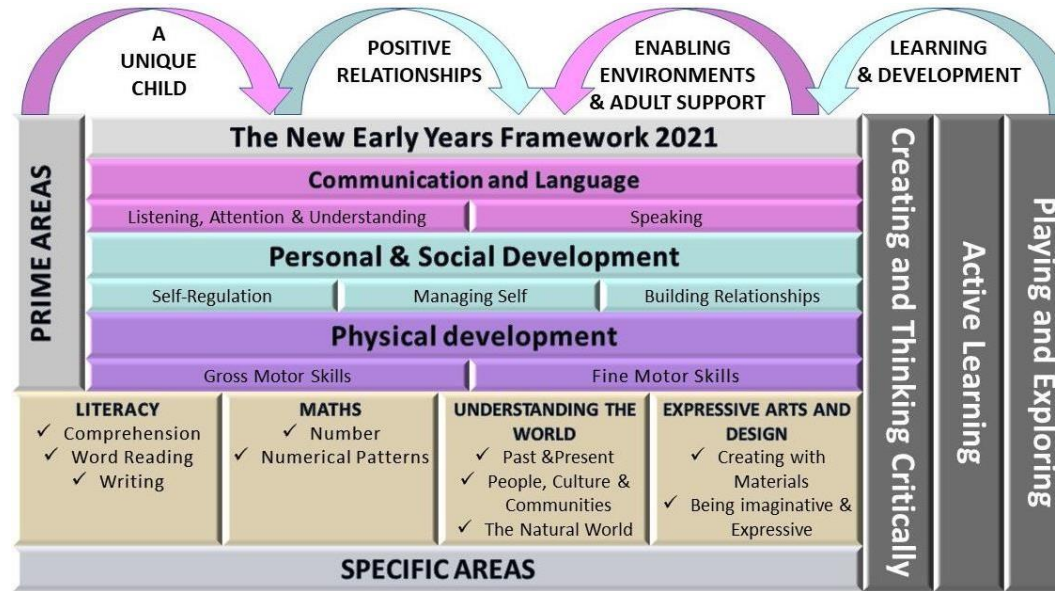


Long Term Planning

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Curriculum Intent-

At St Thomas's CE Primary Academy, we encourage every child to reach their own potential. Through providing wide experiences and building knowledge and through the early identification and intervention, we aim to ensure that all children make personalised progress and the opportunities and experiences are varied, rich and prepare children to flourish in the next stage of their academic journey. All children are given the access to an ambitious and balanced curriculum which is adapted where appropriate to enable them to understand the relevance and purpose of learning. The curriculum is designed to develop curiosity, build knowledge and skills which prepares our children to develop their character and prepare them for the next stage of their journey. Staff work closely with parents to maximise learning and communication. At St Thomas' we understand children develop at different rates and our role is to facilitate learning to create happy, healthy and confident young children. We encourage a talk-based environment to ensure children can acquire language and therefore a voice. We know as Early Years practitioners our role is crucial to inspire, develop children's communication, foster strong relationships which supports children to flourish.

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Curriculum Implementation

1. Through our research of meta-cognition and pedagogy, we know how children learn but we also know that children forget. Therefore, our curriculum is sequenced in a way that makes learning stick. We believe that children require concepts as they are the 'hanging baskets for knowledge' (Mary Myatt) and allows children to build schema. By providing a context for learning and a purposeful curriculum, children learn to build upon conceptual content that prepares them to transform from novice to experts as they secure substantive and disciplinary knowledge.

Concept in EYFS



A group of human beings who are important or special.



To measure how long it takes for things to happen. To describe events that happened in the past or may happen in the future.



A type of location in the world, local environment or building.

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Aspire to Achieve

Relationships

Happy and Healthy

Safe and Secure

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>General Units:</u></p> <p><u>Concept</u></p> <p><u>Big Questions:</u></p> <p>NB: These themes may be adapted at various times to ensure children's interests are shown in our provision and teaching.</p>	<p><u>It's good to be me.</u></p> <p>People</p> <p>Why am I special?</p> <p><u>Rationale:</u> This unit is to support the children with settling into their new learning environment and support the children with building relationships with their peers and adults. Once children are settled and secure, they will then be ready to learn which will prepares them for future</p>	<p><u>It's good to be you.</u></p> <p>People</p> <p>What makes a good friend?</p> <p><u>Rationale:</u> Once children are secure with sharing what makes them special, the children will then look at people around them and what makes them special. This will involve the children to look at tolerance, respect, compassion and friendships with their peers, preparing them to be active members</p>	<p><u>Superheroes</u></p> <p>People</p> <p>Can anyone be a hero?</p> <p><u>Rationale:</u> During this term, the children will first explore superheroes and read a range of familiar texts to develop understanding of stories, problems and character description. This will support our summer born boys in particular to motivate them to write based on interests. The unit will</p>	<p><u>Vehicles-Round and Round we go</u></p> <p>Time</p> <p>Why is transport important?</p> <p><u>Rationale:</u> Children will identify different vehicles and members of the community that may drive them. This will allow retrieval opportunities to talk about people that help us and how to stay safe on the roads. There will also be opportunities for children to make comparisons between vehicles in the past and present and begin to understand how life has changed over time. Children will also look at how they can</p>	<p><u>On the farm</u></p> <p>Place and Time</p> <p>Do all animals great and small make the world a better place?</p> <p><u>Rationale:</u> With our local context being farming based, it is important that the children understand where their food comes from, what farming is and how to stay happy and healthy and make good food choices. Children will also identify animals found on a farm and the food they produce. This unit</p>	<p><u>All around the world</u></p> <p>Place</p> <p>What makes our world wonderful?</p> <p><u>Rationale:</u> Here at St Thomas' we have a number of children of different nationalities and faiths. This term, the children will learn about different cultures and countries that are important to them and discuss similarities and differences. Children will learn from each other.</p>

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	<p>success. Across this term, the children will explore and share with their peers and adults what makes them special, key people in their lives and their likes and dislikes.</p>	<p>of St Thomas'. Children will understand how to use our voice to solve problems and explore working together as a team.</p>	<p>then focus on superheroes within the community, focusing especially on their role and how they support others. This links to our local church and members of our extended school family such as Reverend Sue. They will understand beliefs and how places are important and special to those within our local community. Children will also become familiar with their local area to the school and where they live. Opportunities will include a visit to St Thomas' church, visitors from the community including police officer, doctor, dentist, nurse etc.</p>	<p>make a difference to the local environment, linking to our Eco-Warriors. They will look at how they can make a change to their daily lives and how this can have a positive impact on the natural world.</p>	<p>will begin to support children with their journey into the national curriculum where they will look at growing, different types of farming and harvest time.</p>	<p>When learning about other countries (key continents and links to children's context), children will explore the natural world and the changes that are taking place. This will allow many retrieval opportunities from across their time in school to look at animals, habitats and seasons.</p>
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<p><u>Possible Texts and 'old' favourites.</u></p>	<p>Wk 1+2- The Colour Monster/The Colour Monster goes to school Wk3- We're going on a bear hunt Wk4- Goldilocks and the three bears Wk5- The Little Red Hen Wk6- The Scarecrows Wedding (Talk through stories RWI) Wk7- The Best Diwali Ever</p> <p><u>PSED texts-</u> The Colour Monster A little bit brave (Talk through stories RWI) So Much (Link to Family Topic learning) Ruby's Worry The Bear who would not share</p>	<p>Wk 1- Sparks in the sky Wk2+3- Elmer (Talk through stories RWI) Wk 4- The Owl Babies (Talk through stories RWI) Wk 5- Non-fiction books about Owls Wk 6- One Snowy Night (Talk through stories RWI) Wk 7- The Nativity</p> <p><u>PSED Texts-</u> A good fit I love you just the way you are The Cross Crocodile Grumpy Monkey</p>	<p>Wk 1- Supertato (Talk through stories RWI) Wk2- Supertato Wk 3- The Great Race (Chinese New Year) Wk 4- The Jolly Postman Wk 5- George and the dragon (Talk through stories RWI) Wk 6- Little Red Riding Hood</p> <p><u>PSED Texts-</u> A superhero like you The Colour monster (Revisit) The Koala who could Dragon's don't share</p>	<p>Wk 1- Mr Wolf's Pancakes Wk 2- The Train ride Wk3- Non-fiction texts on working transport Wk 4- Astro girl/ Baboon on the moon/ Whatever next (Rockets- Space led) Wk 5- The Trouble with dragons Wk 6- The Gingerbread Man</p> <p><u>PSED Texts-</u> Ravi's Roar (Talk through stories RWI) The Worrysaurus (Talk through stories RWI)</p>	<p>Wk 1- The Tiny Seed Wk 2- Farmer Duck (Talk through stories RWI) Wk 3- Non-fiction books- Worms Wk 4- The Very Hungry Caterpillar. Wk 5- The Bad Tempered Ladybird. Wk 6- The Three Little Pigs</p> <p><u>PSED Texts-</u> The same but different too Penguinpig-E safety focus The Squirrels that squabble The Bad Tempered Ladybird.</p>	<p>Wk 1- Handa's Surprise Wk 2- Handa's Hen (Talk through Stories RWI) Wk 3- Clean Up! Wk 4-Marek and Alice's Christmas Wk 5- We're going on a lion hunt Wk 6- Jack and the Beanstalk Wk 7- The Three Billy Goats Gruff</p> <p><u>PSED Texts-</u> Super Duper You Misha Makes Friends</p>
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<p><u>Word Aware 2</u> <u>Teaching Vocabulary</u> <u>in the early years.</u></p> <p>Taught whole class and with focus intervention groups.</p> <p>Follow up activities used throughout the week by adults. Children to be encouraged to use concepts throughout child initiated and modelled by adults.</p> <p>Research taken from Ann Locke- Living Language</p>	<p><u>Level 1-</u> big little fat in out under behind top bottom empty full more lots</p> <p><u>Level 2-</u> over long short tall small large first last same different</p>	<p><u>Level 2-</u> hard soft quick through near between side front back around next some less (a)bit all most after before day night old new</p>	<p><u>Level 2</u> heavy</p> <p><u>Level 3</u> light half early later second next longer longest taller tallest bigger biggest heavier heaviest</p>	<p><u>Level 3</u> <u>Corner</u> straight bendy light dark rough shiny smooth thick thin narrow wide</p>	<p><u>Review-</u> Corner longer longest taller tallest bigger biggest heavier heaviest</p>	<p><u>Level 3-</u> above below forwards backwards both few enough early later</p>
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<p><u>List of adventurous vocabulary (Tier 2) taught across each term.</u></p> <p><u>Technical vocabulary (Tier 3) exposed to the children. Words link to all topics.</u></p> <p><u>Some words taught through concepts (see above)</u></p> <p><u>(Opportunities of retrieval throughout the term)</u></p>	<p><u>It's good to be me</u></p> <p>Body Parts hips shoulders freckles skin bones heart lips leap breathe round lungs (T3) shin (T3) calf (T3) digest (T3) extended (T3)</p> <p>Houses and Homes bungalow caravan castle chimney cottage farmhouse flat tent tiles move (house) live enormous</p>	<p><u>It's good to be you</u></p> <p>All about me- emotions Astonished Worried Excited Surprised Embarrassed Confused nervous perplexed (T3) crazed (T3) bemused (T3)</p> <p>Elmer (Tier 2) slipped absolutely serious burst gasped celebrate decorate (decorated, decorating)</p> <p>Owl Babies (Tier 2)- hunts (hunting) silent fuss bounced swooped</p>	<p><u>Superheroes</u></p> <p>People who help us- mechanic caretaker librarian vet taxi driver dentist job care fix deliver brave helpful kind paramedic (T3) secretary (T3) manager (T3) direct (T3) detect (T3) responsible (T3)</p> <p>Supertato- escaped (escape, escapes) gasped (gasp, gasps) rescue (rescues, rescued) distress (distressed) vanished (vanishes) crept (creep, creeps)</p>	<p><u>Round and Round we go</u></p> <p>Spring buds chick tadpoles duckling blossom spring hatch grow plant capture wriggle young frog spawn (T3) offspring (T3) decompose (T3) developing (T3) bountiful (T3) perfumed (T3) new-born (T3)</p> <p>Vehicles crane dumper truck pivot digger trailer transport move drive</p>	<p><u>On the farm</u></p> <p>Plants and Growth bean root seed soil stem watering can vegetable plant grow pick collect colourful pollen (T3) harvest (T3) tend (T3) deciduous (T3)</p> <p>Minibeasts- dragonfly wasp centipede beetle flap squirm land (verb) search identify examine tiny</p>	<p><u>All around the world</u></p> <p>Beach- kite pier pebbles lifeguard yacht seagull starfish lighthouse waves save search paddle bumpy smooth deep shallow deck chair (T3) frisbee (T3) inflatable ring (T3) Punch and Judy (T3) ship-in-a-bottle (T3) windbreak (T3) beach huts (T3) life belt (T3) rock pool (T3) frolic (T3) sweltering (T3)</p>
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	<p>tiny comfortable detached (T3) semi-detached (T3) terraced house (T3) windmill (T3) inhabit (T3) Georgian (T3)</p> <p><u>Family</u> Son Daughter niece nephew grandchild celebration caring alike relatives (T3) relationship(T3) descendants (T3) developing (T3) similar (T3)</p> <p><u>Sense-</u> taste buds touch taste bright hard smooth light</p>	<p>brave flapped prey</p> <p><u>One Snowy Night-</u> cosy miserable snuggled shivering (shiver, shivers, shivered) shoved (shove, shoving) scraping (scrape, scraped) fierce chuckle (chuckled, chuckles)</p>	<p>leapt (leap) shrieked (shrieks, shrieking)</p> <p><u>George and the dragon</u> smash fierce terrible terrified (terrifying) miserable screamed groaned (groaning) cosy</p> <p><u>Understanding the World</u> magnetic attract repel melt frozen freeze</p>	<p><u>Space-</u> astronaut plant Earth Explore Discover Travel Dark Bumpy Far comet (T3) steroid (T3) Mercury (T3) Venus (T3) Mars (T3) Jupiter (T3) Saturn (T3) Uranus (T3) Neptune (T3) Pluto (T3) Galaxy (T3) space shuttle (T3) vacuum (T3) orbit (T3) rotate (T3) intergalactic (T3)</p> <p><u>The Trouble with Dragons</u> litter rubbish pollution</p>	<p>cast soil earth delicate tarantula (T3) scuttle (T3) monstrous (T3)</p> <p><u>Farmer Duck-</u> fetch answer squeeze waddle creak lazy wriggled wearily fled crept</p>	<p><u>Handa's Surprise -</u> surprise delicious soft</p> <p><u>Handa's Hen-</u> hunted fluttery peered waving shiny peeped (peep) scurried skipped</p> <p><u>Understanding the world</u> globe travel desert sea ocean adventure expedition</p>
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	<p>dark sweet sour lumpy capillaries (T3) savour (T3) dim (T3)</p> <p><u>We're going on a bear hunt (Tier 2)</u> hunt tiptoe trip long dark wavy narrow furry through over under</p> <p><u>Goldilocks and the Three Bears (Tier 2)-</u> Medium sized Snuggling down plodded gasped</p> <p><u>The Scarecrows</u></p>			<p>environment melt change flood protect</p> <p><u>Understanding the World</u> magnetic attract repel melt frozen freeze</p>		
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	<p><u>Wedding (Tier 2)-</u> hunts spotted (spot, spotted) hurried (hurry, hurries) gathered (gather, gathers) certain</p>					
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	exclaimed (exclaim) staggered sprinkled					
<u>Enrichment Opportunities/Wow Moments</u>	Harvest Time Baking Bread - ASDA community champions Visit from the Dentist- How to clean our teeth in school and why it is important. Scarecrow Competition- with other schools within the trust.	<u>Retrieval:</u> Autumn Nature Walk- Trip Fire Engine Visit Remembrance Day Road Safety Day Anti-Bullying Week Christmas Nativity Christingle Making Christmas Pantomime Children in need Diwali Animal UK- Nocturnal animals	Writing a letter to themselves to post. Visit from the PCSO Visit from Reverend Jane to listen to Comparisons of different religions/celebrations and beliefs- Hinduism	<u>Retrieval:</u> Visit to the Local Church - reading maps- Trip (Road Safety)	Visit to Tattershall Farm Park	Event with Infinity Trust EYFS. End of Reception Performance. Sports Trip

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<p><u>Celebrations or key events in the calendar</u></p>	<p>World Mental Health Day- 10th October 2022- #helloyellow Diwali- 1st November.</p>	<p>Bonfire Night - 5th November 2022 Remembrance Day- 11th November 2022 World Nursery Rhyme Day- 11th -15th November 2024 Anti-Bullying Week - 11th-15th November 2024 Odd Sock day- 18th November 2024 Children in Need- 15th November 2024 Christmas Jumper Day- 12th December 2024</p>	<p>Chinese New Year- 29th January 2025 Children's mental health week- 6th-12th February 2025. Ramadan- Starts 28th February 2025.</p>	<p>Shrove Tuesday- 6th February 2025 World Book Day- 6th March 2025. Holi- 13th March Red Nose Day- 15th March 2025. Mothering Sunday- 30th March 2025. Easter- 20th April 2025. Eid- 30th March 2025.</p>	<p>Earth Day- 22nd April 2023 Children's gardening week- 27th- 4th June 2025.</p>	<p>Father's Day- 15th June 2025 St Thomas' Day- 3rd July</p>
<p><u>Characteristics of effective Learning</u></p>	<p><u>Playing and exploring:</u> 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><u>Active learning:</u> 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><u>Creating and thinking critically:</u> 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>					

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<p><u>Overarching Principles:</u></p>	<p><u>Unique Child:</u> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><u>Positive Relationships:</u> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><u>Enabling environments:</u> 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><u>Learning and Development:</u> 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>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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<p><u>Assessment Opportunities</u></p>	<p>Analyse Nursery Assessments and discussions. In-house - Baseline data on entry Parents Evening National Baseline data by end of term Interventions Writing/reviewing PSPs or IEPs Phonics Termly Assessments Wellcomm Assessments Pupil Progress meetings Next step targets-Specific to children. Floor books-Retrieval</p>	<p>On-going assessments Baseline analysis Pupil progress meetings EYFS team meetings In house Assessment and moderation Midterm Assessments Writing/reviewing PSPs or IEPs. Trust Meetings Phonics Interventions and assessments Wellcomm Assessments Pupil Progress meetings Next step targets-Specific to children. Floor books-Retrieval</p>	<p>GLD Projections for EOY EYFS team meetings Phase meeting and internal moderations EYFS data Writing/reviewing PSPs or IEPs. Parents evenings In-house data on insight. Phonics interventions and termly assessments. Wellcomm Assessments Pupil Progress meetings Next step targets-Specific to children. Floor books-Retrieval</p>	<p>Pupil progress meetings EYFS team meetings In-house data on insight. Trust Meetings Phonics Interventions and termly assessments Wellcomm Assessments Pupil Progress meetings Next step targets-Specific to children. Floor books- Retrieval</p>	<p>Trust moderation External Moderation EYFS team meetings Writing/reviewing PSPs or IEPs. EOY GLD Data Wellcomm Assessments Pupil Progress meetings Next step targets-Specific to children. Floor books-Retrieval Phonics assessments termly.</p>	<p>Pupil progress meetings End of year school report EYFS team meetings. Discussions and moderation with Year 1 class teachers In house data on insight Wellcomm Assessments Pupil Progress meetings Next step targets-Specific to children. Floor books-Retrieval Phonics assessments termly.</p>
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<u>British Values</u>	Rule of Law	Mutual Respect and Tolerance	Individual Liberty/Rule of Law	Democracy	Democracy	Mutual Respect and Tolerance
	Ensuring children understand the importance of rules and how to keep safe. Collaborate with the children the rules for the classroom and codes of behaviour- what would they like to	Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Discuss similarities and differences	Help children develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through	Encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help, or	Encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need	Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

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	<p>see in the classroom? To ensure children understand their own and other' behaviours and its consequences. Voting for class books.</p>	<p>between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p> <p>Explain the importance of tolerant behaviours such as sharing and respecting other's opinions.</p> <p>Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>	<p>allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.</p> <p>Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.</p>	<p>vote with a show of hands.</p> <p>Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued..</p>	<p>help, or vote with a show of hands.</p> <p>Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued..</p>	<p>Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p> <p>Explain the importance of tolerant behaviours such as sharing and respecting other's opinions.</p> <p>Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of</p>
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		Encourage children to use please and thank yous throughout the day.				children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.
<u>Spirituality</u>	<p>Self</p> <p><i>Who am I?</i> Reflect on who I am and what makes me special. To be able to talk about myself and share with the class. Getting to know each other through circle times and play. Spend time building relationships.</p> <p><i>What makes me special?</i> To say what I like and what I am good at e.g. share during circle time and reflect on my achievements within the first term, "I can brush my teeth, I can find my locker,</p>	<p>Others</p> <p><i>What makes a good friend?</i> Circle time discussions, listening to PSED stories. Child initiated play with others.</p> <p><i>How do my friends make me feel?</i> PSED interventions, child initiated play, circle time discussions and sharing within the provision. Modelled adult interactions.</p>	<p>Beauty and beyond</p> <p><i>How can I help others?</i> To understand how we help others e.g. reflect on people who help us within the community linked to our school core values.</p> <p><i>Is it good to help people?</i> To express how I feel when I help others e.g. asking questions to people within the community, PSED circle time and demonstrating core values.</p>	<p>Beauty</p> <p><i>What makes Gods world a special place?</i> Reflecting on Gods wonderful world and how to look after it.</p> <p><i>How have vehicles changed?</i> Reflect on past and present vehicles e.g. thinking about whether vehicles were better in the past or present.</p>	<p>Beauty</p> <p><i>How do flowers grow?</i> e.g. planting sunflowers, watching them grow and using our senses to describe.</p> <p><i>How should animals be treated?</i> To visit a farm e.g. explore how animals should be treated.</p>	<p>Beauty and beyond</p> <p><i>Why are people different?</i></p> <p><i>How big is the sky?</i></p> <p>Explore different cultures and countries. Describe the beauty of the world.</p> <p>Link to other areas of spirituality across the year.</p>

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	I can use kind hands".					
<u>Parental Involvement</u>	Meeting with parents to support transition. Phonics Workshop Parents Evening Tapestry	Reading events The Nativity Tapestry	Parents Evening Tapestry	Tapestry Parent Event	Tapestry	Tapestry Parent Event Annual Report
<u>Areas of the EYFS Curriculum</u>	<u>Autumn 1</u> It's good to be me.	<u>Autumn 2</u> It's good to be you.	<u>Spring 1</u> Superheroes	<u>Spring 2</u> Round and Round we go	<u>Summer 1</u> On the farm	<u>Summer 2</u> All around the world
<u>Communication and Language</u> <u>Listening, Attention and Understanding</u> <u>Speaking</u>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively with stories, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structure.</p> <p><u>English as an additional Language</u> Speaking more than one language has lots of advantages for children. It is the norm for many countries around he world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go</p>					

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through a quiet phase when they do not say much and may then use words in both languages in the same sentence. Class teachers at the start of the year, discuss with parents what languages their children speak and the number of words they use in both languages in the same sentence. Parents to encourage children to speak their home language and English. *

Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Stories and nursery rhymes are threaded throughout all areas of the curriculum so children are able to use narrative to support them with remembering more and making connections.

Listening:

- * Listens to others 1:1, in small groups or as a whole class.
- *Enjoys and listens to simple stories and understand what is happening, with the help of the pictures.
- * Listens to a range of songs and rhymes, beginning to focus on how they sound.
- *Demonstrate key listening skills and recognise why it is important.

Attention:

- * Maintains attention for a short time on the carpet, when talking to another 1:1 or part of a small group.
- *Able to concentrate and focus on one thing at a time.
- *Engages and enjoys story time.

Listening:

- *Listens in familiar and new situations E.g. On first school trip, during collective worships.
- *Understand show to listen carefully and why it is important.
- *Listens carefully to rhymes and songs, paying attention to how they sound.

Attention:

- Maintains attention in new situations.
- *Engages in story times e.g. answering retell questions.

***Understand:**

- *Follow instructions with 2 parts in a familiar situation.
- *To sequence stories by using pictures to support.

Speaking:

Listening:

- *Listen to stories and develops an understanding about what is happening.
- *Begins to listen to stories and build links to other familiar stories.

Attention:

- *Engages in story times-making links and developing familiarity and understanding.
- *Learn new rhymes and songs (Speeches week)
- *Listens carefully in a range of situations and can shift attention with less prompts.

***Understand:**

- *Understands new vocabulary and begin to use in appropriate context.
- *Ask questions to find out more and check they

Listening:

- *Begin to listen to selected non-fiction texts.
- *Listen to ideas from adults and peers and follow along with a conversation and social cues.

Attention:

- *Begin to engage with non-fiction texts.

Understanding:

- *Listen to and understand new vocabulary linked to non-fiction texts.
- *Ask questions to find out more information and develop their curiosity.
- *Connect one idea to another.
- *To understand how to develop their activities or ideas.

Listening:

- *To develop confidence when listening attentively during whole class stories or learning.
- *To answer relevant questions linked to a discussion or small group activity.
- *To listen to poems and recognise patterns, tone, rhythms and rhymes.

Attention:

- *To hold conversations when engaged in back-to back conversations with peers or teacher.
- *To engage and enjoy non-fiction books.
- *To learn a new poem.

Understanding:

- *To make comments about what they have been heard and ask question to clarify their understanding.

Listening:

- *To listen attentively and respond to what they hear with relevant questions, comments and actions in a range of situations. E.g. whole school assemblies, discussions with visitors, whole class carpet time.

Attention:

- *To independently follow along with flowing conversations using appropriate listening skills and social cues.
- *To remember lines for class assembly.

Understanding:

- *To make comments about what they have heard during whole school assemblies, lessons, one-to-one conversations or group work.

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	<p>*Joins in with repeated refrains when singing songs, learning nursery rhymes or anticipating happens in stories.</p> <p><u>Understanding:</u> *Understands simple questions- who, what and where. *Understands and acts on longer sentences e.g. ` find your ` coat. ` *Understands why questions. *Follow 1 step instructions- Put your book bag in your locker.</p> <p><u>Speaking-</u> *Sing a large repertoire of songs and nursery rhymes. *Use sentences of 4-6 words. *Use talk to organise themselves and their play. *Begin to use social phrases- e.g. good morning.</p>	<p>*Start a conversation with peers and a familiar adult and continue to take turns. (Responding appropriately.) *Develop social phrases. *Ask questions to find out more and to check they understand what has been said to them. *Use and develop a wider range of vocabulary.</p>	<p>understanding what has been asked of them.</p> <p><u>*Speaking:</u> *Use newly taught vocabulary in different contexts. *Retell a story- aware of familiarity and repetition. *To begin to retell stories in their own words using story vocabulary. *Describe events in detail.</p>	<p><u>Speaking-</u> *Use talk to help work out problems and organise thinking and activities. *To explain how things, work and articulate their ideas. *To use well formed sentences. *To talk about non-fiction books and use technical vocabulary. *To begin to use a range of conjunctions to extend their sentences and ideas.</p>	<p>*To show an understanding of non-fiction texts and enjoy reading them, whilst sharing knowledge.</p> <p><u>Speaking:</u> *To participate with small group discussions, one to one and sometimes whole class carpet sessions. *To use recently introduced vocabulary, offering their ideas. *Begin to offer their ideas or explanations about why something has happened, sometimes making links to vocabulary from stories, non-fiction, rhymes and poems where appropriate. *To use some tenses correctly when holding a conversation. E.g. past and present. *To perform a poem to an audience.</p>	<p>*To ask a range of questions to develop their understanding and clarify instructions or learning.</p> <p><u>Speaking:</u> *To participate confidently with small group discussions, one to one and whole class sessions, offering newly taught vocabulary. *To offer their ideas confidently and explanations linking knowledge and own ideas to vocabulary, stories, non-fiction texts, rhymes, poems and conversations with other children or adults. *To express their ideas and feelings about their own experiences, using full sentences including using the past, present and future tense correctly sometimes with modelling or support from their teacher. *To take part in their class assembly, performing to an audience.</p>
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<u>Areas of the EYFS Curriculum</u>	<u>Autumn 1</u> It's good to be me.	<u>Autumn 2</u> It's good to be you.	<u>Spring 1</u> Superheroes	<u>Spring 2</u> Round and Round we go	<u>Summer 1</u> On the farm	<u>Summer 2</u> All around the world
<p><u>Personal, Emotional and Social Development</u></p> <p><u>Self-regulation, Managing Self</u></p> <p><u>Building Relationships</u></p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, include healthy eating, and manage personal needs independently. Through supportive interactions with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*</p> <p>*Statutory Framework for the Early Years Foundation Stage Framework</p>					
	<p>*Grow in confidence and independence using phrases `I can do it..` Identify sad, happy, angry, worried and excited. Develop friendships with other children. *Showing increased independence in meeting own needs e.g. teeth brushing, using the toilet. *See themselves as a valuable individual. To identify why they are special. *Increasingly able to follow rules and instructions.</p>	<p>*To elaborate on their emotions and why they are feeling this way. `I am sad because...` *Show more confidence in new social situations. *Talk with others to solve conflicts. *Take turns and begin to share. *Build constructive and respectful relationships *Can explain right and wrong. *Understand road safety and discuss ways to stay safe. *Emergency information 999.</p>	<p>*Express their feelings and consider the feelings of others. *Show pride in their achievements. *Demonstrate resilience when trying new things. *Wider understanding of how to keep themselves safe. E.g. Stranger danger.</p>	<p>*Identify and moderate their own feelings. *Understand personal safety- Pants Talk. *Work and play collaboratively with peers.</p>	<p>*Be reflective on their own work and the work of others. *Know about different aspects of a healthy lifestyle. E.g. Healthy eating Screen time (e-safety) Safe pedestrians. *Be confident to try new activities and show independence, resilience and perseverance. *Show sensitivity to their needs and the needs of others. *Be able to begin to solve problems and conflicts or use strategies taught.</p>	<p>*Consider other perspectives. *Know and talk about different factors that support their overall health and wellbeing. *Set personal goals.</p>

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<u>Physical Development</u> <u>Fine Motor</u> <u>Gross Motor</u>	<p>Physical Activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. *</p> <p>*Statutory Framework for the Early Years Foundation Stage Framework</p>					
	<p><u>Gross Motor</u> *To walk upstairs with alternating feet. *To follow instructions and stop safely. *To stop safely and develop control when using equipment. *To follow instructions and play safely in a group.</p> <p><u>Fine Motor</u> *To show preference for a dominant hand. *To hold a pencil in a tripod grasp.</p>	<p><u>Gross Motor</u> *To stand on one foot and hop. *To develop balancing, running and stopping. *To develop and be able to change direction. *To use climbing equipment safely and confidently (KS1 trim trail) *To develop jumping skills- Bend knees and land on two feet.</p> <p><u>Fine Motor</u> *To develop scissor skills.</p>	<p><u>Gross Motor</u> *To use their core muscles strength to achieve good posture. *To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions or other physical discipline E.g. gymnastics. *To confidently and safely use a range of large and small apparatus, indoors and outdoors. This can include working</p>	<p><u>Gross Motor</u> *To combine different movements with ease and fluency. *To move rhythmically to music. *To use a prop with control and co-ordination. *To be able to move safely and with imagination, communicating their ideas through movement. *To balance bike safely and independently.</p>	<p><u>Gross Motor</u> *To develop and refine a range of ball skills. E.g. throwing, catching, kicking, passing, batting and aiming. *To develop confidence, competency, precision and accuracy when engaging in activities that involve a target. *To further develop skills, they need to manage the school day successful. E.g. Lining up, queuing, meal times, dressing and undressing alone.</p>	<p><u>Gross Motor</u> * 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. *To play by rules and work co-operatively as a team. *Can confidently talk about how to stay safe and healthy.</p> <p><u>Fine Motor</u></p>

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	<p>*To use a knife and fork correctly. *To brush teeth and understand the importance of dental hygiene.</p>	<p>*To competently use a knife, fork and spoon. *To become increasingly independent when getting dressed and undressed. E.g. putting a coat on and doing up the zip. *To hold and use pencil in a dynamic tripod grasp with good control. To copy crosses and also letters v,h,t and o.</p>	<p>individually or as part of a group. Fine Motor *To develop handwriting and drawing skills. *To use painting tools competently and confidently. *To confidently use the correct grip when holding a paint brush. *To explore a range of paint brush sizes and the different brush strokes they create.</p>	<p>Fine motor To continue to develop handwriting and drawing skills. *To use painting tools competently and confidently. *To use cutting tools such as scissors confidently and safely.</p>	<p>Fine motor *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, paintbrushes and cutlery. *Begin to show accuracy and care when drawing.</p>	<p>*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, paintbrushes and cutlery. *Begin to show accuracy and care when drawing. *Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p><u>Physical Education Focus</u> <u>Get Set 4 PE</u></p>	<p>Introduction to PE 1 Introduction to PE 2</p>	<p>Fundamental Unit 1 Fundamentals Unit 2</p>	<p>Gymnastic 1 Gymnastics 2</p>	<p>Dance 1 Dance 2</p>	<p>Ball Skills 1 Ball Skills 2</p>	<p>Games 1 Games 2</p>

<p><u>Areas of the EYFS Curriculum</u></p>	<p><u>Autumn 1</u> It's good to be me.</p>	<p><u>Autumn 2</u> It's good to be you.</p>	<p><u>Spring 1</u> Superheroes</p>	<p><u>Spring 2</u> Round and Round we go</p>	<p><u>Summer 1</u> On the farm</p>	<p><u>Summer 2</u> All around the world</p>
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<p><u>Literacy</u></p> <p><u>Comprehension</u></p> <p><u>Word Reading</u></p> <p><u>Writing</u></p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>*Statutory Framework for the Early Years Foundation Stage Framework</p>					
	<p><u>Comprehension-</u></p> <ul style="list-style-type: none"> *Engage in conversation about books they have read. *Children learn new vocabulary linked to story books, songs or poems. *To retell a simple story using actions, role play, props and chants. E.g. we are going on a bear hunt. <p><u>Word Reading-</u></p> <ul style="list-style-type: none"> *To understand that print has meaning. Children can identify their names writing on signs, labels or books. *To develop their phonological awareness and can identify single sounds. *Recognise rhyme and patterns in words and songs. E.g. clapping syllables, singing nursery rhymes or finishing words to common rhymes. *Recognise initial sounds in words e.g. m for mummy, a for apple. 	<p><u>Comprehension-</u></p> <ul style="list-style-type: none"> *To explore a range of books and identify patterns and repetition. *To identify the three parts of a story- beginning, middle and end. * To answer questions about a text and its characters- how, what, why and when. *To begin to make links between stories and characters. *To retell a story orally using key phrases from the book and pictures. <p><u>E.g. The Little Red Hen</u></p> <p><u>Word reading-</u></p> <ul style="list-style-type: none"> *To hear initial sounds in words. *To identify the last sounds in words, 	<p><u>Comprehension-</u></p> <ul style="list-style-type: none"> *To make links between others stories and begin to infer about characters and their feelings. (Children make links to personal experiences and how they felt.) * To retell a story drawing upon personal experiences and use well known phrases from the book. *To anticipate what might happen next when listening to a story. *To sequence a story with more confidence using sentences to explain each part. <p><u>Word reading-</u></p> <ul style="list-style-type: none"> *To identify and read some tricky words. *To identify set 1 digraphs in words. *To recognise and read some words which include set 1 sounds. 	<p><u>Comprehension-</u></p> <ul style="list-style-type: none"> *To sequence a story identifying the problem, key characters and resolution. * To explore non-fiction texts and understand that these provide information or facts. *To learn and use new vocabulary taught link to non-fiction texts. *To demonstrate an understanding of what has been read to them, drawing upon own experiences and taking part in extended discussions. <p><u>Word reading-</u></p> <ul style="list-style-type: none"> *To identify set 1 special friends. 	<p><u>Comprehension-</u></p> <ul style="list-style-type: none"> *To explore a range of genres of writing- e.g. recipes, instructions and posters. *To demonstrate an understanding of different genres and their purpose. E.g. a recipe is for cooking etc. *To demonstrate an understanding about what has been read to them by retelling stories using narratives or their own words and recently introduced vocabulary. *To make predictions where appropriate about key parts of a story. *Use and understand new vocabulary throughout group discussions. This can include rhymes, non-fiction, poems and during role play. <p><u>Word reading-</u></p>	<p><u>Comprehension-</u></p> <ul style="list-style-type: none"> *To demonstrate a love for reading and enjoyment. *To re-read sentences that they have read to support their understanding. *To develop their confidence and fluency when reading. *To use their imagination to retell known Traditional Tales and explore story substitution. This may include retelling orally using props, key phrases, actions and chants. *To develop early stages of inference and prediction skills. <p><u>Word reading-</u></p> <ul style="list-style-type: none"> *To can read sounds for each letter in the

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	<p><u>Writing-</u> *Understands that marks they make have meaning and can communicate their thoughts and ideas. *To begin to write their name using linked sounds. *To develop pencil grip using tripod and show more control when using mark making tools. *To begin to resemble letters and sounds when writing.</p>	<p>*To segment sounds in words- first, middle and final sounds. *To read CVC words using sounds.</p> <p><u>Writing-</u> *To develop an understanding of directionality when writing- from left to write and top to bottom. *To form initial sounds of words. *To represent ideas using a random string of letters and communicate their meaning. *To write CVC words using Fred Fingers to support segmenting and blending. (CVC words are phonetically plausible and contain three sounds- e.g. rat, map, log. Sometimes letters maybe randomly at first and then in the correct order.)</p>	<p>*To read CVCC and CCVC words. *To develop independence when reading simple captions and phrases.</p> <p><u>Writing-</u> *To progress to remembering when to write each letter in their name in the correct order. *To write more recognisable letters and use support from the learning environment. *To understand that writing is related to speech sounds and they represent a letter in words. *To begin to write simple captions. This does not always include consistent finger spaces or full stops. *To use core strength to achieve good posture when writing.</p>	<p>*To read simple sentences applying set 1 and set special friends. *To read some common exception words linked to the Read, Write Inc programme.</p> <p><u>Writing-</u> *To write recognisable lower case and upper-case letters. *Begin to write letters with the correct formation. *To begin to write simple phrases or captions by sounding out and writing the corresponding letters in simple words and also making phonetically plausible attempts at writing longer, more complex words. *To use full stops consistently at the end of a sentence. *To write words using digraphs and trigraphs sounds. *To begin to write some common exception words that have been taught.</p>	<p>*Say a sound for each letter in the alphabet and at least 10 digraphs. *To begin to identify some set 2 sounds and read some words which include these digraphs. *Read words consistent with their phonic knowledge by sound-blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing-</u> *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. *To demonstrate an understanding of capital letters, finger spaces and full stops.</p>	<p>alphabet and can recognise 10 or more digraphs. *To read simple sentences independently, identifying some common exception words and digraphs. *To demonstrate the skill of reading fluently and re-reading sentences to check they make sense and support understanding.</p> <p><u>Writing-</u> *To say a sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure. *To write a simple sentence which contains spaces between some words and can be read by others. *To write some common exception words. *To re-read sentences to check that they make sense.</p>
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Read, Write Inc Phonics Scheme

Phase 1 Phonics- Taking part in rhymes and songs. Children explore words, take part in clapping patterns, identify rhyme and rhythm in words and identify new sounds in the environment.
Set 1 Sounds- Children learn set 1 sounds and take part in a range of Fred Frog games. Children work in small groups to explore assisted blending, independent blending and magnetic letters to build words.



Review set 1 sounds. Blend independently using green words. Read 4/5 sounds in words. Read words using special friends from set 1 sounds. Read word times 1.1.-1.7 Spell using Fred Fingers independently. Writing simple CVC words or phrases.

Set 2 sounds being taught- a range of digraphs and trigraphs. Children are able to recognise these in simple words and blend these independently. Common exception words are being taught to match the books being read in Phonics lessons. Children beginning to read some nonsense words and understand these as not real words.



Set 1 and 1 special friends sounds are taught and children are secure with identifying digraphs and trigraphs in words. Children can read some common exception words and identify these when reading their phonics books. Children can write simple captions and sentences, applying their Fred Fingers to spell words.

Set 2 sounds are taught to the children and these can be recognised in green words and phonics books. Children continue to identify common exception words and are beginning to write some of these. Children can apply their phonics Fred Fingers to write set 2 sounds in phrases or sentences. Capital letters, finger spaces and full stops are consistent and children can do this independently.



Set 2 sounds to continue to be taught and all sounds to be consolidated. Children will be able to read books that are matched to their phonics ability and include a range of genres. Children will have developed a love for reading and can talk about what they have read. Children will use own ideas to write sentences when writing about a story. Mock Phonics screen check to be administered to support year 1 teachers and planning.

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<p><u>Mathematics</u></p> <p><u>Number</u></p> <p><u>Shape</u></p> <p><u>Numerical pattern</u></p> <p><u>White Rose Maths EYFS</u></p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p> <p>By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. *</p> <p>*Statutory Framework for the Early Years Foundation Stage Framework</p>					
	<p><u>Getting to know you</u></p> <p>Opportunities for settling in, introducing the areas of provision and getting to know children.</p> <p style="color: red;">Baseline Assessments to be completed.</p> <p><u>Match, Sort and compare</u></p> <p>*Match pictures and objects. *Identify a set. *To sort objects by type. *Explore sorting techniques. *To create sorting rules. *To compare amounts.</p> <p><u>Talk about measure and pattern.</u></p> <p><u>To compare size.</u></p>	<p><u>It's Me 1,2,3</u></p> <p>*To know 1 more. *To know 1 less.</p> <p><u>Circles and triangles-</u></p> <p>*To identify and name circles and triangles. *To compare circles and triangles. *To know shapes in the environment. *To describe position.</p> <p><u>1,2,3,4,5-</u></p> <p>*To find 4 and 5. *To subitise 4 and 5. *To know 1 more. *To know 1 less. *To know the composition of 4 and 5. *To know the composition of 1-5.</p> <p><u>Shapes with 4 sides-</u></p> <p>*To identify and name shapes with 4 sides.</p>	<p><u>Alive in 5-</u></p> <p>*To know 0. *To find 0-5. To subitise 0-5. To represent 0-5. *To find 1 more. *To find 1 less. *To know the composition of 0-5.</p> <p><u>Mass and Capacity-</u></p> <p>*To compare mass. *To know balance. *To explore capacity *To compare capacity.</p> <p><u>Growing 6,7,8</u></p> <p>*To find 6,7,8. *To represent 6,7,8. *To find 1 more. 8To find 1 less. *To know the composition of 6,7 and 8. *To make pairs- odd and even. *To double 8. (find and make double) *To combine 2 groups. *To conceptual subitise</p>	<p><u>Length, height and time-</u></p> <p>*To explore height. *To compare height. *To talk about time. *To order and sequence time.</p> <p><u>Building 9 and 10-</u></p> <p>*To find 9 and 10. *To compare 9 and 10. *To represent 9 and 10. *To know conceptual subitising of 9 and 10. *To find one more. *To find one less. *To know the composition of numbers to 10. *To know number bonds to 10. (2 parts) *To make arrangements to 10. *To make number bonds to 10 (3 parts) *To know doubles to 10. (Find and make) *To explore odd and even.</p> <p><u>Explore 3D shapes-</u></p> <p>*To know 3 D shapes</p>	<p><u>To 20 and beyond-</u></p> <p>*To know numbers to 20. (10-13) *To continue patterns beyond 10. (10-13) *To know numbers beyond 10. (14-20) *To continue patterns beyond 10. (14-20) *To know how to verbally count beyond 20. *To know how to verbal counting patterns.</p> <p><u>How many now?</u></p> <p>*To add more. *To takeaway amounts.</p> <p><u>Manipulate, compose and decompose-</u></p> <p>*To select shapes for a purpose. *To know how to rotate shapes. *To manipulate shapes. *To explain shape arrangements. *To compose shapes</p>	<p><u>Sharing and grouping-</u></p> <p>*To know how to share even and odd numbers. *To play and build doubles.</p> <p><u>Visualise, build and map-</u></p> <p>*To know repeating patterns. *To create repeating patterns. *To know pattern rules. *To describe position. *To explore mapping. *To represent maps with models. *To create maps of familiar places. *To create maps linked to stories.</p> <p><u>Make connections-</u></p> <p>*To deepen understanding. *To know patterns and their relationships.</p>

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	<ul style="list-style-type: none">*To compare mass.*To compare capacity.*To explore simple patterns.*To copy and continue simple patterns.*To create simple patterns. <p><u>It's me 1,2,3-</u></p> <ul style="list-style-type: none">*To find 1,2,3*To subitise 1,2 and 3.*To represent 1,2 and 3.	<ul style="list-style-type: none">*To combine shapes with 4 sides.*To know shapes in the environment.*To know day and night.	<p><u>Length, height and time-</u></p> <ul style="list-style-type: none">*To explore length.*To compare length.	<ul style="list-style-type: none">To find 2D and 3D shapes.*To use 3D shapes for tasks.*To know shapes in the environment.*To identify more complex patterns.*To copy and continue patterns.*To know patterns in the environment.	<ul style="list-style-type: none">*To decompose shapes.*To copy 2D shape pictures.*To find 2D and 3D shapes. <p><u>Sharing and grouping-</u></p> <ul style="list-style-type: none">*To explore sharing.*To share.*To explore grouping.*To group.	
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		<p>*To identify more and less. (Using vocabulary such as greater than, less than, bigger than.)</p> <p>* To identify shapes with 4 sides.</p> <p>* To describe a sequence of events real or fictional using words such as `first`, `then.`</p>		<p>*To copy and create repeating patterns.</p>	<p>shapes can have other shapes within it, just as numbers can.</p>	<p>symmetrical construction.</p> <p>*To understand that we can make maps, plan and represent places.</p> <p>*To create own map linked to stories or familiar places.</p>
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<u>Areas of the EYFS Curriculum</u>	<u>Autumn 1</u> It's good to be me.	<u>Autumn 2</u> It's good to be you.	<u>Spring 1</u> Superheroes	<u>Spring 2</u> Round and Round we go	<u>Summer 1</u> On the farm	<u>Summer 2</u> All around the world
<p><u>Understanding the World</u></p> <p><u>Past and Present</u></p> <p><u>People, Culture and Communities</u></p> <p><u>The Natural World</u></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. *</p> <p>*Statutory Framework for the Early Years Foundation Stage Framework</p>					
	<p><u>People, Culture and Communities</u></p> <p>*Talk about members of their immediate family and the relationship to them.</p> <p>*Name and describe people who are familiar to them.</p>	<p><u>Chronology</u></p> <p>*Use language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about in books.</p>	<p><u>Chronology</u></p> <p>*To visually represent their own day in a simple timeline.</p> <p><u>People, Culture and Communities</u></p>	<p><u>Chronology</u></p> <p>*Talk about and understand changes in their own lifetime.</p> <p>*Talk about people around them and people in society.</p> <p>*Comment on images of familiar situation in the</p>	<p><u>Chronology</u></p> <p>*Recount an event orally, pictorially and or with captions.</p> <p><u>The Natural World</u></p> <p>*To understand the effect of changing seasons in the natural world around them.</p>	<p><u>Chronology</u></p> <p>*Order experiences in relation to themselves and others including in stories.</p> <p><u>The Natural World</u></p> <p>*To recognise signs of summer.</p>

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	<p><u>The Natural World</u> *Recognise the changes of plants and the world throughout the season of Autumn. *To describe what they see, hear and feel whilst outside. *Identifies animals that hibernate throughout the Winter. *Talks about Harvest time and how the festival is celebrated.</p>	<p><u>Culture and Communities</u> *Understand the cultural celebration of Bonfire night and Remembrance Day. *Continue to develop positive attitudes about the differences between people.</p> <p><u>The Natural World</u> *Begin to understand the need to respect and care for the natural environment and all living things. *To identify animals that are nocturnal and different features. E.g. owls</p>	<p>*Talk about members of their immediate family and community. *To identify people who help us. *Show interests in different occupations. *Compare and contrast characters from stories, including figures from the past. (Chinese New Year) *Draw information from a simple map- story maps, map of walk to St Thomas' Church. *To post a letter.</p> <p><u>The Natural World</u> *To recognise the signs of Winter. *To explore the natural world and investigate the concepts of melting and freezing.</p>	<p>past. (Use of books such as Peepo)</p> <p><u>The Natural World</u> *To recognise signs of Spring. *To explore the natural world around them E.g. Floating, sinking, ice melting, freezing, magnetism, light travelling through transparent materials. *Recognise the changes that can be made to protect our world.</p> <p><u>Peoples, cultures and communities</u> *To identify different types of vehicles and their movements around the country. (Retrieval people who help us.)</p>	<p>*To understand where food comes from (Lincolnshire-British) *To identify animals and their babies. *To plant a sunflower and understand the life cycle of a seed. * Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>*Recognise some similarities and differences between life in this country and life in other countries. *To know how Christmas is celebrated around the world. *Recognise some environments that are different to the one in which they are in. *To explore cultural foods.</p> <p>*Draw information from simple maps- local environment.</p>
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<p><u>RE</u></p> <p><u>Lincolnshire Agreed Syllabus</u></p>	<p><u>Our Special Books</u> *To attend collective worships. *To understand and take part in a prayer. To engage in stories from the Bible. Parable- The Lost Sheet Noah's Ark</p> <p>Understanding Christianity- God</p>	<p><u>My Friends</u> *Understand the golden rule- treat others as you would like to be treated. Parable- The Good Samaritan. *To understand the religious celebration of Advent and Christmas. (Understanding Christianity-Incarnation- Understand why the Nativity is important to Christians)</p>	<p><u>Myself</u> *Introduce people who belong to a religious group. *Understand that some places are special to members of their community. *Recognise that people have different beliefs and celebrate special times in different ways. The Lions Den David and Goliath</p>	<p><u>Special times for me and others/Understanding Christianity - Salvation</u> *Explore special times that bring people together as a community. E.g. birthdays, lent, pancake day, Easter, significant events nationally. *To learn about the Easter story.</p>	<p><u>Our beautiful world</u> *Explore beliefs about the natural world. The Creation Story</p>	<p><u>Our special things</u> *Explore Christmas and make comparisons within other cultures. *Explore religious artefacts and understand why these are important- Make links to other religions. Parable- The Sower and the seed. The Wise Man and the foolish man.</p>
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<p><u>Areas of the EYFS Curriculum</u></p>	<p><u>Autumn 1</u></p> <p>It's good to be me.</p>	<p><u>Autumn 2</u></p> <p>It's good to be you.</p>	<p><u>Spring 1</u></p> <p>Superheroes</p>	<p><u>Spring 2</u></p> <p>Round and Round we go</p>	<p><u>Summer 1</u></p> <p>On the farm</p>	<p><u>Summer 2</u></p> <p>All around the world</p>
<p><u>Expressive Arts and Design</u></p> <p><u>Creating with materials</u></p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*</p> <p>*Statutory Framework for the Early Years Foundation Stage Framework</p>					

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<p><u>Being imaginative and expressive</u></p>	<p>*Take part in pretend play. *Explore different materials. *Explore colour and colour mixing. *Show different emotions in drawing or painting. *Printing with everyday objects.</p> <p>*Remember and sing entire songs. E.g. nursery rhymes-</p> <p>Baa Baa Black Sheep, Incy Wincy Spider, Twinkle Twinkle.</p> <p><u>Music-</u></p> <p>*To know sounds in the environment.</p> <p>*To copy clapping patterns and rhythms.</p> <p>*To know how to make music using body percussion.</p> <p>*To create own musical patterns using body percussion.</p>	<p>*Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. *Using objects to represent something else even though they are not similar. *Develop their own ideas and then decide which material to use to express them. *Explore work of Kandinsky *Working in the style of a painter, story teller and architect.</p> <p><u>Music-</u></p> <p>*Sing and match a modelled pitch- MTYT *Learn and sing with growing confidence. (Nativity songs)</p> <p>My hat has three corners Miss Polly had a dolly 5 little men in a flying saucer</p>	<p>*Explore children to a range of different media, oil pastel, pastel, paint, pencil. *Explore use and refine a variety of artistic effects to express their ideas and feelings. <u>Principles of basic art skills-</u> Alongside pastel, learn clean hand, dirty hand, vocabulary blend and smudge. Paint a sponge to dry brush before applying colour and different brushes having different roles. *Develop storylines in pretend play. *To work in the style of an artist.</p> <p><u>Music-</u></p> <p>*To know high and low sounds. *To begin to know and understand pitch. *To know instruments that make high and low sounds.</p>	<p>*To use junk modelling materials to create their own vehicle. *To design and plan their chosen vehicle and think about the materials they will make. *To reflect and improve their vehicle explaining what they would do differently. *Create collaboratively, sharing ideas, resources and skills. *Return to and build on their previous learning, refine ideas and develop their ability to represent them.</p> <p><u>Music-</u></p> <p>*To begin to know instruments and their families. *To know and create a beat. *To move their body in time to a piece of music.</p>	<p>*To work in the style of a sculptor. *To explore different materials to create a sculpture. *To know the sculptor- Andy Goldsworthy.</p> <p><u>Muisc-</u></p> <p>*Listen attentively, move to and talk about music, expressing their feelings and responses. *Sing in a group or on their own increasingly matching the pitch and following a melody. *Learn a tuned instrument- Boom Whackers. *Working in the style of a singer, musician, actor or actress.</p>	<p>*Explore and engage in music making and dance, performing solos or in a group. *To recite lines and learn parts to a dramatic performance with a group.</p> <p><u>Music-</u></p> <p>*Perform with a tuned instrument- Performance Boom Whackers. *Working in the style of a choreographer, actor/actress, musician and singer.</p> <p><u>Children to consolidate all EAD objectives (retrieval opportunities) and perform end of the year production.</u></p>
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