



Ironville and Codnor Park Primary School

Believe Achieve Succeed



EYFS Long Term Curriculum

At Ironville and Codnor Park Primary school we believe that every child should be given the opportunity and support to develop and grow with confidence and kindness. Our team shows passion, dedication, and love to all our EYFS children to help them to achieve all their ambitions and reach for the stars! These are supported by our school mission statement 'Believe, Achieve, Succeed' and our school motto of 'Be Unique'. We encourage and motivate our children to build high self-esteem and resilience so that they are confident to believe in themselves. Our school motto emphasises that each child is different, and we build upon this within our EYFS with every child being celebrated for who they are. We love how different all our children are and we strive to give encouragement and support where needed so that each child can reach their full potential. Our RESPECT values are encouraged and praised. The children learn about each RESPECT value and how they can show these to others. Our seven RESPECT behaviours are resilience, excellence, being self-aware, passion, empathy, communication and teamwork.

In the EYFS we follow our school aims of:

- To provide a broad and balanced experience-based curriculum.
- To engage parents and carers in their children's learning.
- To actively promote high standards of achievement and good behaviour.
- To work with the local community to help our children grow into good citizens.
- To treat everyone with kindness, respect and tolerance.
- To encourage creative, challenging and enquiring minds.
- To promote a healthy lifestyle.
- To provide a model of lifelong learning that promotes resilience and independence.
- To empower children to have a voice.
- To learn, have fun and be happy!

Building Relationships

The relationships which children build in the EYFS are vital and have an impact on children's learning and developing. This is why at Ironville and Codnor Park Primary School building strong and positive relationships with our children is the first thing we accomplish when they start school. We want our children to feel secure and confident in their school as well as cared for and heard. This is why every member of our EYFS team is genuinely passionate about the happiness and development of children.

Characteristics of Effective Learning

Playing and exploring: We want children to be confident learners where they investigate and 'have a go' with new activities. They can apply their previous knowledge and to create links in their memory to new learning and development.

Active Learning: We support children to keep on trying if they have a difficulty and not to give up! Children are guided through self-regulation, pursuing their own learning, and taking pride in their achievements creating a lifelong love of learning.

Creating and Thinking Critically: We want children to have their own ideas and build upon these making links in their learning. We want them to question the world around them and use their previous knowledge to make their own conclusions.

EYFS Topics

Autumn One



Autumn Two



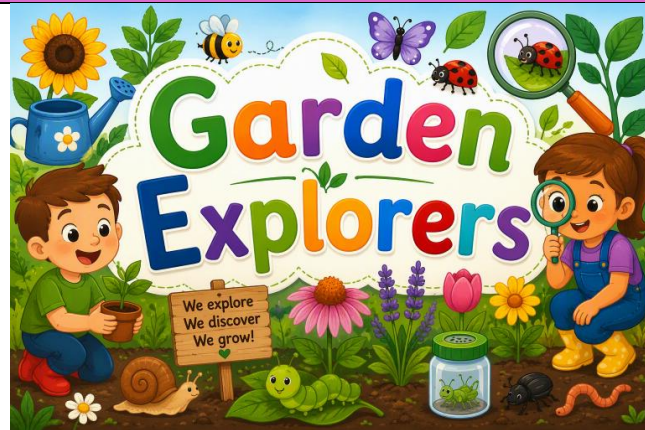
Spring One



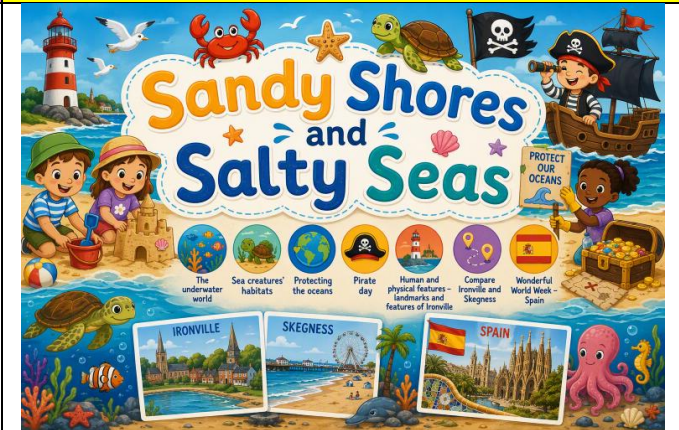
Spring Two



Summer One



Summer Two



Story Time Books

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
- Barbara Has a Wobbler - The Jelly That Wouldn't Wobble - The Colour Monster - Peepo! - This Is Me! - Room on the Broom	- The Family Book - Not Now, Noor! - Happy in Our Skin - Stick Man - The Night Before Christmas	- Me and My Hair - My Granny Went to Market - The Same but Different - My Family and Other Families	- The Jelly That Wouldn't Wobble - Barbara Has a Wobbler - Little Raindrop - The Lion Inside - There's a Snake in My School!	- The Very Hungry Caterpillar - Jack and the Jellybean Stalk - My Granny Went to Market - The Same But Different	- The Snail and the Whale - Grandad's Island - Sharing a Shell - What the Ladybird Heard Next - The Rainbow Fish - The Lighthouse Keeper's Lunch

Our Fab 5 Books!

The Gruffalo	The Very Hungry Caterpillar	Each, Peach, Pear, Plum	We're Going On a Bear Hunt	Three Billy Goats Gruff
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Cultural Capital

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
- Gratitude Day - Fitness Day - Black History Month - Poetry Day - Halloween - Birthdays	- Bonfire night - Remembrance Sunday - Diwali (Hinduism) - Hanukkah (Judaism) - Christmas (Christianity) - Nativity Play - Theatre trip - Trip to the church (advent)	- New Year - Valentine's day - Storytelling week - Safer internet day - Holi festival (Hinduism) - Trip to the local garage	- Pancake day - St Patrick's day - World book day - Mother's day (Christianity) - Science week - Easter (Christianity) - Trip to the church (Easter)	- Be Unique - RESPECT behaviours - Minibeast hunt - Little Chefs' Programme - Trip to the local park	- Pride/ Rainbow day - World Ocean Day - Pirate Day - Wonderful World Week - Little Chefs' Programme - RSE Day - Trip to Codnor Park Reservoir

Parental Involvement

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
- Parent workshops for children and parents - Baseline discussions - Browsing books - Take home bags	- Nativity play - Christmas jumper, dinner and art day - Theatre trip - Parents' evening - Browsing books - Take home bags	- Storytelling week - Browsing books - Take home bags	- World Book Day - Science fair - Easter craft day - Browsing books - Take home bags	- Browsing books - Take home bags	- Wonderful World Week art afternoon - Sports day - Browsing books - Take home bags

Commando Joe Missions

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Incy Wincy Spider	Jack and Jill	If you're happy and you know it	Twinkle, Twinkle Little Star	Three Blind Mice	Humpty Dumpty

Communication and Language

- Listening, attention and understanding
- Speaking

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 say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in 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 structures.

Autumn One Listen and engage	Autumn Two Recall and join in	Spring One Retell and respond	Spring Two Explain and discuss	Summer One Analyse and sequence	Summer Two Create and perform
Settling in stories	Favourite stories and familiar texts	Exploring new authors and story types	Retelling stories with increasing detail	Discussing favourite parts and making simple predictions	Creating and sharing original stories
Joining in with songs, rhymes and repeated refrains	Learning and recalling familiar rhymes	Exploring new rhymes and language patterns	Using story language in play	Embedding new vocabulary through play and discussions	Creating stories inspired by books and experiences
All About Me	Understanding that print carries meaning	Stories reflecting celebrations and cultures	Sharing stories that we like	Retelling stories through play	Using story vocabulary when creating narratives
Recognising familiar print and book features	Favourite books and authors	Talking about authors, illustrators and characters	Using story language during play	Stories reflecting celebrations and cultures	Telling stories confidently to others
Positive interactions and Communication & Language	Speaking in simple sentences about stories	Answering questions about stories	Sharing ideas and opinions about books	Explaining events and characters in detail	Sharing stories with friends and larger groups
Listening to and enjoying stories	Recalling key events from familiar stories	Retelling stories through play	Retelling stories using props and small world	Sequencing and recounting stories	
		Stories reflecting celebrations and cultures			

PSED

- Self-Regulation
- Managing Self`
- Building Relationships

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 own 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, including healthy eating, and manage personal needs independently. Through supported interaction 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.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>Zones of regulation</u> Exploring emotions Understanding of colours which match to the feelings	<u>Zones of regulation</u> Recognising and managing emotions Understanding of colours which match to the feelings <u>Being safe</u> Keeping safe online	<u>Relationships & Being me</u> Friendships and families Being me – being unique and special What does be kind mean/ look/ feel like? Being part of a community Is winning the most important thing? What happens if people don't do what we want them to do?	<u>Being Responsible Bullying Matters</u> Rules and responsibilities Community care About Bulling Strategies and support What makes us unique – celebrating diversity- similarities and differences Respecting others Knowing right and wrong/ fair/ unfair Know who children can talk to	<u>Drug Education Being healthy</u> Knowledge of drugs Managing risks Using medicine safely What can we do when someone is unwell Different types of medicines - are they sweets? Factors of a healthy lifestyle Hygiene, health and prevention	<u>Changes Growing up</u> About loss and change, managing loss and change Growing and changing Privacy, boundaries, consent A new family member Transition <u>Money Matters</u> (linked to my money week)

Physical Development

- Gross Motor
- Fine Motor

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.

Fine Motor

Autumn One Developing Strength and Awareness	Autumn Two Building control	Spring One Increasing precision	Spring Two Applying skills	Summer One Accuracy and independence	Summer Two Preparing for Year One
Doh disco Pen Disco: Squiggle Whilst You Wiggle- The Wiggle Play-Doh: squeezing, squashing, rolling and pinching Tearing paper Large-piece puzzles Using large scoops and containers Turkey basters and pipettes Snipping paper Developing comfortable pencil grip Beginning use of cutlery	Doh disco Pen Disco: Squiggle Whilst You Wiggle- The Squiggle Play-Doh: rolling and shaping Cutting simple lines Tweezers and pipettes Threading large beads Dressing skills: zips, buttons and press studs Medium-complexity puzzles Consistent tripod grip development Using cutlery independently	Doh disco Pen Disco: introducing letter formation Play – doh: embedding the skills Pencil control activities Scissor control activities Cutting straight and curved lines Joining materials Pegs and clips Peg boards and simple patterns Threading smaller objects	Doh disco Pen Disco: Letter formation practice Play - doh Threading Pencil grip refinement Puzzles Joining of materials Cutting with increasing control Hole punches Using a variety of materials (card, fabric, straws) Weaving card strips	Doh disco Pen Disco: Letter formation refinement Play - doh Puzzles Joining materials purposefully Selecting tools independently Cutting with control Staplers, paper clips and hole punches Letter formation Small construction challenges	Doh disco Pen Disco: Specific handwriting practice Play – doh Complex puzzles and construction tasks Handwriting Craft projects requiring multiple techniques Fine-tip tools and precision tasks Cutting with accuracy and control Staplers, paper clips and hole punches independently

Gross Motor

<u>Autumn One</u> Exploring movement	<u>Autumn Two</u> Developing control	<u>Spring One</u> Building co-ordination	<u>Spring Two</u> Increasing agility	<u>Summer One</u> Applying skills independently	<u>Summer Two</u> Mastery and performance
Walking, running and marching in different ways	Throwing and catching with increasing accuracy	Balance obstacle courses	Balance obstacle courses	Spatial awareness through risky outdoor play	Dance
Action songs and movement stories	Kicking large balls	Jumping and landing	Jumping over hurdles	Ball games: throwing and catching	Balance bikes and scooters
Rolling large balls	Hopping and jumping	Climbing	Climbing	Construction and building	Den building
Throwing and catching with adults	Simple obstacle courses	Large block construction	Large construction challenges	Climbing	Throwing, catching, kicking and rolling
Push-along toys outdoors	Balance bikes and scooters	Balance beams	Target throwing	Balance bikes and scooters	Hopping
Beginning spatial awareness	Moving in different ways with control	Movement sequences to music	Balance bike riding: navigating turns	Independently choosing routes across the climbing frame	Creating their own climbing challenges and routes
Moving safely in different spaces	Beginning games with rules	Balance bikes and scooters	Using multiple routes around the climbing structure	Assessing risks and making safe choices	Combining climbing, balancing and descending skills fluently
Exploring the climbing frame with adult support	Climbing onto the frame with increasing independence	Crossing the rope bridge confidently	Using the pole with increasing control	Crossing the rope bridge smoothly and confidently	Navigating the whole climbing structure confidently
Climbing steps/ladders to access the climbing frame	Using the rope bridge with support	Moving around different sections of the climbing frame	Transitioning confidently between climbing features	Using the pole, slide and climbing sections safely without adult support	Demonstrating strength, balance and coordination across all features
Using the slide safely	Beginning to judge safe distances and movements	Beginning to use the fireman's pole with support	Showing awareness of others while climbing	Developing endurance through extended physical play	Supporting and encouraging peers during physical challenges
	Accessing and descending the slide independently	Developing upper-body strength through climbing activities			

Literacy

- Comprehension
- Word reading
- Writing

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)

Comprehension

Autumn One Listening and Understanding	Autumn Two Recalling Information	Spring One Explaining Understanding	Spring Two Sequencing and Beginning Inference	Summer One Deepening Understanding	Summer Two Applying Comprehension Skills
Singing songs and nursery rhymes	Singing songs and nursery rhymes	Singing songs and nursery rhymes	Singing songs and nursery rhymes	Answering Who? What? Where? When? Why? How? questions	Singing songs and nursery rhymes
Taking interest in books and texts	Independently looking at books	Answering Who? What? Where? When? questions	Answering Who? What? Where? When? Why? questions	Introducing VIPERS through pictures, songs and poems	Confidently answering Who? What? Where? When? Why? How? questions
Looking at pictures and talking about what they can see	Answering Who? What? Where? Questions	Introducing Why? questions	Introducing VIPERS through pictures	Talking independently about stories they have read	Applying VIPERS skills Asking questions about stories
Using pictures to retell a story	Talking about familiar stories	Explaining simple ideas and events from stories	Sequencing stories	Explaining events in a story	Creating their own stories
Joining in with repeated phrases and familiar stories	Recalling key events from a story	Introducing VIPERS through pictures	Predicting what might happen next	Discussing favourite characters and reasons	Discussing characters, settings and events independently
	Beginning to talk about favourite books	Discussing characters and events	Creating stories from pictures	Beginning simple inferences from pictures and texts	Giving reasons for opinions about books
			Discussing characters' actions and choices		

Word Reading

<u>Autumn One</u> Developing Early Phonics Skills	<u>Autumn Two</u> Applying Phase 2 Phonics	<u>Spring One</u> Moving into Phase 3	<u>Spring Two</u> Developing Fluency	<u>Summer One</u> Consolidation	<u>Summer Two</u> Reading sentences
Whole-class Phonics Phase 1 and Phase 2 Listening to and identifying environmental sounds Recognising initial sounds Oral blending Beginning to blend VC and CVC words Introduction to Phase 2 tricky words	Whole-class Phonics Phase 2 Recognising and recalling Phase 2 graphemes Oral blending Blending and reading CVC words Reading and recognising Phase 2 tricky words Developing confidence when decoding unfamiliar words	Whole-class Phonics: End of Phase 2 and beginning of Phase 3 Blending Phase 2 and Phase 3 CVC words Reading Phase 2 and Phase 3 tricky words Increasing fluency when decoding Beginning to read simple captions	Whole-class Phonics Phase 3 Blending CVC and CVCC words Reading words with Phase 3 digraphs and trigraphs Reading Phase 3 tricky words Reading simple captions independently Beginning to read and understand captions	Whole-class consolidation of Phase 3 Blending CVC and CVCC words fluently Reading simple sentences independently Using phonics knowledge automatically when reading Beginning to discuss what has been read	Whole-class Phase 4 Phonics Blending and reading CVC, CVCC and CCVC words Reading captions and simple sentences fluently Reading Phase 2, 3 and 4 tricky words automatically Demonstrating confidence when decoding unfamiliar words Showing understanding of what has been read

Writing (Blue = Fab Five stories)

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Nursery rhymes used as a stimulant Social stories <u>DRAWING CLUB</u> The Colour Monster The Three Billy Goats Gruff Wacky Races (short film) Not Now, Bernard Room on the Broom	Poppies (short film) Road Runner (short film) We're Going on a Bear Hunt Stickman The Owl and the Pussycat The Snowman (short film) Letter to Santa <u>Purpose:</u> To inform <u>Audience:</u> Santa	The Gruffalo The Three Little Pigs Whatever Next! Planet Unknown (short film) Aliens Love Underpants Mr Wolf's Pancakes	The Little Red Hen Rosie's Walk Farmer Duck <i>Independent Write:</i> <i>Should the Farmer Come Back?</i> <u>Purpose:</u> To Persuade <u>Audience:</u> Farmer Duck Dear Zoo The Tiger Who Came to Tea	Jack and the Jellybean Stalk Each, Peach, Pear, Plum Super Worm <i>Independent Write:</i> <i>Wanted Poster</i> <u>Purpose:</u> To Inform <u>Audience:</u> Mrs Grundy The Very Hungry Caterpillar Sweet Cocoon (short film)	The Rainbow Fish <i>Independent write:</i> <i>Should Rainbow fish share his scales?</i> <u>Purpose:</u> To persuade <u>Audience:</u> Rainbow Fish The Lighthouse Keeper's Lunch The Snail and the Whale Write a postcard about trip to the res <u>Purpose:</u> To inform <u>Audience:</u> Parents/Carers Pirate Pete Letter to My New Teacher <u>Purpose:</u> To inform <u>Audience:</u> Miss Mansey

Mathematics

- Number
- Numerical Patterns

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. 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 new number programme

Number

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
• Baseline • Number rhymes • Match, sort and compare • It's me 1, 2, 3	• 1, 2, 3, 4, 5: <i>Finding, representing, one more, one less, composition</i>	• Alive in 5 • Growing 6, 7, 8 <i>Introduce 0</i> <i>Find numbers 0-8</i> <i>Represent 0-8</i> <i>One more, one less</i> <i>Composition</i> <i>Subitising</i> <i>Doubles up to 8</i>	• Building 9 and 10: <i>Find 9 and 10</i> <i>Compare number up to 10</i> <i>Subitising up to 10</i> <i>One more, one less</i> <i>Composition to 10</i> <i>Bonds up to 10</i> <i>Doubles up to 10</i> <i>Odd and even</i>	• To 20 and beyond: <i>Building numbers to 20</i> <i>Verbal counting beyond 20</i> <i>Verbal counting patterns</i> • How many now?: <i>Addition</i> <i>Subtraction</i> <i>Finding the difference</i>	• Sharing • Grouping • Odd and even sharing • Play and build with doubles

Numerical Patterns

• Talk about measure and patterns: <i>Size, mass, capacity and simple patterns</i>	• Circles and triangles • Shapes with 4 sides	• Mass • Capacity • Length • Height • Time	• Explore 3-D shapes: <i>Recognise and name 3-D shapes</i> <i>Find 2-D shapes within 3-D shapes</i> <i>Identify more complex patterns</i> <i>Patterns in the environment</i>	• Manipulate, compose, and decompose shapes: <i>Using shapes for a purpose</i> <i>Rotation</i> <i>Composing and decomposing shapes</i> <i>2-D shape pictures</i> <i>Find 2-D shapes within 3-D shapes</i>	• Visualise, build and map: <i>Repeating patterns</i> <i>Creating pattern rules</i> <i>Position and direction</i> <i>Explore mapping</i> <i>Instructions to build</i> <i>Create own maps</i>
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Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

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.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Routes Around School My Super Self Friendship Fun My Family (linked to Peepo!) The 5 Senses Discover How Our Bodies Change	Guy Fawkes Why we celebrate Bonfire Night Remembrance Day Diwali – Rama and Sita People Who Help Us: - Everyday Helpers (local community) - Emergency Services - People who care for us Christmas – past and present	(Space – 3 weeks) Famous Explorers Space –Tim Peake Explore Outer Space Discover why rockets are important RE: Shrove Tuesday RE: Chinese New Year Valentine's day	British Science Week (6 th – 15 th March) RE: Easter Day (5 th April) Learn that animals are living things Where do animals and birds live and what do they need to survive? Farm animals	Discover that plants are living things Learn about plants and where they come from Explore how to look after plants Learn about insects and invertebrates Discover where insects and invertebrates live Life cycle of a butterfly	The underwater world Sea creatures' habitats Protecting the oceans Pirate day Human and physical features - landmarks and features of Ironville Compare Ironville and Skegness Wonderful World Week - Spain
<u>Computing</u>					
• Self-image and identity • Busy bodies	• Online relationships • Online reputation • People Who help us	• Managing online information • Super space	• Health, wellbeing and lifestyle • Springtime	• Privacy and security • Boats ahoy	• Copyright and ownership • Summer fun

Special events

Black history month Halloween	Diwali Bonfire night Remembrance Advent Christmas	New Year Chinese New Year Valentine's Day Pancake Day Lent	Mothers' Day EID Easter	IDAHOBIT (Rainbow Day)	Pride Fathers' Day Wonderful World Week
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Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

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.

Crafting with Materials

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Mixing colours and creating new ones	Firework pictures	Exploring a range of materials to use when joining	Crafting with a purpose in mind	Crafting with a purpose in mind and starting to plan what they are creating	Designing and crafting with purpose
Box modelling	Diwali lamps		Using a range of different materials		Altering and adapting their work to enhance
Range of resources to paint with sponges, rollers etc	Box modelling	Space scenes – rubbings and paint	Paper plate dinosaurs	Using a range of different materials	Digital art - the seaside/ under the sea
Construction materials to build with	Christmas crafts	Chinese New Year lanterns	Farm animals	Observational drawing – plants	Shape weaving – fish
Self portraits	Christmas cakes	Rockets and planets	Easter nests and chicks	Fruit printing	Electrical circuits – make a light house
	Patterns and printing	Making pancakes		Little Chefs	
		Valentine's Day cards			Little Chefs

Being Imaginative and Expressive

Home Corner	Nativity	Retelling and telling stories through play	Creating stories through play	Creating stories through play	Creating drama productions
Role play with high quality language	School/ Doctors/ Vets	Chinese New Year restaurant	Dinosaur Jurassic World	Mini beast café	Under the sea
Musical instruments	Role playing Christmas post office	On the moon role play	On the farm – Farm shop	Mini beats investigation lab	Pirate Day
Puppets and stories	Santa's workshop	Pancake making in the café	Easter egg hunts		At the seaside
	Puppets and stories				Wonderful World Week– Spain
Music: Exploring sound	Music: Celebration Music	Music: Music and Movement	Music: Musical Stories	Music: Transport	Music: Big Band

The Early Learning Goal for the end of the year.

This will be a holistic and best fit judgement for each child

Prime areas		
Communication and Language	Physical Development	Personal, Social and Emotional Development
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. 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.	Gross Motor Skills 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. 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing	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. 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. 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 in

Specific Areas

Literacy	Maths	Understanding the World	Expressive Art and Design
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. 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. 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 which can be read by others.	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. 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	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. 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. 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.	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. 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 the music