

EYFS Long Term Plan 2022-23

This is an overview of the expected learning to be taught in Reception during the academic year of 2022-23. In addition, EYFS 'outdoor learning' is based on the children's interests and is primarily 'needs based'. Termly analysis will identify specific curriculum areas in need of targeted improvement - enhancements will be added accordingly depending on the needs identified.

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision and to follow the lead of the children</p>	<p>My Family and Me</p> <p>Starting school My new class My family People who help us Staying healthy Food Human body Growing and changing</p>	<p>Time to celebrate</p> <p>Celebrations (birthdays, Christmas) Festivals (harvest, Diwali) Bonfire Night Remembrance Day Christmas Christmas Nativity</p>	<p>Hot and Cold</p> <p>Animals around the world Climates / Hibernation Hot and cold around the world Animal Arts and crafts Night and day animals Animal patterns David Attenborough</p>	<p>Superheroes</p> <p>People who help us Ourselves as superheroes Emergency services Local superheroes (who lives is in our town) Celebrity heroes What we want to be when we grow up. Royal Family</p>	<p>Investigating outdoors</p> <p>Lifecycles Minibeasts Planting Forest School</p>	<p>Sumer time</p> <p>Journey to school Holidays Days out in the summer Comparing holidays now and then Pirates Seaside Moving into Year 1</p>
<p>CoEL</p>	<p style="text-align: center;">Characteristics of Effective Learning (CoEL)</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Over Arching Principles of EYFS</p>	<p style="text-align: center;">Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At St Anne's CE Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team</i></p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					
<p>Possible Texts</p> <p>NB: these will include a diverse range of books to represent a range of families, cultures, faiths and beliefs</p>	<p>Owl Babies Once there were Giants The Family Book The Smartest Giant The Colour Monster The Rainbow Fish I'm Special, I'm Me! Funny Bones The Big Book of Families Mega Magic Hair Swap</p>	<p>Odd Socks Ugly Duckling Dipla's Diwali Sparks in the Sky Poppies The Jolly Christmas Postman The Snowman Stick Man Dear Father Christmas Russell's Christmas Magic</p>	<p>Jack Frost by Kazuno Kohara, The Boy Who Turned Off the Sun Going on Bear Hunt Snowstorm Penguin Tiger Who Came to Tea Bringing the Rain to Kapiti Plain Handa's Surprise</p>	<p>Billy's Bucket My Mum Supertato Super Daisy Prince Cinders Great Women Who Changed the World It's Good to be Me</p>	<p>Little Frog's Tadpole Struggle Oi Frog Non-fiction books about lifecycles Lola Plants a Garden The Tiny Seed The Very Hungry Caterpillar Jaspers Beanstalk Superworm Jack and the Beanstalk</p>	<p>The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Beegu Oi! Get off my train! The Night Pirates Little Red Riding Hood The Snail and the Whale</p>
<p>Magic Moments/ Enrichment Opportunities</p>	<p>Autumn walk and what it is like in Autumn Harvest Time Birthdays Favourite Songs What do I want to be when I grow up? Video for parents.</p>	<p>Remembrance Day Bonfire in Forest School Walking to the Cenotaph for Remembrance Visits from Mental Health Champions Anti-Bullying Week (Odd Socks Day) Christmas songs round the campfire Visit from Santa</p>	<p>Winter walk and what it is like in winter How the season has changed from autumn to winter Chinese New Year celebrations Weather experiments Weather forecast</p>	<p>Spring walk to look at what it is like in the spring Shrove Tuesday Easter time Mother's Day Queen's Birthday Easter egg hunt Dress up as a superhero Firefighter - visit?</p>	<p>Nature Scavenger Hunt Planting seeds</p>	<p>Summer walk to look at what it is like in the summer Finding the treasure using the map Spending the day with year 1 teacher</p>
<p>Assessment Opportunities</p>	<p>Analyse Nursery Assessments Playing alongside children in provision In-house - Baseline data on entry National Baseline data within first 6 weeks Set up Evidence Me</p>	<p>Phonic intervention groups Phonics assessment (end of Phase 2) Gross/fine motor skills intervention On-going formative assessments Tracker for end of autumn term?</p>	<p>Phonic intervention groups Phonics assessment (Phase 2/3) Gross/fine motor skills intervention On-going formative assessments</p>	<p>Phonic intervention groups Phonics assessment (Phase 2/3) On-going formative assessments Tracker for end of spring term?</p>	<p>Phonic intervention groups Phonics assessment (Phase 2/3) On-going formative assessments</p>	<p>Phonic intervention groups Phonics assessment (Phase 2/3) On-going formative assessments Tracker for end of summer term?</p>
<p>Parental Involvement</p>	<p>Meet the teacher day Part time start Parents Evening Using Evidence Me to share observations</p>	<p>Stay and Play session? Using Evidence Me to share observations Watching the nativity Opportunities for</p>	<p>Stay and Read session Using Evidence Me to share observations from home Opportunities for</p>	<p>Number Fun session for parents to join in Using Evidence Me to share observations from home</p>	<p>Stay and Play session for parents to join in Using Evidence Me to share observations from home</p>	<p>Parents picnic? Sports Day Using Evidence Me to share observations from home</p>

	Stay and play session?	parents to share information in the mornings Phonics and Early Reading Workshop	parents to share information in the mornings	Opportunities for parents to share information in the mornings	Opportunities for parents to share information in the mornings	Opportunities for parents to share information in the mornings
C&L Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE time, stories, singing, speech and language interventions, collective worships and weekly interventions. Daily story time	Settling in activities Making friends Children talking about experiences that are familiar to them This is me! Rhyming and alliteration Familiar print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day.	Develop vocabulary Discovering passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Using language well Ask how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Scarf curriculum Personal Social and Emotional Development	<u>Me and my relationships</u> <u>All about me</u> <u>What makes me special</u> <u>Me and my special people</u> <u>Who can help me?</u> <u>My feelings</u> <u>My feelings (2)</u>	<u>Valuing difference</u> <u>I'm special, you're special</u> <u>Same and different</u> <u>Same and different families</u> <u>Same and different homes</u> <u>I am caring</u> <u>I am a friend</u>	<u>Keeping safe</u> <u>What's safe to go onto my body</u> <u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u> <u>Safe indoors and outdoors</u> <u>Listening to my feelings</u> <u>Keeping safe online</u> <u>People who help to keep me safe</u>	<u>Rights and Respect</u> <u>Looking after my special people</u> <u>Looking after my friends</u> <u>Being helpful at home and caring for our classroom</u> <u>Caring for our world</u> <u>Looking after money (1): recognising, spending, using</u> <u>Looking after money (2): saving money and keeping it safe</u>	<u>Being my Best</u> <u>Bouncing back when things go wrong</u> <u>Yes, I can!</u> <u>Healthy eating</u> <u>My healthy mind</u> <u>Move your body</u> <u>A good night's sleep</u>	<u>Growing and Changing</u> <u>Seasons</u> <u>Life stages - plants, animals, humans</u> <u>Life Stages: Human life stage - who will I be?</u> <u>Where do babies come from?</u> <u>Getting bigger</u> <u>Me and my body - girls and boys</u>
Physical Development Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross	Threading, cutting, weaving, playdough Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements Dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
Literacy Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print. Sequencing familiar stories through the use	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images Sequence story – use vocabulary of beginning, middle and end.	Making up stories. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and,	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of	Draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.

<p>Word Reading</p> <p>Phonics Play will be used for phonics lessons in conjunction with Jolly Phonics actions. Children will receive home reading books matched to their ability and regularly assessed to ensure they are practising the necessary skills.</p>	<p>of pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Enjoys an increasing range of books.</p>	<p>where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home. Stories from other cultures and traditions. Parents reading stories</p>	<p>influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters Pajamarama Day</p>	<p>Make predictions Beginning to understand difference between non-fiction and fiction. Can name parts of a book. Sort books into categories.</p>
	<p>Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Blend sounds into words, so that they can read short words made up of known letter. Blending CVC sounds, 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.</p>	<p>Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with digraphs/trigraphs, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups.</p>	<p>Story structure- beginning, middle, end. Innovating and retelling stories to an audience, engaging with non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Transition work with Year 1 staff</p>
	<ul style="list-style-type: none"> Name writing Mark making Initial sounds CVC words <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds. Use initial sounds to label characters / images.</p>	<ul style="list-style-type: none"> Mark making Labels Character descriptions Name writing <p>Labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story</p>	<ul style="list-style-type: none"> Fact files Labels and captions Speech bubbles Simple sentences <p>Writing some of the tricky words such as to, the, no, go. Writing CVC words, Labels using CVC. Guided writing based around developing short sentences in a meaningful context. Create a simple story board (with adult scribe if required).</p>	<ul style="list-style-type: none"> Speech bubbles Story predictions Describe characters Diary (for non-fiction) <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Character descriptions. Write 2 sentences (with adult support as required)</p>	<ul style="list-style-type: none"> Labels and captions Recount Story (B, M & E) Describe characters <p>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.</p>	<ul style="list-style-type: none"> Write facts Write a postcard/diary Recount Story (B, M & E) <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description</p>
<p>Maths</p>	<p>Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 5 Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p>Number recognition. 2D shapes. Count up to six objects. One more or one fewer Order numbers 1 – 7 Addition and subtraction within 7 Explore addition and subtraction Estimate, order compare, discuss and explore capacity, weight and lengths Describe position accurately Days of the week, seasons</p>	<p>Describe, and sort 2-D & 3-D shapes Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Days of the week, seasons</p>	<p>Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer Counting and sharing in equal groups Relationship between grouping and sharing Doubling and halving & the relationship between them Days of the week, seasons</p>	<p>Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns Addition and subtraction within 10 Explore addition and subtraction Compare two amounts Relationship between doubling and halving Coin recognition and values Combinations to total 10p Change from 10p Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Sequence daily events</p>	<p>Depth of numbers within 20 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Numbers within 20 One more one less Estimate and count Grouping and sharing</p>
<p>Understanding of the World</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. History/Geography-Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Literacy-Read fictional stories about families and start to tell the difference between real and fiction.</p>	<p>History-Can talk about what they have done with their families during Christmas' in the past. History-Show photos of how Christmas used to be celebrated in the past. Geography-Use world maps to show children where some stories are based. Geography-Use the Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen. Geography- Share different cultures</p>	<p>Literacy-Listening to stories and placing events in chronological order. Science-What can we do here to take care of animals? Science-Compare animals from different habitats. Science-Explore a range of jungle animals. Nocturnal Animals Geography-Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Science/Geography-Create opportunities to discuss how we care for</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs. Talking about occupations and how to identify strangers that can help them when they are in need. Science/Geography-Introduce the children to recycling and how it can take care of our world. History-Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born</p>	<p>Stranger danger (based on Jack and the beanstalk). Science-Learn their names and label their body parts. Science/Geography- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Science/Geography- After close observation, draw pictures of the natural world, including animals and plants. Science-Can children make comments on the weather, culture, clothing, housing.</p>	<p>Geography-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. Geography-Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Geography-Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p>

	<p>Geography-Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas.</p> <p>History-Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>versions of famous fairy tales.</p> <p>Literacy-To 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>the natural world around us.</p> <p>Geography-Use Handa's Surprise to explore a different country.</p>		<p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Geography-Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel'</p> <p>Geography-Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Science-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>Science-Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots</p>	<p>Geography-Use bee-bots on simple maps.</p> <p>Geography-Encourage the children to use navigational language.</p> <p>Geography- Can children talk about their homes and what there is to do near their homes?</p> <p>Art/DT-Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Geography- Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Geography-Introduce the children to the oceans</p> <p>History-Introduce children to significant figures who have been to sea and begin to understand that these events happened before they were born.</p> <p>Geography-Can children differentiate between land and water.</p>
Expressive Arts and Design	<p>Music-Join in with songs;</p> <p>Art-beginning to mix colours, join in with role play games and use resources available for props;</p> <p>DT-build models using construction equipment.</p> <p>Music-Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Art-Self-portraits, take picture of children's creations and record them explaining what they did.</p> <p>Music-Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Music- Listen to music and make their own dances in response.</p> <p>Art- Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Literacy-The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role play party and Celebrations</p> <p>Role play of the nativity</p> <p>Fire brigade small world and role play dress up</p> <p>Sock puppet making</p>	<p>Art-Rousseau's Tiger animal prints Designing homes for hibernating animals.</p> <p>Art-Symmetrical butterflies</p> <p>Art/DT-Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Art/DT-Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>DT-Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Geography-Exploration of other countries – dressing up in different costumes.</p>	<p>Superhero masks.</p> <p>Art-Make different textures; make patterns using different colours</p> <p>Pastel drawings, printing, patterns on Easter eggs, life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Art-Creating outer of space pictures</p> <p>DT-Provide children with a range of materials for children to construct with.</p>	<p>Science/Art-Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Art-Collage-farm animals making animal homes.</p> <p>Art/Science-Artwork themed around Eric Carle / The Seasons</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Art/DT-Design and make rockets.</p> <p>Art/DT-Design and make objects they may need in space, thinking about form and function.</p> <p>Music-Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>DT-Junk modelling, houses, bridges boats and transport.</p>
RE	EYFS Harvest EYFS I am Special	EYFS Christmas	EYFS Stories Jesus heard EYFS Stories Jesus Told	EYFS Easter	EYFS Special Places	EYFS Special Times
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding	ELG: Self-Regulation	ELG: Gross Motor Skills	ELG: Comprehension	ELG: Number	ELG: Past and Present (History)	ELG: Creating with Materials
Listen attentively and respond to what they hear with relevant questions, comments and actions when being	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Negotiate space and obstacles safely, with consideration for themselves and others.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Have a deep understanding of number to 10, including the composition of each number;	Talk about the lives of the people around them and their roles in society.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		Demonstrate strength, balance and		Subitise (recognise quantities without	Know some similarities and differences	

<p>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>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>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.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</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 role-play.</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>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>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 and Communities (Geography)</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 (Science)</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>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 and 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; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
---	--	--	--	--	--	--