



## Alford Primary School – EYFS Long Term Planning 2024 / 2025

At Alford Primary School, we are passionate for our children to become accomplished, happy, confident, well-rounded individuals who have a love for learning. We believe that all our children are capable of achieving amazing things and our curriculum is designed to allow our children to develop the knowledge and learning behaviours that they need to succeed in an ever-changing world.

Children will leave our EYFS as


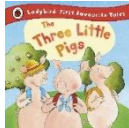
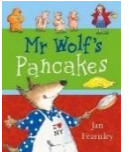
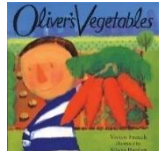
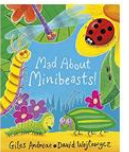
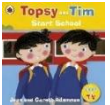




**Independent Individuals** who can follow our class rules, set simple goals and persevere to achieve them, select resources and manage their own personal needs.

**Confident Communicators** who can listen attentively, hold a conversation with friends and adults, ask relevant questions and be able to use new vocabulary appropriately.

**Fantastic Friends** who can be kind and helpful, show empathy respect to others, work and play co-operatively, whilst considering the ideas and feelings of others.

**Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Alford is special and have an awareness of other peoples' cultures and beliefs.

The Characteristics of Effective Learning (COELs); **Playing and Exploring, Active Learning, Creating and Thinking Critically** underpin our curriculum and mirror our EYFS vision.



|  | Autumn Term 1   | Autumn Term 2   | Spring Term 1  | Spring Term 2   | Summer Term 1   | Summer Term 2   |
|--|---|---|--|---|---|---|
| <b>Term Date</b>   | <b>Wednesday 4<sup>th</sup> September – Friday 18<sup>th</sup> October 2024</b>   | <b>Tuesday 29<sup>th</sup> October – Thursday 19<sup>th</sup> December 2024</b>   | <b>Monday 6<sup>th</sup> January – Friday 14<sup>th</sup> February 2025</b>  | <b>Monday 24<sup>th</sup> February – Friday 4<sup>th</sup> April 2025</b>   | <b>Wednesday 23<sup>rd</sup> April – Friday 23<sup>rd</sup> May 2025</b>  | <b>Monday 2<sup>nd</sup> June – Tuesday 22<sup>nd</sup> July 2025</b>   |
| <b>Topic Title</b><br>Topics are used as starting points and hooks for learning  | <b>This is Me!</b><br>(Starting School)   | <b>Let's Celebrate!</b><br>(Festivals Around the World)   | <b>Terrific Tales!</b><br>(Traditional tales)  | <b>We Need a Hero!</b><br>(People Who Help Us)  | <b>Come Outside!</b><br>(Plants in their natural environment)   | <b>Magnificent Minibeasts!</b><br>(Small creatures)   |
| <b>Book Led Curriculum</b><br>Topics are deeply rooted in developing a love of reading and are supported by quality key texts across a variety of genres (Book Led Curriculum) | <b>Week 1</b><br><b>W.C – 4<sup>th</sup> September</b><br><i>Settling in – rules and routines.</i><br> | <b>Week 1</b><br><b>W.C – 29<sup>th</sup> October</b><br><i>How can we keep safe on bonfire night?</i><br> | <b>Week 1</b><br><b>W.C – 6<sup>th</sup> January</b><br><i>Can you design a new house for the 3 Little Pigs?</i><br> | <b>Week 1</b><br><b>W.C – 24<sup>th</sup> February</b><br><i>Do you like pancakes?</i><br> | <b>Week 1</b><br><b>W.C – 23<sup>rd</sup> April</b><br><i>What's growing in the garden?</i><br>                              | <b>Week 1</b><br><b>W.C – 9<sup>th</sup> June</b><br><i>Who lives in the garden?</i><br> |
|  | <b>Week 2</b><br><b>W.C – 9<sup>th</sup> September</b><br><i>Are you excited to start school?</i><br>  | <b>Week 2</b><br><b>W.C – 4<sup>th</sup> November</b><br><i>Why do we remember?</i><br>                    | <b>Week 2</b><br><b>W.C – 13<sup>th</sup> January</b><br><i>Can you measure the giant's footprints?</i><br>         | <b>Week 2</b><br><b>W.C – 3<sup>rd</sup> March</b><br><i>Who helps us?</i><br>             | <b>Week 2</b><br><b>W.C – 28<sup>th</sup> April</b><br><i>Can you write a shopping list for making a fruit smoothie?</i><br> | <b>Week 2</b><br><b>W.C – 10<sup>th</sup> June</b><br><i>Yucky Worms!</i><br>            |

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|  | <p><b>Week 3</b><br/><b>W.C – 16<sup>th</sup> September</b><br/><i>What makes you special?</i></p>          | <p><b>Week 3</b><br/><b>W.C – 11<sup>th</sup> November</b><br/><i>How do we celebrate birthdays?</i></p>                     | <p><b>Week 3</b><br/><b>W.C – 20<sup>th</sup> January</b><br/><i>Can you create a map of the Gingerbread man's journey from the oven to the river?</i></p>  | <p><b>Week 3</b><br/><b>W.C 10<sup>th</sup> March</b><br/><i>Whose job is it to put out fires?</i></p>                                  | <p><b>Week 3</b><br/><b>W.C – 5<sup>th</sup> May</b><br/><i>How is Africa different to where you live?</i></p>  | <p><b>Week 3</b><br/><b>W.C – 16<sup>th</sup> June</b><br/><i>Are you scared of spiders?</i></p>                   |
|  | <p><b>Week 4</b><br/><b>W.C – 23<sup>rd</sup> September</b><br/><i>Can you create a self-portrait?</i></p>  | <p><b>Week 4</b><br/><b>W.C – 18<sup>th</sup> November</b><br/><i>How do Hindus celebrate Diwali?</i></p>                    | <p><b>Week 4</b><br/><b>W.C – 27<sup>th</sup> January</b><br/><i>Why is it important to be kind?</i></p>    | <p><b>Week 4</b><br/><b>W.C – 17<sup>th</sup> March</b><br/><i>Can you name the different parts of a police officers' uniform?</i></p>  | <p><b>Week 4</b><br/><b>W.C – 12<sup>th</sup> May</b><br/><i>Can you label the parts of a flower?</i></p>       | <p><b>Week 4</b><br/><b>W.C – 23<sup>rd</sup> June</b><br/><i>How do bees make honey?</i></p>                      |
|  | <p><b>Week 5</b><br/><b>W.C – 30<sup>th</sup> September</b><br/><i>Have you got any pets?</i></p>           | <p><b>Week 5</b><br/><b>W.C – 25<sup>th</sup> November</b><br/><i>Why do we celebrate Christmas? The Nativity Story</i></p>  | <p><b>Week 5</b><br/><b>W.C – 3<sup>rd</sup> February</b><br/><i>Is it healthy to only eat sweets? Why? Can you sort healthy and unhealthy foods?</i></p>   | <p><b>Week 5</b><br/><b>W.C – 24<sup>th</sup> March</b><br/><i>Doctors and helping others.</i></p>                                      | <p><b>Week 5</b><br/><b>W.C – 19<sup>th</sup> May</b><br/><i>Who can grow the tallest sunflower?</i></p>        | <p><b>Week 5</b><br/><b>W.C – 30<sup>th</sup> June</b><br/><i>How does a caterpillar grow into butterfly?</i></p>  |
|  | <p><b>Week 6</b><br/><b>W.C – 7<sup>th</sup> October</b><br/><i>What happens in Autumn?</i></p>           | <p><b>Week 6</b><br/><b>W.C – 2<sup>nd</sup> December</b><br/><i>How do Jews celebrate Hanukkah?</i></p>                   | <p><b>Week 6</b><br/><b>W.C – 10<sup>th</sup> February</b><br/><i>If you had a magic porridge pot, what food would you want it to make?</i></p>           | <p><b>Week 6</b><br/><b>W.C – 31<sup>st</sup> March</b><br/><i>What job would you like when you grow up?</i></p>                      | <p><b>Week 6</b><br/><b>W.C –</b><br/><i>What does a plant need to grow?</i></p>                              | <p><b>Week 6</b><br/><b>W.C – 7<sup>th</sup> July</b><br/><i>How does a tadpole grow into a frog?</i></p>        |
|  | <p><b>Week 7</b><br/><b>W.C – 14<sup>th</sup> October</b><br/><i>Celebrating Halloween</i></p>   | <p><b>Week 7</b><br/><b>W.C – 9<sup>th</sup> December</b><br/><i>Why do we give and receive presents?</i></p>   |  |  |  | <p><b>Week 7</b><br/><b>W.C – 14<sup>th</sup> July</b><br/><i>Can you design your own mythical minibeast?</i></p>   |

**Book Led Curriculum**

Topics are deeply rooted in developing a love of reading and are supported by quality key texts across a variety of genres (Book Led Curriculum)














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|  |   | <b>Week 8</b><br><b>W.C – 16<sup>th</sup> December</b>   |   |   |   | <b>Week 7</b><br><b>W.C – 21<sup>st</sup> July</b><br><i>Can you design your own mythical minibeast?</i>                 |
|  |    |  |   |   |   |                                       |
| <b>Cultural Capital and Enrichment / Experiences</b> | Autumn Wellie Walk - around local community<br>Halloween<br>Harvest Festival – linked to whole school<br>National Poetry Day<br>Visit from a pet<br>Witches and Wizards day<br>Lincolnshire Day | Bonfire Night<br>Remembrance Day<br>Diwali Workshop<br>Visit to the Pantomime / visit from a Pantomime<br>EYFS Nativity Play<br>Anti-Bullying Week<br>Children in Need<br>World Nursery Rhyme Week<br>Visit from a Soldier | Visit to Angelene's Patisserie<br>Visit from Rhubarb Theatre Company<br>Chinese New Year<br>Safer Internet Day<br>Mental Health week<br>NSPCC Number Day<br>National Storytelling Week<br>Spring Walk | Pancake Day<br>World Book Day<br>Visit to the Fire Station<br>Visit from PCSO<br>First Aid Training<br>Alford YFC – Tractors in Schools<br>Mothering Sunday<br>Easter | Visit to local market<br>Summer Walk<br>Visit from a local gardener<br>Visit from a local flower arranger | Sports Day<br>Visit to the Cinema – Minibeast Film<br>Small creature experiences<br>National Smile month<br>Father's Day |
|  | Cooking - Bread   | Cooking - Marshmallow toasting, Mince pies   | Cooking - Porridge  | Cooking – Pancakes  | Cooking – Chips, Smoothies  | Cooking – Summer Transition Picnic   |
| <b>Influential People</b>                            | Artist – Frida Kahlo  | Guy Fawkes   | John Lobb - UK Shoe Designer<br>Ole Kirk Christiansen – Lego Inventor   | Florence Nightingale<br>Pop artist - Roy Lichtenstein   | Artist – Vincent Van Gough<br>Artist – Giuseppe Arcimboldo  | Artist – Matisse   |
| <b>Role-Play</b>                                     | Home Corner - Domestic Role-Play experiences<br><br>Pet Shop<br><br>Witches Cottage   | Witches Cottage<br><br>Birthday Party<br><br>Santa's Workshop  | Grandma's Cottage   | Fire Station<br><br>Teddy Bear Hospital   | Fruit and Vegetable Shop<br><br>Florist   | Campsite / Woodland<br><br>Minibeast Investigation Laboratory  |
| <b>Parental Involvement</b>                          | Book bag presentation<br>Phonics workshops<br>Reading workshops<br>Learning pack for each child containing key  | Nativity<br>Parent Christmas Card workshop<br>Parent Consultation<br>Christmas Carol Concert<br>Termly Curriculum Newsletter   | Book Trust<br>Termly Curriculum Newsletter  | Science Week<br>Parent Consultation<br>Termly Curriculum Newsletter   | Sports Day<br>Termly Curriculum Newsletter.   | Termly Curriculum Newsletter   |


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|  | resources to support learning at home<br>Termly Curriculum Newsletter   |  |  |  |  |  |
| <p><b>Characteristics of Effective Learning</b></p> <br><br> <p><b>Over Arching Principles</b></p> | <p style="text-align: center;"><b><u>Characteristics of Effective Learning</u></b></p> <p><b>Playing and Exploring:</b> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active Learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and Thinking Critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which helps them to solve problems and reach conclusions.</p> <hr/> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling Environments:</b> Children learn and develop well in safe and secure environments where routines are established. Adults respond to each child's individual needs and passions and helps them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>Play:</b> We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that children learn best when learning is meaningful, practical and based around each child's individual interests and fascinations. We recognise that play is essential for children's development in all areas of learning. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play, whilst being supported by highly skilled adults.</p> |  |  |  |  |  |
| <p><b>Assessment</b></p>   | <p>Each half term data for each child is recorded using the school data system against the 17 strands of the 7 areas of learning and The Characteristics of Effective Learning. Practitioners review observations of child-initiated, adult-initiated and adult led learning to inform their decisions on children's attainment and progress. Summative assessment compares children's attainment to age related expectations using 6 monthly sequential, developmental 'milestones,' which reflect the areas of learning described in the EYES Statutory Framework 2021.</p>   |  |  |  |  |  |

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| Reception Baseline Assessment (RBA)<br>LW Phonics Assessments<br>Autumn Term 1 Data<br>Weekly team meetings for ongoing discussions<br>Focused childrens' observations | Autumn Term 2 Data<br>LW Phonics Assessments<br>Weekly team meetings for ongoing discussions<br>Focused childrens' observations | Spring Term 1 Data<br>LW Phonics Assessments<br>Weekly team meetings for ongoing discussions<br>Focused childrens' observations | Spring Term 2 Data<br>LW Phonics Assessments<br>Weekly team meetings for ongoing discussions<br>Focused childrens' observations | Summer Term 1 Data<br>LW Phonics Assessments<br>Weekly team meetings for ongoing discussions<br>Focused childrens' observations | Summer Term 2 Data<br>Completion of EYFS Profile<br>LW Phonics Assessments<br>Weekly team meetings for ongoing discussions<br>Focused childrens' observations<br>Transition discussions with KS1 |
|--|---|---|---|---|--|

**Statutory Framework for the EYFS – Educational Programme**

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.

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| <p><b>Communication &amp; Language</b></p>  |   |    |   |   |    |    |
|  | <p><b>Poetry Basket – Children will learn and recite at least 3 poems</b><br/>Chop Chop<br/>Falling Apples<br/>Pointy Hat<br/>Breezy Weather<br/>Wise Old Owl<br/>Cup of Tea</p> | <p><b>Poetry Basket - Children will learn and recite at least 3 poems</b><br/>A Basket of Apples<br/>Leaves are Falling<br/>Mice<br/>5 Little Pumpkins<br/>Who has seen the wind?<br/>Shoes</p> | <p><b>Poetry Basket - Children will learn and recite at least 3 poems</b><br/>Mrs Bluebird<br/>I can build a snowman<br/>Popcorn<br/>Carrot nose<br/>Furry Furry Squirrel<br/>Let's Put on Our Mittens</p> | <p><b>Poetry Basket - Children will learn and recite at least 3 poems</b><br/>Pancakes<br/>Stepping Stones<br/>A Little House<br/>A Little Seed<br/>Hungry Birdies<br/>Spring Wind</p> | <p><b>Poetry Basket - Children will learn and recite at least 3 poems</b><br/>Slice bread<br/>Dance<br/>Pitter Patter<br/>Five Little Peas<br/>A little Shell<br/>5 Little Owls</p>   | <p><b>Poetry Basket - Children will learn and recite at least 3 poems</b><br/>Under a Stone<br/>The Fox<br/>Thunderstorm<br/>I Have a Little Frog<br/>If I was so small<br/>Monkey Babies</p> |
|  | <p><b>CONCEPT CAT</b> </p> <p>Concept Cat – Linguistic Concepts<br/><u>Level 1 / 2</u></p>    | <p><b>CONCEPT CAT</b> </p> <p>Concept Cat – Linguistic Concepts<br/><u>Level 2</u><br/>Before</p>            | <p><b>CONCEPT CAT</b> </p> <p>Concept Cat – Linguistic Concepts<br/><u>Level 2</u></p>                                | <p><b>CONCEPT CAT</b> </p> <p>Concept Cat – Linguistic Concepts<br/><u>Level 2</u><br/>Heavy</p>  | <p><b>CONCEPT CAT</b> </p> <p>Concept Cat – Linguistic Concepts<br/><u>Level 3</u><br/>Rough</p> | <p><b>CONCEPT CAT</b> </p> <p>Concept Cat – Linguistic Concepts<br/><u>Level 3</u><br/>Forwards</p>      |

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|  | Behind<br>Noisy<br>More<br>Next to<br>In<br>Out  | First<br>Last<br>After<br>Same<br>Quiet<br>Heavy  | Tall<br>Old<br>New<br>Small<br>Around<br>Through  | Different<br>Quick<br>Day<br>Night<br>Near | Smooth<br>Above<br>Below<br>Heavier<br>Whole | Backwards<br>Half<br>Corner<br>Straight<br>Heaviest<br>Tallest |
|  | <p><b>ELG: Listening, Attention and Understanding</b></p> <p>1.1 Listen attentively and respond to what they hear with relevant comments, questions and actions when being read to and during whole class discussions and small group interactions.</p> <p>1.2 Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Listening, Attention and Understanding</b></p> <p>2.1 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>2.2 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>2.3 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |   |   |  |  |  |
| <p><b>Communication &amp; Language</b></p>  | <p><b>Listening, Attention and Understanding</b></p> <p>Enjoy listening to longer stories and can remember much of what happens,<br/>Pay attention to more than one thing at a time, which can be difficult.<br/>Use a wide range of vocabulary,<br/>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door",<br/>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>   | <p><b>Listening, Attention and Understanding</b></p> <p>Understand how to listen carefully and why listening is important.<br/>Learn new vocabulary.<br/>Use new vocabulary through the day.<br/>Engage in story times.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Listen carefully to rhymes and songs, paying attention to how they sound.<br/>Learn rhymes, poems and songs,<br/>Engage in non-fiction books.<br/>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p><b>Listening, Attention and Understanding</b></p> <p>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.<br/>Make comments about what they have heard and ask questions to clarify their understanding.<br/>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>   |  |  |  |
|  | <p><b>Speaking</b></p> <p>Use a wider range of vocabulary.<br/>Sing a large repertoire of songs.<br/>Know many rhymes, be able to talk about familiar books, and be able to tell a long story,<br/>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.<br/>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.<br/>Use longer sentences of four to six words.</p>   | <p><b>Speaking</b></p> <p>Ask questions to find out more and to check they understand what has been said to them.<br/>Articulate their ideas and thoughts in well-formed sentences.<br/>Connect one idea or action to another using a range of connectives.<br/>Describe events in some detail.<br/>Use talk to help work out problems and organise thinking and activities.<br/>Develop social phrases.<br/>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>                           | <p><b>Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br/>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |  |  |  |



Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  
 Can start a conversation with an adult or a friend and continue it for many turns.  
 Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Use new vocabulary in different contexts.  
 Explain how things work and why they might happen.

**Statutory Framework for the EYFS – Educational Programme**

Children's Personal, Social and Emotional Development (PSED) is crucial for children to lead **healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the **important attachments that shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to **manage emotions**, develop a **positive sense of self**, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including **healthy eating**, and **manage personal needs** independently. Through supported interaction with other children, they learn how to make **good friendships, co-operate and resolve conflicts** peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Personal, Social & Emotional Development



**'Being Me in My World'**

Who...Me?  
 How am I Feeling Today?  
 Being at School?  
 Gentle Hands  
 Our Rights  
 Our Responsibilities



**'Celebrating Difference'**

What am I Good at?  
 I'm Special, I'm me!  
 Families  
 Houses and Homes  
 Making Friends  
 Standing up for Yourself



**'Dreams and Goals'**

Challenge  
 Never Giving up  
 Setting a Goal  
 Obstacles and Support  
 Flight to the Future  
 Footprint Awards



**'Healthy Me'**

Everybody's Body  
 We Like to Move it, Move it  
 Food Glorious Food  
 Sweet Dreams  
 Keeping Clean  
 Stranger Danger



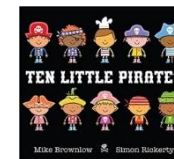
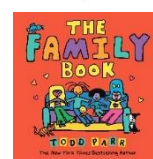
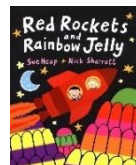
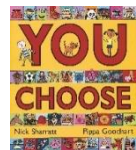
**'Relationships'**

My Family and Me  
 Make Friends, Make Friends  
 – Never Ever Break Friends  
 Falling Out and Bullying  
 Being the Best Friends We  
 Can Be



**'Changing Me'**

My Body  
 Respecting my Body  
 Growing Up  
 Fun and Fears  
 Celebration




**Personal, Social  
& Emotional  
Development**










|   |  |   |
|---|--|---|
| <p><b>ELG: Self-Regulation</b><br/>         1.1 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;<br/>         1.2 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;<br/>         1.3 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.</p> <p><b>ELG: Managing Self</b><br/>         2.1 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;<br/>         2.2 Explain the reasons for rules, know right from wrong and try to behave accordingly;<br/>         2.3 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b><br/>         3.1 Work and play cooperatively and take turns with others;<br/>         3.2 Form positive attachments to adults and friendships with peers;<br/>         3.3 Show sensitivity to their own and to others' needs.</p> |  |   |
| <p><b>Self-Regulation</b><br/>         Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.<br/>         Develop their sense of responsibility and membership of a community.<br/>         Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.<br/>         Increasingly follow rules, understanding why they are important.<br/>         Remember rules without needing an adult to remind them.<br/>         Develop appropriate ways of being assertive.<br/>         Talk with others to solve conflicts.<br/>         Talk about their feelings using words like, 'sad', 'happy', 'angry' or 'worried'.</p>  | <p><b>Self-Regulation</b><br/>         Express their feelings and consider the feelings of others.<br/>         Identify and moderate their own feelings socially and emotionally.<br/>         Manage their own needs, - personal hygiene.</p>  | <p><b>Self-Regulation</b><br/>         Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br/>         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.<br/>         Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> |
| <p><b>Manging Self</b><br/>         Show more confidence in new social situations.<br/>         Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.<br/>         Make healthy choices about food, drink, activity and toothbrushing.</p>   | <p><b>Manging Self</b><br/>         See themselves as a valuable individual.<br/>         Show resilience and perseverance in the face of challenge.<br/>         Know and talk about the different factors that support their overall health and wellbeing:<br/>         - regular physical activity<br/>         - Healthy Eating<br/>         - Toothbrushing<br/>         - Sensible amounts of 'screen time'<br/>         - Having a good sleep routine<br/>         - Being a safe pedestrian.</p> | <p><b>Manging Self</b><br/>         Be confident to try new activities and show independence, resilience and perseverance in the face of challenge,<br/>         Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>         Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>  |
| <p><b>Building Relationships</b><br/>         Become more outgoing with unfamiliar people, in the safe context of their setting.<br/>         Play with one or more other children, extending and elaborating play ideas.<br/>         Understand gradually how others might be feeling.</p>  | <p><b>Building Relationships</b><br/>         Build constructive and respectful relationships.<br/>         Think about the perspective of others.</p>   | <p><b>Building Relationships</b><br/>         Work and play cooperatively and take turns with others.<br/>         Form positive attachments to adults and friendships with peers.<br/>         Show sensitivity to their own and to others' needs.</p>   |








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| <p><b>Launchpad for Literacy</b></p>  | <p><b>3+ skills</b></p> <p>I respond to the feelings of others.<br/> I take on a role and 'become' another person or thing using early 'projection' skills, putting myself in another's shoes.<br/> I accept the needs of others with support.<br/> I seek out others for help.<br/> I form friendships with other children.</p> | <p><b>4+ skills</b></p> <p>I accept the needs of others with less support and identify when another child is being 'unkind.'<br/> I talk about home, other people in my world and characters in familiar stories.<br/> I talk about things from another's point of view in a simple way e.g. "What might they see?" or "What might they do?"<br/> I talk about feelings and can link these with events or people.<br/> I know how to ask when I need help or when I want a turn.<br/> I express my needs and feelings using words as well as non-verbally.<br/> I form good relationships with adults and peers.</p> | <p><b>5+ skills</b></p> <p>I talk about things from another person's point of view in a more complex way including prediction and empathy e.g. "What might they do next?" or "How might they feel?"<br/> I offer enough information but not too much to meet my listener's needs.<br/> I talk about the feelings of others and the impact I have on this. I also think about what I could do to improve the feelings of another.</p> |
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**Statutory Framework for the EYFS – Educational Programme**

Physical activity is vital in children's **all-round development**, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core **strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and **social and emotional well-being**. Fine motor 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**.



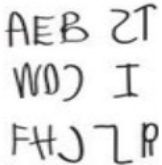
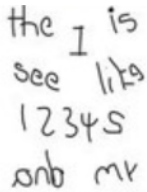

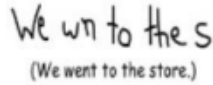
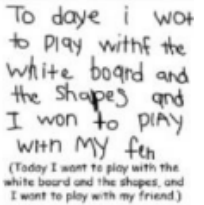
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| <p><b>Physical Development</b></p>  |  <p>Get Set 4 PE</p> <p><b>Introduction to PE: Unit 1</b></p> <p><b>Key skills;</b></p> <p>Physical; moving safely, running, jumping, throwing, catching, following a path.</p> <p>Social; sharing, leadership.</p> <p>Emotional: Perseverance, confidence.</p> <p>Thinking: decision making, selecting and applying actions.</p> |  <p>Get Set 4 PE</p> <p><b>Fundamentals: Unit 1</b></p> <p><b>Key skills;</b></p> <p>Physical: balancing, running, jumping, changing direction, hopping, travelling.</p> <p>Social: working safely, responsibility, helping others.</p> <p>Emotional: honesty, challenging myself, determination.</p> <p>Thinking: decision making, selecting and applying actions, using tactics.</p> |  <p>Get Set 4 PE</p> <p><b>Dance: Unit 1</b></p> <p><b>Key skills;</b></p> <p>Physical: travelling, coping and performing actions, co-ordination.</p> <p>Social: respect, co-operating with others.</p> <p>Emotional: working independently, confidence.</p> <p>Thinking: counting, observing and providing feedback, selecting and applying actions.</p> |  <p>Get Set 4 PE</p> <p><b>Gymnastics: Unit 1</b></p> <p><b>Key skills;</b></p> <p>Physical: shapes, balances, jumps, rocking, rolling, travelling.</p> <p>Social: taking turns, cooperation, communication.</p> <p>Emotional: confidence, determination.</p> <p>Thinking: Selecting and applying skills, creating sequences.</p> |  <p>Get Set 4 PE</p> <p><b>Ball Skills: Unit 1</b></p> <p><b>Key skills;</b></p> <p>Physical: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball.</p> <p>Social: co-operation, supporting others.</p> <p>Emotional: honesty, perseverance.</p> |  <p>Get Set 4 PE</p> <p><b>Games Skills: Unit 1</b></p> <p><b>Key skills;</b></p> <p>Physical: running, balancing, changing direction, striking a ball, throwing.</p> <p>Social: communication, co-operation, taking turns, supporting and encouraging others</p> <p>Emotional: honesty and fair play, managing emotions.</p> |
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|   |  |   |   |  | Thinking: using tactics, decision making | Thinking: Using tactics, decision making. |
| <p><b>Physical Development</b></p>   | <p><b>ELG: Gross Motor Skills</b></p> <p>1.1 Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>1.2 Demonstrate strength, balance and coordination when playing;</p> <p>1.3 Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>ELG: Fine Motor Skills</b></p> <p>2.1 Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;</p> <p>2.2 Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>2.2 Begin to show accuracy and care when drawing.</p>  |   |   |  |  |   |
|   |  <p><b>Four Finger Grasp</b></p>  |  <p><b>Quad / Tripod Grasp</b></p>   |  <p><b>Dynamic Tripod Grip</b></p>   |  |  |   |
|   | <p><b>Gross Motor Skills</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music / rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. E.g choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> | <p><b>Gross Motor Skills</b></p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking / running</li> <li>- jumping / hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body strength, balance, co-ordination, and agility.</p> <p>Further develop and refine a range of ball skills, including - throwing, catching, kicking, passing, batting, and aiming.</p> <p>Further develop the skills they need to manage the school day successfully; - lining up and queuing, mealtimes.</p> | <p><b>Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> |  |  |   |
| <p><b>Fine Motor Skills</b></p> <p>Use one-handed tools and equipment, E.g. making snips in paper with scissors,</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> | <p><b>Fine Motor Skills</b></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>  | <p><b>Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>  |   |  |  |   |

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|  | Start to eat independently and learning how to use a knife and fork.<br>Show a preference for a dominant hand.<br>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  | Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.   |  |
| <b>Launchpad for Literacy</b><br> | <b>3+ skills</b><br>I can complete a sorting task using tweezers.<br>I can thread small beads or complete a threading card I thread and screw nuts, bolts and washer.<br>I paint and draw freely<br>I build structures with blocks, boxes and planks.<br>I use scissors to cut.<br>I draw circles and can copy V, H and T. | <b>4+ skills</b><br>I draw a person on request with heads, legs and body.<br>I complete simple jigsaws that contain 6 to 10 pieces.<br>I track objects, pictures & text with my finger from left-right.<br>I copy the letters X, V, T, H and O<br>I hold a pencil using a conventional grip.<br>I write one or two letters independently, usually ones from my name. I cut on a line continuously.<br>I copy triangles, squares and other geometric shapes. | <b>5+ skills</b><br>I complete jigsaws with twenty pieces or more. I thread needles, sew big stitches and make pom-poms.<br>I coordinate shoulder, wrist and finger movements to write, moving across and down the page.<br>I trace with detail. |

**Statutory Framework for the EYFS – Educational Programme**

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**).

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| <b>Literacy</b><br> |    |           |                |    |  |   |
|   | <b>Pre-Phonemic Stage</b><br>Letter strings move from L to R and move down the page | <b>Pre-Phonemic Stage</b><br>Letter groups separated by spaces to resemble different words | <b>Early Phonemic Stage</b><br>Environmental print - awareness of print, copied from surroundings | <b>Transitional Stage</b><br>Medial sound may initially be written as a consonant. Vowels begin to appear. Evidence of tricky word. | <b>Transitional Stage</b><br>Inventive spelling. Whole sentence writing develops.   | <b>Transitional Stage</b><br>Inventive spelling. Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear. |

Our Systematic Synthetic Phonics programme is 'Little Wandle Letters and Sounds Revised'. Little Wandle Letters and Sounds Revised draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers. We have one consistent approach to the teaching of phonics and early reading. We aspire that all of our children will learn to read fluently and develop a love of books. Phonics is taught daily. It is also embedded into all of our daily routines and practice.



**Reception Autumn  
Term 1 – Phase 2**



**Reception Autumn  
Term 2 – Phase 2**



**Reception Spring  
Term 1 – Phase 3**



**Reception Spring  
Term 2 – Phase 3**



**Reception Summer  
Term 1 – Phase 4**



**Reception Summer  
Term 2 – Phase 4**

**ELG: Comprehension**

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

**ELG: Word Reading**

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

**ELG: Writing**

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

**Literacy**



**Comprehension**

Engage in extended conversations about stories, learning new vocabulary.

**Comprehension**

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**Comprehension**

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

**Word Reading**

Understand the five key concepts about print:  
- print has meaning  
- print can have different purposes  
- we read English text from left to right and from top to bottom  
- the names of the different parts of a book - page sequencing.  
Develop their phonological awareness, so that they can:  
- spot and suggest rhymes  
- sound or clap syllables in a word  
- recognise words with the same initial sound, such as money and mother.

**Word Reading**

Read individual letters by saying the sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  
Read some letter groups that each represent one sound and say sounds for them.  
Read a few common exception words matched to the school's phonic programme.  
Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words.

**Word Reading**

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

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|  | <p><b>Writing</b><br/>Use some of their print and letter knowledge in their early writing, For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>   | <p><b>Writing</b><br/>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>  | <p><b>Writing</b><br/>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.</p>  |   |   |  |
|  | <p><br/><b>Pathways to Write</b></p> <p><b>Pathways to Write</b></p> <p><b>'Peace at Last' by Jill Murphy</b><br/><b>Gateway, Pathway, Writeaway</b></p> <p>Outcome: Fiction – Story with character focus.</p> <p>Oral re-telling of story. Draw images and write labels to represent the story.</p>  | <p><br/><b>Pathways to Write</b></p> <p><b>Pathways to Write</b></p> <p><b>'Festivals' by Jane Bingham</b><br/><b>Gateway, Pathway, Writeaway</b></p> <p>Outcome: Non-Fiction – Labels / Captions.</p> <p>Draw and label a plan to build a snowman including things that they will need to decorate the snowman at the end.</p>  | <p><br/><b>Pathways to Write</b></p> <p><b>Pathways to Write</b></p> <p><b>'Let's all Creep through Crocodile Creek' by Jonny Lambert</b><br/><b>Gateway, Pathway, Writeaway</b></p> <p>Outcome: Fiction – Journeys (retell with story map).</p> <p>Create a story map of the journey and write labels / captions / sentences describing the crocodile.</p>  | <p><br/><b>Pathways to Write</b></p> <p><b>Pathways to Write</b></p> <p><b>'Something Else' by Kathryn Cave</b><br/><b>Gateway, Pathway, Writeaway</b></p> <p>Outcome: Fiction – Narrative story re-telling</p> <p>Orally re-tell the story and re-write a shortened version.</p>  | <p><br/><b>Pathways to Write</b></p> <p><b>Pathways to Write</b></p> <p><b>'Clem and Crab' by Fiona Lumbers</b><br/><b>Gateway, Pathway, Writeaway</b></p> <p>Outcome: Fiction – Re-tell story.</p> <p>Orally re-tell the story. Write a letter to another class encouraging them to put litter in the bin / take it home when they visit the beach and explain why this is important.</p>  | <p><br/><b>Pathways to Write</b></p> <p><b>Pathways to Write</b></p> <p><b>'Supertato' by Sue Hendra</b><br/><b>Gateway, Pathway, Writeaway</b></p> <p>Outcome: Fiction – Rewrite.</p> <p>Rewrite the story.</p>  |
|  | <p><b>3+ skills</b></p> <p><b>Phonological Awareness, Rhythm and Syllable</b><br/>I keep a steady beat alongside others or to a piece of music or rhythm.</p>  |   | <p><b>4+ skills</b></p> <p><b>Rhythm and Syllable</b><br/>I use syllable skills to read multisyllabic words depending on the context.</p>   |   | <p><b>5+ skills</b></p> <p><b>Phonological Awareness, Rhythm and Syllable</b><br/>I use syllable skills to read multisyllabic words (visual and auditory blending skills permitting.) I use my syllable skills</p>  |  |



I copy simple rhythms containing one, two or three beats using claps, instruments or body percussion.  
I clap out one to three syllable words depending on the number of syllables they have. I also use musical instruments to indicate the beat/syllables within words.  
I copy simple rhythms containing up to five beats or shorter rhythms with beat variation.

**Rhyming**

I fill in gaps during songs / rhymes and, later, sing familiar ones in full.  
I find it funny when you make a deliberate ‘mistake’ during a rhyming story or song.  
I find it funny when you make a ‘mistake’ during a rhyming activity and I tell you what the right word should be.  
I detect rhyme and match two words from a choice of three when there is a different syllable structure e.g. match ‘candle’ with ‘handle’ and not ‘hat’.

**Alliteration**

I enjoy stories and songs containing alliteration particularly if actions, props and pictures are used. I also enjoy alliteration alongside daily routines and activities.  
I enjoy stories and songs containing alliteration increasingly as an auditory activity  
I find it funny when you produce an alliterative word string.  
I detect an odd-one-out in an alliterative word string if the ‘mistake’ begins with a very different phoneme from the others.

**Auditory Blending**

I blend compound words e.g. ‘foot-ball’ and ‘rainbow.’  
I blend two syllable words e.g. ‘ta-ble’ and ‘co-ffee.’ I blend three syllable words e.g. ‘e-le-phant.’  
I blend a cvc word when the vowel is split e.g. ‘ca-at.’  
I blend at onset-rime level when the onset is a long phoneme e.g. ‘sh-ark.’

**Auditory Discrimination**

I discriminate and identify sounds in simple activities, matching sounds to objects and pictures without visual support e.g. selecting a musical instrument I have heard from a choice of six, matching an animal, environmental, human or transport sound to an object or photograph from a choice of four to six.  
I discriminate between minimal pairs where the phonemes are distinct (e.g. ‘sun-bun’) and then more alike (e.g. ‘tap-cap’).  
I am aware that words start with the same phoneme in an ‘auditory bombardment’ activity but may not be able to name it.  
I discriminate between two long phonemes - distinct then more alike.

I count the number of claps/syllables in a 1-3 syllable word.  
I count the number of claps/syllables in a 1-5 syllable word.

I sort words/objects based on the number of claps/syllables they contain.

**Rhyming**

I detect rhyme and match two words from choice of 3 when there is a differing rime but the same syllable structure.

I match words that rhyme in games such as ‘rhyming lotto.’

I detect rhyme even when the odd-one-out is semantically linked to the target word.

I add a word that rhymes to a rhyming string you generate.

I independently generate a string of rhyming words.

**Alliteration**

I detect the word that is an odd-one-out in an alliterative word string even if the ‘mistake’ begins with a similar phoneme to the others.

I independently detect alliterative words during specific activities such as sorting whether a word starts with the target sound or not. I do not need to hear you say the words first (vocabulary permitting.) I generate a string of alliterative words or make suggestions when you make a ‘mistake.’

**Auditory Blending**

I blend at onset-rime level when the onset is a long or short phoneme e.g. ‘sh-ark’ or ‘p-ark.’  
I blend four syllable words e.g. ‘he-li-cop-ter.’  
I blend cvc words with long phonemes e.g. ‘s-oa-p’  
I blend cvc words with long and short phonemes e.g. ‘sh-ar-k’

**Auditory Discrimination**

I identify the odd-one-out in an ‘auditory bombardment’ activity, initially when the word begins with a very distinct phoneme from the others and, later, when they are more alike.  
I know some phoneme-grapheme links, visual skills permitting.  
I discriminate and name the phonemes at the beginnings of words.  
I identify the odd-one-out in an ‘auditory bombardment’ activity, initially when the word ends with a very distinct phoneme from the others and, later, when the phonemes are more alike.

when attempting to write longer words (auditory memory and segmentation skills permitting).

**Rhyming**

I know that two words rhyme alongside the written word, even when they contain different spelling patterns.  
I generate a word that rhymes and also gives appropriate meaning when making up stories, songs or poems to tell or sing and, later, to write.

**Alliteration**

I identify alliteration alongside the written word even when the words contain different spelling patterns.  
I generate an alliterative word that also gives appropriate meaning when making up stories, songs or poems to tell or sing and, later, to write.

**Auditory Blending**

I blend four phoneme words with ccvc, cvcc, cvcv and vcvc blends e.g. ‘s-t-o-p,’ ‘m-a-s-k,’ ‘w-at-er’ and ‘o-p-e-n.’  
I blend five syllable words e.g. ‘hi-ppo-po-ta-mus.’  
I blend five phonemes e.g. ‘j-u-m-p-er.’  
If I can decode at syllable level I blend and read longer words.

**Auditory Discrimination**

I discriminate and name phonemes in clusters containing two consonants.  
I name phonemes in three consonant clusters and within longer words.

**Auditory Memory**

I discriminate end phonemes even if the word is used in the middle of your sentence.  
I discriminate most sounds in longer words, words used in the middle of sentences or if you say something else before asking for the answer.

**Sequential Auditory Memory**

I write a sentence in the right order, holding words and phonemes.  
I use longer, story-level mantras without visual support e.g. ‘Talk for Writing’ or retelling stories.

**Segmentation**

I segment a syllable from a word with three syllables.  
I segment words at onset-rime level, segmenting the initial consonant or consonant cluster.  
I segment a phoneme from the end of a word. I segment a phoneme from a blend in a ccvc or cvcc word.



I discriminate between two short phonemes - distinct then more alike.

### **Auditory Memory**

I discriminate and identify familiar, environmental, human, animal or transport sounds even if there is a slight delay between hearing the sound and the identification.

I fill in gaps within familiar songs, rhymes and mantras.

I carry out rhythmical, beat and simple body percussion activities.

I copy two instruments from a choice of six in any order without visual support.

I repeat two phonemes, numbers, words or syllables in any order.

I match two environmental sounds to two objects or pictures in any order.

I find an object or picture to match an environmental sound from another location.

I repeat three phonemes, numbers, words or syllables in any order.

### **Sequential Auditory Memory**

I participate in familiar, phrase-level mantras in simple activities and stories e.g. "Ready-steady-go" or "Crash, bang, wallop.

I follow body percussion sequences of two then three in the right order.

I copy two instruments from a choice of six without visual support in order.

I participate in familiar, sentence-level mantras in simple activities and stories e.g. "We can't go over it..." or "Silly old fox, doesn't he know....." I copy two instruments from a choice of six with • I repeat two phonemes, numbers, words or syllables in order. I remember two environmental sounds in order.

### **Phoneme Identification**

I know what sound my name starts with.

I know if there is a word within a longer word e.g. 'cat' in 'caterpillar' or 'spy' in 'spider.'

I know if there is a syllable within a word e.g. 'tion' in 'cushion' and 'station.'

### **Visual Memory**

I recognise something when shown an incomplete object.

I identify the object depicted by a line drawing. • I name familiar colours.

I recognise things when shown an incomplete coloured picture.

I discriminate and name phonemes at the ends of words.

I discriminate and name phonemes in the middle of words.

### **Auditory Memory**

I find two objects or pictures to match two environmental sounds from another location.

I find an object or picture to match an environmental sound if given a different simple instruction/ task first.

I sort by initial phoneme following successful discrimination.

I discriminate sounds at the beginnings of multisyllabic words and am not confused by the number of sounds e.g. 'tomato' or 'elephant.

I discriminate initial phonemes even if the word is used in the middle of your sentence.

### **Sequential Auditory Memory**

I repeat three phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list.

I copy three instruments from a choice of six without visual support in order.

I participate in familiar, simple, story-level mantras in repetitive, supported stories e.g. 'Talk for Writing' or using puppets.

I repeat four phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list.

I hold three then four phonemes in more complex tasks e.g. writing a word.

I hold a sentence and repeat back the words in the right order.

### **Segmentation**

I find the two words that go together to make a compound word.

I segment compound words with visual support.

I independently segment compound words.

I segment a syllable from a word with two syllables.

### **Phoneme Identification**

I am aware when some words start with the same sound as my name.

I independently sort by long and/or 'lip' initial phonemes.

I independently sort by distinct, short initial phonemes.

I independently sort by similar, long or short initial phonemes.

I independently identify initial phonemes with long or 'lip' sounds.

I independently identify all initial phonemes.

I segment a phoneme from any location in longer words.

### **Phoneme Identification**

I independently identify all final phonemes

I independently identify medial phonemes with long then short vowels.

I independently identify phonemes within blends or longer words.

### **Visual Memory**

I sequence four items I have seen without auditory support.

I read familiar, phonetic words and key sight vocabulary at word-level.

I recognise groups of letters forming a syllable group or consonant blend. I recognise these groups within words.

I mainly read at word-level, using phonics for 'new' words.

### **Visual Attention and Discrimination**

I rapidly discriminate between short, similar words.

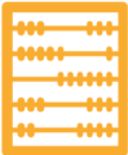









I discriminate between similar, longer words due to small differences.


Inference & Empathy: I work out how people feel, what has happened or what is wrong when 'reading' non-verbal communication or when looking at non-verbal and situational clues in pictures.

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|  | <p>I identify the object depicted by a silhouette or an abstract picture.<br/> I play 'Kim's Game' with a set of 4 then 6 similar objects.<br/> I sequence two items I have seen without auditory support.<br/> I recognise what is depicted in an incomplete line drawing.</p> <p><b>Visual Attention and Discrimination</b></p> <p>I discriminate between similar photographs and coloured pictures.<br/> I notice detail in busy pictures in books and jigsaws.<br/> I discriminate between dissimilar line drawings.<br/> I lift meaning from a stationary picture and work out activity e.g. "What is he doing?" or "What is happening?"<br/> I look at and track lines of objects or pictures from left-to-right.<br/> I discriminate between similar line drawings by detail or orientation.<br/> I discriminate between silhouettes.<br/> I discriminate between dissimilar symbols, patterns and shapes.<br/> I discriminate between similar symbols, patterns and shapes.</p> | <p>I independently identify long and/or 'lip' final phonemes.</p> <p><b>Visual Memory</b></p> <p>I understand the meaning conveyed by familiar symbols.<br/> I recognise shapes and patterns.<br/> I recognise abstract symbols, some letters and numbers.<br/> I recognise and write my name.<br/> I sequence three items I have seen without auditory support.<br/> I recognise single graphemes and know the phonemes they make.<br/> I recognise some high-frequency sight vocabulary.<br/> I associate lower with upper case letters and print with cursive script.<br/> I recognise digraphs and know the phoneme. I identify digraphs in a word.</p> <p><b>Visual Attention and Discrimination</b></p> <p>I discriminate between numbers and dissimilar letters.<br/> I find my name from a choice, even if some also start with the same letter.<br/> I discriminate between similar letters.<br/> Inference &amp; Prediction: I lift less obvious meaning from pictures e.g. "Where do you think he is going?" or "What do you think they are making?"<br/> I discriminate between similar digraphs, consonant clusters and two-digit numbers.<br/> I discriminate between distinct words by the shape of the word.<br/> I discriminate between words that do or do not contain a certain grapheme.<br/> I discriminate between words that do or do not contain a certain digraph.</p> |  |
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**Statutory Framework for the EYFS – Educational Programme**

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.


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| <p><b>Mathematics</b></p>   |  <p><b>Weeks 1-5</b></p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>  |  <p><b>Weeks 6-10</b></p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> |  <p><b>Weeks 11-20</b></p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> |  <p><b>Weeks 16 – 20</b></p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> |  <p><b>Weeks 21 – 25</b></p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> |  <p><b>Consolidation</b></p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> |
|  | <p><b>Unit 1: Numbers to 5</b><br/> <b>Unit 2: Comparing groups within 5</b><br/> <b>Unit 3: 3D and 2D Shapes</b><br/> <b>Unit 4: Changes within 5</b><br/> <b>Unit 5: Number bonds within 5</b></p>    | <p><b>Unit 6: Space</b><br/> <b>Unit 7: Numbers to 10</b><br/> <b>Unit 8: Comparing numbers within 10</b><br/> <b>Unit 9: Addition to 10</b><br/> <b>Unit 10: Measure</b><br/> <b>Unit 11: Number bonds to 10</b><br/> <b>Unit 12: Subtraction</b><br/> <b>Unit 13: Exploring patterns</b></p>                              | <p><b>Unit 14: Counting on and counting back</b><br/> <b>Unit 15: Numbers to 20</b><br/> <b>Unit 16: Numerical patterns</b><br/> <b>Unit 17: Shape</b><br/> <b>Unit 18: Measure</b><br/> <b>Unit 19: Sorting</b><br/> <b>Unit 20: Time</b></p>    |   |  |  |
|  | <p><b>ELG: Number</b></p> <p>1.1 Have a deep understanding of number to 10, including the composition of each number;</p> <p>1.2 Subitise (recognise quantities without counting) up to 5;</p> <p>1.3 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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>2.1 Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>2.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>2.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |  |  |   |  |  |
| <p><b>Number</b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order:</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> | <p><b>Number</b></p> <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten,</p> <p>Compare numbers.</p> <p>Understand the 'one more than one less than' relationship between consecutive numbers.</p>   | <p><b>Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number,</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p>                                    |  |   |  |  |





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| <p><b>Mathematics</b></p>  | <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.<br/>Experiment with their own symbols and marks as well as numerals,<br/>Solve real world mathematical problems with numbers up to 5.<br/>Compare quantities using language: more than', fewer than'.</p>  | <p>Explore the composition of numbers to 10.<br/>Automatically recall number bonds for numbers 0-5 and some to 10.</p>   |   |
|   | <p><b>Numerical Patterns</b><br/>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: (sides', 'corners'; 'straight', *flat', 'round'.)<br/>Understand position through words alone — for example, "The bag is under the table," — with no pointing.<br/>Describe a familiar route.<br/>Discuss routes and locations, using words like 'in front of' and 'behind'.<br/>Make comparisons between objects relating to size, length, weight and capacity.<br/>Select shapes appropriately: flat surfaces for building a triangular prism or a roof etc.<br/>Combine shapes to make new ones — an arch, a bigger triangle etc.<br/>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.<br/>Use informal language like 'pointy', 'spotty', 'blobs' etc.<br/>Extend and create ABAB patterns — stick, leaf, stick, leaf.<br/>Notice and correct an error in a repeating pattern.<br/>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</p> | <p><b>Numerical Patterns</b><br/>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.<br/>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can,<br/>Continue, copy and create repeating patterns.<br/>Compare length, weight and capacity.</p> | <p><b>Numerical Patterns</b><br/>Verbally count beyond 20, recognising the pattern of the counting system.<br/>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br/>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |

**Statutory Framework for the EYFS – Educational Programme**

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



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| <p><b>Understanding the World</b></p>    | <p><b>What makes people special? Special People</b></p> <p>Families<br/>Friends<br/>Role Models<br/>Moses<br/>Jesus (Part 1)<br/>Jesus (Part 2)</p> | <p><b>What is Christmas? Christmas (Incarnation)</b></p> <p>Giving<br/>Saying 'Thank you'<br/>A Christmas Story (A Christian Celebration)<br/>The Shepherds (A Christian Story)<br/>The Wise Men (A Christian Story)<br/>Christmas (A Christian Celebration)</p>  | <p><b>How do people celebrate? Celebrations in different cultures and worldviews</b></p> <p>Celebrating New Year<br/>Chinese New Year (A Story from China)<br/>Chinese New Year Cont (A Story from China)<br/>Persian New Year (A Nowruz Story)<br/>Persian New Year Cont (A Nowruz Story)<br/>Holi (A Sananata Dharma Festival)</p> | <p><b>What is Easter? Easter (Salvation)</b></p> <p>Signs of Spring<br/>Spring into Life<br/>Easter (A Christian Celebration)<br/>Easter Cont (A Christian Celebration)<br/>Easter Cont (A Christian Celebration)<br/>Easter Cont (A Christian Celebration)</p>  | <p><b>What can we learn from stories? Stories</b></p> <p>A Boy Who Cried Wolf (An Aesop's Fable)<br/>The Crocodile and the Priest (A Sikh story)<br/>Bilal and the Beautiful Butterfly (A Muslim story)<br/>The Gold-Giving Serpent<br/>Best Friends (A story from Asia)<br/>The Lost Coin (A Christian Parable)</p> | <p><b>What makes places special? Special places</b></p> <p>Homes around the World<br/>Homes around the World Cont<br/>Our World<br/>Churches<br/>Mosques<br/>Synagogues</p> |
| <p><b>Computing</b></p> <p>Know how to use different technological toys. E.g, Yoto Player. Use technology appropriately through role-play. E.g, pretend telephones and laptops.<br/>Understand that goals can be achieved by following a sequence of steps.<br/>Follow simple sequence algorithms. E.g, PE visual action cards.<br/>Select and use technology for a particular purpose.</p>   |   | <p><b>Computing</b></p> <p>Use a digital device to create &amp; store content.<br/>With support, programme a bee bot or similar, to make it move for a particular purpose.<br/>Begin to understand about staying safe when using technology. E.g, Know what to do if I see things that upset me online. Link to Safer Internet Day.<br/>Programme a bee bot or similar, one instruction at a time and clear it at the end.<br/>Access and use simple activities using touch technology with increasing control.<br/>Use a digital device to create ad store content. E.g, record sound.</p> |  | <p><b>Computing</b></p> <p>Begin to use a mouse to navigate a simple programme E.g. Paint<br/>Manage a computer or device by correctly closing websites or Apps, and safely turning on and off.<br/>Input commands using a mouse to control a cursor and use the left click to select options. Input commands using the letters, spacebar and backspace on a keyboard.</p> |  |   |
| <p><b>ELG: Past and Present</b></p> <p>1.1 Talk about the lives of the people around them and their roles in society;<br/>1.2 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br/>1.3 Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>2.1 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br/>2.2 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;<br/>2.3 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.</p> <p><b>ELG: The Natural World</b></p> |   |   |  |  |  |   |

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| <p><b>Understanding the World</b></p>    | <p>3.1 Explore the natural world around them, making observations and drawing pictures of animals and plants;<br/>3.2 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;<br/>3.3 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |  |  |
|   | <p><b>Past and Present</b><br/>Begin to make sense of their own life-story and family's history.</p>  | <p><b>Past and Present</b><br/>Compare and contrast characters from stories, including figures from the past.<br/>Talk about the lives of the people around them and their roles in society.<br/>Understand the past through settings, characters and events encountered in books read in class and storytelling.<br/>Comment on images of familiar situations in the past.</p>  | <p><b>Past and Present</b><br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>  |
|   | <p><b>People, Culture and Communities</b><br/>Talk about members of their immediate family and Community.<br/>Explore how things work.<br/>Continue developing positive attitudes about the differences between people.<br/>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.<br/>Name and describe people who are familiar to them.</p>                               | <p><b>People, Culture and Communities</b><br/>Show interest in different occupations.<br/>Draw information from a single map,<br/>Understand that some places are special to members of their community.<br/>Recognise that people have different beliefs and celebrate special times in different ways.<br/>Recognise some similarities and differences between life in this country and life in other countries.</p>   | <p><b>People, Culture and Communities</b><br/>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br/>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.<br/>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.</p> |
| <p><b>The Natural World</b><br/>Use all their senses in hands-on exploration of natural materials.<br/>Explore collections of materials with similar and/or different properties.<br/>Talk about what they see, using a wide vocabulary.<br/>Begin to understand the need to respect and care for the natural environment and all living things.<br/>Explore and talk about different forces they can feel.<br/>Talk about the differences between materials and changes they notice.</p>   | <p><b>The Natural World</b><br/>Explore the natural world around them.<br/>Describe what they see, hear and feel whilst outside.<br/>Recognise some environments that are different to the one in which they live.<br/>Understand the effect of changing seasons on the natural world around them.</p>  | <p><b>The Natural World</b><br/>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br/>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.<br/>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |  |
| <p><b>Statutory Framework for the EYFS – Educational Programme</b></p> <p>The development of children's <b>artistic and cultural awareness</b> 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 <b>a wide range of media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> |   |  |  |
|  <p>Help kids find their voice</p>   |   |  <p>Help kids find their voice</p>  |  |
|  <p>Help kids find their voice</p>   |   |  |  |



**Expressive Arts & Design**



'I've Got a Grumpy Face'  
'The Sorcerer's Apprentice'  
'Witch, Witch'  
'Row, Row, Row Your Boat'



'Bird Spotting – Cuckoo Polka'  
'Shake My Sillies Out'  
'Up and Down'  
'Five Fine Bumble Bees'



'Down There Under the Sea'  
'It's Oh So Quiet!'  
'Slap, Clap, Clap'  
'Bow, Bow, Bow Belinda'



**ELG: Creating with Materials**

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

**ELG: Being Imaginative and Expressive**

- 2.1 Invent, adapt and recount narratives and stories with peers and their teacher;
- 2.2 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.

**Creating with Materials**

Explore different materials freely, in order to develop their ideas about how to use them and what to make.  
Develop their own ideas and then decide which materials to use to express them.  
Join different materials and explore different textures.  
Create closed shapes with continuous lines, and be in to use these shapes to represent objects.  
Draw with increasing complexity and detail, such as representing a face with a circle and including details,  
Use drawing to represent ideas like movement or loud noises.  
Explore colour and colour-mixing.

**Creating with Materials**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Return to and build on their previous learning, refining ideas and developing their ability to represent them.  
Create collaboratively sharing ideas, resources and skills.

**Creating with Materials**

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

**Being Imaginative and Expressive**

Take part in simple pretend play, using an object to represent something else even though they are not similar.  
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  
Listen with increased attention to sounds.

**Being Imaginative and Expressive**



Listen attentively, move to and talk about music, expressing their feelings and responses.  
Watch and talk about dance and performance art, expressing their feelings and responses.  
Sing in a group or on their own, increasingly matching the pitch and following the melody.  
Develop storylines in their pretend play.  
Explore and engage in music making and dance, performing solo or in groups.

**Being Imaginative and Expressive**

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

**Expressive Arts & Design**



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|  | <p>Respond to what they have heard, expressing their thoughts and feelings.<br/>Remember and sing entire songs,<br/>Sing the pitch of a tone sung by another person ('pitch match').<br/>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br/>Create their own songs, or improvise a song around one they know.<br/>Play instruments with increasing control to express their feelings and ideas.</p> |  |  |  |  |   |
| <p><b>Launchpad for Literacy</b></p>  | <p style="text-align: center;"><b>3+ skills</b></p> <p>I engage in simple role play.<br/>I engage in small world and puppet play.<br/>I carry out a sequence of activities in my pretend play.<br/>I ascribe meaning to things I have drawn, made or painted after or during the creative process.<br/>I give my puppets, role play characters and figures a 'voice.'</p>  | <p style="text-align: center;"><b>4+ skills</b></p> <p>I ascribe meaning to things I have drawn, made or painted before the creative process<br/>I construct and create with purposeful intent.<br/>I understand that print has meaning.<br/>I pretend to read and write.<br/>I recognise my name and relate it to myself.<br/>I know that a grapheme makes a 'sound' and may know some such as ones in my name.<br/>I know that written words and symbols have meaning and recognise a few familiar words or logos (visual memory permitting).<br/>My play contains a storyline or narrative.</p> | <p style="text-align: center;"><b>5+ skills</b></p> <p>I collaborate with others in order to create or recreate roles and experiences in play.<br/>I demonstrate early negotiation skills.<br/>I make up stories with others, making up plays, puppet shows or short films.</p>          |  |  |   |
| <p><b>British Values</b></p>        | <p style="text-align: center;"><b><u>Mutual Respect</u></b></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated.</p>  | <p style="text-align: center;"><b><u>Mutual Tolerance</u></b></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>   | <p style="text-align: center;"><b><u>Rule of Law</u></b></p> <p>We know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We work together as a team.</p> | <p style="text-align: center;"><b><u>Individual Liberty</u></b></p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> | <p style="text-align: center;"><b><u>Democracy</u></b></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We value and respect the opinions of others.</p> | <p style="text-align: center;"><b><u>Re-cap all British Values</u></b></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to</p> |

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|  |  |  |   |  |  | being British and are shared by other democratic countries. |
|  | <p><b><u>Democracy</u></b></p> <p>Turn-taking opportunities throughout the school day.<br/>         Opportunities for children to ask questions.<br/>         Circle Time opportunities – Jigsaw.<br/>         Choice / voting activities – e.g, storybook voting station.</p> | <p><b><u>The Rule of Law</u></b></p> <p>Reviewing 'Good to be Green' 'Class Rules' collectively.<br/>         Naming and talking about emotions – The Colour Monster (morning routine).<br/>         Work around the Police Service within the 'People Who Help Us' topic.</p> | <p><b><u>Individual Liberty</u></b></p> <p>Activities to develop pupils' confidence, e.g, Sports Day, The Nativity, PE).<br/>         Work around the story of 'The Colour Monster' (self-regulation / considering feelings).<br/>         Continuous Provision to promote independence, risk taking and challenge.</p> | <p><b><u>Tolerance and Mutual Respect</u></b></p> <p>Sharing stories that reflect diversity.<br/>         Using inclusive resources and activities within the Continuous Provision that challenge gender, cultural and racial stereotyping.<br/>         All practitioners actively advocating respect and tolerance.<br/>         Celebrating a range of different cultural festivals, e.g, Diwali.<br/>         Community connections – e.g, local Bakery visit, local First Aid training.</p> |  |   |