

# EYFS LONG TERM PLAN

| Year 24/25                                   | Autumn Term  |  | Spring Term  |   | Summer Term   |   |
|--|--|--|--|---|---|---|
| Term   | One  | Two  | One  | Two   | One   | Two   |
| Theme  | Marvellous Me!   | Toys   | Houses and Homes   | Castles, Knights and Dragons  | Growing!  | The World Around Us   |
|  | School routine   | Christmas  | Animal Habitats  | Royal Family  | Life-cycles   | Holidays  |
| PSHE   | Self-regulation - My feelings  | Building Relationships – special relationships   | Managing self- taking on challenges  | Self-regulation – Listening and following instructions  | Building relationships – My family and friends  | Managing self- My wellbeing   |
| Hooks for Learning                           | <ul style="list-style-type: none"> <li>Starting my new class</li> <li>Routines</li> <li>New Beginnings</li> <li>How have I changed?</li> <li>My family</li> <li>Who I live with and where?</li> <li>What am I good at?</li> <li>How do I make others feel?</li> <li>Being kind / staying safe</li> </ul> | <ul style="list-style-type: none"> <li>My Favourite Toy</li> <li>How have Toys changed?</li> <li>How do toys work?</li> <li>What are toys made from and why?</li> <li>Sorting old and new toys</li> <li>Labelling toys</li> <li>Christmas toy list</li> <li>Different types of puppets -how have they changed?</li> <li>Design and make their own teddy</li> </ul> | <ul style="list-style-type: none"> <li>What types of homes can we see?</li> <li>What do the signs around us tell us?</li> <li>Do all streets have names?</li> <li>What is in our Village?</li> <li>What is your favourite part of our village?</li> <li>Special buildings in the village</li> <li>Animal Homes around our Local Area (Minibeasts and Farms)</li> </ul> | <ul style="list-style-type: none"> <li>Who is our king?</li> <li>What is a castle?</li> <li>Why does a knight need strong armour?</li> <li>Members of the royal family</li> <li>What is a dragon – what do they look like?</li> </ul> | <ul style="list-style-type: none"> <li>What grows in my garden?</li> <li>Why are trees so big?</li> <li>How can I grow my own vegetables?</li> <li>Which fruits grow in our country and which do not?</li> <li>How did it become a butterfly?</li> <li>How do animals change as they grow?</li> <li>What does everything need to help it grow?</li> </ul> | <ul style="list-style-type: none"> <li>Where do you go on holiday? when its holiday time?</li> <li>Have you been on holiday?</li> <li>Have you flown on an aeroplane or how did you get there? (Transport)</li> <li>Where do people go on their holidays?</li> <li>What do people do on their holiday?</li> <li>What clothes do we need for very hot days?</li> </ul> |
| Predictable Interests / Learning experiences | New routines<br>Class expectations<br>Autumn   | Bonfire night<br>Christmas<br>Diwali   | Buildings<br>Parks<br>Shops<br>Easter  | Kings<br>Queens<br>Castles<br>Dragons   | Butterfly garden<br>Chicks<br>Growing things in school garden.  | Travel<br>Different environments<br>Different animals   |
| Text   | Super Duper You<br>Big Feelings: And what they tell us<br>Owl babies<br>Colour Monster   | The Everywhere Bear<br>Naughty Bus<br>Teddy Robber<br>Kippers Toy box  | The Three Little Pigs<br>A House in the Woods<br>You Choose- Homes<br>On My Way to School<br>In Every House on Every Street  | The Kings Pants<br>The Kings Hats<br>Castles (Facts)<br>When a dragon goes to school<br>ZOG   | The Extraordinary Gardener<br>Oliver's Vegetables<br>Tiny Seed  | The Girl Who Went to the Arctic<br>The Lighthouse Keeper's Lunch<br>What the Ladybird Heard at the Sea-side<br>Meerkat Mail<br>Penguin Post   |
| Poetry                                       | Nursery rhymes   |  |  | Kings Breakfast Poem  |   |   |
| Vocabulary                                   | Name body parts.<br>Feelings words<br>Family member names  | Names of materials<br>Different Toys<br>Past and Present   | Descriptive words for buildings, structures and feelings.<br>Names of different buildings and structures.  | Names of Royal Family<br>Material names<br>Describing words for a dragon  | Words to describe growth – enormous, huge<br>Words to describe the lifecycles.<br>Plant and animal names.   | Descriptive words for other environments.<br>Descriptive words for how other environments and travel makes you feel – excited, scared   |
| Possible Links to KS1                        | How Have Schools Changed?  | How Have Toys Changed?   | What is it like here?  | What is a Monarch?  | What is the Weather like in the UK?   | Hot and cold Places   |

| Early Years LTP            |   |  |  |   |   |   |  |   |   |
|----------------------------|---|--|--|---|---|---|--|---|---|
|                            | Autumn Term   |  |  | Spring Term   |   |   | Summer Term  |   |   |
|                            | Nursery 1   | Nursery 2  | Reception  | Nursery 1   | Nursery 2   | Reception   | Nursery 1  | Nursery 2   | Reception   |
| Communication and Language | <ul style="list-style-type: none"> <li>• Able to focus attention when guided by familiar adult</li> <li>• Follows simple instructions &amp; questions accompanied by visual clues or gestures</li> <li>• Names familiar objects in a picture/photo</li> </ul> | <ul style="list-style-type: none"> <li>• Listens to stories, songs &amp; rhymes &amp; asks for favourites</li> <li>• Can shift attention when interested in conversation</li> <li>• Understands longer instructions, containing 3 key words</li> <li>• Actions demonstrate understanding of simple concepts</li> </ul> | <ul style="list-style-type: none"> <li>• Follows instructions without visual clues</li> <li>• Asks simple questions about stories or themselves</li> <li>• Describes how they made a model or did an activity</li> <li>• Describes events that have happened although tenses may not be accurate</li> <li>• Uses sentences of between 4-6 words</li> </ul> | <ul style="list-style-type: none"> <li>• Uses up to 50 words</li> <li>• able to link 2 or 3 words together</li> <li>• Asks for familiar objects</li> <li>• Beginning to use simple questions</li> <li>• Beginning to understand simple sentences &amp; instructions 'go get drink'</li> </ul> | <ul style="list-style-type: none"> <li>• Links 3 or 4 words.</li> <li>• Beginning to refer to things in the past</li> <li>• Beginning to use descriptive language &amp; words for time, space &amp; function</li> <li>• Pays attention to conversation in a small group</li> <li>• Listens to &amp; remembers simple stories with pictures</li> </ul> | <ul style="list-style-type: none"> <li>• Listens to the opinions of others in a small group.</li> <li>• Follows longer, more complex instructions</li> <li>• Retells simple stories sometimes using the vocabulary from books</li> <li>• Understands who, what, where, how and why questions</li> <li>• Sometimes uses tenses correctly</li> <li>• Ask questions about events in the past or future &amp; uses vocabulary associated with the events</li> </ul> | <ul style="list-style-type: none"> <li>• Beginning to understand more words</li> <li>• Asks questions e.g. 'Who's that? Why?'</li> <li>• Links actions to words in action songs and rhymes</li> <li>• Frequently uses simple sentences by linking 3 or 4 words together</li> </ul> | <ul style="list-style-type: none"> <li>• Responses show an understanding of an experience or event</li> <li>• Can describe action or experience in the present tense</li> <li>• Able to tell own short story or anecdote</li> <li>• Makes requests when choosing resources or activity</li> <li>• Anticipates key events &amp; phrases in stories &amp; rhymes</li> <li>• Listens to others &amp; stories in small groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> <li>• Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Understands questions such as who; why; when; where and how</li> </ul> |

|  | Nursery 1  | Nursery 2   | Reception  | Nursery 1  | Nursery 2   | Reception  | Nursery 1  | Nursery 2  | Reception  |
|--|--|---|--|--|---|--|--|--|--|
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> </ul> | <ul style="list-style-type: none"> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</li> <li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</li> <li>Select and use activities and resources, with help when needed.</li> </ul> | <ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Understand why rules are important.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'angry' and 'worried'</li> <li>Understand gradually how others might be feeling.</li> <li>Make healthy choices about food, drink, activity and tooth brushing.</li> </ul> | <ul style="list-style-type: none"> <li>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Thrive as they develop self-assurance.</li> <li>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</li> </ul> | <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Play with one or more other children,</li> <li>Achieve a goal they have chosen, or one which is suggested to them.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting</li> </ul> | <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Manage their own needs.</li> <li>Personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>tooth brushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Feel strong enough to express a range of emotions.</li> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Learn to use the toilet with help, and then independently.</li> </ul> | <ul style="list-style-type: none"> <li>Extend and elaborate play ideas.</li> <li>Increasingly follow rules</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk about their feelings using words like 'happy' and 'sad'.</li> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul> | <ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others.</li> <li>Build constructive and respectful relationships.</li> </ul> |

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|                      | Nursery 1  | Nursery 2  | Reception   | Nursery 1   | Nursery 2   | Reception  | Nursery 1  | Nursery 2   | Reception  |
|----------------------|--|--|---|---|---|--|--|---|--|
| Physical Development | <ul style="list-style-type: none"> <li>• Can run well, kick a ball, and jump with both feet off the ground at the same time.</li> <li>• When holding crayons, chalks etc, makes connections between their movement and the marks they make.</li> <li>• Uses gesture and body language to convey needs and interests and to support emerging verbal language use</li> </ul> | <ul style="list-style-type: none"> <li>• Can climb confidently, catch a large ball and pedal a tricycle.</li> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>• Develop manipulation and control e.g. tearing paper, making marks on paper.</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> <li>• Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul> | <ul style="list-style-type: none"> <li>• Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</li> <li>• Climbs up and down stairs by placing both feet on each step while holding a handrail for support</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects</li> </ul> | <ul style="list-style-type: none"> <li>• Explore different materials and tools providing opportunities for children to grasp, hold and explore materials.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Show a preference for a dominant hand.</li> </ul> | <ul style="list-style-type: none"> <li>• Negotiates space successfully when playing racing and chasing games with other children.</li> <li>• Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing.</li> <li>• Progress towards a more fluent style of moving with developing control.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> </ul> | <ul style="list-style-type: none"> <li>• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</li> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</li> <li>• Creates lines and circles pivoting from the shoulder and elbow.</li> <li>• Uses a comfortable grip with good control when holding pens and pencils.</li> </ul> | <ul style="list-style-type: none"> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters independently</li> </ul> |

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| <b>Literacy</b> | <b>Nursery 1</b>   | <b>Nursery 2</b>  | <b>Reception</b>  | <b>Nursery 1</b>  | <b>Nursery 2</b>  | <b>Reception</b>   | <b>Nursery 1</b>  | <b>Nursery 2</b>   | <b>Reception</b>  |
|-----------------|--|---|---|---|---|--|---|--|---|
|                 | <ul style="list-style-type: none"> <li>Enjoy drawing freely.</li> <li>Join in with actions from familiar songs and say some of the words.</li> </ul> | <ul style="list-style-type: none"> <li>Make marks on their picture to stand for their name.</li> <li>Repeat words and phrases from familiar stories.</li> </ul> | <ul style="list-style-type: none"> <li>Write some or all the letters of their name.</li> <li>Develop understanding of 5 key concepts about print.</li> <li>Listens to longer stories.</li> <li>Hears ambitious vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>Distinguishes between marks made.</li> <li>Has favourite stories, songs and rhymes.</li> </ul> | <ul style="list-style-type: none"> <li>Make marks on their picture to stand for their writing.</li> <li>Talks about events, characters and make simple predictions</li> </ul> | <ul style="list-style-type: none"> <li>Begins to write letters to represent initial sound of words.</li> <li>Extended conversations about stories, learning new ambitious vocabulary.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sounds</li> <li>Listens and uses prediction skills.</li> </ul> | <ul style="list-style-type: none"> <li>Make marks on their picture to stand for their name.</li> <li>Repeat words and phrases from familiar stories.</li> </ul> | <ul style="list-style-type: none"> <li>Write some letters accurately.</li> <li>Talks about events, characters and make simple predictions</li> </ul> | <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Listens, retells and predicts, suggests new endings.</li> <li>Use, hear and discuss ambitious vocabulary.</li> </ul> |

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| <b>Mathematics</b>                         | <b>Nursery 1</b>  | <b>Nursery 2</b>   | <b>Reception</b>  | <b>Nursery 1</b>   | <b>Nursery 2</b>  | <b>Reception</b>   | <b>Nursery 1</b>   | <b>Nursery 2</b>  | <b>Reception</b>  |
|--|---|--|---|--|---|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>Beginning to compare and recognise changes in numbers</li> <li>Begins to say numbers in order.</li> <li>Takes/ gives two or three objects from a group</li> <li>Beginning to notice numerals</li> <li>Beginning to count on their fingers</li> <li>Responds to some spatial / positional language</li> </ul> | <ul style="list-style-type: none"> <li>Uses some number names.</li> <li>Counts up to five items</li> <li>Links numerals with amounts</li> <li>Shows awareness of shape similarities and differences</li> </ul> | <ul style="list-style-type: none"> <li>Engages in subitising numbers 3&amp;4.</li> <li>Uses spatial language</li> <li>Spots patterns in the environment</li> <li>Enjoys tackling problems involving prediction and comparisons</li> </ul> | <ul style="list-style-type: none"> <li>Joins in and anticipates repeated patterns</li> <li>Explores differences in size, length etc.</li> <li>Compares two small groups of up to five objects</li> <li>Subitises one, two and three objects</li> </ul> | <ul style="list-style-type: none"> <li>Explores and adds to simple linear patterns</li> <li>Compares two small groups of up to five objects</li> <li>Begin to recognise numerals 0 to 10</li> </ul> | <ul style="list-style-type: none"> <li>Estimates numbers of things</li> <li>Increasingly confident at putting numerals in order 0 to 10</li> <li>Counts out up to 10 objects from a larger group</li> <li>Matches the numeral with a group of items)</li> <li>Begins to conceptually subitise larger numbers.</li> <li>Chooses familiar objects to create and recreate repeating patterns</li> <li>increasingly able to order and sequence events using everyday language related to time</li> </ul> | <ul style="list-style-type: none"> <li>Beginning to learn numbers are made up of smaller numbers</li> <li>Responds to and uses language of position</li> <li>Chooses items based on their shape</li> <li>Finds the longer or shorter, heavier etc</li> </ul> | <ul style="list-style-type: none"> <li>Separates a group of three or four objects</li> <li>Accurately predicts, moves and rotates objects</li> <li>Recalls a sequence of events in everyday life</li> </ul> | <ul style="list-style-type: none"> <li>Count beyond ten.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Compare length, weight and capacity.</li> <li>Subitise quantities of 5 or more.</li> <li>Odds and evens.</li> <li>Doubles facts.</li> </ul> |
| <b>White Rose Maths Scheme is followed</b> | <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Match, sort and compare</li> <li>Talk about measure and patterns</li> <li>It's me 1, 2, 3</li> <li>1, 2, 3, 4, 5</li> <li>Circles and triangles</li> <li>Shapes with 4 sides</li> </ul>   |  |   | <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and capacity</li> <li>Growing 6,7,8</li> <li>Length height and time</li> <li>Building 9 and 10</li> <li>Explore 3-D shapes</li> </ul>  |   |  | <ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>How many now?</li> <li>Manipulate, compose and decompose</li> <li>Sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> <li>Consolidation</li> </ul>        |   |   |

|                         | Nursery 1  | Nursery 2  | Reception  | Nursery 1  | Nursery 2  | Reception  | Nursery 1   | Nursery 2  | Reception  |
|-------------------------|--|--|--|--|--|--|---|--|--|
| Understanding the World | <ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Make connections between the features of their family and other families.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul> | <ul style="list-style-type: none"> <li><b>Begin to make sense of their own life-story and family's history.</b></li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Talk about members of their immediate family and community.</li> <li>Explore the natural world around them.</li> </ul> | <ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Make connections between the features of their family and other families.</li> </ul> | <ul style="list-style-type: none"> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Begin to make sense of their own life-story and family's history.</li> </ul> | <ul style="list-style-type: none"> <li>Know that there are different countries.</li> <li>Show interest in different occupations. Understand that some places are special to members of their community.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> | <ul style="list-style-type: none"> <li>Notice differences between people.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> | <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> <li>Use all their senses in hands on exploration of natural materials.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> </ul> | <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Recognise some environments that are different from the one in which they live.</li> </ul> |



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| Expressive Arts and Design<br><br>Scheme used<br>Kapow | <b>Nursery 1</b>   | <b>Nursery 2</b>   | <b>Reception</b>  | <b>Nursery 1</b>   | <b>Nursery 2</b>   | <b>Reception</b>   | <b>Nursery 1</b>  | <b>Nursery 2</b>  | <b>Reception</b>   |
|--|--|--|---|--|--|--|---|---|--|
|  | <ul style="list-style-type: none"> <li>• Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/ instruments.</li> <li>• Sings/ vocalises music or songs and mirrors or improvises actions.</li> <li>• Pretends that one object represents another, especially when objects have characteristics in common.</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals</li> </ul> | <ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed.</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.</li> <li>• Enjoys joining in with moving, dancing and ring games.</li> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• Develops an understanding of using lines to enclose a space and begins to use drawings to represent things.</li> <li>• Use a variety of construction materials in different ways.</li> <li>• Use tools for a purpose.</li> <li>• Uses available resources to create props or creates imaginary ones to support play.</li> <li>• Plays alongside other children who are engaged in the same theme</li> <li>• Begin to build a collection of songs and actions.</li> </ul> | <ul style="list-style-type: none"> <li>• Joins in singing songs.</li> <li>• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> <li>• Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> </ul> | <ul style="list-style-type: none"> <li>• Experiments and creates movement in response to music, stories and ideas.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Continues to explore colour</li> <li>• Engages in imaginative play based on own ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Uses tools to explore and develop their thinking around their interests.</li> <li>• Creates representations of both imaginary and real-life ideas, events, people and objects.</li> <li>• Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.</li> <li>• Begins to use combinations of art forms.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</li> <li>• Begins to make believe by pretending using sounds, movements, words, objects.</li> <li>• Beginning to describe sounds and music imaginatively, e.g. scary music.</li> </ul> | <ul style="list-style-type: none"> <li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</li> <li>• Taps out simple repeated rhythms</li> <li>• Develops an understanding of how to create and use sounds intentionally.</li> <li>• Continues to explore how colours can be changed.</li> <li>• Engages in imaginative play based first-hand or peer experiences.</li> <li>• Creates sounds, movements, drawings to accompany stories</li> </ul> | <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> |



| Early Learning Goals for the end of year assessment  |  |   |  |  |   |   |
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| Communication and Language   | Personal, social, emotional development  | Physical Development  | Literacy   | Maths  | Understanding the World   | Expressive arts and design  |
| <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul> <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><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <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><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> </ul> | <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul> | <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <p>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.</p> | <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> | <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing</li> </ul> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>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.</li> </ul> |

RE links History links Geography links Science links Music links

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|  | Show sensitivity to their own and to others' needs. |  |  |  | <p>pictures of animals and plants.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul> |  |
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