

	<p>Long term plan using objectives from development matters (non-statutory guidance from the government) and the ELG from the EYFS framework (statutory)</p> <p>Three characteristics of effective teaching and learning are embedded into the school day.</p> <p>>Playing and exploring – children investigate and experience things, and ‘have a go’</p> <p>>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>						
	C+L Include some EAD objectives	EAD Music / Crafts	UTW	PSED Include some EAD objectives and PD objectives	Physical Development (PE) Include some PD objectives	Maths	Literacy Include some PD objectives
Autumn 1	<p>F1 – Nursery 3-4</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts.</p> <p>Understand ‘why’ questions.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes.</p> <p>F2 – Reception EYFS</p> <p>Develop storylines in their pretend play.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>F1 – Nursery 3-4</p> <p>Craft</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>F2 – Reception EYFS</p> <p>Craft</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>F1 – Nursery 3-4</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>F2 – Reception EYFS</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>F1 – Nursery 3-4</p> <p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p> <p>F2 – Reception EYFS</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p> <p>Beginning and belonging</p> <p>My body and growing up</p> <p><i>What does my body look like?</i></p> <p><i>What can my body do? How can I look after my body?</i></p> <p><i>Keep it clean? Who’s in my family? Who can I go to?</i></p>	<p>F1 – Nursery 3-4</p> <p>Continue to develop their movement, balancing, riding bikes and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>F2 – Reception EYFS</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>F1 – Nursery 3-4</p> <p>(numbers to 5)</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>F2 – Reception EYFS</p> <p>(numbers to 10)</p> <p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–10.</p>	<p>F1 – Nursery 3-4</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>F2 – Reception EYFS</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>

Autumn 2	<p>F1 – Nursery 3-4 Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Use longer sentences of four to six words.</p> <p>F2 – Reception EYFS Develop storylines in their pretend play. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>F1 – Nursery 3-4 Music Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas.</p> <p>F2 – Reception EYFS Music Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>	<p>F1 – Nursery 3-4 (secure understanding) Begin to make sense of their own life-story and family’s history. Show interest in different occupations Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>F2 – Reception EYFS (secure understanding) Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>F1 – Nursery 3-4 Start eating independently and learning how to use a knife and fork. Be increasingly independent in meeting their own care needs. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, and suggesting other ideas. Talk with others to solve conflicts. Remember rules without needing an adult to remind them.</p> <p>F2 – Reception EYFS Further develop the skills they need to manage the school day successfully. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others.</p> <p>Identities and diversity <i>Who are the people in my class? How are we similar/different? What’s important to me and my family? What’s life like in other countries? How do we celebrate what we believe?</i></p>	<p>F1 – Nursery 3-4 Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>F2 – Reception EYFS (secure understanding) Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace</p>	<p>F1 – Nursery 3-4 (Mark making and vocabulary – nursery rhymes to 5) Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>F2 – Reception EYFS (Secure understanding) (Numbers to 10) Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p>	<p>F1 – Nursery 3-4 Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name.</p> <p>F2 - Reception EYFS Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style which is fast, accurate and efficient. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>

Spring 1	<p>F1 – Nursery 3-4 Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Be able to express a point of view and to debate when they disagree with an adult or a friend. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>F2 – Reception EYFS (Secure understanding) Develop storylines in their pretend play. Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.</p>	<p>F1 – Nursery 3-4 (Secure understanding) Craft Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>F2 – Reception EYFS (Secure understanding) Craft Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p>	<p>F1 – Nursery 3-4 Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Explore how things work</p> <p>F2 – Reception EYFS Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map.</p>	<p>F1 – Nursery 3-4 (secure understanding) Make healthy choices about food, drink, activity and tooth brushing. Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>F2 – Reception EYFS (secure understanding) Further develop the skills they need to manage the school day successfully. See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Manage their own needs.</p> <p>My emotions <i>Can I recognise and talk about my feelings? Can I recognise emotions on other people? What are some simple ways to make me feel better? How can I help other people feel better?</i></p>	<p>F1 – Nursery 3-4 Be increasingly independent as they get dressed and undressed. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>F2 – Reception EYFS~ Know and talk about the different factors that support their overall health and wellbeing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>F1 – Nursery 3-4 (Shape and direction) Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>F2 – Reception EYFS (Shape, space, measure) Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>F1 – Nursery 3-4 Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. Write some letters accurately</p> <p>F2 – Reception EYFS (secure understanding) Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop their small motor skills so that they can use a range of tools competently, safely and confidently Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>
Spring 2	<p>F1 – Nursery 3-4 (Secure understanding) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understand 'why' questions. Sing a large repertoire of songs. Know many rhymes.</p>	<p>F1 – Nursery 3-4 (Secure understanding) Music Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas.</p> <p>F2 – Reception EYFS (Secure understanding) Music</p>	<p>F1 – Nursery 3-4 (secure understanding) Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Explore how things work</p> <p>F2 – Reception EYFS (secure understanding) Recognise some similarities and differences between life in this country and life in other</p>	<p>F1 – Nursery 3-4 (secure understanding)~ Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, and suggesting other ideas. Talk with others to solve</p>	<p>F1 – Nursery 3-4 (secure understanding) Be increasingly independent as they get dressed and undressed. Continue to develop their movement, balancing, riding bikes and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>F2 – Reception EYFS (secure understanding) Know and talk about the different factors that support their overall health and</p>	<p>F1- Nursery 3-4 (Patterns) Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>F2 – ELG (Number) Have a deep understanding of number to 10, including the composition of each number; 14 Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including</p>	<p>F1 – Nursery 3-4 (secure understanding) Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary.</p> <p>F2 - Reception EYFS (secure understanding) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a</p>

	<p>F2 – Reception EYFS (Secure understanding) Develop storylines in their pretend play. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>	<p>countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map.</p>	<p>conflicts. Remember rules without needing an adult to remind them. F2 – Reception EYFS (secure understanding) Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others. Me and my world <i>Who are the people who help to look after me? How can I help to look after my school? How can I help care for things at my home? Where do I live? How is that different from other people? How can we look after the local neighbourhood? What do animals and plants need to live? What is money and why do we need it?</i></p>	<p>wellbeing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>subtraction facts) and some number bonds to 10, including double facts.</p>	<p>handwriting style which is fast, accurate and efficient. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
Summer 1	<p>F1 – Nursery 3-4 (Secure understanding) Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>F1 – Nursery 3-4 Craft Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Music Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas. F2 – ELG Crafts 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</p>	<p>F1 – Nursery 3-4 Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. F2 – 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 People, culture and communities Describe their immediate environment using knowledge</p>	<p>F1 – Nursery 3-4 (secure understanding) Start eating independently and learning how to use a knife and fork. Be increasingly independent in meeting their own care needs Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. Understand gradually how others might be feeling. F2 – ELG Self-regulation Show an understanding of their</p>	<p>F1 – Nursery 3-4 (secure understanding) Be increasingly independent as they get dressed and undressed. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. F2 – 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</p>	<p>F1 – Nursery 3-4 (Shape, space, measure) Make comparisons between objects relating to size, length, weight and capacity F2 – 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.</p>	<p>F1 – Nursery 3-4 (secure understanding) Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. F2 – ELG~ Fine motor skills Hold a pencil effectively in preparation for fluent writing –</p>

	<p>Use longer sentences of four to six words.</p> <p>F2 – ELG Invent, adapt and recount narratives and stories with peers and their teacher; 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, with modelling and support from their teacher.</p>	<p>and stories. Being imaginative and expressive Music 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.</p>	<p>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;</p>	<p>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; 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; Building relationships Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Family and friends <i>Who are my special people and why are they special to me? Who is my family and how do we care for each other? What is a friend and how can I be a good one? How do I make new friends? How can I make new friends? How does what I do affect others? What do I do if someone is unkind to me?</i></p>			<p>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. 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; - 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; 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;</p>
Summer 2	<p>F1 – Nursery 3-4 (Secure understanding) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Be able to express a point of view and to debate when they disagree with an adult or a friend. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." F2 – ELG (Secure</p>	<p>F1 – Nursery 3-4 (Secure understanding) Craft Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Music Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p>	<p>F1 – Nursery 3-4 (secure understanding) Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. F2 – ELG People, Culture and Communities Explain some similarities and differences between life in this country and life in other</p>	<p>F1 – Nursery 3-4 (secure understanding) Make healthy choices about food, drink, activity and tooth brushing. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries, and suggesting other ideas. Talk with others to solve conflicts.</p>	<p>F1 – Nursery 3-4 (secure understanding)~ Be increasingly independent as they get dressed and undressed. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. F2 – ELG Gross motor skills (secure understanding) Negotiate space and obstacles safely, with consideration for themselves and others;</p>	<p>F1 – Nursery 3-4 (refresh, secure) (Numbers to 5) Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. F2 – Gaps / consolidation / stretch and challenge</p>	<p>F1 – Nursery 3-4 (secure understanding) Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. Write some letters accurately F2 – ELG Fine motor skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>

	<p>understanding) Invent, adapt and recount narratives and stories with peers and their teacher; 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, with modelling and support from their teacher.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. F2 – ELG (Secure understanding) Crafts 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; Music 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.</p>	<p>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.</p>	<p>Remember rules without needing an adult to remind them. F2 – ELG Self-regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity Show an ability to follow instructions involving several ideas or actions. Managing self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building relationships Show sensitivity to their own and to others' needs. Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher; Keeping safe Healthy lifestyles <i>What can I do when I feel good and healthy? What can I do when I feel poorly? Why are food and drink good for us? What is exercise and why is it good for us? Why is red and sleep good for us?</i></p>	<p>Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>		<p>Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Word reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common Writing Write simple phrases and sentences that can be read by others.</p>
--	--	--	---	---	--	--	---

>PSHE scheme links with question focus in

>>> Still to add –small world/environment focus, investigation station for writing opportunities.

Topics and themes (projects) are based on the cohort's interests ensuring that the objectives (above) are met each half term. Objectives are to be highlighted off once met to show coverage and any gaps. Most objectives are covered again later in the year due to pre-school intake and to consolidate understanding.

Projects will be based on books, events that take place during the year and the Pie Corbett's reading scheme. The use of stories will allow coverage across the 7 areas where possible.

Maths, Kinetic letters and phonics are taught separately however, these are embedded into stories and the environment.

Floor book is new to 22/23 – it will be based on story ideas, new vocabulary and will be accessible for the children all of the time. Work can be done straight into floor books. If it is successful we could get more for UTW/celebrations/trips and other areas of the framework.

Pie Corbett books: Pre School

Pie Corbett books: Reception

EYFS story favourites: All

Books that will be shared over 2 years – list can be added to throughout the year. Books are in a best fit category.

PD	PSED	Maths	UTW	UTW	C+L	EAD	L
Tale of a toothbrush	Elmer	Centipedes 100 shoes	Stick man	Enormous turnip	Room on the broom	Brown Bear	Hairy McClary
The Very Hungry Caterpillar	Rainbow fish	Shape trilogy	The very Hungry Lion – Africa	Jack and the beanstalk	Squash and a squeeze	Whatever Next	On the way home
Six Dinner Sid	Farmer Duck	The shopping basket	Snail and the whale	Jasper's Beanstalk	The Gruffalo	Mrs Armitage's wheels	Goodnight moon
Supertato	The Colour Monster	How many seeds in a pumpkin?	Can a polar bear live in the desert?	The Jolly Postman	Gingerbread man	Giraffe's can't dance	SSSSSHHH!
Little red riding hood	Goldilocks and the three bears	Where's spot	Goldy Luck and the three pandas – China	Tree: seasons come, seasons go	3 little pigs	The girl who thought in pictures	Dougal's deep sea diary
Give us a smile Cinderella	Owl babies	Simon sock	Tiddalik the frog	A planet full of plastic	We're going on a bear hunt	My many coloured days	Man on the moon
Funny bones	You choose	Mr Gumpy's Outing	Handa's Surprise	Real super heroes	Dear Zoo	Naughty bus	Each Peach Pear Plum
	Pumpkin soup	Rosie's walk	The train ride	All kinds of beliefs	The great balloon Hullabaloo	The day the crayons quit	Superworm
	All are welcome		Here we are		The tiger who came to tea		Tiddler
	A quiet night in		A ticket around the world		Monkey puzzle		
	Hug				Come Along Daisy		

Long term plan (Projects and linked texts) -

Parent engagement & trips	Event calendar	Nursery rhyme focus	Year A	Year B
Term 1 >Book and Biscuit >What do my family do – jobs >Coffee morning >Halloween Disco	Recycle week Rosh Hashanah Navaratri Coffee morning Autumn Black history month National poetry day Simchat Torah Harvest	5 little ducks Heads, shoulders, knees and toes 5 currant buns	I wonder what makes me special (PSED) – PSHE >Elmer (PD) You choose (UTW) Owl babies (PSED) A quiet night in (PSED) >The day the crayons quit (EAD) Hug (PSED) Shape trilogy (M)	I wonder who can help us (PSED) – PSHE Give us a smile Cinderella (PD) >The Jolly Postman (UTW) Real super heroes (UTW) All are welcome (PSED) >My many coloured days (EAD) Giraffe’s can’t dance (EAD) Goodnight moon (L) Come along Daisy (C+L)
			>Pumpkin soup (PSED) How many seeds in a pumpkin? (M)	>Room on the broom (C+L)
Term 2 >Panto >Nativity >Christingle in the church	Bonfire night Remembrance day Nursery rhyme week Children in need Advent Hanukkah Christingle Winter	5 little men in a flying saucer The hokey cokey Twinkle twinkle	I wonder what’s in space – (UTW) Science, History, Man on the moon (L) Funny bones (PD) The Colour Monster (PSED) Here we are (UTW) Whatever Next (EAD) The great balloon Hullabaloo (C+L)	I wonder how they live - (UTW) – RE, Geography , History All kinds of beliefs (UTW) Can a polar bear live in the desert? (UTW) Goldy Luck and the three pandas – China (UTW) The very Hungry Lion – Africa (UTW)
Term 3 >Church visit >Show and tell >Share a story every morning	Storytelling week Safer internet day Chinese new year	5 little speckled frogs Down in the jungle I am the music man	I wonder where in the world (UTW) – Geography, Science, RE >Handa’s Surprise (UTW) A ticket around the world (UTW) >Tiddalik the frog (UTW) The train ride (UTW) Hairy McClary (L) >Squash and a squeeze (C+L)	
Term 4 >Cooking focus >Performance of a story to parents >Pancake race >Mums in >Easter egg hunt	Maha Shivratri Spring Pancake day World book day Red nose day Holi Mother’s day Easter	Miss Molly had a dolly 10 fat sausages 5 little monkeys swinging in a tree	I wonder how it’s made (UTW) – Science, Geography Farmer Duck (PD) The girl who thought in pictures (EAD) >Gingerbread man (C+L) Jasper’s Beanstalk (UTW) Six Dinner Sid (PD) The shopping basket (M) Mrs Armitage’s wheels (EAD)	I wonder how things grow (UTW) – Science >Supertato (PD) >The enormous turnip (UTW) >Jack and the beanstalk (UTW) >The Very Hungry Caterpillar (PD)
Term 5 >Big trip – Zoo/ farm/ Sea life	Queen’s birthday Ramadan May day Museum day	Animal Fair One finger one thumb keep moving 10 green bottles	I wonder what happens next (L) – Stories >Little red riding hood (PD) >The Gruffalo (C+L) Naughty Bus (EAD) The tiger who came to tea (C+L) Each Peach Pear Plum (L) Mr Gumpy’s outing (M) On the way home (L) SSSHHH! (L) Where’s spot (M)	I wonder where they live – minibeasts/animals/dinosaurs – Science, Geography, History >Goldilocks and the three bears (PSED) >3 little pigs (C+L) Simon sock (M) Centipedes 100 shoes (M) >Super worm >Monkey Puzzle (C+L) Dear Zoo (C+L) Brown bear (EAD) Rosie’s walk (M)
Term 6	Water safety week Father’s day Summer	The big ship sails I can sing a rainbow When I was one	I wonder how it changes - seasons, states of matter, past (dinosaurs) (UTW) – Science, History, Geography Tree: seasons come, seasons go (UTW)	I wonder what’s in the ocean (UTW) – Geography, Science Dougal’s deep sea diary (L) >Rainbow fish (PD)

>Science experiments each week >Dad’s in >Summer/seaside party			>Snail and the whale (UTW) >Stickman (UTW) >We’re going on a bear hunt (C+L)	Tiddler (L) >A planet full of plastic (UTW) >Tale of a toothbrush (PD)
--	--	--	--	--