical past events (moon landing)	
	By the end of EYFS, children will have developed an understanding of the past through: <ul style="list-style-type: none"> Beginning to understand their own history and their family's history. Taking part in role play activities, which are designed to replicate past experiences. Beginning to understand and recall events that take place at different points in the year for example: Christmas, pancake day, Easter etc. Begin to familiarise themselves with the idea of 'chronology' by using phrases such as 'a long time ago', 'now', 'soon', 'in the future'. This is done through using a simple timeline in the environment in the eyfs area and adding events to it that have already happened/ are going to happen in the future. Taking part in child-initiated play, providing opportunities for children to discuss aspects of history. For example, discussions about fossils may arise when digging in the school grounds. Being exposed to different books, which are set in the past. For example, 'Cave Baby'. This then allows opportunities for discussion about the past. 					
People and Communities (Building strong foundations for geography and RE)	To know why they are special and who is special to them.	To recognise special times and events of family. All about family customs and routines Traditions around the world - Christmas	To know about traditions around the world – Chinese new year etc. To know that there are different countries in the	To know about Easter and how and why people celebrate it. To compare celebrations of our own to other celebrations.		To be able to identify key features on maps and photographs. To understand how some environments contrast to those they

<p>The World (Building strong foundations for science and geography))</p>			world who celebrate special times.			are familiar with and explain and reason ideas.
	<p>To know about Autumnal changes To know the 5 senses and to explore these To know the importance of good oral health and healthy eating (as part of RSE) To know the name of the area and the town that the school is located in. To know features of the community</p>	<p>To know about about changes in the seasons through taking part in winter walks -make comparisons from an autumnal walk To explore familiar materials and their properties To be able to distinguish between nocturnal and diurnal animals To know facts about some nocturnal animals To explore the changing of materials (melting and freezing)</p>	<p>To know about life princesses and Princes – British Royal family To build on knowledge of materials and explore other properties (reflective materials)</p>	<p>To make observations of animals and plants To know how we care for the natural world around us. To know about different Life Cycles and compare and contract them.</p>	<p>To know how light travels through transparent material and an object casting a shadow. To know how the seasons change, talking about the weather and seasonal features. To know about planet earth and the solar system.</p>	<p>To compare one environment to another building on own experiences. To know about the impact of pollution on the planet. To know how to look after our planet. To know about recycling and identify items that can be recycled. To know how sea life is effected by sea pollution.</p>
	<p><u>By the end of EYFS children will have developed their understanding of the world through:</u></p> <ul style="list-style-type: none"> • Developing their understanding of seasons, by gaining first-hand experiences of British seasons. • Engaging in discussion about the seasons, complete adult-initiated activities based on seasons such as painting daffodils and making blossom in the spring, as well as talking about appropriate clothing they need to wear for each season and engaging in child-initiated conversations about what they notice about the weather and change in seasons. • Exploring the movement of water and experiment with changing direction and speed of water flow by engaging in child-initiated play with provision such as water, guttering, and engage in conversations with adults about water in the outdoor environment. Children will also explore their natural environment in the outdoors and how the weather changes this, for example how they can't dig when the ground is too hard, how puddles occur ect. Children will ask child-initiated questions and explore this with adults to develop their own understanding. • Developing an understanding and appreciation of their world and their community, beginning to understand that they live in Edlington/Doncaster, discussing where this is. This is developed through discussion of 'settings' in the stories that they read and cover in class and previous experiences. • Developing an appreciation of other countries and comparing these to where we live, for example building the Great Wall of China when learning about China and developing an understanding of the Chinese New Year and linking learning to children previous experiences of life in other countries .This can then be further developed through child-initiated play, for example building their own version of the Great Wall of China in the construction area or outdoor area, and / 					

	or playing in the Chinas shop role play area, alongside the support of adult conversations to support children to discuss and compare where this is in the world to develop their understanding.					
RE Other Faiths	Through dress and traditional stories children will learn about Judaism.	Through dress and traditional stories children will learn about Sikhism.	Through dress and traditional stories children will learn about Islam.	Through dress and traditional stories children will learn about Hinduism.	Through dress and traditional stories children will learn about other Christian faiths.	Through dress and traditional stories children will learn about other Christian Faiths.
Computing (icompute)	iMake Algorithms, iMake Pixel Art, iCan Sequence, iFind Patterns, iMake Music, iTell Stories		iMake Art, iAm Logical iCan Sort, iCan Play, iMake Media, iCan Move		iCan Animate, iCan Model, iMake Videos, iStay Safe, iCan Program	
Spanish		Greetings		Colours and numbers		Nursery Rhymes
Expressive Arts and Design Key Skills (Taught through small group, skill masterclasses or though enhanced provision)	Nursery To exploring ready mix/ block paint To exploring different materials To draw lines and circles (gross motor) To join using glue sticks .	Nursery To exploring colour mixing secondary colours using ready mix paint/ block paint. To draw lines and circles (fine motor) To develop scissor skills – holding scissors in one hand and making snips	Nursery To be able to follow steps to mix paint to make new colours To join using tape To join using PVA glue To develop scissor skills – holding scissors correctly (thumb on top) To draw a face – circle, eyes, nose, mouth and hair. To make snips using scissors whilst moving the scissor forward across the paper.	Nursery To know how to mix paint to make secondary colours. To use a holepunch on paper.	Nursery To develop scissor skills – using non-dominant hand to hold the paper and manipulate it whilst cutting. To model and teach observational skills within different media (paint/ cutting and sticking/ pencil/ felt tip/ crayon). To apply skills of colour mixing to create paintings.	Nursery To develop scissor skills – cutting straight lines. To develop cutting skills to begin to cut out desired shape. To apply skills of colour mixing to create paintings. To draw a face showing emotion – sad/ happy

(KAPOW)	<p>Reception To mix paint and to make secondary colours To mix an intended colour for an intended purpose. To use a hole punch To attaching using tape (cello tape and masking tape) To draw a person including a body.</p>	<p>Reception To attaching using paper clips for purpose To use pastels to draw lines and smudge. To develop scissor skills – holding correctly - cutting straight. To use tools in playdough, to pierce, and calve. To fold paper to make a card.</p>	<p>Reception To attach using treasury tags for purpose To concertina card to make folding stories books To develop scissor skills - cutting zig zags. To Impress and apply decorations to malleable material</p>	<p>Reception To attach using split pin. To develop scissors skills – cutting out desired shape. To draw detail on an animal or person including hairs and eye features.</p>	<p>Reception To attach using Flange To use water colour paint. To draw to represent ideas like movement or loud noises.</p>	<p>Reception To carry out observational drawing building on drawing skills previously developed To attach using chosen attachments techniques to attach for purpose.</p>
	<p>Kapow Painting and Mixed Media: Paint My World. Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p>	<p>Kapow Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>	<p>Kapow Sculpture and Design: Let's Get Crafty Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p>Kapow Cooking and Nutrition: Soup In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p>	<p>Kapow Drawing: Marvelous Marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>Kapow Structures: Boats In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p>
Being Expressive	<p>Nursery To exploring musical instruments. To join in familiar nursery rhymes</p>	<p>Nursery Name instruments and learn how to play instruments correctly. To learn new songs and rhymes To act our familiar experiences</p>	<p>Nursery To play an instrument in different ways (loud/ quiet/ fast/slow) To stack vertically and horizontally, balancing and making enclosures and</p>	<p>Nursery To tap simple repeated rhythms</p>	<p>Nursery To use given props and resources to act out a familiar story. To sing songs and use different instruments to accompany.</p>	<p>Nursery To use props and resources within imaginative play</p>

			structures (initiated by building Great Wall of China)			
	<u>Reception</u> To use props to act out familiar stories To explore musical instruments To create patterns when playing instruments To joins in singing To know some songs off by heart	<u>Reception</u> To begins to act out/ play out familiar stories using props or small world To performs familiar songs To learn new songs To observe and comment about Indian dancing To participate in Indian Dancing	<u>Reception</u> To observe and comment of Dragon dancing To tell a story through a puppet show To effectively use instruments to tap a simple beat. To build up repertoire of songs	<u>Reception</u> To invents own stories within play (role play or small world) To create repeating pattern using musical instruments	<u>Reception</u> Children will continue to practise their skills in story-telling, singing, dancing and performing through play and with provision enhancements. To move in different ways To move along to the beat of a familiar song.	<u>Reception</u> Children will continue to practise their skills in story-telling, singing, dancing and performing through play and with provision enhancements.
Music Kapow		Exploring sound		Musical stories		Music and movement