

EYFS Long Term Curriculum 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall theme	Marvellous Me Autumn Harvest/food	Light and Dark Celebrations	Toys Winter	Traditional Tales Easter	Our Wonderful World Spring/new life Growing	Going Places Around the world Maps
KS1 Curriculum - EYFS area link	Continuous Provision runs throughout the year, with enhanced provision set up to provoke curiosity and interest in the themes and areas of learning below. The theme of The Seasons and Celebrations run throughout. The characteristics of learning are the foundation of the EYFS and will be developed through Continuous Provision.					
Art and Design <i>EAD, PD, PSED, C+L, UW</i>	<p>Development steps: Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour-mixing. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaborative sharing ideas, resources and skills.</p> <p>ELGs: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>					
	Paint and draw self – portraits and families. Look at portraits of different families and artists. Printing – using different objects and press print. Clay – hedgehogs and divas. Exploring pattern with loose parts. Explore colour through emotions – Colour Monster	Exploring shades and tints – colour mixing. Winter skies, colour washes, sunsets. Black and white, shadows	Practising drawing skills, drawing from observation. Drawings/sketches of toys. Exploring warm and cold colours.	Abstract art - Kandinsky, Mondrian, Klee using different media.	Sketching flowers/plants. e.g sunflowers. Looking at paintings from artists and discuss Painting and drawing using the lyrics to Louis Armstrong’s song. Natural art - Goldsworthy	Jungles - Rousseau’s Tiger in the Storm, mixing greens, looking at hedges, clouds (Constable), collage. Weaving.
D&T <i>EAD, PSED, C+L, PD</i>	<p>Development steps: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Choose the right resources to carry out their own plan. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>ELGs: Use a range of small tools, including scissors, paintbrushes.</p>					

	Wood work – using tools Healthy eating	Explore clay and other malleables – make a simple diva Junk modelling	Make puppets and moving toys.	Make a waterproof shelter. Make furniture for the three bears and Goldilocks using a range of construction materials. Structures.		
Geography <i>UW, C+L, Maths</i>	<p>Development Steps: Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>ELGs: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>					
	Foods from different countries – look at where the different countries are using a globe. Find out about different climates.		Explore toys from around the world. The Arctic – animals and people		Explore maps and globes, find out where animals live (habitats).	Looking at their immediate environment and using simple maps (google earth) to find out about the physical features of their locality and the wider world. Following simple maps for a treasure hunt. Making maps.
History <i>UW, C+L</i>	<p>Development Steps: Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELGs: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					
	Personal timelines, past events, use Peepo to compare their lives with that of their parents and	Memory Box	Explore toys through the ages, compare toys. Simple timelines.	Visiting grandparents to talk about their lives.		Seaside holidays – Victorian seaside holidays

	grandparents. Harvest through the ages. Memory Box					
	<p>Development Steps: Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELGs: Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Throughout the year the children will be introduced to musical instruments through listening games and explore orchestral instruments. They will be introduced to different forms of music through listening and appraising activities. They will learn to keep a pulse and will copy and explore different rhythms. They will learn fast, slow, high, low, loud and quiet. They will explore the sounds different instruments make and use them to illustrate stories. They will compose their own music and learn to make sounds using a glockenspiel. They will learn to sing a selection of songs - call and response, simple rounds and songs linked to the half-termly theme),</p>					
PE PD, PSED, C+L	<p>Development Steps: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Revise and refine across a plank the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>ELGs: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>					
	Daily run. Yoga Real PE Skills - Personal Coordination:	Daily run. Yoga Real PE Skills – Social Gymnastics	Daily run. Yoga Real Dance - Social Skills:	Daily run. Yoga Real PE Skills - Creative Coordination:	Daily run. Yoga Real PE skills – Apply Physical	Daily run. Yoga Real PE Skills - Personal Coordination:

	<p>The Birthday Surprise Footwork (FUNS Station 10)</p> <p>Static Balance: Pirate Pranks One Leg (FUNS Station 1)</p>	<p>Theme: At Home and The Jungle Shape Skills and travelling Floor work, low apparatus and high apparatus.</p>	<p>Artistry, partnering, circles and shapes</p> <p>Real PE Skills - Cognitive Dynamic Balance: Tilly the Train's Big Day On a Line (FUNS Station 5)</p> <p>Static Balance: Thembi Walks the Tightrope Stance (FUNS Station 4)</p>	<p>Clowning Around Ball Skills (FUNS Station 9)</p> <p>Counter Balance: Seaside - Wendy's Water-Ski Challenge With a Partner (FUNS Station 7)</p> <p>Real PE skills– Health & Fitness Agility: Sammy Squirrel Ball Chasing (FUNS Station 11)</p> <p>Static Balance: Casper the Very Clever Cat Floor Work (FUNS Station 3)</p>	<p>Coordination: Juggling -John & Jasmine Learn to Juggle Sending and Receiving (FUNS Station 8)</p> <p>Agility: Fairytale - Rings to the Rescue Reaction/Response (FUNS Station 12)</p> <p>Real PE Skills - Social Dynamic Balance : Journey to the Blue Planet: Agility: Jumping and Landing (FUNS Station 6)</p> <p>Static Balance: Monkey Business Seated (FUNS Station 2)</p>	<p>(6 sessions) Bike - The Birthday Surprise Footwork (FUNS Station 10) Plus Ball Skills (FUNS Station 9)</p> <p>Revisit with additional mini activities</p> <p>Co-ordination identified as essential skill focus</p> <p>Multiskills: (6 weeks) <u>Sports day skills</u></p> <p>Jumping – running , jumping – mini hurdles/speed bouncing and balance</p> <p>Agility and movement – hoops, under and over, in and out, weaving</p> <p>Throwing and accuracy – beans bag and target throwing</p>
<p>RE <i>PSED, C+L, UW</i></p>	<p>Development Steps: Begin to understand the need to respect and care for the natural environment and all living things. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Begin to understand what it means to be a Christian.</p> <p>ELGs: 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>					

	Celebrations – Harvest. How do Festivals bring us together?	Festivals of light, Christmas. Why Does Christmas Matter?	Chinese New Year, Shrove Tuesday.	What is Easter?	What Is It Like Being a Christian?	Special Places
RSHE <i>PSED, C+L, UW</i>	<p>Development Steps: Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth-brushing. See themselves as a valuable individual. Build constructive and respectful relationships. See themselves as a valuable individual. Think about the perspectives of others. Manage their own needs. Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> <p>ELGs: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 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. 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.</p>					
	Create class rules. Our feelings, mood monsters. Growing and changing. Keeping healthy –exercise, hygiene, food. Ravi’s Roar. The Lion Inside	Throughout the year the children will explore and learn about the themes - Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe, Mental wellbeing, Internet safety and harms, Physical Health and Fitness, My Body, Healthy Eating, Health and prevention, Basic first aid. The children will learn through Continuous Provision, Circle Times and through discrete teaching. (For details – see RHSE Curriculum)				
Science <i>C+L, UW, PSED</i>	<p>Development Steps: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>ELGs: 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.</p>					
	Talk about Autumn and the seasons Find out how the senses help us to make sense of the world	Animals – nocturnal and diurnal. Shadows, night and day. Hibernation and migration. Make a den for exploring light. Explore the sky on a cloudy, misty sunny day.	Forces – pushing and pulling linked with toys. Explore magnets.	Exploring materials, floating and sinking Exploring using the senses, investigating seasonal change through spring, life	Mini beast hunt. Find out about animals and where they live. Growing plants – flowers and vegetables.	Mini beast hunt (revisited), plants – continue growing. Observe, discuss and compare sea and land animals.

	Explore and name the different parts of the body. What do they do?	Plot the sun's movement throughout the day. Prisms, kaleidoscopes.		cycles including changes since we were babies		
Computing <i>UW, PD, PSED</i>	<p>Development Steps: To know how to 'hold' a mouse. To be able to move the mouse purposefully. To be able to click the left hand mouse button to perform an action. To be able to use click and drag to move objects purposefully. To be able to use the scroll roller on a mouse. To know how to use a laptop touchpad. To be able to find letters for their name on the keyboard. To use the spacebar. To be able to delete using the backspace key and the DELETE key. To be able to type numbers. To be able to use the ENTER key. To be able to use the arrow keys. To be able to select colours. To be able to mark make purposefully on the screen. To be able to control the pencil width. To be able to choose tools to experiment with. To be able to use the undo button. To be able to draw using mouse control. To plan routes for toy vehicles. To follow a plan for a toy vehicle. To use the buttons on a floor robot to make it move. To be able to interpret simple instructions to predict the outcome. To experiment in the music area of Mini Mash to combine sounds. To use the built-in sound effects in Purple Mash. To be able to record spoken words and play these back. To be able to take photos using a device. To be able to open photos in Purple Mash. To know the technology used in the home. To be able to identify how technology is used outdoors. To be able to identify technology used in the wider world. To be able to understand why food should be kept away from devices. To be able to identify electrical safety as important. To know safe ways to transport portable devices. To be able to understand what technology is. To be able to identify the main parts of a computer. To be able to explain what 'private' means when using technology. To know what a quiz is. To be able to participate in a multiple-choice quiz using pictures. To be able to participate in a sequencing quiz using pictures. To be able to participate in a cloze quiz. To be able to participate in a matching quiz. To be able to participate in a sorting and sequencing quiz. To be able to complete a quiz with mixed questions. To be able to play a quiz game. To navigate to PM login page. Login in picture passwords.</p> <p>ELGs: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Work and play cooperatively and take turns with others. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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>					
	Purple Mash –Technology around us. Safe use of hardware. Online safety (RSHE)	Purple Mash – Mouse/keyboard skills. Learn how to use Simple City	Purple Mash – Robots and programmable toys	Purple Mash –. Taking photographs.	Purple Mash - Making sounds. Creating pictures.	Purple Mash - Quizzes.
Communication and Listening	<p>Development Steps: Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on bus... you sit there... I'll be the driver." Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed</p>					

	<p>a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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.</p>		
	<table border="1"> <tr> <td data-bbox="389 469 680 995"> Settling in activities. Making friends. Children talking about experiences that are familiar to them. Talk about family and other important people. Talk about special occasions such as birthdays and other celebrations. Take part in circle time. Talk about myself using describing words. Ask questions to get to know children in class. Listen to stories and rhymes. Model talk routines through the day. </td> <td data-bbox="680 469 2020 995"> Develop vocabulary through books and themes. Use new vocabulary to talk about their learning and describe what they are doing. Show and Tell. Use language in role-play e.g. shop and puppet theatre Stories with rhyme, repeating patterns and language. Author’s chair, hot seating. Use stories to develop vocabulary, story language, discuss and describe characters, settings and events. Read, retell and adapt stories. Drama sessions focused on topic related stories Children discuss their learning with a talk partner. Ask and answer questions, explain their learning e.g. ‘how do you know?’ Share their ideas within a large group. Listen to and learn poems. Talking to, asking questions of guest speakers i.e. parents and their jobs. </td> </tr> </table>	Settling in activities. Making friends. Children talking about experiences that are familiar to them. Talk about family and other important people. Talk about special occasions such as birthdays and other celebrations. Take part in circle time. Talk about myself using describing words. Ask questions to get to know children in class. Listen to stories and rhymes. Model talk routines through the day.	Develop vocabulary through books and themes. Use new vocabulary to talk about their learning and describe what they are doing. Show and Tell. Use language in role-play e.g. shop and puppet theatre Stories with rhyme, repeating patterns and language. Author’s chair, hot seating. Use stories to develop vocabulary, story language, discuss and describe characters, settings and events. Read, retell and adapt stories. Drama sessions focused on topic related stories Children discuss their learning with a talk partner. Ask and answer questions, explain their learning e.g. ‘how do you know?’ Share their ideas within a large group. Listen to and learn poems. Talking to, asking questions of guest speakers i.e. parents and their jobs.
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Literacy	<p>Development Steps: Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>ELGs:</p>		

	<p>Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing - Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Squiggle while you Wiggle – writing programme.</p>					
	<p>Books with a familiar setting. Recognise and write name. Enjoy looking at different story books. Rhyming and alliteration. Begin to write labels. Talk about characters in story books. Label body parts. Imagine and recreate roles in real life family situations and fictional stories. Helicopter stories.</p>	<p>Story beginnings, story language. Children will write stories in shared and guided writing and independently. Talk about characters in story books.</p>	<p>Story maps, story language. Children will write stories in shared and guided writing and independently. Writing descriptions of toys old and new. Instructions – following and writing instructions.</p>	<p>Different versions of traditional tales Instructions – making pancakes and porridge Lists – plan a party for the three bears Group/ind writing – letter to the three bears, write stories, story circle</p>	<p>Descriptions, explore non-fiction texts. Work around the Elmer stories. Make an information book about sea creatures/animals. Group and individual writing</p>	<p>Poetry – colour and sense poems. Writing journals. Story writing using pictures and paintings as a focus for developing language and providing ideas for writing.</p>
<p>Maths C+L, UW</p>	<p>Development Steps: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones - an arch, a bigger triangle, etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p> <p>ELG: 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. 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.</p>					

	<p>Assessment – 3 weeks Match and sort Comparing sizes – length, height, mass Patterns Geometry – Spatial awareness Time</p> <p>Spatial reasoning – 2d shapes are introduced alongside respective numbers</p>	<p>Representing, composition, comparing -1 Representing, composition, comparing -2 Representing, composition, comparing -3 Representing, composition, comparing -4 Representing, composition, comparing -5 Introducing 0 Recap numbers 0-5</p> <p>(For each number composition, subitising, one-one correspondence in counting, ordering, 1 more, 1 less is taught)</p>	<p>Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity 6, 7, 8 Comparing two amounts Geometry - Spatial awareness</p>	<p>Making pairs Length and height Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3d shapes Patterns</p>	<p>Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning - Match, rotate, manipulate Adding more Taking away Spatial reasoning Compose and decompose</p>	<p>Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build Deepening and understanding – problem solving and reasoning Patterns and relationships Spatial mapping</p> <p>Maths will be taught discretely and through continuous provision</p>
<p>Maths Texts</p>	<p>Anno’s Counting Book, Six Dinner Sid, Sorting, Noah’s Ark, How Much Does a Ladybird Weigh?, Mouse Count, How Big is a Million, How Long is a Whale?, I Can Only Draw Worms, A Walk in London, Walter’s Windy Washing Line, Actual Size, One is a Snail Ten is a Crab, Number Blocks First Numbers, Number Blocks First Shapes, How Many Legs?, The Perfect Fit, One More Try, The Doorbell Rang, A Pair of Sock, Seaweed Soup, The Button Box, Where’s My Teddy?, It’s the Bear!, The Blue Balloon, Dear Zoo, My First Book of Patterns, A-B-A-B-A a Book of Pattern Play, How to Count to One, Goldilocks and the Three Bears, The Gingerbread Man, A Squash and a Squeeze, Three Billy Goats Gruff, Square, Triangle, Circle, Shapes, Shapes, Shapes, Rosie’s Walk, We’re Going on a Bear Hunt, Five Little Friends, Pete the Cat and His Four Groovy Buttons, Kipper’s Birthday, The Very Hungry Caterpillar, Night Monkey, Day Monkey, The Fox in the Night, The Hueys in None the Number, I Spy Numbers, The Ugly Five, Room on the Broom, A Beach for Albert, Hand’s Surprise, 1,2,3, to the Zoo, Kipper’s Toybox, Missing Mittens, Double Dave, Don’t Forget the Bacon, The Snail and the Whale, Super Worm, Actual Size, Jim and the Beanstalk, Titch, Can You Draw Words, Tall, Jack and the Beanstalk, Giraffe Who Got into a Knot, Five Minutes Peace, Jasper’s Beanstalk, Nine Naughty Kittens, Cockatoos, Ten Little Penguins, Mouse Count, Ten in the Bed, Two of Everything, Double the Ducks, One Odd Day, My Granny Went To Market, Mr Grumpy’s Outing, Tad, The Shopping Basket, Billy’s Bucket, Ants Rule, Mr Archimedes’ Bath, Who Sank the Boat, You Can’t Take An Elephant On The Bus, See Patterns Here, Pattern Fish, Martha Maps It Out, In Every House of Every Street, If I Built a House, The Secret Path, Me on the Map, The Last Marshmallow, Squirrels Who Squabbled, Alison Hubble, Tangram Cat, Boxitects, Centipede’s 100 Shoes.</p>					

<p>Key Texts – Reading Spine</p>	<p>What Makes Me, Me? Coming to England Marvellous Me The Growing Story Then There Were Giants The Great Big Book of Feelings You Choose You Choose Your Dreams The Family Book All Kinds of People All Kinds of Beliefs Super Duper You Only One You Starting School I want a Friend My Brother Ravi's Roar Harry and his Bucket of Dinosaurs Hair Love Can I Build Another Me? Your Fantastic Elastic Brain The Colour Monster Shark in the Park The Proudest Blue The Looking Book Train Rolls On Peepo When I was Young Dear Zoo Jim and the Beanstalk I Don't Want To Wash My Hands</p>	<p>The Gruffalo Owl Babies The fox in the dark Can't you sleep Little Bear How to Catch a Star Rainbows Whatever Next Funny Bones and Park in the Dark The Magic Porridge Pot The Little Red Hen Christmas Stories The Nativity Rama and Sita Diwali Hannukah A Loud Winter's Nap Bear Snores On The Leaf Thief The Tiger Who Came to Tea Whatever Next The Squirrels Who Squabbled The Koala Who Could Fletcher and the Falling Leaves Leaf Man We're Going on a Leaf Hunt Wide Awake Hedgehog Simon Sock (Odd Sock Day) Fox in the Dark Dear Santa All Through the Night</p> <p>Non – Fiction Hibernation Books From the Library</p>	<p>The Toymaker Lost in the Toy Museum Toys Around the World Terrific Toys and What They Are Made Of Terrific Toys in the Past Toys in Space That Rabbit Belongs to Emily Brown Dogger Naughty Bus Stanley's Stick The History of Toys Kipper's Toybox The Story of Pinocchio One Snowy Night Snow Bears The Great Explorer The Gruffalo's Child Jack Frost A Thing Called Snow Mr Wolf's pancakes The Paper Dolls Foxes in the Snow The Story of Jack Frost Lost and Found</p>	<p>Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff The Magic Porridge Pot The Little Red Hen The Gingerbread Man The Hare and The Tortoise, and different versions from around the world Why the sun and the moon live in the sky The Greedy Zebra How the Elephant Got His Trunk You Choose Fairy Tales The Pea and The Princess The Dot First Festivals - Easter</p>	<p>Jack and The Beanstalk Elmer stories Caterpillar Cake The Very Hungry Caterpillar Super Worm Titch The Enormous Turnip What Made Tiddilick Laugh You Choose Space A Song of Gladness My World, Your World, What a Wonderful World It's Your World Now Monkey Puzzle Oxford School Atlas The Naughty Bus</p> <p>Non-Fiction Jungle Animal, Growing and Minibeasts Books from the Library</p>	<p>Rosie's Walk Brown Bear, Brown Bear Polar Bear, Polar Bear Rainbow Fish Sharing a Shell What The Ladybird Heard The Train Ride Oh, The Places You Will Go Let's Go for A walk Martha Maps It Out Maps From Anna to Zane The Everywhere Bear A Book of Bears Where's My Teddy? I Want My Hat Back Five Bears There's A Bear on My Chair We're Going to Find a Monster The Snail and The Whale Commotion in the Ocean One Tiny Turtle The Whale Who Wanted More The Storm Whale</p> <p>Non-Fiction Sealife From the Library Books</p>
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		Fiction and Non-Fiction Winter Books From the Library				
Key vocabulary	Season, change, time, year. Harvest, festival, vegetables, fruits, scarecrows, combine harvester, sowing seeds, growing. Autumn, leaves, conkers, orange, brown, yellow, red, seasons, rustling, crunchy, autumn weather – rain, sun, cloud, senses, sour, sweet.	Time, year, festival, celebrate, Diwali, Festival of Lights, Hindu, mehndi, rangoli. Remembrance. Light, dark, shadows, sunset. Jesus, Nativity, Shepherds, stable, manger, Inn, Bethlehem, Mary, Joseph, donkey, Christmas, believe, worship, pray, God, Christian, flock, celebration. Tomorrow, yesterday, today.	Old, new, past, timeline, plastic, wood, metal, names of toys, hard, soft, shiny, dull, rough, smooth, pull, push. Easter, Chinese new year, pancake day (Shrove Tuesday), Lent, Winter.	Story beginnings – one day, character, setting, text, description words, floating, sinking, waterproof, material, soft, hard, shiny, dull, rough, smooth, glass, wood, plastic. Spring, plant, weather, names of plants, life cycle.	World, planet, sea, ocean, land, animal names, habitat, polar, desert.	Summer, same, different, similar, Equator, North Pole, South Pole, continent ocean, seas, island, beach, cliff, coast, forest, hill, mountain, city, town, village, factory, farm, house, office, port, harbour, shop.
Characteristics of Learning	<p>Playing and Exploring: Finding out and exploring Using what they know in their play Being willing to have a go</p> <p>Active Learning: Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do</p> <p>Creating and Thinking Critically: Having their own idea Using what they already know to learn new things Choosing ways to do things and finding new ways</p>					