Stamford Green Primary School & Nursery



Early Years Foundation Stage Compendium

"If I can ask my own questions, try out my ideas, experience what's around me, share what I find;

If I have plenty of time for my special pace; a nourishing space, things to transform;

If you'll be my patient friend, trusted guide, fellow investigator, partner in learning;

Then I will explore the world, discover my voice and tell you what I need to know in a hundred languages."

Pamela Houk

What is the vision for the Early Years Foundation Stage at Stamford Green?

It is our vision that our children:

- Feel safe, secure, stimulated and happy during their early years so that they are ready to learn.
- Are inquisitive about their world, relish learning new things and seize opportunities to try new experiences.
- Can effectively communicate their thoughts, feelings, ideas, understanding and questions with their friends, family and other familiar adults.
- Have self-belief and know that if they can't do something yet, they can learn to do with practice.
- Have the essential knowledge they need to prepare for future success in their learning.

Our Early Years curriculum is bought to life by our seven commitments:

HAPPINESS

We want every child to love their time in Nursery and Reception. For this to happen we know that each child needs to feel settled and safe in their learning environment as well as inspired and excited by the learning opportunities on offer. We have a carefully structured approach to support children with the changes and transitions that happen throughout the early years. From the visits and settling in sessions during their first days at Stamford Green, to the gradual changes to the timetable and curriculum throughout the year which ensure children are challenged to work in their stretch zone, and are prepared for the next stage of their education, we believe that small steps work best.

INSPIRING

Our Early Years curriculum is designed to challenge and inspire all children, giving each individual an understanding of the joy of learning, exploring, discovering and being able to do new things. Learning happens just as much in the outdoors as indoors – the learning environment is carefully planned to give children opportunities to try new things, to work with others and to be inspired to be creative. Time spent outside in the Nursery and Reception classrooms, or at Forest School, encourages a connection with the natural world and includes practical tasks, which support the development of physical confidence.

LEARNING

Our early years curriculum is carefully planned, based on age related expectations and learning is sequenced to support children to gain confidence in key knowledge and skills. Carefully selected specific vocabulary which relating to learning is explicitly taught, practised and used – as are key concept words which shape how children think about, make sense of and interact with the world.

Each half term children focus on specific learning focuses and key skills in the seven areas of the early years foundation stage curriculum. They have many opportunities to explore, practise, talk about and develop their understanding both in directed activities and teaching, and through activities that they can choose to do in the learning environments of the inside and outside classrooms. There are opportunities to revisit, review, make links and build on previous learning throughout the year which ensure secure foundations for the next step of learning.

TOGETHERNESS

Learning is built on strong relationships in the early years. Children work with adults and other children to develop skills in all areas of curriculum. It is through trusting relationships that children's communication and language skills develop and become effective as they use talk to play and share with their peers and adults.

We believe that a strong relationship between home and school is key to successful learning and, beginning before children start at Stamford Green, we seek to learn about children as individuals from their family's perspective as well as from other early years settings they may have previously attended. Throughout the early years we regularly share information about children's progress and the learning that is happening in school and we work with children's families so that they can understand ways in which they can support their child's learning and development.

VALUES

The development of independence is a corner stone of our early years provision. We recognise that children who are able to be independent at their stage of development have a sense of self efficacy which will form part of the foundation of their future happiness. We value resilience. Children come to understand that learning new skills doesn't happen by magic, but through effort and practice, which can sometimes be tricky and needs us not to give up when it doesn't work out first time.

Children learn to encourage others in a caring way, and to seek to help where it is needed. They will begin to know that great things can be achieved through co-operation and learn about tolerance and empathy through the stories they hear and the conversations they have with caring adults.

AMBITION

The early years foundation stage is where strong foundations for future learning are laid. We want every child to move on to the next stage of their learning well prepared and confident to meet new challenges. In Nursery a focus on the prime areas of learning supports all children to develop self regulation, communication skills and the ability to manage themselves and their belongings – skills that are key to success in Reception. By the end of the EYFS we want children to see themselves as readers and writers and have the skills to read simple texts and write down things that they want to write. We want them to have strong foundations in early number and to enjoy looking for patterns and explaining their reasoning.

We are ambitious for our staff, working with all members of the early years team to develop a shared understanding of effective approaches to supporting children with their early

development and encouraging them to be proactive in making the learning environment at stimulating and supportive one.

ACHIEVEMENT

Every day brings opportunities for children to achieve in the early years. The small steps that are needed to develop new skills are celebrated and shared in the classroom, school and with children's families. We encourage children to talk about their sense of achievement when learning new things – we want them to be proud of the effort they put in to developing new skills and knowledge.

It is our aim that the number of children achieving Good Level of Development (GLD) in the Early Years Foundation Stage Profile is above national and Surrey average. When we recognise that a child may not be on track to reach an Early Learning Goal we plan additional support to for them to get as close as possible to the goal in Reception. Our transition processes ensure that they continue to be supported in their development in Year 1.

Principles set out in the statutory framework for the early years foundation stage

The statutory framework for the early years foundation stage states that:

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Overarching principles

Four guiding principles should shape practice in early years settings. 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"). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- 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

By the end of Reception at Stamford Green, our children will...

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B ehaviours	Our children love learning and exploring. They investigate, tinker and play with new and familiar resources and concepts. They ask questions about things they don't know and listen to others to find things out. They collaborate on shared tasks and can work independently on activities that they have chosen for themselves or that adults have asked them to try. Children recognise that there are rules that must be followed in order to make our school a happy and safe place, this in turn forms foundations for their developing understanding of the British values of democracy and rule of law.
A ttitudes	Children at Stamford Green know that the only way to get better at something is to practice. They are willing to have a go at new things and know that they may not be able to do something the first time they try. They understand that some things need effort and resilience to achieve, and they feel proud when they experience success. By understanding that it is their own choice to work hard and try to improve, their sense of self efficacy grows and they begin to share and respect the British value of individual liberty.
S kills	We want children to develop strong characteristics of effective learning. They are willing to have a go at new things, and they learn through playing and exploring. By the end of the early years they are active learners who have strategies to deal with difficulties and are able to focus on learning activities including in when working in larger groups – respecting the British value of democracy as a way of collaborating successfully. They think carefully about new learning and seek to make links with things they already know.
K nowledge	The children will know how to read simple sentences and that reading is a key to the world. They will use writing to record their thoughts and ideas, and to label. They will have solid foundations in early number and know that numbers and mathematical calculations can be represented in different ways. They will be able look for patterns and give reasons for their thinking.
Experiences	Our children develop a repertoire of stories, books, songs and rhymes that they know like 'old friends'. They become highly familiar with numbers and play with them to deepen their knowledge. They play with and investigate real-life objects, figuring out how they work, what can be done with them and learning about the world around them. The British values of respect and tolerance become central to their approach to life as they meet people who do different jobs, have different beliefs, come from different places, speak different languages. They listen to their stories and ask them questions.
T echnology	Children use technology to support their learning in the early years using it as a window into the wider world – to hear and see the stories, lives and culture of others; to learn about nature; to enjoy different types of music and art. They also use technology to practice skills, experiment with early coding and to create art.
S ustained	Our mission is to ensure that children moving on to Year 1 are well-equipped with the learning behaviours, and the communication and language skills, to access and enjoy the challenges of the National Curriculum. Their confidence in reading, writing, mathematical skills, and motor control supports them engaging with their learning. Our wider early years curriculum sows the seeds for future learning in the national curriculum subjects of science, history, geography, art, Design and Technology, music, PE, PSHE and RE as well as nurturing the beginnings of understanding the importance of the fundamental British values of democracy, individual liberty, rule of law, respect for others and tolerance towards those of all beliefs and faiths. Most importantly, we want to give children the beginnings of a life-long love of learning and the confidence to seize all the learning opportunities they meet.

UN THE

			Big Learnir	Big Learning Questions		
	Who	Who am I?	Can I sing songs and rhymes?	s and rhymes?	Which stories do I like to retell?	I like to retell?
EYFS Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	mer
Communication and Language	Talk for Expressing	Talk for sharing	Talk for Listening	Talk for Imitating	Talk for Questioning	Talk for Reflecting
Personal, Social and Emotional Development (2-3 yrs)	Building Re	Building Relationships	Try Something	Exploring	Responsibility	T
Personal, Social and Emotional Development (3-4 yrs)	Growing in In	Growing in Independence	New	Emotions	ana Community	Irdnsillons
Physical Development – Gross Motor (2-3 yrs)	Self-	Self-care	Keeping Active	Active	Developing Control	g Control
Physical Development – Gross Motor (3-4 yrs)	Increasingly I	Increasingly Independent!	Developing Movement	Movement	Transferring Skills	ing Skills
Physical Development – Fine Motor	Looking a	Looking after Myself	Getting Stronger	Stronger	Exploring and Investigating	Practice makes Perfect
Literacy – Reading	Enjoying Songs and	s and Rhymes	Tuning into Stories and Sounds	es and Sounds	Becoming a Reader	a Reader
Literacy – Writing	Mark Making	Aaking	Early Writing	Vriting	Becoming a Writer.	a Writer.
Mathematics	Counting and	Counting and Comparing	Exploring Number and Pattern	er and Pattern	Problem Solving	Solving
Understanding the World	Personal E	Personal Experiences	Explore and Respond	d Respond	Developing Understanding	nderstanding
Expressive Arts and Design	Let's E	Let's Explore	Let's Pretend	etend	Express Yourself	Yourself
Thrive Experiences and opportunities	Forest Schoo Family breakfo	Forest School Family breakfast	Forest School Nursery Rhyme dress up day	school dress up day	Forest School Theatre/puppet show	school ppet show

Nursery Long Term Plan: Communication and Language

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Area of	o.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning	bui			-	-		
		Talk for Expressing	Talk for Sharing	Talk for Listening	Talk for Imitating	Talk for Questioning	Talk for Reflecting
		* Expressing their	* Listening and	* Listening and	* Listening to other	* Asking a simple	*Using up to 50 words
	sna	wants and needs.	responding to a	responding to a	people's talk with	question e.g. 'what's	in simple sentences.
	00 <u>1</u>	* charding to some house	simple instruction	simple instruction.	interest.	that?'	
	Б	there are fooling	* Makina thomsolves	* Conorally facturing	* Vacua adianaa	* IIndontandan	using a wider range
əſ	iin	Iney are realing	moderstood	on an activity of their	rhvmes talk about	eimple directions	* Reina able to
aĉ	pə.	actions.	300000	own choice.	familiar books, and tell	about 'who', 'what'	express a point of
n£	1				a long story.	and 'where'	view
òu				* Listening to simple			Using talk to
pJ				stories			organise their play.
I P		Use	Join in with action	Sing a range of	Use pointing and	Point to a picture or	Link up to 5 words
u		gestures/pointing/	rhymes and games	songs.	facial expressions to	object in response to	together.
b		copying.			respond.	a question.	
uo			Anticipate words	Move to music/		Talk about what is	Use scientific
piti		Children take the	and actions in	action songs.	Copy and repeat	happening and tell	vocabulary and
bo		lead initiating a	favourite songs		gestures and words.	their ideas.	more complex
iu	s	conversation via	Develop social	Focus their attention	Use a wider range of	Understand a	. Ianguage
nu	Kill	gesture/	phrases	when their name is	vocabulary.	question or	Investigate new and
uı	s /	sound/word.		used.		instruction in two	
uc	(əy	Describe and label	Regulate their		Create their own	parts.	Interesting objects.
v)	I	emotions.	emotions		stories and rhymes		
		Develop and extend		Talk about the	ended on our Hive	Understand 'why'	•
		vocabulary		pictures and story		questions.	
			Lear Use stories and no	rn new vocabulary an on-fiction books to dev	Learn new vocabulary and use it throughout the day Use stories and non-fiction books to develop familiarity with the new vocabulary	e day Ne new vocabulary	

2 – 3 year-olds 3 – 4 year-olds

Summer 2		BER RELATION		ting Poem
Summer 1	hat happens.			Fruits- Carribbean Counting Poem
Spring 2	Listen to simple stories Enjoy listening to longer stories and can remember much of what happens.	A RE KE AND MARS AF A RE KE AND ARS AF A RE REAL AND AF A REAL	Listen carefully to rhymes and songs . Enjoy joining in with singing and actions.	Rumble in the Jungle
Spring 1	Listen to si g to longer stories and c	es des degrise es des degrise the terre to the terre to	Listen carefully to Enjoy joining in with	Rumble in
Autumn 2	Enjoy listening	Perton Dear Zoo And		Christmas Songs Nativity Tableaux
Autumn 1				Nursery Rhymes
a of ing	2kills Key	Five Special Books	2Kills Key	g smyng Roems &
Area of Learning		unication and Language	աաօ	c

Concept Vocabulary

Verbal concepts are the words that shape how we think about the world. They are particularly important in the Early Years because, at this age, children are making sense of the world and verbal concepts give them the means to talk about, interact and expand their understanding. The concepts learned in the Early Years form the foundation that later learning depends on, so they are more than 'just another word'. In nursery we use the 'Word Aware' approach to ensure that fundamental abstract concept words are taught methodically and practised rigorously.

The new concept vocabulary	the Nursery children will use w	ill include:
Concept area	2 – 3 year olds (Level 1)	3 – 4 year olds (Level 2)
Size	big	long
	little	short
	fat	tall
		small
		large
touch/look	dry	hard
	wet	soft
sound	noisy	
	quiet	
	loud	
movement	fast	quick
	slow	
space	in	through
	out	near
	under	between
	behind	side
	top	front
	bottom	back
		over
		around
		next to
quantity	empty	some
	full	less
	more	(a) bit
	lots	all
		most
order		first
		last
time		after
		before
		day
		night
comparison		old
		new
		same
· · · ·		different
weight		heavy

Nursery Long Term Plan: Personal, Social and Emotional Development

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Personal, Social and Emotional Development

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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Foundations for future learning in PSHE:

The vocabulary the	e children will use will include:
Being me in my	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry,
world	happy, excited, nervous, sharing, taking turns
Celebrating	different, special, proud, friends, kind, same, similar, happy, sad, frightened,
difference	angry, family
Dreams and Goals	dream, goal, challenge, job, ambition, perseverance, achievement, happy,
	kind, encourage
Healthy Me	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger,
	scare
Relationships	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry,
	upset, breathing
Changing Me	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose,
	tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry,
	excited, memories

For further details see <u>PSHE Compendium</u>

Area of Learning	of ng	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Building Re Developing In	Building Relationships Developing Independence	Exploring Try Some	Exploring Emotions Try Something New	Responsibility a Trans	Responsibility and Community Transitions
-		*Using a familiar	*Exploring the	*Growing sense of	*Copying everyday	*Parallel play -	*Emotionally less
		adult as a base from	environment with	will and	adult activity and	playing confidently	dependent on adult
		which to explore	increasing	determination.	with support will	near other children.	but asking for
ţu	sn:	environment.	understanding but		engage in symbolic		reassurance in
əu	юł		checking in with	* Expressing their	play.	* Thinking about the	unfamiliar situations.
uc	бι	* Learning to use the	familiar adults.	feelings using simple	:	feelings of others	
do	uin	toilet / managing		labels	* Building	* Showing	* Preparing for the
ələ	aı	needs	* Sharing toys and	 Finding ways to 	constructive and	confidence in new	next step in their
•	əη	* Building	taking turns	calm themselves via	respectful	social situations.	learning journey.
ə		relationships with key	* Selecting and using	key person	relationships		* Recognising their
3 1		staff and children	activities and	* Developing	* Showing resilience		achievements and
ы		* Familiarising and	resources	appropriate ways of	and perseverance		value as an
uo		following boundaries		being assertive	when faced with a		individual.
ite		and routines			challenge		
su		Co-operate with	Engage through	Begin to manage	Explore new places	Carry out tasks	Enjoy exploring new
μЭ		adults and peers	gestures and talk	their emotions.	with their key worker	around the	areas with their key
р		Evolore away from	Show effortful control	Strive to he	in the immediate	classroom and	person.
u					and wider	outdoor areas e.g.	
ø		ineir key person		Iugebeugeni	environment.	washing up, cutting	Play with contidence
al		Follow simple rules	Play with increasing	Express preferences		up fruit etc	on their own and
iso		and instructions	confidence on their		Play with increasing	Recognise how	with other children.
22	s	Remember rules	own and with others	Talk about their	confidence on their	others might be	Explore wider areas
ʻl¤	Ski	without adult		feelings.	own.	feeling	of the school with
bu	٨e	reminders					growing confidence
10	۶	Express preferences	Use simple phrases to	Recognise a wider	Develop and use	Take part in play with	Respond positively to
sle		and decisions	manage turn taking	range of feelings	vocabulary in more	different roles	unfamiliar adults and
əq				through stories.	elaborate ways		trusted adults invited
		Use the toilet with	Develop positive			Understand different	into the school.
		help, and then	attitudes to diversity		Manage their	adults carry out	
		independently	and inclusion		emotions in different	different roles	
					ways.		
2 voor olde	1410 -						

2 - 3 year-olds 3 - 4 year-olds

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Nursery Long Term Plan: Physical Development

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Foundations for future learning in PE:

 Sports Afternoon 			
e new vocabulary the Nursery	children will use will	include:	
• run			
• balance			
• jump			
• hop			
 space 			
• safe			
 travel 			
 shape 			
 action 			
• copy			
 repeat 			
remember			

For further details see <u>PE Compendium</u>

Area of Learning	i of	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7	с — И.		2			
		Jen-1 Increasinaly	ser-care Increasingly Independent	Neeping Active Developing Movement	Neeping Active eloping Movement	Ueveloping Contro Transferrina Skills	Jeveloping Control Transferrina Skills
		* Managing basic	* Increasing desire to	*Can move up and	* Developing core	*Squatting with	* Increasing
	sna	self-care needs.	be independent.	down a small step or	strength.	steadiness and rising	independence
	00-			slope maintaining		to feet with balance	dressing and
J	Б	 Sitting on the floor 	* Developing	balance.	* Remembering	and control.	undressing.
⊃‡	uin	and a chair	manipulation and		sequences and		
οι	au	comfortably.	control with large	* Develop balancing	patterns of	 Matching skills to 	 Choosing right
u	əŢ	* Developing good	movements.	and ball skills.	movement.	task and activities	resources to carry
ss		eating habits and				 Collaborating with 	out plans.
lo		behaviours.				others to manage	
б						large items.	
-+		Can feed themselves	Fit into spaces-	Paint, chalk or mark	Use and wave flags	Build independently	Make choices,
ua		using a utensil i.e. a	tunnels, dens and	make on large	and streamers,	using large	deciding how to
əu		spoon.	large boxes.	vertical surfaces	painting and making	equipment.	move depending on
ŋq		Drink from a cup.	Use movements such	(crossing the midline)	marks.		the situation.
lo							
ele			as waving, kicking, tolling, providing and	Clap and stamp to	Use and respond to	Dig with small spades	Manage buttons and
•^			rollirig, crawlirig aria 	music	extended	and trowels	zips
ə			walking		vocabularv of		
a	slli	Sit cross legged on	Carry/pour/		movement e a		
al	YS /	the floor or safely on	clean and sort.		gallop, slither	Know ways to move	Use large apparatus
oia	٨əy	a chair	Kick, throw and	Skip, hop and stand	Use the vocabulary	larger items safely as	creatively, adapting
λ:	k	Use a scooter or	catch balls	on one leg, holding a	of instruction e.g.	part of a group.	where necessary to
Ча		tricvale (push along		pose.	follow, lead and		match their ideas
I		wheeled toys)	Put on coats, hats,	Climb steps, stairs	copy		and abilities.
			gloves and	and apparatus using	Move confidently by		
			waterproofs	alternate feet.	walking, jumping,		
					running and		
					climbing.		
2 – 3 vear-olds		3 - 4 voor-olde					

2 – 3 year-olds 3 – 4 year-olds

Area of Learning	ı of iing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Looking a	Looking after Myself	Getting (Getting Stronger	Exploring and Investigating	Practice makes Perfect
ne motor	reaming Focus	* Exploring different materials and tools. *Managing clothing independently when toileting.	*Removing own shoes/coat and hat. * Developing manipulation and control	*Using a turning action to tip and pour. * Show preference for a dominant hand.	*Using hands to explore different textures. * Developing upper arm and shoulder strength	*Placing objects with precision. * Using one-handed tools and equipment	*Picking up and holding objects with precision. * Using one-handed tools and equipment with control.
iit -tnəm		Grasp, hold and explore clay, finger paint, spoons, brushes and shells.	Grasp small pieces of chalk, pick up tiny objects using pinching action.	Make a variety of marks	Use rollers and paintbrushes with increasing skill.	Develop manipulative skills e.g. filling the bucket, tipping it over	Draw freely using a variety of marks to make a recognisable picture
doləvə	s	Use a spoon and feed themselves	Make snips in paper with scissors	Use a comfortable grip with good control. Manipulate beads.	Draw on large sheets of paper on the floor and other large surfaces	Use different methods for joining materials e.g. tape, elastic bands,	Pour liquids into different containers e.g. funnels, tubes etc.
ical D	Key Skill	Stack bricks on top of each other	Thread objects onto string	sequins, small toys to create artwork or use in play.	Dig with a variety of sizes of spades	folding, paper clips and staplers	Develop dexterity managing buttons and zips
s∕ya		Use a knife and fork	Line up. arrange and balance objects	Mould and compress items.		Cut out shapes	
		Pour their own milk/water	Knead, roll and manipulate play dough into shapes.			Develop a tripod grip	
2 – 3 year-olds	ar-olds	3 – 4 year-olds					

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Nursery Long Term Plan: Literacy

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Literacy

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).

Isologing Source and Strutts Luning into Stortes and Stortes Luning into Stortes and Stortes Recoming of Redet The yoing Stortes and Stortes "Developing and in the pervenditienting to between different in the proteining to objects, sourds. "Developing and in the pervenditienting to objects, sourds. "Developing and in the pervenditienting to objects, sourds. "Pointing to objects, sourds. "Noncing point in the proteining to objects, sourds. "Pointing ond talking and talking and talking and talking and talking and thymes and thyme and thymes and thymes and thymes and thymes and thymes and thymes and thyme and	Area of Learning	a of Ning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
* Developing key worker reclationship worker relationship worker relationship sources story. * Developing an worker relationship sources story. * Pointing to objects, environment, to a book. * Noticing print in the environment, photographs to indicate choice. * Noticing print in the environment, photographs to indicate choice. * Realing stories and rhymes * Sporting story. * Developing play environmental sounds and rhymes * Pointing of objects, environment. * Noticing print in the environment. * Realing stories and rhymes * Realing stories environmental sounds and rhyme * Exploring rhythm and rhyme * Exploring rhythm and rhyme * Realing stories and rhymes * Realing stories environmental sounds * Developing play environmental sounds * Exploring rhythm and rhyme * Exploring rhythm and rhyme * Realing stories * Enjoy stories * Developing with body general sounds * Exploring rhythm and rhyme * Exploring rhythm and rhyme Have favourite Discriminating percussion * Environmes * Exploring rhythm and rhyme * Exploring rhythm and rhyme Have favourite Discriminating percussion * Exploring rhythm and rhyme * Exploring rhythm and rhyme * Exploring rhythm and rhyme Have favourite Discriminate sounds they have heard Be and rhythm and rhythm * Exploring rhythm and rhythme * Exploring rhythm			Enjoying Song	is and Rhymes	Tuning into Stor	ies and Sounds	Becoming	j a Reader
worker relationship story. between different through sharing a sounds. moniographs to sounds. between different to a book. emotional response photographs to and nymes petween different to a book. emotional response photographs to and nymes moniographs to that and name. emotional sounds. * Learning new songs and nymes * Spating environmental sounds and nymes * Developing play environmental sounds around favourite around seek them out bear and match to a source around around			* Developing key	* Discriminating	*Developing an	*Pointing to objects,	* Noticing print in the	*Being able to fill in a
Incough sharing a sounds. sounds. to a book. photographs to indicate choice. * Exploring and taiking and taiking and taiking and taiking and trivime about stories * Exploring and taiking about stories * * Spotting and rhymes * Retelling stories * Spotting and trivime and trivime and trivime and trivime about stories * Exploring and taiking and taiking and taiking and taiking and trivime about stories * Exploring and trivine about stories * The stories * Retelling stories * The stories * Spotting about stories * Exploring trivitim * The stories * Retelling stories * The stories * Spotting about stories * Exploring trivitim * The stories * Retelling stories * Spotting about stories * Spotting about stories * Exploring trivitim * The stories * Retains and the stories * Spotting about Noticing first letter of triate about the ther name Mith an adult Dooks and thymes Discriminate sounds Discriminate sounds The stories * Spotting signs, the triate about the the triate about		s	worker relationship	between different	emotional response	pictures or	environment.	missing word when a
storting *Spotting *Exploring fix *Learning new songs *Spotting *Developing ploy *Exploring and talking *Learning new songs *Terelling stories *Developing ploy *Exploring and talking *Learning new songs *Retelling stories *Developing ploy *Sharing and talking *Learning new songs *Retelling stories *Developing ploy *Sharing and talking *Injoy sharing a book Recall sounds *Ploying with body *Exploring risting and thyme Finjoy sharing a book Recall sounds *Exploring risting risting and thyme *Exploring risting risting and thyme Finjoy sharing a books and thymes Have faxourtie Discriminate sounds Pay athritin and thyme Noticing first letter of them and thyme and seek them out Discriminate sounds Pay attention and them		no	through sharing a	sounds.	to a book.	photographs to		story is read to them.
* Learning new songs * Teaming new song		90J	story.	* Spotting		indicate choice.	* Exploring	
*Learning new songs *Retelling stories around favourite *Sharing and talking and rhymes *Retelling stories *Toiscriminating *Sharing and talking and rhymes *Retelling stories *Toiscriminating *Biscriminating and rhymes *Retelling stories *Toiscriminating about stories *Plosing inth body Percusion *Toing mut thody mot nyme Fnjoy sharing a book Recall sounds they Use and make props Copy a rhythm and Noticing first letter of With an adult have heard Use and make props Copy a rhythm and Noticing first letter of Mith an adult have heard Inked to stories Reep to a beat Inter name Inve favourtie Discriminate sounds Reep to a beat Inter name Inve favourtie Discriminate sounds Reep to a beat Inter name Investor Describe sounds they Investor Recognise some Investor Describe sounds they Investor Ask questions about Investor Describe sounds they Investor Ask questions about Investor Source Recognise letters in </th <th></th> <th>6</th> <td></td> <td>environmental sounds</td> <td> * Developing play </td> <td></td> <td>alliteration.</td> <td>* Exploring voice</td>		6		environmental sounds	 * Developing play 		alliteration.	* Exploring voice
and rhymes * Retelling stories stories stories about stories stories and rhymes * Retelling stories * Discriminating * Exploring rhythm * Exploring rhythm Fnjoy sharing a book Recall sounds they * Playing with body * Exploring rhythm * Exploring rhythm Fnjoy sharing a book Recall sounds they Use and make props Recoll sounds they Noticing first letter of With an adult have heard Use and make props Copy a rhythm and Noticing first letter of Have favourite Discriminate sounds they Bay attention and Know that print has Reading signs, Invertex and rhymes Respond to pictures Ask questions about Interinate Interinate Noticing first letter of Nordis Ask questions about Noticing first letter of Interinate Nords They hear Discriminate sounds Pay attention and Know that print has Reading signs, Indote sounds Discriminate sounds Pay attention and Know that print has Reading signs, Indote sounds Discriminate sounds Pay attention and Know that print has Reading signs,		nin	* Learning new songs		around favourite	* Sharing and talking		sounds.
* Exploring trivitim * Exploring trivitim * Playing with body * Exploring trivitim general sounds * Playing with body general sounds * Playing with body percusion * Playing with body have facual sounds they Use and make props with an adult have heard have facourtie Discriminate sounds have favoutie Discriminate sounds heave favoutie Discriminate sounds heave favoutie Discriminate sounds heave favoutie Discriminate sounds heave favoutie Pay attention and heave favoutie Now that print has heave favoutie Pay attention and heave favoutie Now that print has heave favoutie Know that print has heave favoutie Pay attention and heave favoutie Nordicing signs, meaning heave favoutie Now that print has tespond to pictures Ask questions about hear and match to a Nordicing signs, familiar logos and source Recognise letters in ketter Noted books	б	ar	and rhymes	 Retelling stories 	stories	about stories		* Reading own
Key Skills and rhyme Fnjoy sharing a book * Playing with body Fnjoy sharing a book * Playing with body With an adult Use and make props With an adult Use and make props Have favourite Use and make props Invertie Discriminate sounds Invertie Discrime sounds Invertie Discrime sounds Invertie Discrime sounds Invertie Discrime sounds Inverte Stagestinstered <th>uil</th> <th>϶Ţ</th> <td></td> <td>I</td> <td>* Discriminating</td> <td>* Exploring rhythm</td> <td></td> <td>name.</td>	uil	϶Ţ		I	* Discriminating	* Exploring rhythm		name.
* Playing with body * Playing with body Enjoy sharing a book Recall sounds they bercussion With an adult Vise and make props Copy a rhythm and With an adult Use and make props Copy a rhythm and Have favourtie Discriminate sounds they Vise and make props Copy a rhythm and Have favourtie Discriminate sounds Pay attention and Noticing first letter of Have favourtie Discriminate sounds Pay attention and Noticing first letter of Involution Discriminate sounds Pay attention and Noticing first letter of Involution Discriminate sounds Pay attention and Noticing first letter of Involution Discriminate sounds Pay attention and Noticing first letter of Involution Discriminate sounds Pay attention and Noticing first letter of Involution Discriminate sounds Pay attention and Noticing first letter of Involution Discriminate sounds Pay attention and Noticing first letters in Involution Describe sounds they Novods Ask questions about Nome single Inter Noti	pr				general sounds	and rhyme		* Beginning to use
Enjoy sharing a book Percussion Percussion Fnjoy sharing a book Recall sounds they Use and make props Keep to a beat with an adult have heard Use and make props Keep to a beat Noticing first letter of Have favourite Discriminate sounds Pay attention and Know that print has Reading signs, feep to a beat Have favourite Discriminate sounds Pay attention and Know that print has Reading signs, feep to a beat Invey hear respond to pictures Pay attention and Know that print has Reading signs, formiliar logos and thear Invey hear neaning nor words Ask questions about Nombers Invey hear Recognise letters in Recognise some Reading signs, formiliar logos and their name Inter Describe sounds they or words Ask questions about Nombers Inter Recognise letters in Recognise some Read some single Inter Letters Recognise some Read some single Inter Letters Recognise some Read some single Inter Letters Recognise some Read some single	эə				* Playing with body			sounds to read
Enjoy sharing a book with an adult with an adult with an adult Recall sounds they luse and make props with an adult with an adult with an adult Use and make props keep to a beat their name inked to stories Noticing first letter of their name inked to stories Have favourite Discriminate sounds Pay attention and know that print has they name inked to stories Noticing first letter of their name inked to stories Noticing first letter of their name inked to stories Have favourite Discriminate sounds Pay attention and know that print has they near ing Reading signs, familiar logos and nearing May seek them out Describe sounds they near and match to a source Recognise letters in their name ing Ask questions about numbers Source Recognise letters in their name e.g. first Ietters e.g. signs, sounds Ietters in their name ing in their name Repeat words and Count or clap Sounds Sounds Sounds Phores Sounds Sounds Sounds Sounds Sounds Phores	В				percussion			simple words.
with an adult have heard linked to stories keep to a beat their name Have favourite Discriminate sounds Pay attention and Know that print has Reading signs, Have favourite Discriminate sounds Pay attention and Know that print has Reading signs, books and rhymes Itery hear respond to pictures meaning meaning books and rhymes Itery hear respond to pictures meaning familiar logos and books and seek them out Describe sounds they or words Ask questions about heimilar logos and hear and match to a Recognise letters in Recognise some Read some single inther ad some single source Iteler Itelers in Recognise some Read some single Repeat words and Count or clap sounds sounds sounds phrases syllables in a word syllables in a word with the same sound	_ /		Enjoy sharing a book	Recall sounds they	Use and make props	Copy a rhythm and	Noticing first letter of	Recognise
Have favourite Discriminate sounds Pay attention and Know that print has Reading signs, Have favourite Discriminate sounds Pay attention and Know that print has Reading signs, books and rhymes they hear Respond to pictures Meaning Reading signs, and seek them out Describe sounds they or words Ask questions about Immiliar logos and hear and match to a Recognise letters in Recognise letters in Recognise some Read some single source Repeat words and Count or clap Ietters in their name sounds sounds phrases syllables in a word sounds meaning sounds sounds	()		with an adult	have heard	linked to stories	keep to a beat	their name	differences in speech
Have favourite books and rhymesDiscriminate sounds hey hearPay attention and respond to picturesKnow that print has meaningReading signs, familiar logos and hamiliar logos and shared bookshey hear and seek them out hear and match to a sourceDescribe sounds they respond to picturesAsk questions about shared booksReading signs, familiar logos and shared bookskey hear and match to a sourceRecognise letters in their name e.g. first letters in their nameRecognise some letters in their nameReading signs, familiar logos and shared bookskepeat words and phrasesCount or clapRecognise words with the same soundRecognise words with the same sound	La							and voice sounds
books and rhymes they hear respond to pictures meaning familiar logos and and seek them out Describe sounds they or words Ask questions about humbers hear and match to a Resconds their and and seek them out Immbers Ask questions about humbers source Recognise letters in Recognise some Read some single letter RWI Set 1 their name Letters Letters e.g. signs, letters in their name sounds Repeat words and Count or clap sounds monds monds phrases syllables in a word with the same sound with the same sound	ət		Have favourite	Discriminate sounds	Pay attention and	Know that print has	Reading signs,	Blend sounds into
and seek them outDescribe sounds they hear and match to aor wordsAsk questions aboutnumbershear and match to ashared booksshared booksshared bookssead some singlesourceRecognise letters inRecognise someRead some singleletter RWI Set 1their name e.g. firstletters in their namesoundssoundssoundsRepeat words andCount or clapletters in their namesoundsmodesphrasessyllables in a wordsyllables in a wordwith the same sound	!]	sļļ	books and rhymes	they hear	respond to pictures	meaning	familiar logos and	words orally
hear and match to a sourceshared booksshared bookssourceRecognise letters in their name e.g. firstRead some single letters e.g. signs,Repeat words and phrasesCount or clapLetters in their name soundsRepeat words and phrasesCount or clapRecognise words with the same sound		SK	and seek them out	Describe sounds they	or words	Ask questions about	numbers	Read most RWI single
sourceRecognise letters inRecognise sometheir name e.g. firstletters e.g. signs,Repeat words andCount or clapphrasessyllables in a word		٨ə		hear and match to a		shared books		letter sounds
their name e.g. first letters e.g. signs, letter letters in their name Count or clap syllables in a word		ĸ		source	Recognise letters in	Recognise some	Read some single	
letter letters in their name Count or clap syllables in a word					their name e.g. first	letters e.g. signs,	letter RWI Set 1	
Count or clap syllables in a word					letter	letters in their name	sounds	
syllables in a word				Repeat words and	Count or clap		Recognise words	
				phrases	syllables in a word		with the same sound	

2 – 3 year-olds 3 – 4 year-olds

		Mark	Mark Making	Early V	Early Writing	Becomin	Becoming a Writer
		* Making marks for	*Give meaning to	* Small muscle co-	* Small muscle co-	*Using extended	*Grasping a mark
	s٨	pleasure.	their marks.	ordination using	ordination using	arms when moving,	making object and
	эо			chalks, small brushes.	chalks, small brushes.	dancing or climbing.	creating a
	ЭE	* Drawing freely.	* Making marks to				backwards, forwards
	bui		stand for their name.	* Make marks to	* Using print and	* Writing for different	or circular
	arn		 Writing some or all 	stand for some or all	letter knowledge in	purposes in play	movement.
	əŋ		of their name.	of their name.	early writing		
Бu							* Writing some letters accurately
itir		Make marks in large	Spontaneously	Develop larger	Develop dexterity in	Know the language	Give meaning to
M		scale sensory play.	scribbles in	muscle co-	threading and using	of direction e.g. up,	their marks
			vertical/horizontal	ordination.	tweezers, buttons	down, round, back.	
ςγ			and/or circular		and zips etc.		Write some of the
ens:			direction				letters for set 1 RWI
∍tij	s		Differentiate				
l	iiys V		between drawing and writing				Write lists, books, signs, cloctors potes
	еy	Make marks using	Add marks to their	Draw lines, dots and	Develop a dominant	Use 'Nip, flip and	in role play.
		different objects e.g.	drawings which they	circles.	hand for mark	grip' pen hold	
		fingers, sticks,	give meaning to e.g.	Draw straight, curvy	making		
		brushes, cars.	'That says mummy'	and wavy lines			
2 – 3 year-olds	ar-olds	3 – 4 year-olds					

Nursery Long Term Plan: Mathematics

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Mathematics

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.

The new vocabulary the Nursery children will use will include:
Number
count
number
same
more
less
part
whole
Measurement
Long
Short
tall
heavy
light
big
small
full
empty
before/after
first/next
today/yesterday/tomorrow
morning/afternoon/night
Geometry
Shape
pattern

Foundations for future learning in Mathematics:

For further details see Mathematics Compendium

Area of Learning	ı of ing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Counting an	Counting and Comparing	Exploring Numi	Exploring Number and Pattern	Problem	Problem Solving
	subol g	*Showing enjoyment when number rhymes are sung to them.	* actions showing recognition of the rhythm of counting.	*Building a tower or creating lines with objects.	*Matching one object with another during play.	*Organises sets of natural or everyday objects in a group.	*Using number names in play. * Recording numbers
itics	Learning	* Using the counting sequence in playful contexts.	* Developing tast recognition of up to 3 objects without having to count (subitising)	* Knowing cardinal principle (last number reached tells you the total)	* Linking numerals to amounts * Representing numbers in different ways.	* Solving real-world problems with numbers up to 5.	
owa		Recognise and join in with counting	Show finger numbers up to 3	Arrange things in patterns and spot	Complete an inset puzzle	Recognises difference and	Recognise 'more'
Wath	1	songs and games		patterns in the environment	Complete a jigsaw puzzle	changes in amounts	Begin to subitise to 5 in familiar scenarios (dice, numicon etc)
	slliys ye	Verbally count forwards and	React to changes of amount in a group	Show finger numbers up to 5	Read the labels to match the amount	Find 1 more/1 less	Find the odd one out and give a reason
	Кe	Use the language	up to 3. Use the language		when ligying up.	Building with a range of resources	Recognise and write numerals 0-5
		more /less /the same/lots	bigger/little/smaller High/low Tall/heavy	Find the 'odd one out' in a range of contexts.	Subitise for up to 3 objects.		
oble mean 0 0			_				_

2 – 3 year-olds 3 – 4 year-olds

Nursery Long Term Plan: Understanding the World

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Foundations for future learning in Geography:

The new vocabula	ry the Nursery children	will use will include:	
	Tier 1	Tier 2	Tier 3
Personal		same, different, change,	
Experiences		season	
Explore and		country, world, same,	
Respond		different, nature	

For further details see Geography Compendium

Foundations for future learning in History:

The new vocabu	lary the EYFS children w	ill use will include:	
	Tier 1	Tier 2	Tier 3
Personal experiences	family	past, now, long time ago	experiences
Explore and respond		different, same	differences, similarities
Developing understanding		life-story	history

For further details see History Compendium

Foundations for future learning in Religious Education:

The new vocabulary	the EYFS children will us	se will include:	
	Tier 1	Tier 2	Tier 3
Who am I, and where	special, belong,	Jesus, Prophet	unique, ceremony,
do I belong?	people	Muhammad (pbuh),	religion
		Moses, God, wedding, christening	
Why do we have	celebrations, thank	Christmas, Easter,	festivals
celebrations?	you, birthday, happy	Harvest,	
What makes a place	buildings, special,	close, church, spaces	worship
special?	think, learn		
What can we learn	stories, share,	Bible, Torah, Qur'an	
from stories?			
What makes	careful, special,	respect, objects,	religious
something special?		memories	
What makes our world	world, wonderful,	creative, scientists,	wonder, naturally,
wonderful?	happy,	believe	measurements, observations

For further details see <u>RE Compendium</u>

Foundations for future learning in Science

The new vocat	oulary the EYFS children wi	ill use will include:	
	Tier 1	Tier 2	Tier 3
Working scientifically	look	explore, investigate, change, sink, float	Magnifying glass
The World of Stamford Green	water	plant, leaves, seed, animal, bug, grow, season, care, grow	environment, insect, seasonal, decay
How the world works	hot, cold	sound, light	magnet, temperature, shadow
The whole wide world	water	mix	substances

For further details see Science Compendium

Area of Coming	a of aina	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	0	Personal E	Personal Experiences	Explore and Respond	d Respond	Developing U	Developing Understanding
	Focus	* Becoming familiar with the Nursery environment.	* Enjoying and exploring the natural world.	 * Exploring and showing curiosity. * Showing interact in 	*Identifying significant people in their lives.	* Exploring how things work. * Exploring and	* Exploring how things work. * Inderstanding key
	Γεαιυία	* Exploring materials inside and outside.	* Noticing differences between people.	different occupations.	 * Appreciating and showing respect for all living things. * Knowing about different ways of celebrating. 	* Noticing different forces.	cycle of a plant and animal.
ne Morld		Explore different textures, sounds, smells and tastes	Confidently explore the forest areas at Forest School	Show respect for living creatures when finding bugs at Forest School and in the outdoor area	Show awareness of belonging to a small group	Investigate natural materials using a magnifying glass	Plant seeds and help to water plants with adult support
anding th					Share their own experiences of celebrations in their family	Use language related to exploration of forces e.g. stretch, pull, push, bend, magnet,	Make sense of their own life-story and family history.
Underst	Key Skills	Explore with fingers, feet and whole body	Make connections between their own and other families	Talk about what they notice about others and how they might be different	Know that others may celebrate differently	attract and repel.	Explore and reflect on sinking and floating
		Show interest in	Notice and accept	Ask auestions and	Know there are	Notice growth, change and decay	Explore light and shadows
		leaves/conkers etc making collections and brinaina them	differences	show curiosity Observe changes in	different countries in the world and some of the similarities and		Know ways to take care of plants
		into the setting.	Notice changes in	materials from one state to another e.a.	differences.	Investigate what	Plant seeds
		Explore inside and outside	different seasons.	water-ice	Develop a positive attitude to differences	materials change from one state to another.	
2 – 3 year-olds	ar-olds	s 3 – 4 year-olds					

Nursery Long Term Plan: Expressive Arts and Design

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Expressive Arts and Design

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.

Foundations for future learning in Art and Design:

The new voca	bulary the EYFS children w	ill use will include:	
	Tier 1	Tier 2	Tier 3
Drawing	shape, face	draw, picture, pencil, detail,	emotions, imagination
Painting	names of colours,	mix, paint, painting, picture, brush	
Sculpture		model, join, create, tape, glue	

For further details see Art and Design Compendium

Foundations for future learning in Design and Technology:

The new vocabulary the Nursery	The new vocabulary the Nursery children will use will include:				
	Tier 1	Tier 2			
Looking after Myself		stack, bricks			
Exploring and Investigating	make	join, tape, elastic bands, folding,			
		paper clips and staplers			
Let's pretend		models, join, tool			
Express yourself		tool, material			

For further details see DT Compendium

Foundations for future learning in Music:

The new vocabu	lary the EYFS children will	use will include:	
	Tier 1	Tier 2	Tier 3
Singing	songs, words, music, sing	Hum, rhyme, high, low,	lyrics, verse, chorus, solfège
Listening	loud, quiet, fast, slow	rhyme, steady, timing, beat	dynamics
Collaborating and performing	hit, shake	instrument, scrape, clap, stamp	

In Nursery, the children will ha	ive the following performance op	portunities:
Autumn	Spring	Summer
Nursery Christmas Tableaux	Class Assemblies	Class Open Time

For further details see Music Compendium

Area of Learning	a of ning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Let's Explore	xplore	Let's Pi	Let's Pretend	Express yourself	yourself
	sr	* Exploring our voices and instruments to make sounds.	* Moving and dancing to music.	* Developing pretend play.	* Using imagination when using materials.	*Using everyday objects and instruments to make	*Beginning to make believe by pretending.
	nooj buj	 * Expressing ideas and feelings through 	 * Performing simple songs and actions * Exploring different 	 Joining in with group pretend play. Using drawing to 	* Making more complex small worlds	sounds/music. * Negotiating roles in	* Developing more complex stories
I	Learni	mark making	materials freely	represent ideas		play and sort out conflicts * Joining different	* Drawing with increased complexity and detail
ubisə						materials and exploring different textures	
		Enjoy and take part	ream simple songs	Pretending that one	Making props to	Respond to music	Explore textures,
su		in action songs	and actions to be	object represents	enhance roleplay	from different cultural traditions	movement, feel and look of different
o si					experiences using		media and materials
µ۲					resources		including sounds
/ a		Use all their senses to	Play and perform	Develop pretend	Make models to		
٥vi		investigate materials	music with different	play with rules	express their ideas	Use a wider range of	Act out familiar
ssə			tempo, pitch, rhythm and dynamics			tools and materials to ioin and create	stories or scenarios
bıd	sllis	Use different media	Explore scale	Adhere to group	Develop junk	Be familiar with the	Draw from
хЭ	1 S /	with fingers, feet,	creating on different	pretend play 'rules'	modelling skills using	work of some other	imagination and
	κeγ	brushes and other tools.	surfaces e.g. boxes/floor		simple tools and joining methods	artists across time and cultures.	observations
			work/long strips of	Use closed shapes	Use dressing up props	Respond to what	Show emotion in their
			paper	with continuous lines	to express	they have heard	drawings
		Notice and explore patterns (including	Know names of colours and explore		themselves and enhance play.	expressing their thoughts and feelings	Make models to express their ideas
		the human face)	what happens when colour mixing				
2 – 3 year-olds	ar-olds	3 – 4 year-olds					

Are Lea	Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ubis	2Kills Keλ		Sin	ig a range of well-knowr	Sing a range of well-known nursery rhymes and songs	SDL	
a De	sɓu	Wind the bobbin up	<u>Twinkle twinkle little</u> <u>star</u>	<u>Incy wincy spider</u>	<u>Ring o' Roses</u>	I had a little turtle (Tiny Tim)	<u>Miss Molly had a</u> <u>dolly</u>
SUI	105	<u>Baa Baa Black Sheep</u>	- - -	<u>Old Macdonald had</u>	Popcorn	-	
b	р		Everybody be a	<u>a tarm</u>		Wheels on the Bus	Big Red Bus
st.	up	Humpty Dumpty	Christmas tree		<u>Rock a bye baby</u>		
١A	Sé			Hickory Dickory Dock		<u>Horsie, Horsie don't</u>	If you're happy and
e	эu		When Santa got			<u>you stop</u>	<u>you know it</u>
ovia	ιÁϥ		stuck up the chimney				
sə	al l						
κbι	iəə						
G	ds						

Long Term Overview	view		
		Big Learning Questions	
	What happens in Fantasy Lands?	What's special about me?	What do we see in the world around us?
EYFS Area of Learning	Autumn	Spring	Summer
Communication and Language	Classroom Communicators	Descriptive Communicators	Articulate Communicators
Personal, Social and Emotional Development	Ready for Learning	Ready for Collaborating	Ready for Challenges
Physical Development – Gross Motor	Active Play	Developing Control	Sporty Skills
Physical Development – Fine Motor	Using Tools	Writing and Creating	Being Accurate
Literacy – Reading	Enjoying stories and reading sounds	Reading words and phrases	We are readers!
Literacy – Writing	Writting sounds	Writting words and phrases	Writing sentences
Mathematics	Becoming friends with numbers	Parts and wholes	Exploring numbers and patterns
Understanding the World	The World of Stamford Green	How the World works	The whole wide world!
Expressive Arts and Design	Expressing Ourselves	Building Skills	Inventing purposefully
Thrive Experiences and Opportunities	Induction and transition activities Forest School Christ Church visit	Zoo Lab visitors Forest School Superhero Day People who help us visitors	Observe life cycle of a butterfly Forest School Farm Visit Visitors from other countries

EYFS Curriculum – Reception

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- 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.

Area of Learning	ja e	Autumn 1 Classroom co	umn 1 Autumn 2 Classroom communicators	Spring 1 Spring Descriptive communicators	spring 2 ommunicators	Summer 1 Articulate co	ner 1 Summer 2 Articulate communicators
	Learning Focus	 Understanding how to listen carefully and why listening is important. Actively engaging in story times 	 Using questions to develop understanding. Knowing and using social language. Using talk in a partnership or team 	* Describing events, people, places and objects in some detail.	* Connecting one idea to another using connectives. * Using talk to explain how things work and why they might happen. * Engaging in non- fiction books.	 * Participate in whole class, small group and 1:1 discussions - listening attentively and offering ideas. * Connecting and linking ideas in conversations. * Using non-fiction books 	 Articulating ideas and thoughts effectively. Offering detailed explanations for why things might happen.
Communication and	Key Skills	Recognise when active listening is needed. Focus attention on the person/thing being listened to. Respond to stories showing e.g. interest/enjoyment /humour/surprise etc.	Ask questions to find out more. Ask questions to check what has been said. Develop and use social phrases. Use talk to work out problems or organise activities with others.	Add detail using descriptive words and phrases in order to be specific. Use words and bhrases relating to time and location to 3share information. Use the past tense to	Use 'because' to give reasons for events/actions. Use time connectives to link narratives (First we played and after that we had lunch.) Use non-fiction books to find information.	Ask others for their ideas and opinions. Express ideas and feelings about experiences using full sentences . Explain links and connections that they have made. Understand how	Use past, present and future tenses to share ideas and narratives. Use well-formed sentence to share ideas and thoughts. Choose specific vocabulary where appropriate.
			Le Use stories and	Learn new vocabulary and use it throughout the day. Use stories and non-fiction books to develop familiarity with new vocabulary.	l use it throughout the da velop familiarity with new	in non-fiction books. y. vocabulary.	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listen to and talk Retell familiar stori	Listen to and talk about stories to build familiarity and understanding. Retell familiar stories, some as exact repetition and some in own words.	about stories to build familiarity and understanding. es, some as exact repetition and some in own words	rstanding. own words.	
	EGGERATION CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR C		In the second se	A contract of the contract of	A constraint of the second sec
	Listen Carefi	Listen Carefully to rhymes and songs paying attention to how they sound. Learn rhymes, poems and songs.	ymes and songs paying attention to how Learn rhymes, poems and songs.	they sound.	
'Nut Tree' by Julia Donaldson.	'Bubbles' by James Carter	'Splish, Splash, Splosh' by James Carter	'My Hat' By Tony Mitton	'The Owl and the Pussy Cat' Bv Edward Lear	'Arabian Nights' By Tony Mitton
 'The Three Little Pigs' by Marian Swinger	'On the Ning Nang Nong' by Spike Milligan	'In the Land of the Flibbertygibberts' by John Foster	'One for the Cluck of and Angry Hen' By John Foster	'Caribean Counting Poem' By Pamela Mordecai	'The Swing' By Robert Louis Stevenson

Concept Vocabulary

Verbal concepts are the words that shape how we think about the world. They are particularly important in the Early Years because, at this age, children are making sense of the world and verbal concepts give them the means to talk about, interact and expand their understanding. The concepts learned in the Early Years form the foundation that later learning depends on, so they are more than 'just another word'. In Reception we use the 'Word Aware' approach to ensure that fundamental abstract concept words are taught methodically and practised rigorously.

The new concept vocabulary the Reception	children will use will include:
Concept area	4 – 5 year olds
	(Level 3)
size	thick
	thin
	wide
	narrow
touch/look	shiny
	rough
	smooth
space	above
	below
	towards
	backwards
quantity	both
	few
	enough
	half
	whole
order	second
	next
time	early
	later
weight	light
light	dark
	light
shape	corner
	straight
	bendy
superlatives and comparatives	bigger
	heavier
	taller
	longer
	biggest
	heaviest
	tallest
	longest

Reception Long Term Plan: Personal, Social and Emotional Development

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Personal, Social and Emotional Development

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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Foundations for future learning in PSHE:

The vocabulary the	e children will use will include:
Being me in my	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry,
world	happy, excited, nervous, sharing, taking turns
Celebrating	different, special, proud, friends, kind, same, similar, happy, sad, frightened,
difference	angry, family
Dreams and Goals	dream, goal, challenge, job, ambition, perseverance, achievement, happy,
	kind, encourage
Healthy Me	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger,
	scare
Relationships	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry,
	upset, breathing
Changing Me	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose,
	tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry,
	excited, memories

For further details see <u>PSHE Compendium</u>

Ready for Collaborating Ready for Collaborating Ready for Collaborating * * Building constructive * Working in a team. * Being resilient when * * Falowing why we have rules * Thinking about the have rules * Considering the have rules * Eleingrost of thems have rules * * Following instructions * Thinking about the have rules * Thinking about the have rules * Setting goals * * Following instructions * Following ustructions * Following ways to be have rules * * Following instructions * Thinking about the have rules * Setting goals * * Following instructions * Spot when somebody Know that mistakes good triend. is show that well * Now what makes a special. * Spot when somebody know what wate are all done.'. else has done a good different. tow who that the only addres us special. thow that the only tow who that the only know how rules keep think about the work of adore are an important part of a fifterent. togod triend. tok out the and done.'. tow work to a fifterent. togod triend. tow work of a fifterent. <	Area of Learning	ı of ing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Image: contract of the control of		ooj 6	individual. * Buildina respectful	* Knowing own strenaths and	* Knowing why we have rules	feelings of others * Thinking about the	* Setting goals * Knowing wavs to be	* Being independent in the face of
*Managing hygiene *Waiting for a turn, with more than one with more than one with more than one share information that is important to me bourt *Following instructions with more than one Spot when somebody the more and options with about myself and my Know that mistakes ease has done a good are an important part (file.) Share my thoughts is important to me about myself and my The my thoughts offer Spot when somebody the more and options with cove there is more about myself and my Know that mistakes ease has done a good are an important part (file.) Know and use ways to about myself and my file. The work that about myself and my cove and begin to manage my own feeling. Recognise work and begin to manage more the indestand with the indestand work the indestand work the indestand work th		buju	relationships	successes.	* Following instructions	perspectives of others	physically healthy	challenge
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Follow instructions with without prompting. further promoting.			Independently	important.			proysical activity, healthy eating acord	safe pedestrian.
Follow instructions with without prompting. two parts without further prompting.			change clothes as		Follow a short series		sleen and	Know how to stay safe
Follow instructions with without prompting. two parts without further prompting.			needed for outside		(3/4) of instructions		toothbrushing.	online.
			piay or re.	Follow instructions with	without prompting.		0	Know that it is healthy
				two parts without further promptina.				to limit screen time.

Reception Long Term Plan: Physical Development

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Physical Development

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, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Physical Development;

ELG: Gross Motor Skills

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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Foundations for future learning in PE:

In Reception, the children will have the following sporting opportunities:

- Year group tournaments
- Sports Afternoon

The new vocabulary the Reception children will u	se will include:
Games	PE
space	space
freeze	control
direction	travel
сору	rules
create	stop
remember	score
sequence	run
movement	jump
jump	throw
hop	catch
balance	skip
shape	bounce
perform	dribble
apparatus	kick
dance	roll
	target

For further details see <u>PE Compendium</u>

Summer 2	Gross Motor – Sporty Skills	* Developing further ball skills * Riding bicycles	Be able to run a lap of the 'golden run' without stopping.	Throw and catch a ball with a partner	Pass a ball between	partners by kicking.	Hit a ball with a bat or racaust	like a medial hicvicle	without stabilisers.		1
Summer 1	Gross Moto	 * Being able to run for longer distances without stopping. * Combining different movements * Developing ball skills 	Be able to run a lap of the playground without stopping	knowing that longer distances need a	slower pace.	Complete obstacle	courses that demand a range of different movements.	Kick a ball in a chosen direction.	Dribble a ball with feet, taking it in a	chosen direction.	Throw and catch a range of small and large balls and
Spring 2	veloping Control	*Aiming and throwing a range of objects. * Playing with balls	Know how throw an object with control to make it land in a	container or area.	Know how to throw an object to make it	go as tar as possible.	Experiment with moving a range of balls in different ways	– with hands, feet, bats, scoops etc.	Use a pedal bicycle without stabilisers.	Use good posture	when sitting on the carpet or on a chair.
Spring 1	Gross Motor – Developing Control	* Balancing to negotiate narrow spaces or climb higher. * Pushing and moving heavy objects. * Using core muscles to sit with good posture.	Begin to assess risk and know how to balance safely in	higher spaces.	Walk along narrow raised beams and	spaces.	Move between platforms that are slightly spaced apart.	Move heavy objects bv pushina/pullina	and working with others.		Know what good posture looks and feels like when sitting
Autumn 2	Gross Motor - Active play	* Negotiating space and obstacles effectively * Lifting and carrying a bulky object with a partner.	Understand that different environments need	different movements to be navigated	safely. Be able to carry	objects on different	steps.	lightweight object with a partner.		Use a pedal vehicle	that doesn't require balance (bike with stabilisers/trike etc)
Autumn 1	Gross Motor -	 * Being able to move in a wide range of different ways. * Lifting and carrying more than one object. 	Move in different ways during play including walking,	running, jumping, hopping, skipping,	crawling and rolling. Climb over, under	and through different	Balance on small blatforms	Use a scooter.	Carry two or more	small objects at the	same time.
Area of Learning		Learning Focus	- đioz	- tua	əwd	oja			λцд		

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fine Motor -	Fine Motor – Using Tools	Fine Motor – Writing and Creating	ing and Creating	Fine Motor – B	Fine Motor – Being accurate
	* Using tools for representing ideas * Using tools for eating	* Using tools to make things * Manipulating small objects * Using appropriate pressure with pencils	* Developing correct letter formation * Manipulating scissors. * Drawing people using some details.	* Developing correct letter formation * Manipulating resources to create props for play or artwork. *Adding details to drawings of people.	* Developing smaller, more controlled writing. * Colouring accurately * Cutting and sticking with accuracy	* Developing a fast, accurate and efficient handwriting style. * Using different tools for different effects.
	Draw freely representing different objects, patterns and scenes.	Draw, paint, cut and stick to represent objects, patterns and scenes artistically.	Use correct letter formation for most letters.	Use correct letter formation for all letters.	Use small letters that sit on the line when writing.	Letter formation is automatic and fluent.
	Hold pens, pencils, crayons and	Use scissors to cut in straight lines, either to	use scissors to cur curved and wavy lines.	Manipulate strial and large pieces e.g. Lego, blocks, junk modelling, k' nex etc	colour pictures and shapes with control, staying inside the lines when using	Drawings show some control with details added
	tripod grip.	make fringes.	Use scissors to cut a range of materials	to construct props for play, patterns or artwork.	pencils, pens and paintbrushes.	Using large and small
	Use spoons for scooping.	Manipulate small objects that need use of one hand, or a pinching motion e.g	Draw people using head, body, arms and legs and some additional details	Add small details to drawings of people	Cut out shapes following the outside line.	painiprosnes/ sponges etc appropriately for different tasks.
	Pick up food using a fork by prodding or	beads/sequins/ stickers etc.		e.g. racial realures, ears, hands, feet etc.	Place items to be stuck with care,	Make models and props connecting
	appropriate. Cut using a fork to anchor and a knife to cut.	Use a firm pressure when colouring with pencils to ensure a good mark is made.			should go.	effectively.

Reception Long Term Plan: Literacy

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Literacy

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).

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate where appropriate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Reading words * Using sounds to read words and phrases * Using sounds to read words and phrases * Knowing some 'special friends' * Exploring non- fiction books * Exploring non- fiction books Blend sounds to read words; * Exploring non- fiction books Read short phrases and Ditty stories and Ditty stories and Ditty stories • • Virting words • • * Writing words • • Spell words by information. • • Spell words by identifying the sounds and writing the sounds and writing the sounds and writing the sounds and writing the sounds form all • • Correctly form all •	Area of Learning	ja E	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
* Knowing that * Using sounds to letters make sounds • Using sounds to read simple words • Using sounds to read simple words * Re-telling and ploying out stories • Comparing stories • Using sounds to read words and ploying out stories • Using sounds to read words and ploying out stories * Re-telling and using new • Comparing stories • To sounds • Using sounds to read words and ploying out stories * Re-telling and using new • Nords orally. • Exploring non- fiction books • Nords orally. • Blend sounds into and new stories. • Using special friends) • Talk about familiar and new stories. Blend sounds into digraphs special friends) • Using approxes • Writing Letters • Writing Letters • Using letters • Writing Words • Writing Letters • Writing Letters • Writing Words • Writing Words • Writing app name • Writing app name • Writing Words • Writing Words • Writie the letters with modeling and when I hear the sound. • Writing Words • Writing Words • Writie the letters • Writing words • Writing Words • Writing Words • Writie the letters • Writing words • Writing Words • Writing Words • Write my name • Writ			Enjoying stories a	nd reading sounds	Reading word	s and phrases	We are I	We are readers!
Read all single-letter Read all RWI Set 1 sounds Blend sounds to read RWI Set 1 sounds sounds words; Talk about familiar Blend sounds into (Know some and new stories. words orally. friends) and new stories. Compare what is the words orally. mod bity stories and new stories. Compare what is the same and what is the versions of the same und bity stories mod bity stories writing term writing use books to find out information. Bread short phrases writing my name "Writing my name "Writing words" writing my name "Using letters to the sound. "Forming lower case writing my name "Using letters to the sound. "Forming lower case write my name "Using letters to the sound. "Forming lower case write my name "Using letters to the sound. "Forming lower case write my name "Using letters to the sound. "Forming lower case write my name "Using letters to the sound. "Forming lower case write my name "Using letters to the sound. "Forming lower case write my name "Using letters to the sound. Toposing and writing lower case		Learning Focus	* Knowing that letters make sounds * Sharing and talking about stories * Re-telling and playing out stories using new vocabulary	* Using sounds to read simple words * Comparing stories	* Using sounds to read words and phrases * Knowing some 'special friends' * Exploring non- fiction books	* Using sounds to read short stories * Thinking about the meaning of what we read. * Anticipating events in a story.	* Using word knowledge and sounds to read short stories * Thinking about characters' feelings	* Reading stories with more sentences. * Working out the meaning of vocabulary.
Talk about familiar Blend sounds into (Know some digraphs special fiends) and new stories. Compare what is the digraphs special digraphs special fiends) Know some digraphs special fiends) same and what is the same and what is different about versions of the same story. Read short phrases and Ditty stories and Ditty stories writing words Writing words Versions of the same use books to find out information. * Writing my name * Writing words * Writing words * Writing my name * Writing words * Spell words by identifying the sound. Write the letters with when I hear the sound. Spell words by identifying the sound. Spell words by identifying the sound. Write my name Write my name * Towning lower case is the sound. Spell words by identifying the sound. Write my name * Write my name * Spell words by identifying the sound. Spell words by identifying the sound (Fred sound. Write my name Write my name Spell words and writing the sound. Spell words and writing the sound. Write my name Write my name Town of fred if the sound. The sound (Fred if the sound if red if the sound if			Read all single-letter RWI Set 1 sounds	Read all RWI Set 1 sounds	Blend sounds to read words;	Read Red Storybooks (short phrases and sentences).	Read Green story books;	Read Green or purple Storybooks. Read some common
Notifie Same and what is different about different about versions of the same version versions. Read short phrases and bitly stories versions of the same versions of the same versions of the same versions of the sound (Fred version versin version versection version versin version version vers		sliiys	Talk about familiar and new stories.	Blend sounds into words orally. Compare what is the	(Know some digraphs special friends)	Show understanding of the story that they have read.	Read RWI Set 2 digraphs (At least 10 special friends).	exception words (red words) Be able to suggest
Express preferences Express preferences for particular stories. for particular stories. Writing Letters Writing Words * Writing my name * Writing words Write the letters * Writing words Write the letters with Write all the letters to Write the letters with Write all the letters Write my name * Spell words by Write my name identifying the Write my name sounds and writing Write my name Fingers). I dependently. the sound (Fred I dependently. the sound (Fred I dependently. the sound (Fred		κеλ		same and what is different about versions of the same story.	Read short phrases and Ditty stories Use books to find out information	Talk about stories that they hear – anticipating events where appropriate	Recognise some red words on sight. Talk about how	the meaning of an unknown word in a book and give a reason.
Writing Letters Writing writing words * Writing Letters * Writing Words * Writing my name * Forming lower case * Write the letters with Write all the letters to Write the letters with Write all the letters Write my name Spell words by Write my name Spell words and writing the Write my name Sounds and writing the Write my name Fingers). Deeded. Label drawings using Corpored ling Correctly form all				Express preferences for particular stories.			including inferring this information.	Use books to find out information.
* Writing Letters * Writing Letters * Writing my name * Writing my name * Writing my name * Using letters to * Eorming lower case * Eor		б	Writing	spunos	Writing words	and phrases	Writing se	Writing sentences
Write the letters with modelling and support.Write all the lettersSpell words by identifying the sound.Write my name copying a prompt if needed.Write my name independently.Fingers).			* Writing Letters * Writing my name	* Writing Letters * Writing my name * Using letters to record ideas.	* Writing Words * Forming lower case letters correctly	* Writing Phrases * Leaving spaces between words	* Writing short sentences. * Using full stops	* Writing short sentences for different reasons.
Write my name Write my name Fingers). copying a prompt if independently. needed. Label drawings using Correctly form all		s	Write the letters with modelling and support.	Write all the letters when I hear the sound.	Spell words by identifying the sounds and writing the sound (Fred	Say what you want to write before starting.	Say and write a short sentence using Fred fingers where needed.	Write for a range of reasons. Be able to 'hold a
needed. Label drawings using Correctly form all		iliys y	Write my name copying a prompt if	Write my name independently.	Fingers).	Leave a space between words.	Use a full stop at the	sentence'. Writing can be read
lower case letters.		Кe	needed.	Label drawings using letters, sounds and known words.	Correctly form all lower case letters.	Re-read what you have written to check it.	end of the sentence. Check the sentence carefully.	by others.

Reception Long Term Plan: Mathematics

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Mathematics

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.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Mathematics:

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Foundations for future learning in Mathematics:

The new vocabulary th	e Recept	ion children will us	e will include:	
Place value		Addition and	d subtraction	Multiplication and division
count on/back number subitise order/ordinal compare forwards backwards numerals digit one more one less same/equal to more than less than (fewer)	ac pli altog tot take awo number pc wh	us ether tal ay/minus r bonds art	double half equal unequal share group odd even lots
	<u> </u>	Measu	rement	
length measure wide(er)/narrow(er) compare height long(er)/short(er) tall(er)/short(er)	he li big/b	weight leavy/light eavier than ghter than bigger/biggest smaller/smallest	capacity full/empty more than less than half/half full	time quicker/slower earlier/later before/after first/next today/yesterday/tomorrow morning/afternoon/evening day/week hour/minutes
		Geor	netry	
2d shapes rectangle square circle triangle		Bd shapes cuboids cubes cone spheres curved straight flat	high/low over/under between around through on into next to behind beneath on top of	order repeat patterns

For further details see <u>Mathematics Compendium</u>

Area of Learning	of Ing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Becoming friends with numbers	ds with numbers	Parts and Wholes	ł Wholes	Exploring Numb	Exploring Numbers and Patterns
	rearning Focus	* Investigating, recognising, playing with and using numbers 1 – 5	* Investigating, recognising, playing with and using numbers 0 - 10	* Understanding 'More than' and 'Less than' * Thinking about Addition and Subtraction concepts.	* Exploring different representations * Knowing about Addition and Subtraction to 8, including doubles.	 * 'One More' and 'One Less' * Investigating, recognising and playing with teen numbers. * Using money 	* Number patterns and number order. * Using clocks * Sharing * Understanding Place value – tens and ones
Wathematics	Key Skills	Count and represent amounts to 5 using concrete resources and pictures. Recognise and write numerals to 5. Begin to subitise to 5 in familiar scenarios (dice, numicon etc) Verbally count to 10 forwards and backwards.	Count and represent amounts 0 – 10 using concrete resources and pictures. Recognise and write numerals 0 – 10 Subitise confidently to 5 in a range of contexts. Verbally count to 20 forwards and backwards.	Compare quantities up to 10 in different contexts Recognise parts and whole for numbers to 5. Begin to use the symbols +, - and = to represent calculations. Begin to recognise that there are number facts that never change. Verbally count to 30 forwards and backwards. Count forwards and backwards from any number to 10.	Represent the parts and whole for addition and subtraction using a range of concrete resources and drawings. Automatically recall number bonds to 5 (addition and subtraction facts) Subitise up to 10 using a ten frame to support thinking. Verbally count to 30 forwards and backwards starting from any number.	Count and represent amounts 10 – 20 using concrete resources and pictures. Recognise and write the numerals 0 – 20 Explore numerical patterns in the number system including odds and evens and doubles. Verbally count forwards and backwards to 50.	Automatically recall some number bonds to 10 including doubles facts. In which quantities can be distributed equally. Begin to recognise the value of the digits in 2- digit numbers. Count in 10s to 100.

Reception Long Term Plan: Understanding the World

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Understanding the World:

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Foundations for future learning in Geography:

The new vocabulary	the Reception children	will use will include:	
	Tier 1	Tier 2	Tier 3
The World of Stamford	school, areas, season	natural, care, seasonal,	environment
Green		record	
How the World Works	draw	map, plan, forest	
The Whole Wide	season, country, world,	spring,	features
World!	plants, animals	summer, autumn,	
		winter, weather	

For further details see Geography Compendium

Foundations for future learning in History:

The new vocabu	lary the EYFS children w	ill use will include:	
	Tier 1	Tier 2	Tier 3
Personal experiences	family	past, now, long time ago	experiences
Explore and respond		different, same	differences, similarities
Developing understanding		life-story	history

For further details see <u>History Compendium</u>

Foundations for future learning in Religious Education:

The new vocabulary the	EYFS children will use will	include:	
	Tier 1 – Anchor	Tier 2 – Goldilocks	Tier 3 – Step On
Who am I, and where do I belong?	special, belong, people	Jesus, Prophet Muhammad (pbuh), Moses, God, wedding, christening	unique, ceremony, religion
Why do we have celebrations?	celebrations, thank you, birthday, happy	Christmas, Easter, Harvest,	festivals
What makes a place special?	buildings, special, think, learn	close, church, spaces	worship
What can we learn from stories?	stories, share,	Bible, Torah, Qur'an	
What makes something special?	careful, special,	respect, objects, memories	religious
What makes our world wonderful?	world, wonderful, happy,	creative, scientists, believe	wonder, naturally, measurements, observations

For further details see <u>RE Compendium</u>

Foundations for future learning in Science:

The new vocabulary t	he Reception children	will use will include:	
	Tier 1	Tier 2	Tier 3
Working scientifically	look	explore, investigate, change, sink, float	Magnifying glass
The World of Stamford Green	water	plant, leaves, seed, animal, bug, grow, season, care, grow	environment, insect, seasonal, decay
How the world works	hot, cold	sound, light	magnet, temperature, shadow
The whole wide world	water	mix	substances

For further details see <u>Science Compendium</u>

	Autumn 1 The World of S	tumn 1 Autumn 2 The World of Stamford Green	Spring 1 Sp How the World Works	Spring 2 orld Works	Summer 1 The Whole V	ier 1 Summer 2 The Whole Wide World!
* Knowing makes far special. * Becomir with the e of school.	* Knowing what makes families special. * Becoming familiar with the environment of school.	* Knowing about celebrations. * Understanding the effect of the changing seasons on the natural world.	 * Knowing about the jobs people do. * Thinking about how objects were different in the past. * Using maps * Exploring natural processes 	 Thinking about how life was different in the past. Knowing that different people have different beliefs. 	* Exploring animals in the natural world. * Using maps	* Recognising similarities and differences between life in different countries.
Talk abo family lif experier Know th are diffe special.	Talk about their family life and experiences. Know that all families are different and special. Observe details in	Recognise that people have different beliefs and celebrate special times in different ways. Understand that	Name and describe people who are familiar to them in the community. Find out information from a simple map. Draw maps and	Look at familiar situations in the past (e.g. school, homes etc) and talk about similarities and differences. Find out about the	Name and describe animals and the environment in which they live. Observe and talk about seasonal changes	Be able to talk about features of our country – weather, plants, animals etc. Talk about countries that they are familiar with and share
antice outo diffe schov they	outdoors environment. Know about the different areas of the school and what they are for.	special to members of their community. Know about some important cultural and religious celebrations as they happen.	Notice and stories. Notice and talk about some differences and similarities in familiar objects from the past	know about some important cultural and religious celebrations as they happen.	Be familiar with the name of Epsom, and other places important to them. Know the names of some other countries the animals that live there.	know. Recognise some environments that are different from the one in which they live. Explore and
Talk ab the nat enviror school. Know th import care of enviror we lear do this.	Talk about and draw the natural environment of the school. Know that it is important to take care of the environment where we learn and ways to do this.	Observe and talk about seasonal changes and record these ideas. Investigate and explore natural materials, substances and objects.	Explore and investigate natural process relating to sounds and light	Explore and investigate natural processes relating to magnets and temperature. Observe and talk about seasonal changes and record these ideas.	Investigate plants and how they grow. Taking care of plants in the school environment.	its different states. Explore and investigate what happens when different substances are mixed.

Reception Long Term Plan: Expressive Arts and Design

According to the statutory framework for the early years foundation stage:

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

Expressive Arts and Design

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.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below:

Expressive Arts and Design:

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

Foundations for future learning in Art and Design:

In the EYFS, the children w	vill be inspired by studying the work of:
Area of art and design	Artists, designers and craft makers studied
Drawing	Lily van der Stokker, Pablo Picasso, Wassily Kandinsky
Painting	Gillian Ayres, Frank Bowling, Patrick Heron
Sculpture	Sheela Gowda, Andy Goldsworthy, Chila Kumari Singh Burman, Tony
	Cragg

The new vocabulary the EYFS children will use will include:				
	Tier 1	Tier 2	Tier 3	
Drawing	shape, face	draw, picture, pencil, detail,	emotions, imagination	
Painting		names of colours, mix, paint, painting, picture, brush		
Sculpture		model, join, create, tape, glue		

Foundations for future learning in Music:

The new vocabulary the EYFS children will use will include:				
	Tier 1	Tier 2	Tier 3	
Singing	songs, words, music, sing	Hum, rhyme, high, low,	lyrics, verse, chorus, solfège	
Listening	loud, quiet, fast, slow	rhyme, steady, timing, beat	dynamics	
Collaborating and performing	hit, shake	instrument, scrape, clap, stamp		

In Reception, the children will	have the following performance	In Reception, the children will have the following performance opportunities:				
Autumn	Spring	Summer				
Reception's First Christmas Songs	Class Assemblies	Open Afternoon				

For further details see <u>Music Compendium</u>

Foundations for future learning in Design and Technology:

The new vocabul	The new vocabulary the EYFS children will use will include:				
	Tier 1	Tier 2	Tier 3		
Fine Motor – Using	join, tools	fix	design, improve		
Tools					
Fine Motor –		scissors, cut, straight,			
Writing and		curved, wavy			
Creating					
Fine Motor –	line, join, make	follow, connect			
Being accurate					
Building Skills	join, tape	glue, choose	resources, skills		
Inventing		reflect, improve, add,	adapt		
Purposefully		change			

For Further details see DT Compendium

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
50		Expressing	Expressing Ourselves	Building skills	g skills	Inventing F	Inventing Purposefully
Learning Foc	* > * 0 *	* Representing ideas with art * Joining in with singing and dancing * Pretending	* Exploring colours * Performing songs and dances. * Creating in play	* Joining materials * Acting out stories * Moving to the beat	* Choosing materials * Creating together * Responding to music	* Creating for a purpose * Making music together * Dancing together	* Reflecting on own creations * Thinking about changes in music
		Draw or make pictures which show familiar stories. Represent myself and	Describe different colours, naming for some detail e.g. turquoise or peach.	Know techniques for joining materials including tape and different types of glue.	Experiment with a range of materials for different creative purposes.	Make use of props and materials to add to their play. Talk about what they	Reflect on what went well and what they might improve on their creations.
	504	other people in drawings and paintings.	Begin to mix primary	Join materials to make	Explain why they have chosen particular resources for a task	are going to make before starting.	Return to and add to/adapt work.
	~ ~ ~ ~	Copy actions and movement to join in with dances.	colours to make secondary colours.	artwork or objects/props for play.		Talk about how they will make a piece of art/creation before	Know and describe some sounds that different instruments
	- (Listen to simple songs	Choose colours	Take part in acting out	Create collaboratively	beginning.	make.
SIIIN	5 2	ana join in wiin repeated parts.	careruity wnen drawing or painting.	ramiliar stories or scenarios	snaring ideas, resources and skills.	Create music with others, working in a	Respond to music from around the world
e	<u>н</u> 0	Play pretending games.	Learn simple songs to be performed.	Move in different ways in time to the beat of		group.	
м				music.	Listen to music and	Create a dance with	Respond to
			Learn a simple dance to be performed.	Listen and respond to music from different	talk about how it makes them feel.	others, working in a group.	choreographed dances e.g.
				times.	Respond to music	Respond to different	traditional dances
			Create props for pretend play.	Keep a steady beat by clapping or	from a range of cultural traditions.	dance styles engaging in copying	irom arouna me world.
				tapping, or using instruments and sound makers.	Move in different ways in response to different types of	some of the movements.	
					quick and exciting etc)		

		601
Summer 2		<u>falling down</u> The animal fair
		 ≩I
Summer 1	sbu	I can sing a rainbow One man went to mow
Spring 2	i nursery rhymes and so	<u>The Bear went over</u> <u>the mountain</u> <u>One finger one</u> <u>thumb keep moving</u>
Spring 1	Sing a range of well-known nursery rhymes and songs	<u>Ihe Grand Old Duke</u> <u>of York</u> <u>Wiggly Woo</u>
Autumn 2	Sin	<u>It's raining, it's</u> <u>pouring.</u> The Hokey Cokey
Autumn 1		<u>Boat</u> A Sailor went to Sea
a of Ning	Key Key	special Rhymes and Songs
Area of Learning	uɓị	Expressive Arts and Des

Approach to teaching concepts

Verbal concepts are the words that shape how we think about the world. They are particularly important in the Early Years because, at this age, children are making sense of the world and verbal concepts give them the means to talk about, interact and expand their understanding. The concepts learned in the Early Years form the foundation that later learning depends on, so they are more than 'just another word'. In the EYFS we use the 'Word Aware' approach to ensure that fundamental abstract concept words are taught methodically and practised rigorously. It uses the following sequence to plan for and teach new words:

• Select the really useful vocabulary

We teach a list of concepts that are divided into roughly developmental categories with 2 – 3 year olds in nursery learning level 1, 3 & 4 year olds learning level 2 and reception children learning level 3.

• Teach the selected vocabulary in a structured manner

When teaching the vocabulary, we:

- o use a physical sign/gesture for the word
- o use a symbol to represent the word
- o say the word together
- o sing the word

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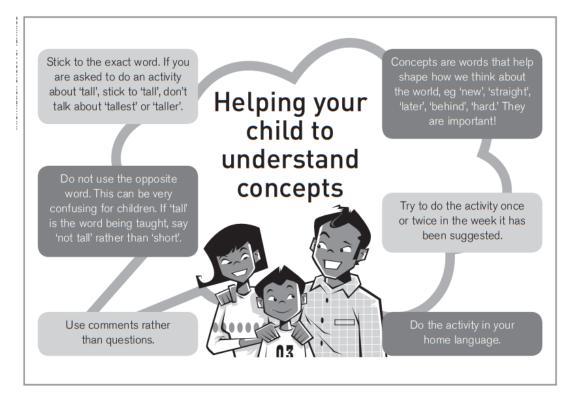
- o share a 'concept cat' story together.
- o find examples of the word in the world around us
- o sort examples of the word and not the word (e.g. hard, not hard)
- Activate the meaning by using the words in context

During Exploration time children can join in activities to build their understanding of the concept. Children whose communication and language develop needs support are especially targeted for this.

Review the taught words to ensure they are retained

Taught words are kept on a 'word wall' in each class which acts as a prompt to adults to use the vocabulary. Review games/activities use these words.

Parents and carers are supported to work with their child to develop their understanding of these concepts with information about the weekly concept included in the weekly information email.



Approach to developing good pencil grip in the Early Years

Pencils and pens are the tools used for the vital skill of handwriting. The correct use of tools needs to be taught and practised until it becomes a habit.

An efficient pencil grip allows a person to write comfortably and legibly. A non-efficient grip can make learning to write a challenge and use of writing later on tiring and uncomfortable.

It is much better to teach good habits than to fix poor ones at a later time.

At Stamford Green we ensure that children develop pre-grip skills:

- Gross motor control which includes core strength and body awareness.
- Finger awareness through naming fingers and their function
- Finger songs and games
- Understanding of hand dominance which is their 'worker' hand and which is their 'helper' hand.
- Fine Motor skills including manipulating small parts and activities that involve resistance.
- Using chunky tools in mark making

50% of three year-olds have the fine motor skills to hold a small crayon with correct grip.

Once children have the pre-grip skills required, pencil grip is taught through:

- Explicit teacher demonstration of nip, flip, grip
- Practice of 'Pencil Pick-ups' to practise forming a good grip without writing.
- Practice of pre-writing/scribbling in correct pencil grip to develop good pencil pressure.
- Correction of poor grip so that habits are not built.

EYFS year-group focuses

Nursery – 2 year olds	Children join in activities that develop gross motor control and core
	strength.
	Children use chunky tools for mark-making.
	Children can name their fingers (see below)
	Develop body awareness.
Nursery – 3 year-olds	Children join in activities that develop gross motor control and core strength.
	Children use small tools especially pencils and crayons which support their fine motor development and encourage good pencil pressure.
	Children are explicitly taught correct pencil grip using 'nip, flip, grip'. Children learn about which is their dominant hand (worker hand) and
	which is their 'helper hand'
Reception	Children are explicitly taught correct pencil grip using 'nip, flip, grip'.
	Children take part in adult-led activities specifically practising correct
	grip without writing e.g.
	'Nip, flip, grip' practice
	Pencil pick-ups
	Aim and scribble' activities
	Songs
	Children use small tools (pencils, crayons, short thin pens etc as their
	hands are small and to encourage precision.
	Children know which is their dominant hand (worker hand) and use
	their other hand as their 'helper hand'.

All children should develop good pencil grip habits by the end of Reception.

Writing

When children are learning to write letters and numbers they learn:

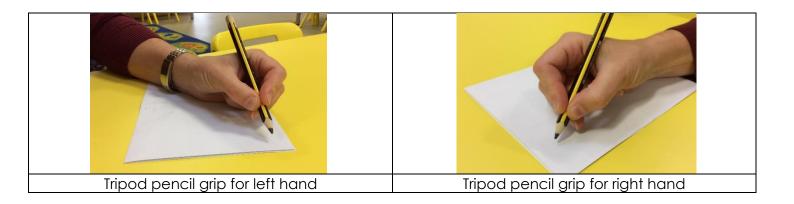
- To use good posture at the table with both feet on the floor.
- To use their other hand to stabilise the paper (helper hand).
- To always begin with the pencil in correct grip.

Assessment

Repetition and practice are key to developing efficient pencil grip. Children from the age of 3 are assessed half-termly to monitor who is able to:

- 1. Pick up a pencil with correct pencil grip when asked to by an adult.
- 2. Use correct pencil grip throughout writing/drawing activities without reminders (i.e. who has a habit of correct pencil grip)

These assessments will inform planning to support children to develop correct pencil grip.



Approaches to Reading in the Early Years

Stories, rhymes, songs and other books are at the heart of language and communication learning in the Early Years.

Book Corners

In Nursery and Reception classrooms children can find a range of fiction and non-fiction books in the book corners. These are selected carefully to offer a diverse, high-quality range of classic and new books that give children a mirror for their own life as well as a window to the world.

At any time, there is a small, carefully curated selection of books in each book corner. These are exchanged half-termly and books are monitored to ensure that they are attractively displayed, in good condition and diverse in nature.

The focus of each book corner is to provide a comfortable, quiet space to enjoy books and stories individually, with a partner or a small group. The decoration of the area should support this, and other toys/teddies/blankets etc are limited in the book corner with this aim in mind.

Home Reading

In addition to the books which each child takes home to practice at their level of Read Write Inc, children take home **Book Bag Books** each week. Parents and carers are given guidance about how to share these books with their child. These are collated and chosen using the same criteria as those in the book corner. Children are supported to exchange their books regularly in order that they experience a range over the year.

Once they are accessing Read Write Inc lessons in YR children's minimum weekly home-reading diet consists of:

- Read Write Inc book from class last week
- Read Write Inc book bag book that corresponds to above
- 1 x Book Band book that relates to their phonic knowledge
- 2 x Picture Books

Five Special Books

Each half term, there are five special books that are read and re-read in class as detailed below.

Using the Five Special Books

The purpose of having 'Five Special Books' each half term is to give all children the opportunity to become deeply familiar with a range of high-quality books and stories in the way that some children may do with favourite bedtime stories if they are read with regularly at home. They know the characters, the patterns, the language and the themes. The book is an 'old friend' to them.

Reading and re-reading well-written books allows children to gain strong understanding of how stories work. They learn the way language can be used to describe and touch the reader; they develop a wider vocabulary and an understanding of cultures and settings outside their own experience.

First Read Allow the story to weave its own magic.

Before a first reading starts, the teacher can builds children's anticipation.

e.g. 'I've got a new story by Gaia Cornwall. It's called "Jabari Jumps". I'm really looking forward to reading it with you'

Once the children have been told the name of the author and the title, and the story has been introduced by looking at the front cover, the reading should start: 'This is a story about Jabari, who is trying to do something very tricky and he needs to be very brave.'

The first reading should be left to weave its own magic, with no questions, no explanations and no requests for the children to predict what might happen.

Second Read Using 'story teller voice'

On the second reading, **asides**, **voices and actions** can explain the meanings of new words in context. If the story is read aloud in a similar way each time, the children can gradually join in with particular words and phrases, and even respect the pauses.

Explain words.

Tell the children the meaning: if they already know it, there is no point in asking; if they don't, the question is pointless and encourages only guessing. If only a few children guess, it will distract others from the story. Even if some children do know the meaning, it might not be, in any case, the correct meaning in the context of the story.

Use short asides to explain a word or a specific use of a familiar word to avoid disrupting the flow, such as 'leapt – that's a big jump' or – in the context of the story – 'a spin – that's a fast ride in a car'

Using the Five Special Books

Subsequent Reads

All the books should be read on multiple occasions and at least every week during the half term.

• Dramatising the story can be motivating, once the children know it well, and it can hold their interest and focus.

Dramatization of stories is unique in that it requires the basic teaching skills of listening, observing closely, and harnessing the imagination of everyone in exploring new ideas. Role play can also help children to reflect on how a character might think, feel and behave at key moments, and explore motives and intentions. Asking all the children to adopt the same role at the same time is an opportunity for everyone to participate. For example, saying 'Hello, wolves! Show me your paws, show me your twitching nose, show me your sharp pointy teeth...' puts all of them quickly into role as the wolf, not just wondering about pretending to be one, which might be the case with simply saying, 'Imagine you are the wolf'.

- Use asides to show reactions to particular events:
 - 'I can't believe he did that!'
 - 'Oh, my goodness. He's not happy.'
 - 'Whatever will he do next?'
- Memorable words and phrases

Colour your voice to give words meaning: whooped, wondered, wailed or to convey an action: sprouted, quivered, squirmed. Emphasise memorable words and phrases. These will feed into children's vocabulary and awareness of the syntax of literary texts and increase their comprehension.

Use phrases from the story later in different contexts, when children know it well. For example, when they recognise: 'Is there room on the broom for a dog like me?', they can enjoy being asked, 'Is there room at the table for a teacher like me?'

- Let the children pause, think about and comment on the pictures.
- If you think children did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to family/class experiences: 'This reminds me of when ...'
- Link stories to others that the children know: 'Ah! Do you remember the dragon in? Do you remember what happened to him?'
- Encourage the children to join in with the bits they know.
- Avoid asking questions to test what the children remember.
- Avoid telling children that reading stories is good for them.

PTO for information about the First and Second Reads