Dundry Primary School
EYFS Long Term Plan 2022-2023

Curriculum Intent

At Dundry Primary School EYFS we aim to provide a curriculum that offers children a wide range of opportunities, ensuring there are no ceilings attached to their learning. We will work on broadening their experiences, providing opportunities to try new things and encourage them to relish a new challenge. Our Early Years curriculum has been designed to reflect the nature of our intake and follow and build upon our school values of Joy, Resilience, Respect, Hope, Kindness and Trust.

- Our curriculum is driven by an **ambition** to broaden our children's **cultural capital**, opening up the world to their inquisitive minds.
- Our curriculum aims to **inspire** our children and is **enriched** through making links, visitors, visits, experiences and opportunities. We involve the children's parents and families wherever we can, building a strong and positive relationship between home and school.
- Our curriculum centres on developing our children's **use of and understanding of the English language,** with explicit and deliberate opportunities to develop **spoken language**, **vocabulary acquisition** and the study of high quality texts. **Reading for Learning** is central to our curriculum; **Reading for Pleasure** is central to our ethos.
- Our curriculum is underpinned by **meta-cognition**. We teach our children how to learn and how to be independent, curious and resilient learners. We have a progressive curriculum that enables children to use higher order thinking skills to learn more deeply.

Implementation Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage updated 2021 curriculum. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Each topic planned is included in the curriculum for very specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the Key Stage 1 curriculum. Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning. While our curriculum is topic based, we also follow our children's interests, incorporating these into our curriculum and continuous provision in an exciting and engaging way that will move the children's learning forward. This may involve following a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities depending on the nature and needs of the class of individuals.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

Impact The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1.

We measure progress and children's learning across the year through formative and summative assessments which are based on the staff's knowledge of the child, their Dojo profiles and recorded photographs and videos. Our planning and provision are based on the needs of and next steps for our children, and can often change or be adapted due to our daily interactions and assessments. Those children who are not on track are vigorously monitored and meetings are held with S.L.T. to discuss the support that has been put in place for these pupils and the next steps that need to be taken to ensure they are making good progress. We aim to exceed the National and Local Authority data for children achieving a Good Level of Development. The judgements of our school are moderated within the EYFS, Key Stage 1, S.L.T. other EYFS classes within the trust, and at Local Authority moderation workshops. This means judgements are secure and consistent with government guidelines.

The long term plan follows, including the progression of skills and knowledge that children will need to experience and learn to reach their fullest potential.

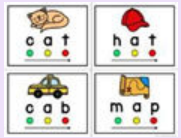
2022 - 2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	ALL ABOUT ME	TERRIFIC TALES	TICKET TO RIDE	UNDER OUR FEET	COME OUTSIDE	WONDERFUL WORLD
General Themes (these are suggestions, and can be adapted to allow for children's interests and passions to flow through the provision)	*Starting school / my new class / New Beginnings* *Superheroes/ People who help us / Careers* *Staying healthy / Food* *Human body / How have I changed?/My family /What am I good at? /How do I make others feel? Being kind / staying safe*	*Traditional Tales* *Little Red Hen - Harvest* *Old favourites* *Familiar tales* *Rama & Sita - Diwali* *Gingerbread Man* *Cinderella* *The Nativity* *Christmas Lists* *Letters to Father Christmas*	*Around the Town /How do I get there?/Where in the world have you been?* *Where do we live in the UK / world? Fly me to the moon!/Vehicles past and Present/Design your own transport!* *Who was Neil Armstrong?* *Staying safe in the dark*	*What lives under our feet?* *Minibeasts and new growth* *Dinosaurs & fossils* *Mary Anning* *Different sorts of animals (carnivores etc reptiles)* *Easter*	*Plants & Flowers* *Weather / seasons* *Does the moon shine?* *The great outdoors* *Forest School* *Planting seeds* *Make a sculpture: Andy Goldsworthy* *Reduce, Reuse & Recycle*	*Under the sea/Off on holiday / clothes* *Where in the world shall we go?/Send me a postcard!/Marine life* *Seasides in the past* *Compare: Now and then!* *Seaside art*
Whole School Core Values	**Trust**	**Respect**	**Hope**	**Resilience**	**Kindness**	**Joy**
Dundry Learning Powers		**Tortoise**	**Bee**	**Spider**	**Cat**	**Owl**
WOWs (trips, experiences, visitors, joining whole school events, parents involvement)	*Stagger start* *Home Visits* *Phonic Workshop* *Meet your buddy (Y5)* *Harvest*	*Remembrance* *Christingle, Diwali* *Christmas - nativity (Conifer & Willow),* *Theatre Trip* *Autumn welly walk*	*Pancake races* *Planetarium (join with Y5&6 as topics overlap?)* *Airport trip?* *Chinese New Year*	*World Book Day* *British science week* *Easter bonnets, egg hunt, egg rolling* *Spring welly walk* *Palaeontologist visit (Bristol Uni link)*	*Growing vegetables* *Tadpoles / Caterpillars*	*Trip - WSM*
Communication & Language						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Theme	ALL ABOUT ME	TERRIFIC TALES	TICKET TO RIDE	UNDER OUR FEET	COME OUTSIDE	WONDERFUL WORLD
Listening, Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions	To ask questions to find out more, including the meaning of new words To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props To listen to what has been said and responds	To understand questions such as who, what, where, when, why and how To follow a 2 part instruction	To have conversations with adults and peers with back and forth exchanges

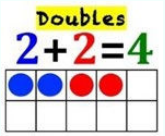
	directions	To respond to instructions with more than one step		showing good understanding	To begin to understand humour	
Speaking	To talk in front of a small group Most speech is clear and can be understood To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day To explain the meaning of new words	To talk in sentences using conjunctions eg and, because To understand tenses - past, present and future	To share their work to the class- standing up at the front To use new vocab in different contexts To use talk to work out problems and take on different roles during imaginary play	To use talk to organise, sequence and clarify thinking, ideas, feelings and events To retell how a story started, the main event and how it ended	To talk to different adults around the school Explain their point of view clearly when they disagree with a friend, using words as well as actions To talk in sentences using a range of tenses
Learning & Teaching Opportunities	Talk Partners, making new friends, talking about own experiences and things imp to the children, 1:1 talk time (TWS YR) LIstening to and asking qus of visitors, Helicopter Stories,Intro Message Centre,Role Play area - home corner, circle time, Little Red Hen story perform, Daily story times, intro snack bar, using Neli & Talk boost activities within provision, Y6 buddies	Introduce Drawing Club,learning how to speak in full sentences, select good quality books to develop children's vocab, Pobble pics to spark discussion, retell trad story in Pie corbett style, story language, TWS - word hunts, Nativity, puppets and how to use them to tell stories, singing songs, nursery rhymes, Reading Practice Sessions	Describing and guessing games, using Ipads to record own stories and talk, TWS - introducing lens, Ask how and why questions… talk about designs and creations, Describe events in some detail, Learn rhymes, poems and songs. tem Bee skills - social skills such as working together, negotiating, discussing ideas with a friend Y5 Buddy time	Helicopter stories are more developed, showing sentences with conjunctions and in a sequence, introduce 'Superstar time' where individual children are the focus for the week and can bring in special objects from home to talk to class etc, group collaborative games	To speak in class assembly, enjoy sharing stories with indiv chn and gps, engage in sustained shared thinking to extend thinking and vocab, use nonsense rhymes for chn to experiment with words and sounds, model group collaborative work - how will they begin, what part will everyone play, what materials will they need.-	Indep group collaborative work - act as facilitator if needed, review after to discuss the strategies they used, revisit favourite stories, songs, rhymes learnt over the year,
Personal, Social & Emotional Development						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Theme	ALL ABOUT ME	TERRIFIC TALES	TICKET TO RIDE	UNDER OUR FEET	COME OUTSIDE	WONDERFUL WORLD
Self Regulation	To express their feelings To understand how people show emotion	To keep on trying when they can't do something first time, thinking of different approaches Follows familiar routines	To focus during longer whole class lessons To follow two- step instructions	To identify and moderate their own feelings socially and emotionally	To control their emotions using a range of techniques	To maintain focus during extended whole class teaching To follow instructions of three steps or more

	To select and use resources in environment and develop sense of responsibility (hang up coat)	To begin to consider the feelings of others	To consider the feelings and needs of others	To control their impulses when waiting for their turn	To set a target and reflect on progress throughout	To think about the perspectives of other
Managing Self	To wash hands indepen To take coat off & put on To explore different areas with the YR environment To use the toilet indep	To unzip and zip up coat (may need a little help) To have confidence to try new activities To abide by class rules and und why we need them	To understand road safety To take jumper on and off To indep begin to persevere when something is challenging	To sort food into healthy and not so healthy To develop indpen in getting ready for Forest School To identify and name healthy foods	To manage own basic needs independently Tries different approaches when solving problems and be able to discuss what they have done	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude
Building Relationships	To play alongside peers To gain confidence to speak to peers and adults To see support of adults when needed	To take turns with adult support To play with children who are playing with the same activity To start making friends and to have positive relationships with all YR staff	To take turns without spt To IIsten to peers ideas and responding approp To understand that we may not always like everyone, but need to treat them with respect	To listen to the ideas of others and agree on a solution and compromise To work in a group with support	To solve small conflicts through speaking to each other and being assertive To begin to develop relationships with other adults around the school	Is outgoing and will help others who are not as confident or are in need of help (even if theory are not close friends) To have confidence to communicate with adults around the school To have strong friendships
Learning & Teaching Opportunities	Settling in Home visits Learning everyone's names, introducing animals and their names, class rules and routines, learning to use areas in the environment, stopping when we hear	Jigsaw- Celebrating Diff, Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally.	Jigsaw - Dreams & Goals, applying the tortoise skills learnt last term - applying to their own learning indep and start using the language	Jigsaw - Healthy me - healthy and not so healthy food, learning about a healthy lifestyle Random acts of Kindness Looking after minibeasts Looking After our Planet Give children strategies for staying calm in the	Jigsaw - Relationships What makes a good friend? , working on conflict resolution skills, Looking after plants, Looking After our Planet Cat skills - talk about question words, how can we find out about things,	Jigsaw - Changing Me reflecting back on our year - how we have changed since the beginning of Reception, what we have enjoyed, what we have learned, what we

	the bell, tidying up expectations, meeting Yr6 buddies, Jigsaw - Being me in my world - opp to talk about their families and und that we all have diff families and houses but they are all special	Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios Tortoise - lots of challenges, modelling how to keep on trying, showing perseverance. Listening well in whole group situations. Identifying others feelings in topic books - eg Dogger or discussing if characters were right in their choices eg should Goldilocks have eaten the porridge? why not?	Bee skills - lots of opp to work together, giving group challenges and explicitly model how to listen to each other und that everyone's ideas are valued.	face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on Introduce 'Superstar time' where individual children are the focus for the week and can bring in special objects from home to talk to class etc	asking deeper questions, using Ipads to research	can do now that we couldn't when we were babies, revisiting healthy lifestyles and parts of the body. Owl skills - noticing detail and Looking after our World, how will we need to do this in the future,
Physical Development						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Theme	ALL ABOUT ME	TERRIFIC TALES	TICKET TO RIDE	UNDER OUR FEET	COME OUTSIDE	WONDERFUL WORLD
Gross Motor Skills (within continuous provision, Forest School and PE sessions)	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co- operatively with a partner	To run and stop To change direction To jump forwards,landing on 2 feet To hop leg for a few times To explore different ways to travel using equipment	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore travelling around, over and through apparatus	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and co- ordination To move with control and co-ordination, expressing ideas through movement	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team

					To move with control and co- ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	
Ist PE Premier Sports	**Multisports** Travelling and awareness of space Fundamentals of movement Safely negotiating space	**Multisports** Introduction to ABCs Learning to dodge, avoiding being tagged Individual of small group challenges	**Gymnastics** Copy and repeat shapes Balance and jumping skills Body control	**Invasion Games** Sending and receiving Rolling, stopping, bouncing Catching and throwing Team games	**Athletics** Individual athletic development Speed, agility, balance and co-ordination Small competition	**Invasion Games** Introduction to team sports Applying skills in different ways (football, hockey, basketball etc.) Skill based learning
2nd PE (class taught)	**Write Dance**	**Write Dance**	**Write Dance**	**Parachute Games**	**Dance**	**Team Games**
Fine Motor Skills 	To use a dominant hand To mark make using different shapes & lines To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To begin to write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support To use tap and pin	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and pliers	To hold scissors correctly and cut out large shapes such as a square To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver Can spread using a knife To draw objects and creatures in proportion of each other. To draw self portraits with more detail	To hold scissors correctly and cut out small shapes To paint using smaller paintbrushes To use a knife correctly, using the bridge technique	To hold scissors correctly cutting out complex shapes such as figures To cut different materials To create drawings with details To independently use a knife, fok and spoon to eat a range of meals Develop the foundations of an appropriate handwriting style, forming letters using a correctly movement and correctly formed

Literacy Development						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Theme	ALL ABOUT ME	TERRIFIC TALES	TICKET TO RIDE	UNDER OUR FEET	COME OUTSIDE	WONDERFUL WORLD
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages To comment and engage in conversations about the text and pictures	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes To talk about the meaning of new vocab	To act out stories To begin to predict what may happen in the story To suggest how a story might end Repeats new vocab in context of story	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading Sequence captions from a story To begin to use modelled vocab during discussions around rhymes, poems & stories, showing an understanding	To begin to answer questions about what they have read (who, where, how, why) To use vocabulary that is influenced by their experiences of books eg in role play and small world	To begin to answer questions about what they have read (who, where, how, why) To know that information can be retrieved from non fiction books
Word Reading 	See Little Wandle Reception Progression Document click here					
Writing	To copy their name To give meanings to the marks they make To copy taught letters To start to write initial sounds and possibly end sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write CVC words using taught sounds Represent some sounds in order To begin to write some tricky words and speedy words from memory	To form lower- case letters correctly, starting them in the correct place To begin to write simple cations using fingers spaces and taught sounds To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds including digraphs To spell some taught tricky words correctly	To form lower- case letters correctly and begin to former capital letters To form flicks rather than 'adding' them onto a letter To write sentences using finger spaces To spell words using taught sounds To spell some taught tricky words correctly May show some awareness of full stops	To form lower- case and capital letters correctly To begin to write longer words which are spelt phonetically To use finger spaces and maybe full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form lower- case and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using finger spaces and maybe capital letters and full stop To spell some taught tricky words correctly To read their work back and check it makes sense

Maths						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Theme	ALL ABOUT ME	TERRIFIC TALES	TICKET TO RIDE	UNDER OUR FEET	COME OUTSIDE	WONDERFUL WORLD
Number	To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3	To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5	To recognise nos 1-8 To subitise to 5 To find one more and 1 less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity To represent nos 1-8 in a variety of ways	To recognise nos 1-10 To subitise to 5 To explore the composition of 9 and 10 To represent nos 1-8 in a variety of ways To know addition facts to make 5 To find one more and 1 less of numbers to 10 To estimate a number of objects To recall number bonds to 5 and family facts	To subitise rather than count To double nos 1-5 and recall double facts To add and subtract in practical activities	To add 2 numbers using known number facts or no line Recall numbers bonds to 5 and some to 10
Numerical Patterns 	To say which group has more To say which group has less To compare quantities to 3 To count to 5	To compare quantities to 5 To compare equal and unequal groups To count to 10 or beyond To understand the word'more' in practical contexts To begin to understand the concept of 1more 1 less with concrete obj to 5 To order nos 1-5	To represent no rhymes to 5 To count to 20 To count teen numbers in 10/3 10/6 etc as wel as the teen numbers Count back from 20 Order no 1-10	To begin to compare nos and quantities up to 10 To understand = when comparing 2 groups To begin to count in 2's (to 10) To add and subtract numbers to 10 practically	Recite to 20 and back Count on from a given no to 20 and back from a given no to 10 Reco nos to 20 out of order To say he no 1 more and 1 less To share and group practically To understand that teen numbers are made up	Verbally count to high nos, recognising patterns in the number system To explore sharing into equal groups To experience counting in 5's and 10's To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even

					from 10 and another number To fill in missing number probs to 10 using composition knowledge	To find half of numbers up to 10
Shape Space & Measure **Although this has no ELG, children need to experience rich opps to dvp their spatial reasoning skills**	To match objects To sort objects To finish a repeating pattern of 2 objects or colours To follow prepositional instructions through games To recognise and name circle and triangle To recognise 1p and 2p To recognise 1 o'clock, 2 o'clock and 3 o'clock find the sequence of block play/puzzle play	To recognise and name square and rectangle and use mathematical voca sides/corners To recognise 5p To recognise 4 o'clock and 5 o'clock To compare capacity, length, height, size To understand first, next	To order objects by height and length To order the days of the week To measure height using cubes To measure time To recognise 6 o'clock, 7 o'clock and 8 o'clock To begin to name 3D shapes To explore the properties of 3D shapes - flat and curved surfaces and identify straight and curved sides in 2D	To recognise 9 o'clock and 10 o'clock To recognise 10p To begin to name 3D shapes To explore the properties of 3D shapes To continue, copy and recreate AB, ABB, ABBC patterns To develop jigsaw skills and work far more independently - using rotation skills	To describe the properties of 3D shapes To make pictures with shape arrangements To use before/after to describe time	To describe the properties of 3D shapes using mathematical vocab To add money To recognise the time to o'clock To have an understanding of what the day or the week, month of the year and season is
Understanding the World						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Theme	ALL ABOUT ME	TERRIFIC TALES	TICKET TO RIDE	UNDER OUR FEET	COME OUTSIDE	WONDERFUL WORLD
Past & Present 	To Talk about who they are and who they live with To talk about how they have changed To talk about family and occupations they do To follow the daily timetable, using words like	To know some similarities and differences between things in the past and now drawing on experiences and what has been read in class (Christmas /toys) To identify changes in the environment such as	To know about figures from the past To know that the emergency services exist and what they do Talk about a wider range of occupations	To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning- Palaeontologist) To know names for baby animals and match to adults	To understand that living things do not stay the same over time	To describe the changes that occur in each season of the year and how we affect us (diff clothes etc)

	'next' to talk about sequence	seasons (Autumn and Winter)		To identify changes in the environment such as seasons (Spring)		
People Cultural & Communities	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the village the school is in. To know about features of the immediate environment. To know that there are many countries around the world To use senses to investigate and explore	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions To identify similarities and differences between themselves and peers. To know they live in Dundry or Bristol To be able to talk about where the cold places are in the world (N Pole) To use senses to investigate and explore To explore maps and know we live in England	To talk about Chinese New Year. To know about people who help us within the local community To identify physical and human features in pictures To identity symbols on a map (simple road, trees, buildings)	To know that Christians celebrate Easter. To understand that a world map shows all the countries in the world, and these are rep by a colour and a diff colour for the sea	To use local maps to find places they know Can use a map to describe their journey to school Can find England/UK on a world map	To draw and create their own maps Comparing the countries learnt about over the year
The Natural World	To ask questions about the natural environment. To respect and care for the natural environments To understand what similarities (same) and differences mean To start using and naming 5 senses	To know about and recognise the signs of Autumn Look at and discuss the features of hedgehogs and understand word 'hibernation' and 'nocturnal' when learning about owls To talk about the diff between night and day	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)	To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another. To plant seeds	To observe the growth of seeds and talk about changes To know how to care for growing plants To name different part of a plant and know what their jobs are To learn about lifecycles of plants and animals	To know about and recognise the signs of Summer To und that humans can impact the environment To know that some things in the world are man-made and some things are natural

		and how we can be safe in the dark		To know the difference between herbivores and carnivores To use a variety of equipment such as magnifying glasses and pooters	To know that some animals are nocturnal To know about different habitats	To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking) Can describe the changes that occur in each season
Technology **There are no early learning goals that directly relate to computing objectives, though it is still expected that children will beintroduced to appropriate technology and use it within their provision.**	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e- safety	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing colour and pen size	To use the IWB, changing games and programs	To use Dojo to add their own observations to their profile – taking pictures, adding text and saving To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online To use the Bee- Bots and program them to go forwards and backwards To type their name using a Chrome Book
Expressive Arts & Design						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

EYFS Theme	ALL ABOUT ME	TERRIFIC TALES	TICKET TO RIDE	UNDER OUR FEET	COME OUTSIDE	WONDERFUL WORLD
Creating with Materials 	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To print safely using hand/leaf To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To talk about what they are doing and record using an Ipad To use different construction materials	To use colours for a particular purpose To know primary colours To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To develop simple patterns by printing with different objects and materials Uses paint & brushes to make a range of marks - dots, wavy, zigzag To use props linked to situations To explore and use a range of artistic effects to express themselves and talk to an adult about what they are doing Cooking - To use some cooking techniques and use non stat measuring (cups and spoons)	To develop language of colour and mix colours to make new colours To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically	To create simple collage To use tools to join wood To know the name of tools To know how to work safely and hygienically To use natural objects to make a piece of art inspired by Andy Goldsworthy To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To learn how to weave with paper To make props and costumes for different role play scenarios Cooking - To use some cooking techniques (spreading, cutting)	To use tools to saw and join wood To know how to work safely and hygienically Can use different fabrics to weave To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically	To know some similarities and differences between materials To learn about and compare artists - seascapes eg Van Gogh To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary
Being Imaginative & Expressive 	To sing and perform nursery rhymes To join in with whole school Harvest Celebration To experiment with different instruments and their sounds	To take part in Nativity, learning new songs To join in with whole school singing assemblies To pitch match	To enhance small world with simple resources Copies and replicates dances and performances	Learn longer dance routines To create musical patterns using untuned instruments To begin to write own compositions using	To retell stories with others To learn dance routines To recognise instruments in music	To retell stories with others, embellishing /substituting some of the details To begin to improvise to create a simple dance

	To begin to name the instruments To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To move to music and copy basic movements To use costumes and resources to act out narratives	To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To name a wider variety of instr and talk about the sounds they make Can stamp and clap the pulse To use costumes and resources to act out narratives Learns short dance routines, expressing themselves through mvt	To song in a group , matching pitch and following a melody To learn 5 new songs To select own instruments and play in time to music Can change the tempo and dynamics whist playing	symbols, picture and patterns To begin to create costumes and resources for role play To create costumes and resources for role play To learn 5 new songs	To learn 5 new songs	to compose their own simple tunes and perform To create sound effects To write down compositions and perform To perform favourite songs learnt over the year

Early Learning Goals – for the END OF THE YEAR

Communication and Language

ELG: Listening, Attention and Understanding

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

ELG: Speaking

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.

Personal, social, emotional development

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 an 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 needs, 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.

Form positive attachments to adults and friendships with peers;.

Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

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.

ELG: Fine Motor Skills

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.

Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Maths

ELG: Number

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.

ELG: Numerical Patterns

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.

Understanding the World

ELG: Past and Present

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.

ELG: People, Culture and Communities

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.

ELG: The Natural World

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.

Expressive Arts and Design

ELG: Creating with Materials

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.

ELG: Being Imaginative and Expressive

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.