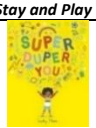
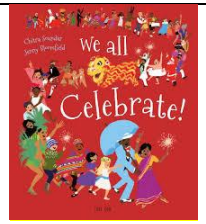
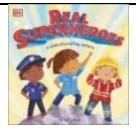
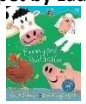
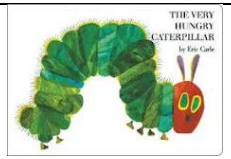
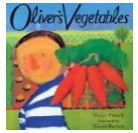
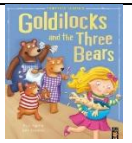
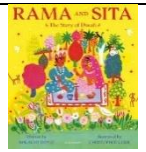
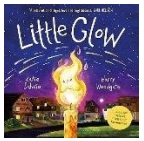
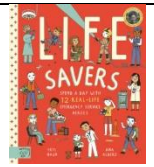
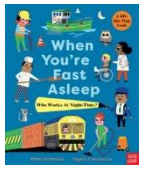
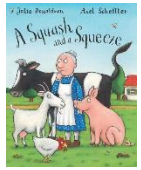
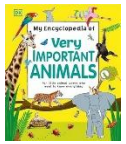
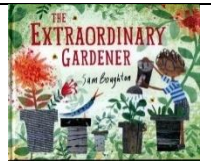
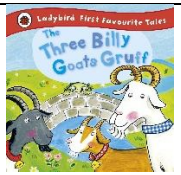
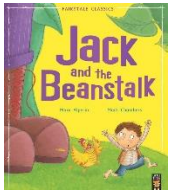
EYFS LONG TERM PLAN
2026-2027

Year 26/27	Autumn Term		Spring Term		Summer Term	
Term	**One**	**Two**	**One**	**Two**	**One**	**Two**
Theme	**Who Am I?**	**How Do People Celebrate Around the World?**	**Who Are The People That Help Us and How Do They Travel?**	**What Different Animals Roam The Earth?**	**How Does The World Around Us Change?**	**How Many Ways Can We Tell a Story?**
Learning Ideas	• Starting my new class - Rules • All about me • How have I changed? (human life-cycle) • My family • Who I live with • My friends • What am I good at? • How do I make others feel? • Where I live? (Planet Earth) • Can I find my school on Google Maps? • What type of house do I live in? • Do I live in a village, town or city? • Parts of a body • What do humans need to survive? • How Am I different to my friends? • Being kind / staying safe • How to look after Planet Earth ***Enrichment: Stay and Play with Families***	• What do you celebrate? • What celebrations have you been to? • Do we all celebrate the same celebrations? • Why do we celebrate things? • What makes a celebration special? • Let's look at some celebrations from around the world – • ***Bonfire night*** • ***Christmas*** • ***Holi week*** • ***Chinese New Year*** • Let us celebrate our differences – what are they? ***Enrichment: Father Christmas visit***	• Who are the people who help us? • What jobs do they do? • How does their job help our community? • How do they travel with their job? • Who had a similar job in the past? • How was their job different? • Did they travel the same way? ***Enrichment: Visitors– PSCO's, Builder, Doctor/Nurse, Librarian, Bin Man, Mechanic etc***	• Who has a pet? • What types of pets are there? • What does a pet need to live? • What kind of pets did they have in the past? • What animals live on a farm? • Do farm animals have special jobs? If so, what are these? • What animals will I find at the zoo? • What country do they live in in the wild? • What is their usual habitat like? • How do they survive in the wild? ***Enrichment: Animals into school/Farm Visit***	• Life-cycle of a caterpillar • How did it become a butterfly? • What stages does a caterpillar go through? • How do other animals change as they grow? • What grows in my garden? • What does a plant need to grow? • How do I grow a seed? • How have I grown? ***Enrichment Ideas: Caterpillars and Sunflower planting***	• What is a story? • What are the features of a Traditional Tale/Fairy Tale • Can I tell a story using a story map? • Can I act out a story with my friends in lots of different ways? (puppets, acting out, story maps) • Can I write an alternative ending? • What characters are in the story? (Rich, Poor, Kind, Mean) • Look at the strangers in fairy tales- should we trust them? Introduce the children to the importance of stranger danger. • Talk about how we should behave towards our family/friends. • Look at the different houses in the stories. • Look at the beginning, middle and end of the stories – is it always a happy ending? • Begin to write own stories, ensuring a clear beginning, middle and end. ***Enrichment: Author Visit***
Focused Texts	 Super Duper You ***by Sophy Henn***  Here We Are ***by*** *Oliver Jeffers*	 We all Celebrate **by** *Chitra Soundar*	 Real Superheroes **by** *Julia Seal*  Little People Big Hearts- Florence Nightingale **by** *Maria Isabel Sanchez Vegara*	 I want a pet **by** *Lauren Child*  Farmyard Hullabaloo by Giles Andreae  Dear Zoo **by** *Rod Campbell*	 Hungry Caterpillar **by Eric Carle**  Oliver's Vegetables **by Vivian French**	 Goldilocks and the Three Bears **by** *Mara Alperin*  The Three Little Pigs **by** *Nicola Baxter* The Three Little Wolves **by** *Eugene Trivizas*

Provision/Extra Texts that link	 Colour Monster **by** *Anna Llenas*  Big Feelings: And what they tell us **by** *Rebekah Ballagh*	 Rama and Sita **by** *Malachy Doyle*  Sparks in the sky **by** *Twinkl*  Little Glow **by** *Katie Sahota*	 Life Savers: Spend a day with 12 real-life emergency service heroes **by** *Ana Albero & Eryl Nash*  When your Fast Asleep – Who Helps Us At Night? **by** *Ingela P Arrhenius & Peter Arrhenius*	 The Tiger Who Came to Tea **by** *Judith Kerr*  A Squash and a Squeeze Big Book **by** *Julia Donaldson*  My Encyclopedia of Very Important Animals **by** *DK*	 The Extraordinary Gardener **by** *Sam Boughton*  Tiny Seed **by** *Eric Carle*	 The Three Billy Goats Gruff  Jack and the Beanstalk
Vocabulary	Mum, Dad, Brother, Sister, Aunty, Uncle, Grandma, Grandad, Old, Young, Baby, Toddler, Teenager, Adult, England, Harrogate, Village, City, Town, Country, Body Parts, House, Bungalow, Flat, Cottage	Bonfire night, Fireworks, Colourful, Bright, Loud, Christmas, Presents, Father Christmas, Jesus, Birthday, Holi Week, Diwali, Patterns, Lights, Chinese New Year, Dragon, Celebrations	Doctor, Nurse, Firefighter, Police person, Mechanic, Librarian, Builder etc Lorry, Car, Ambulance, Truck, Florence Nightingale, Past, Different, Same	Pet, Exotic, Furry, Soft, Cuddly, Scaly, Prickly, Cage, Aquarium, Vivarium, Terrarium, Farm, Livestock, Stable, Pen, Sty, Field Trough, Zoo, Wild, Habitat, Conservation, Enclosure, Diet	Caterpillar, Chrysalis, Butterfly, Emerge, Life-cycle, Egg, Hatch, Duckling, Duck, Frog Spawn, Tadpole, Froglet, Frog, Grow, Life, Seed, Shoot, Root, Leaf, Flower, Fruit, Compost, Light, Water, Food, Oxygen, Alive, Change, Metamorphis, Growing	Fairy Tale, Traditional Tale, Fable, Once upon a time, character, setting, role, act, re-tell, Evil, Kind, Bad, Good, Poor, Rich, Setting, Magical, Blurb, Fiction, Title, Plot, Villain, Hero, Beginning, Middle and End, Problem
Maths (WRM)	Match, Sort and Compare Talk about and measure patterns It's me 1,2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides		Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time Building 9 and 10 Explore 3d Shapes		To 20 and beyond How many now? Manipulate, Compose, and Decompose Sharing and Group Visualise, Build and Map Making Connections	
PE (PRIMARY PE)	First PE Multi-Skills (HGT)	Diwali Dance Yoga (HGT)	Fitness and FMS Gymnastics (HGT)	Mini Muay Thai Football fundamentals (HGT)	Athletics Ball Games (HGT)	Tennis Kwik Cricket (HGT)
PSHE (My Happy Mind)		My Happy Mind: Meet Your Brain	My Happy Mind: Celebrate My Happy Mind: Places	My Happy Mind: Appreciate My Happy Mind: Relationships	My Happy Mind: Relate My Happy World	My Happy Mind: Engage My Happy Body
RE	What Makes Us Special?	F2 – Why do Christians perform nativity plays at Christmas? (Understanding Christianity Incarnation)	Which people are special and why? (NY F2)	F3 – Why do Christians put a cross in an Easter garden? (Understanding Christianity Salvation)	What places are special and why? (NY F3)	What is special about our world? (NY F6) Islam

Music (KAPOW)	Exploring Sound	Celebration Music	Transport	Music and Movement	Big Band	Musical Stories

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Communication and Language **Listening, Attention and Understanding**	Able to focus attention when guided by familiar adult	Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions (if not intently focused). Listens to others in one-to-one or small groups, when conversation interests them.	Understand how to listen carefully and why listening is important.	Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. Listens to the opinions of others in a small group	Listens and responds to ideas expressed by others in conversation or discussion	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
	Listens to familiar stories with increasing attention and recall.	Enjoy listening to longer stories and can remember much of what happens.	Listen carefully to rhymes and songs, paying attention to how they sound and begin to recite some.	Engage in non-fiction books.	Able to follow a story without pictures or props	Beginning to understand humour, e.g. nonsense rhymes, jokes
	. Follows simple instructions & questions accompanied by visual clues or gestures	Follows instructions without visual clues	Beginning to understand simple sentences & instructions 'go get drink'	Follows longer, more complex instructions		
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Use a wider range of vocabulary.	Learn new vocabulary and use new vocabulary through the day.	Use new vocabulary in different contexts. .	Beginning to understand and use more words	
		Asks simple questions about stories or themselves.	Beginning to use simple questions	Ask questions about events in the past or future & uses vocabulary associated with the events	Ask questions to find out more and to check they understand what has been said to them. Asks questions e.g. 'Who's that? Why?	Understands a range of complex sentence structures including negatives, plurals and tense markers
	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".		Understands who, what, where, how and why questions		**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
Communication and Language **Speaking**	Names familiar objects in a picture/photo Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Describes how they made a model or did an activity Describes events that have happened although tenses may not be accurate Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use longer sentences of four to six words Can start a conversation with an adult or a friend and continue it for many turns	Beginning to use a range of tenses (e.g. play, playing, will play, played). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to explain what is happening and anticipate what might happen next. Retells simple stories sometimes using the vocabulary from books	Sometimes uses tenses correctly. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Beginning to use more complex sentences to link thoughts (e.g. using and, because) Uses intonation, rhythm and phrasing to make the meaning clear to others Uses language to imagine and recreate roles and	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. **ELG:** 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

			Talks more extensively about things that are of particular importance to them 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.	experiences in play situations Links statements and sticks to a main theme or intention		
Personal, Social and Emotional Development **MY HAPPY MIND Scheme Followed**	**Autumn1** **Self-Regulation: My Feelings** Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	**Autumn 2** **Meet Your Brain** We are learning what our brain looks like. We are learning what our brain helps us with. We are learning about how to look after our brain We are learning how we can grow our brains	**Spring 1** **Celebrate** We are learning what Character Strengths are. This will also be referred to as their superpowers. We are learning about the Love and Kindness Strength. We are learning about the Character Strengths of Bravery and Honesty, and Teamwork and Friendship. We are learning about the Character Strengths Exploring and Learning, and Love of Life and Our World.	**Spring 2** **myHappyrelationships** **Building Relationships** Build constructive and respectful relationships. Think about the perspectives of others. Self-Regulation Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Managing self Show resilience and perseverance in the face of challenges. Other Continue developing positive attitudes about the differences between people. **Appreciate** We are learning how to be grateful for other people. We are learning how being grateful makes you feel. We are learning to be grateful for activities and times we feel happy about. We are learning how to be grateful for ourselves.	**Summer 1** **myHappyworld** **Building Relationships** See themselves as a valuable individual. Name and describe people who are familiar to them. **Relate** We are learning how to be a good friend. We are learning why getting along with others is so important. We are learning why listening is so important. We are learning what Active Listening is We are learning about our emotions and how it feels when we are not getting along with others.	**Summer 2** **myHappybody** Managing Self Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and well-being: 1. regular physical activity 2. healthy eating 3. teeth brushing 4. sensible amounts of 'screen time' 5. having a good sleep routine 6. being a safe pedestrian **Engage** We are learning what goals are. We are learning how to set goals We are learning what Big Dream Goals are. We are learning what to do when goals are tricky.

	End Of Year – ELG's **ELG: Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal neds, including dressing, going to the toilet and understanding the importance of healthy food choices **ELG: Building Relationships:** Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Form positive attachments to adults and friendships with peers					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Physical Development **Gross Motor**	Can run well, kick a ball, and jump with both feet off the ground at the same time. 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.	Climbs up and down stairs by placing both feet on each step while holding a handrail for support 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,	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 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.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Revise and refine the fundamental movement skills they have already acquired: - rolling – crawling – walking – jumping – running – hopping – skipping – climbing	Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	**ELG:** 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

	Start taking part in some group activities which they make up for themselves, or in teams.	walking, running, jumping, skipping, sliding and hopping. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Are 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 across a plank, depending on its length and width. 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 confidence, competence, precision and accuracy when engaging in activities that involve a ball. Progress towards a more fluent style of moving, with developing control and grace.	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	
Physical Development **Fine Motor**	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbon Start to eat independently and learning how to use a knife and fork	Use one-handed tools and equipment, for example, making snips in paper with scissors. Make healthy choices about food, drink, activity and toothbrushing.  	Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtime	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.  	Uses tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention	

	When holding crayons, chalks etc, makes connections between their movement and the marks they make. Creates lines and circles pivoting from the shoulder and elbow Turns pages in a book, sometimes several at once.	Use a comfortable grip with good control when holding pens and pencils Begins to form recognisable letters independently Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Shows a preference for a dominant hand Begins to form recognisable letters independently		Uses a pencil and holds it effectively to form letters correctly.	Develop the foundations of a handwriting style which is fast, accurate and efficient. **ELG:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery accurately. Begin to show accuracy and care when drawing
	Autumn 1	**Autum 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Literacy Writing	I can copy my name. I can give meanings to marks I make. I can copy taught letters. I can write initial sounds.	I can write my name. I can use the correct formation of taught letters. I can write words and labels using taught sounds. I can begin to write CVC words using taught sounds.	I can form lowercase letters correctly. I can begin to use capital letters at the start of a sentence. I can spell words using taught sounds. I can spell some taught tricky words correctly.	I can form lowercase letters correctly and begin to form capital letters. I can begin to write sentences using finger spaces. I can spell words using taught sounds. I can spell some taught tricky words correctly.	I can form lowercase and capital letters correctly. I can write sentences using finger spaces and full stops. I can begin to write longer words which are spelt phonetically. I can spell some taught tricky words correctly. I can read back my work back.	I can form lowercase and capital letters correctly. . I can write sentences using a capital letter, finger spaces and a full stop. I can spell some taught tricky words correctly. I can read back my work and check it makes sense. **ELG:** 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.
Literacy Word Reading	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. Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 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. **ELG:** 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
Literacy **Comprehension**	Repeat words and phrases from familiar stories. Engage in extended conversations about stories, learning new vocabulary Ask questions about the book. Makes comments and shares their own ideas Develop play around favourite stories using props.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Enjoys an increasing range of print and digital books, both fiction and non-fiction Re-enacts and reinvents stories they have heard in their play	Describes main story settings, events and principal characters in increasing detail Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. **ELG:** 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.

	Autumn	**Spring**	**Summer**
Mathematics **White Rose Maths Scheme is followed**	**Match, sort and compare** Spots patterns in the environment, beginning to identify the pattern "rule". Compare numbers. Compares two small groups of up to five objects, saying when there are the same number of objects in each group. **Talk about measure and patterns** Make comparisons between objects relating to size, length, weight and capacity In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less full of two items. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Explores and adds to simple linear patterns of two or three repeating items. Continue, copy and create repeating patterns. Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. Creates their own spatial patterns showing some organisation or regularity. **It's Me 1, 2, 3 and 1, 2, 3, 4, 5** Link the number symbol (numeral) with its cardinal number value. Subitises one, two and three objects (without counting) Engages in subitising numbers to four and maybe five. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Beginning to recognise that each counting number is one more than the one before. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10	**Alive in Five, Growing 6, 7, 8 and Building 9 and 10** Begin to recognise numerals 0 to 10 Links numerals with amounts up to 5 and maybe beyond Engages in subitising numbers to four and maybe five Uses number names and symbols when comparing numbers, showing interest in large numbers Matches the numeral with a group of items to show how many there are (up to 10) Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group Count objects, actions and sounds. Can find 'one more' and 'one less' Understand the 'one more than/one less than' relationship between consecutive numbers. In practical activities, adds one and subtracts one with numbers to 10 Shows awareness that numbers are made up of (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" **Mass and Capacity and Length, Height andTime**	**To 20 and Beyond** Count beyond ten. Increasingly confident at putting numerals in order 0 to 10 (ordinality) **How Many Now?** Automatically recall number bonds for numbers 0–5 and some to 10. In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" **Manipulate, compose and decompose** Select, rotate and manipulate shapes to develop spatial reasoning skills. Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. **Sharing and Grouping** Compare numbers. Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0–5 and some to 10. **Visualise, Build and Map** Continue, copy and create repeating patterns Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat Discuss routes and location

	Circles and Triangles and Shapes with 4 Sides Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 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'. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Becomes familiar with measuring tools in everyday experiences and play Compare length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Beginning to experience measuring time with timers and calendars **3D Shapes** Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 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'. Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns. Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	Describe a familiar route. Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints May enjoy making simple maps of familiar and imaginative environments, with landmarks **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
	Autumn	**Spring**	**Summer**

Understanding the World **Past and Present**	Begin to make sense of their own life-story and family's history. Show interest in different occupations. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. **ELG:** 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
Understanding the World **People, Culture and Communities**	Continue to develop 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. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. **ELG:** 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.
Understanding the World **The Natural World**	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. Draw information from a simple map. 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. **ELG:** 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.					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Expressive Arts and Design **Creating with Materials**	Take part in simple pretend play, using an object to represent something else even though they are not similar. Use a variety of construction materials in different ways. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Plays alongside other children who are engaged in the same theme Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Use tools for a purpose. Join different materials and explore different textures.	Create collaboratively sharing ideas, resources and skills Return to and build on their previous learning, refining ideas and developing their ability to represent them. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects	Creates representations of both imaginary and real-life ideas, events, people and objects. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Uses tools to explore and develop their thinking around their interests.	Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.	**ELG:** 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

	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings – happiness, sadness, fear etc	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Enjoys and responds to playing with colour in a variety of ways, for example combining colours	Begins to use combinations of art forms.	Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	
Expressive Arts and Design **Being Imaginative and Expressive**	Joins in singing songs Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Respond to what they have heard, expressing their thoughts and feelings	Create their own songs, or improvise a song around one they know. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses. Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	Begins to build a collection of songs and dances Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to . Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts	Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Creates representations of both imaginary and real-life ideas, events, people and objects	Explore and engage in music making and dance, performing solo or in groups. **ELG:** 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.

			Watch and talk about dance and performance art, expressing their feelings and responses.		Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth	