

# Parkfield Primary School

## *EYFS Long Term Overview*

*Successful learners*

*Confident individuals*

*Responsible citizens*



### **Characteristics of Effective Learning**

**Playing and exploring** - children investigate and experience things, and 'have a go'.

**Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

**Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Over Arching Principles**

**Four guiding principles should shape practice in early years. These are:**

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.

Children learn to be strong and independent through **positive relationships**.

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.13). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Our Values</b>	<i>Resilience</i>	<i>Friendship</i>	<i>Respect</i>	<i>Forgiveness</i>	<i>Honesty</i>	<i>Courage</i>
<b>British Values</b>	<i>Individual Liberty</i>	<i>Democracy</i>	<i>Mutual Respect</i>	<i>Mutual Tolerance</i>	<i>Rule of Law</i>	<i>Recap of all British Values</i>
<b>Themes/Drivers</b>	<p><b>New Beginnings</b></p> <p><i>P&amp;P- Ourselves (RE link)</i></p> <p><i>PCC- My New Classroom (Geog link)</i></p> <p><i>NW- Animals and their habitats Fforest and woodlands</i></p>	<p><b>Light and Dark</b></p> <p><i>P&amp;P- Toys (History)</i></p> <p><i>PCC- Christmas/Hanukkah</i></p> <p><i>NW- Animals and their habitats- Polar regions Arctic/Antarctica</i></p>	<p><b>Amazing Animals</b></p> <p><i>P&amp;P- Jobs</i></p> <p><i>PCC- People who help us</i></p> <p><i>NW- Animals and their habitats- Africa</i></p>	<p><b>Come Outside!</b></p> <p><i>P&amp;P- Farming.</i></p> <p><i>PCC- Easter</i></p> <p><i>NW-Seasons/ plants</i></p>	<p><b>Ticket to Ride!</b></p> <p><i>UW- P&amp;P- Transport</i></p> <p><i>UW- PCC- Eid</i></p> <p><i>UW- NW- Space</i></p>	<p><b>Fun at the Seaside</b></p> <p><i>UW- P&amp;P- Seaside then and now</i></p> <p><i>UW- PCC- Local beaches and seaside people who help us.</i></p> <p><i>NW- Animals and their habitats- Australia</i></p>
<b>Wow Moments /Enrichment</b>	<i>Harvest Festival</i>	<i>Faith Week</i> <i>Anti-Bullying Week</i>	<i>Safety Week</i> <i>Puxton Park</i>	<i>STEM week</i>	<i>Health Week</i> <i>Space Dome</i>	
<b>Possible texts</b>	<p><b>Fiction:</b></p> <p>Gruffalo's Child Stick Man Percy The Park Keeper- After the Storm Brown bear, Brown Bear Can't you sleep little bear Goldilocks</p> <p>Nursery rhymes</p>	<p><b>Fiction:</b></p> <p>A Squash and a Squeeze Farmer Duck Elephant and the Bad baby The Christmas Story The Emperor's Egg Down in the jungle The Jolly Postman's Christmas A Wish for Christmas</p>	<p><b>Fiction:</b></p> <p>Aghh Spider! The Crunching Munching Caterpillar Superworm The Cautious Caterpillar The Bad-Tempered Ladybird</p> <p><b>Non-Fiction:</b></p> <p>Mad About Minibeasts</p>	<p><b>Fiction:</b></p> <p>Pig in the Pond The True Story of the Three Little Pigs If You Give a Pig a Pancake The Enormous Turnip Veg Patch Party Supertato The Tiny Seed Oliver's Fruit Salad</p>	<p><b>Fiction:</b></p> <p>The boy who biked the world The way back home The naughty Bus Mr Grumpy's outing The train ride Oi! Get off my train! Duck in a truck</p>	<p><b>Fiction:</b></p> <p>The Rainbow Fish Tiddler Fiddgety Fish The Fish With Fingers Smiley Shark The Shark in the Park The Snail and the Whale</p>

	<p><b>Non-Fiction:</b> Bear fact books Autumn/Seasons books</p> <p><b>Poetry/Rhymes</b></p>	<p><b>Non-Fiction:</b> Non fiction text: Farm animal books Recipe books Zoo animal books The Christmas Story.</p>	<p>Caterpillar to butterfly Seed to sunflower Minibeast</p>	<p>Jasper's Beanstalk <b>Non-fiction text:</b> Pig books Farm books Gardening Books One Plastic Bag Tree, Seasons come and seasons go A stroll through the seasons</p>	<p>Where did you go today? We catch the bus On the Moon Roaring Rockets Man on the Moon (a day in the life of Bob)</p> <p>Aliens Love Underpants Laura's Star How to catch a Star</p> <p><b>Non-fiction text:</b> The Solar System Living in Space</p> <p><b>Poetry/Rhymes:</b> The Owl and the Pussycat Count down poems/ rhymes, The planets by Dave Ward (Space Poems) P is for passport The Journey Zoom Passport to Paris World Atlases Transport Books</p>	<p>The lighthouse Keeper's Lunch The Night Pirates The Pirate Cruncher The Man Whose Mother was a Pirate Diary of a Wombat</p> <p><b>Non-fiction text:</b> Sea creature books Under the Sea</p> <p><b>Poetry/Rhymes:</b> Commotion in the Ocean</p>
<p><b>Communication and Language</b></p>	<p><b><i>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, storytelling 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.</i></b></p>					
	<p><i>At Parkfield Primary School we follow the Nuffield Early Language Intervention (NELI) programme. The programme provides language enrichment activities for the whole class and aims to improve children's oral language skills and supports literacy</i></p>					

<p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>development. It improves children's vocabulary, develops narrative (storytelling) skills, encourages active listening and builds confidence in independent speaking.</p> <p>Communication &amp; Language is also developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, following Pie Corbett's T4W approach, taking part in EYFS productions and assemblies. Weekly speech and language interventions are also offered to children who need further support.</p>					
	<p>NELI Individual Assessments</p>	<p><b>NELI Topic- My Body</b>  <b>Key vocabulary</b>          Week 1- wrist, ankle shake          Week 2- fingers, thumb, throw, catch toe, feet, fast, slow          Week 3- body, head, small, big, wash, dry, dirty, clean, teeth, tongue, bite, lick  <b>NELI Topic: Things We Wear</b>          Week 4- scratch, stroke, rough, smooth, clothes, buy, make          Week 5- boots, jacket, hang, wear, helmet, uniform, belt, match          Week 6- sleeve, collar, long, short, cardigan, pocket, button, zip, pyjamas, dressing gown, slippers, sleep</p>	<p><b>NELI Topic: Things We Wear</b>  <b>Key vocabulary</b>          Week 7- old, new, thick, thin</p> <p><b>NELI- People Who Help us</b>          Week 7- postman/postwoman/postal worker, van, envelope, stamp          Week 8- firefighter, police officer, help, fire engine, ambulance, police, car. Siren, doctor, vet, healthy, ill          Week 9- dentist, optician, glasses, check, pet, loud, quiet, his/hers          Week 10- family, friend, mine, yours</p> <p><b>NELI- Growing</b>  <b>New Vocabulary</b></p> <p>Week 11- eat, feed, young, drink, lamb, sheep, calf, cow, chicks, hen, foal, horse, spring, summer, autumn, winter          Week 12- seed, sow, grow, stem leaf/leaves, enough /not enough, how many?          Petal, grow below ground, carrots, potatoes, onions, grow above ground, peas, sweetcorn, pumpkin</p>	<p>Week 13- measure, heavy, light, weight, roots, plant, dig, trunk, vegetables, fruits, apple, cherry, orange</p> <p><b>NELI- Journey</b>  <b>Key vocabulary</b>          Week 14- traffic lights, safe, dangerous, drive, how much? Ticket, sell, pay,</p> <p>Week 15- wait, early, late, arrive, front, back, through, opposite, aeroplane, airport, fly, holidays</p> <p>Week 16- carry, suitcase, rucksack, luggage, ferry, soon, now, passenger, water, land, sky  <b>NELI Topic- Time</b>          Week 17- collect, narrow, wide, deliver, morning, afternoon, evening, night.</p> <p>Week 18- dark, light, breakfast time. Lunchtime, dinnertime, playtime, bedtime, clock, wristwatch, alarm clock, stopwatch,</p>	<p>Week 19- day, week, month, weekend, remember, celebrate, forget, guess, today, yesterday, take longer, less time, tomorrow</p> <p>Week 20- always, never, once, sometimes.</p> <p>Consolidation.</p>	<p>Consolidation.</p>
<p>Personal, Social and Emotional Development</p>	<p><b>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.</b></p>					

Self-Regulation

At Parkfield we recognise that children's personal, social and emotional development is a crucial aspect of children's development to ensure children grow into **confident individuals who are able to live safe, healthy and fulfilling lives** therefore PSED is weaved throughout our whole curriculum through adults providing positive, nurturing and supportive relationships and following an emotion coaching approach to support children to understand and regulate their feelings. We provide positive praise and affirmation to support children to develop a positive sense of self. We provide a carefully planned and structured environment and continuous provision to support children's wellbeing and foster feelings of security, comfort and confidence to support them to make plans and set themselves goals. We take part in whole school enrichment opportunities to support children to learn how to stay safe and lead healthy, happy lives. Good hygiene practices and a healthy lifestyle is promoted daily in our support and encouragement of children to wash hands, drink water and select healthy options at snack times. Our school values of resilience, friendship, respect, forgiveness, honesty and courage are modelled by all adults who guide and support children to form positive relationships, work cooperatively and resolve conflicts. Additionally, we have daily circle times dedicated to supporting PSED.

<p>Explain emotions in more detail and give reason for them.</p> <p>Begin to understand how others might be feeling through facial expressions and body language.</p> <p>Follow rules with reminders.</p>	<p>Confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.</p> <p>Understand how others might be feeling through facial expressions and body language.</p> <p>Follow more rules without reminders.</p>	<p>Moderate my feelings and emotions e.g. calming down after being upset.</p> <p>Consider the feelings of others e.g. going to children who are upset</p> <p>Understand why we have rules.</p>	<p>Moderate my feelings and emotions e.g. calming down after being upset.</p> <p>Consider the feelings of others e.g. going to children who are upset and respond accordingly to the other person's needs or wants.</p> <p>Act assertively in appropriate ways and begin use talk to resolve conflicts.</p>	<p>Confidently talk about my emotions and feelings</p> <p>Understand why others may feel happy or sad.</p> <p>Listen to the teacher and respond to them appropriately at all times.</p> <p><b>Health week- How I feel</b></p>	<p>Confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding.</p> <p>Understand why others may feel happy or sad because of events that have happened.</p> <p>Follow instructions from my teacher, even when given several actions.</p>
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Managing Self

<p>Have a preference when playing e.g. small world or outdoors.</p> <p>Become more responsible.</p> <p>Begin to understand I need to look after myself e.g. keeping safe, going to the toilet.</p>	<p>Show confidence in choosing resources and carrying out activities.</p> <p>Follow the rules of the setting with reminders.</p> <p>Understand and explain how to look themselves.</p>	<p>Begin to show resilience in the face of challenges e.g. doing up my zip</p> <p>Begin to give reasons as to why we have rules.</p> <p>Managing their own needs more frequently.</p> <p><b>Safety Week- Road safety</b></p>	<p>Show resilience in the face of challenges e.g. doing up my zip</p> <p>Explain the reasons for why we have rules.</p> <p>Manage their own needs but may sometimes ask for help.</p>	<p>Confident when trying new activities.</p> <p>Know right from wrong.</p> <p>Developing in confidence, independence, resilience and perseverance.</p> <p><b>Health week- Sugar</b></p>	<p>Show perseverance in the face of challenge.</p> <p>know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs e.g.</p>
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	<p><b>Creating a class charter. Learning about children's rights/RRSA. Class value characters.</b></p>		<p><b>Dangers in the home Internet Safety Stranger danger</b></p>			<p>dressing, toileting and healthy food choices.</p> <p>Seeks support 'emotional refuelling' and practical help in new or challenging situations</p>
<p><i>Building Relationships</i></p>	<p>Become more outgoing with unfamiliar people within my setting.</p> <p>Play with one or more children.</p> <p>With adult support and modelling begin to find solutions to conflicts they am having e.g. when two people want the bike I use the timer to take turns.</p> <p><b>What does it mean to belong to a community. Bird Display. Global citizen- global warming, recycling, water week, fair trade.</b></p> <p><b>Go through internet safety and acceptable user policy (each child has to sign this) to display on safeguarding display.</b></p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Showing more confidence when talking to new people.</p> <p>Play with one or more children and converse with them to extend play.</p> <p>Using adult-initiated tools find solutions to conflicts e.g. when two people want the bike I use the timer to take turns.</p> <p>Build constructive and respectful relationships- (Anti-Bullying Week Link)</p>	<p>Begin to understand people should listen to me just as I should listen to them.</p> <p>Have multiple positive friendly relationships with children and adults in their setting.</p> <p>Begin to find solutions to conflict independently.</p>	<p>Know people should listen to them just as they should listen to them</p> <p>Beginn to find ways to resolve conflict independently.</p> <p>Think about the perspective of others</p>	<p>Have formed positive adult and peer friendships.</p> <p>Work and play cooperatively, including turn taking, with others.</p> <p>Show sensitivity to their own needs. Show sensitivity to others needs.</p>	<p>Seeks ways to manage conflict through holding back, sharing, negotiation and compromise.</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</p>
<p><b>Physical Development</b></p>	<p><b><i>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor</i></b></p>					

	<p><b>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.</b></p>					
<p><i>Gross Motor Skills</i></p>	<p><b>PE Sessions: Multi-skills with a focus on developing:</b>  <i>Travelling in different ways</i>  <i>Catching a large object</i> Travel with confidence and skill around, under, over and through climbing equipment  <i>Jump from a small object and land appropriately</i> Start to show some agility, balance and coordination. Show some awareness of space adjusting speed and direction. Start to control objects with pushing, patting, throwing, catching, and kicking. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, running, hopping, skipping, climbing. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p><b>PE Sessions: Multi-skills with a focus on developing:</b>  <i>Travelling in different ways</i>  <i>Catching a large object</i> Travel with confidence and skill around, under, over and through climbing equipment  <i>Jump from a small object and land appropriately</i> Start to show some agility, balance and coordination. Show some awareness of space adjusting speed and direction. Start to control objects with pushing, patting, throwing, catching, and kicking. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p><b>PE sessions: Dance</b>  Show different ways to travel using clear pathways and good spatial awareness. Show jumping and turning actions with control. Change shape and size. Show levels and speed in their movements. Explore, copy, remember and repeat movement patterns with control. Progress towards a more fluent style of moving, with developing control and grace. 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. 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><b>PE sessions: Gymnastics</b>  Travel in different ways. Show stillness and control. Travel with confidence and skill around, under, over and through climbing equipment. Balance their bodies in different ways. Show control through rolling and jumping. Start to climb, swing and hang. Repeat short sequences of movements on own. Can jump from a small object and land appropriately. Gymnastics is taught through using Twinkl resources and delivered by two Premiere Sports coaches. Progress towards a more fluent style of moving, with developing control and grace. 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. Children at the expected level of development will: 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><b>PE sessions: Athletics</b>  Show skills of basic running technique. Jump in a range of ways landing safely. Roll equipment in different ways. Throw underarm and at a target. Take part in some races. Prepare for Sports Day.</p>	<p><b>PE sessions: striking and fielding</b>  Use a range of equipment to strike objects for distance. Can receive a range of objects  Can chase and avoid objects. Show good balance and coordination.   Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 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><i>Fine Motor Skills</i></p>	<p>Daily dough disco/funky fingers activities- Threading, cutting, weaving, tweezers etc. Scissor skills. Support children to use a comfortable grip when holding pencils and pens using their dominant hand.   Supporting independent skills such as zips, putting on coats/jumpers etc.   Make an attempt at my name.</p>	<p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials. Show preference for dominant hand   Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.   Form some letters in my name.   Correctly form some single sound letters from Level 2 and name.</p>	<p>Begin to form letters correctly  Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Holding Small Items / Button Clothing / Cutting with Scissors   Form most letters of my name.   Correctly form letters in the curly letter family   Begin to reduce the size of my letters.   Begin to sit some letters on the line.</p>	<p>Hold pencil effectively with comfortable grip  Forms recognisable letters most correctly formed   Form all letters of my name.   Correctly form letters in the ladder letter family   Begin to reduce the size of my letters.   Sit most letters onto the line.</p>	<p>Develop pencil grip and letter formation continually   Use one hand consistently for fine motor tasks   Cut along a straight line with scissors /   Start to cut along a curved line, like a circle / Draw a cross   Form the letters for my first name correctly.   Correctly form letters in the one</p>	<p>Form letters correctly   Copy a square   Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture   Start to draw pictures that are recognisable /   Build things with smaller linking blocks, such as Duplo or Lego</p>

					armed robot letter family  Develop recording letters with some consistency of size and neatness.  Sit all the letters on the line.	Form the letters for my full name correctly.  Correctly form letters in the zigzag letter family  Develop recording letters with some consistency of size and neatness.  Sit all the letters on the line.
<b>Literacy</b>	<b><i>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).</i></b>					
<b>Comprehension</b>	<b>Rhino Readers:</b>  Week 3: Level 1 Unit 1 I like to (rhythm and rhyme)  Week 4: Level 2 Unit 2 Three Little Pigs (Alliteration)  Week 5: Level 2 Unit 4: Follow Me in the Deep Blue Sea (blending and segmenting)  Week 6: Level 2a Tap, Pat, Nap	<b>Rhino Readers:</b> Week 1: Level 2a Sip Sip Tip  Week 2: Level 2a Dig and Tap  Week 3: Level 2b Cats and Big Cats  Week 4: Level 2b Ben  Week 5: Level 2b On the Bus  Week 6: Level 2c The Map  Week 7:	<b>Rhino Readers:</b> Week 1: Level 2c Lots of Fun  Week 2: Level 2c The Rug  Week 3: Level 3a Fox Cubs  Week 4: Level 3a A Fox at the Shops  Week 5: Level 3a Up to Bed  Week 6: Level 3a Will We Win?	<b>Rhino Readers:</b> Week 1: Level 3b All sorts of dogs  Week 2: Level 3b A Cure for Ben  Week3: Level 3b All sorts of jobs  Week 4: Level 3b Has a Goat Got My Coat  Week 5: Level 3c Farm to Yarn	<b>Rhino Readers:</b> Week 1: Level 4a Sal the Seed  Week 2: Level 4a A trip in a rocket  Week 3: Level 4b Zoom, Zoom, Zoom  Week 4: Level 4b The Woodland Den  Week 5:	<b>Rhino Readers:</b> Week 1: Level 4c Up at Night  Week 2: Level 4c Kit is not Well  Week 3: Level 4c Training Ben  Week 4: Level 4c My Shell Is Too tight!  Week 5: Level 4c All Sorts of Fish

	Week 7: Level 2a Pat a pig	Level 2c Len and Ren		Week 6: Level 3c Chicks on the Run	Level 4c Rain, Sun and Lots of Fun  Week 6: Level 4c Have no Fear	Week 6: Level 4c Soon Little One Soon
<i>Word Reading</i>	<p>Week 1: Phase 1 – rhythm and rhyme</p> <p>Week 2: Phase 1- alliteration</p> <p>Week 3: Phase 1- orally blending and segmenting</p> <p>Week 4: Phase 2 Teach set 1 letters s, a, t, p</p> <p>Week 5: Phase 2 Teach set 2 letters i, n, m, d Reading High Frequency Words : is, it, in, at</p> <p>Week 6: Phase 2 Teach set 3 letters g, o, c, k Reading Tricky words: and</p> <p>Week 7: Phase 2 Teach set 4 letters ck, e, u, r Reading Tricky words : the, to</p>	<p>Week 1: Phase 2 Teach set 5 letters h, b, f/, l Reading Tricky words : no, go, l</p> <p>Week 2: Phase 2 Teach Set 6 letters ff, ll, ss, s saying /z/</p> <p>Week 3: Level 2 revision</p> <p>Week 4- level 2 revision</p> <p>Week 5- Assess level 2</p> <p>Week 6- Phase 3 Set 6: j, v, w, x</p> <p>Week 7 : Phase 3 Set 7: y, z, zz, qu, ch Read tricky words: he, she Spell tricky words: the, to</p>	<p>Week 1: Phase 3 Consonant digraphs: sh, th, th, ng Read tricky words: we, me, be</p> <p>Week 2: Phase 3 Vowel digraphs: ai, ee, igh, oa Read tricky words: was Spell- no, go, l</p> <p>Week 3: Phase 3 Vowel digraphs: oo, ar, or Read tricky words- my</p> <p>Week 4: ur, ow, oi, ear, reading tricky words you</p> <p>Week 5: air, ure, er. Reading tricky words- they</p> <p>Week 6: recap sounds week 1-4. Reading tricky words- here</p>	<p>Week 1: recap sounds week 5-7. Reading tricky words- all, are.</p> <p>Week 2: trigraphs and consonant digraphs. Tricky words- was, my, recap.</p> <p>Week 3: graphemes and vowel digraphs. Read tricky words- we, they recap</p> <p>Week 4: level 3 revision/assess. Spelling tricky words- the, to, no, go, l</p> <p>Week 5: Level 4 CVCC words Reading tricky words- Said, so. Spelling tricky words- He, be, we, she, me</p>	<p>Week 1: Adjacent consonants Reading tricky words- Were, there, little, one. Spelling tricky words-They, are, all</p> <p>Week 2: Polysyllabic words. Reading tricky words- Do, when, out, what. Spelling tricky words- My, here</p> <p>Week 3: Three letter adjacent consonants. Revise all tricky words.</p> <p>Week 4: Assess level 4.</p>	<p>Phase 4 consolidation Level 4 revision based on assessments</p>

				<p>Week 6: CCVC words Reading tricky words- Have, like, some, come. Spelling tricky words- Was, you</p>	<p>Week 5: React to assessment</p> <p>Week 6: React to assessment</p>	
<p><i>Writing</i></p>	<p><b>Narrative:</b> The Gruffalo <b>Story type:</b> Defeating the monster <b>Focus:</b> Description <b>INVENT:</b> Label character and setting</p> <p><b>Narrative:</b> We are going on a bear hunt <b>Story type:</b> Journey tale <b>Focus:</b> Settings <b>INVENT:</b> Describe setting</p> <p><b>Poetry:</b> <b>Playtime rhymes</b> by Sally Gardner Imitate and innovate as a class- shared write.</p>	<p><b>Narrative:</b> The Gingerbread man <b>Story type:</b> Cumulative <b>Focus:</b> Dialogue <b>INVENT:</b> Write speech bubbles</p> <p><b>Performance poetry-</b> Bonfire Night Senses- shared write.</p> <p><b>Letter/Postcard:</b> Elmer's Christmas <b>INVENT:</b> Write a letter to Santa</p>	<p><b>Texts as a Stimulus:</b> <b>The Very Hungry Caterpillar (Journey)</b> Imitate the text Sequence the story Write captions</p> <p><b>The Three Billy Goats Gruff (Defeating the monster)</b> Imitating Sequencing the story Write captions Wanted poster- Troll</p> <p><b>Facts about farm animals- trip to Puxton Park</b> <b>Recount: Puxton Park</b></p>	<p><b>Narrative:</b> The Three Little Pigs (Defeating the monster tale) Imitate Innovate Narrative: Write simple phrases and sentences</p> <p>Oliver's Vegetables- (Cumulative) Imitate Innovate Write simple phrases and sentences</p> <p>Instructions: How to plant a seed. Sequence photos and wrote captions.</p>	<p><b>Texts as a Stimulus:</b> <b>Whatever Next! (Cumulative)</b> Imitate Innovate Narrative: Write simple phrases and sentences</p> <p><b>Oil! Get off my train (Cumulative)</b> Imitate Innovate Narrative: Write simple phrases and sentences</p> <p><b>Recount: Space Dome</b> Sequence photos Write sentences</p>	<p><b>Texts as a Stimulus:</b> <b>Big Blue Whale (Information Text)</b> Write facts about whales</p> <p><b>The Fish who could Wish (Wishing tale)</b> Imitate Innovate Narrative: Write story with beginning, middle end and features of narrative text.</p> <p><b>Pirates Love Underpants (Quest)</b> Imitate Innovate Narrative: Write story with beginning, middle end</p>

						and features of narrative text.
<b>Mathematics</b>	<b><i>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.</i></b>					
<i>Number</i>	Subitising 1-2 Subitising 1-3 Subitising 1-4	Subitising 1-5 (ten frames) Subitising 6-10	Counting out up to 10 items from a collection.  Partitioning 2 and 3. Partitioning 4.	Partition 5 Partitioning 10	Composition of 6-9 Comparing numbers to 10	Comparing numbers to 10 Patterns in odd and even numbers Patterns in doubles Equal distribution
<i>Numerical Patterns</i>	Spatial reasoning Construction and 3D shapes	Spatial reasoning 2D shapes and shape puzzles	Pattern	Spatial reasoning Symmetry	Measures	Pattern Spatial reasoning Maps and plans Measures
<b>Understanding the World</b>	<b><i>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.</i></b>					
<i>Past and present</i>	P&P- Ourselves (RE link) Growing up- changes	Toys then and now	Past and present- people's occupations. Talk about the lives of the people around	Farming then and now	Transport- then and now	Seaside then and now

			them and their roles in society			
<i>People, culture and communities</i>	<p><i>My New Classroom (Geog link)</i></p> <p>RE- Special me</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p> <p>Harvest</p> <p>Who are my family? Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>RE- Special times- birthdays/Christmas/ Hannakah</p> <p>Diwali Mitzvah day</p> <p>Bonfire Night</p>	<p>People who help us</p> <p>RE- My Special Place</p> <p>Ash Wednesday / Shrove Tuesday St David's Day</p>	<p>RE- Special time- Passover/Easter</p> <p>Palm Sunday Start of Ramadan</p> <p>Eid</p>	<p>RE- Special stories- God</p>	<p><i>Local beaches and seaside people who help us.</i></p> <p>RE- special stories- Jesus</p> <p>Shavuot</p>
<i>The Natural World</i>	<p><i>UK: Forest and woodlands- Animals in forest</i></p>	<p><i>Polar regions Arctic/Antarctica</i></p> <p>Light and Dark</p>	<p><i>Animals and their habitats Africa</i></p> <p>Animals and their habitats- farm animals.</p>	<p>Seasons- Spring Plants</p> <p><b>Fieldwork:</b> Our School Grounds</p>	<p>Space</p>	<p><i>Australia- animals and habitats</i></p>

	<p>The World and my school</p> <p>Seasons- Autumn</p> <p><b>All about me!</b> Animals including Humans Seasons</p>	<p>Light Shadows</p> <p>Seasons- Winter</p>	<p>Life cycle of a caterpillar</p>	<p>Materials</p>		<p>Materials: Floating / Sinking – boat building Metallic / non- metallic objects Seasons- Summer</p>
<b>Expressive Art and Design</b>	<p><b><i>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.</i></b></p>					
<b>Creating with materials</b>	<p><i>Expressive art and design is promoted within our continuous provision through painting, 3D modelling, messy play, collage, cutting, drama, role play, small world play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>We follow the Talk for writing approach which provides opportunities to recount, adapt and invent narratives and stories and creates for children to share their imaginative and creative thinking. Children produce a piece of artwork each half term. Children share and explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>					
	<p>Art- Jackson Pollock-splatter art</p>	<p>Art- Pablo Picasso</p> <p>Textiles: Christmas decoration</p>	<p>Art- Rousseau-animals jungle-tiger surprise tiger in the storm.</p>	<p>Art- Beatrix Potter</p>	<p>Art- Wassily Kadinsky</p> <p>Group free standing structure: Train</p> <p>Food: Fruit tart- health week overview</p>	<p>Mechanisms: Hinges and Catches- make a Pirate's Treasure Chest</p>

<p><i>Being imaginative and expressive</i></p>	<p>Music: Hear my voice What's the music saying?</p>	<p>Music: My musical classroom. Playing with songs</p>	<p>Music: What's the pattern. A week of sounds Mouse and giant music. Playing musical patterns and accompaniments.</p>	<p>Music: Exploring descriptive sounds Let's perform</p>	<p>Music: Pitch play and changing sounds Patterns and sequences</p>	<p>Music: Meet the characters Perform a story.</p>
<p><b>Computing (Barefoot computing)</b></p>	<p>Busy Bodies: Parts of a body Make a Body Look how we grow Movement Algorithms  Awesome Autumn: Pumpkin Soup Leaf Labrinth Garlands Galore</p>	<p>Winter Warmers: Feed the Birds Let's Make an Igloo Scarves for Snowmen</p>	<p>People Who Help Us: Delivery Day Pattern Patrol Firefighter Fun</p>	<p>Springtime: Seed sequencing Rabbit Run</p>	<p>Super Space: Amazing Aliens Build a Rocket Space Chase</p>	<p>Boats Ahoy: What is a good boat? Is this a good boat? On board role play Build a boat</p>
<p><b>Early Learning Goals (ELGs)</b></p>	<p><b>The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.</b></p>					
<p><i>Communication and Language</i></p>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>✓ Children at the expected level of development will:</li> <li>✓ 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.</li> <li>✓ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>			<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>✓ Children at the expected level of development will:</li> <li>✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>✓ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>✓ 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.</li> </ul>		

<p><i>Personal, Social and Emotional</i></p>	<p><b>Managing Self</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>✓ Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>		<p><b>Building Relationships</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</li> <li>✓ Show sensitivity to their own and to others' needs</li> </ul>
<p><i>Physical Development</i></p>	<p><b>Gross Motor Skills</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>✓ Demonstrate strength, balance and coordination when playing.</li> <li>✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		<p><b>Fine Motor Skills</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>✓ Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>✓ Begin to show accuracy and care when drawing.</li> </ul>
<p><i>Literacy</i></p>	<p><b>Comprehension</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>✓ Anticipate – where appropriate – key events in stories.</li> <li>✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b>Word Reading</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>✓ Read words consistent with their phonic knowledge by sound-blending.</li> <li>✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Writing</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Write recognisable letters, most of which are correctly formed.</li> <li>✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>✓ Write simple phrases and sentences that can be read by others.</li> </ul>
<p><i>Mathematics</i></p>	<p><b>Number</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Have a deep understanding of numbers to 10, including the composition of each number.</li> </ul>		<p><b>Numerical Patterns</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Subitise (recognise quantities without counting) up to 5.</li> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>✓ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
<p><i>Understanding the World</i></p>	<p><b>Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Talk about the lives of the people around them and their roles in society.</li> <li>✓ Know some similarities and differences between things in the past and now,</li> <li>✓ drawing on their experiences and what has been read in class.</li> <li>✓ Understand the past through settings, characters and events encountered in</li> <li>✓ books read in class and storytelling.</li> </ul>	<p><b>People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>	<p><b>The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>✓ 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.</li> <li>✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><i>Expressive Art and Design</i></p>	<p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>✓ Share their creations, explaining the process they have used.</li> <li>✓ Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b>Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>✓ Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>✓ Sing a range of well-known nursery rhymes and songs.</li> <li>✓ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	