



A member of
Bowes Cotherstone Federation



Early Years Foundation Stage (EYFS) Cotherstone Primary School

Rationale

At 'Little Learners preschool' and within Reception year, we provide the children with an enriched, stimulating, safe and exciting environment where children learn to collaborate and share. Little Learners provision is shared with Reception children until the end of the EYFS. The curriculum we offer is exciting, challenging and creative and builds upon learning with memorable experiences. We want our children to be caring, confident and curious learners and through providing a stimulating environment we ensure there is a good balance of adult led activities alongside continuous provision. The curriculum is taught sequential with clear progression from preschool through to the end of reception. The curriculum is planned so children build their knowledge and skills sequentially and all activities and learning opportunities are age appropriate and allow for extended learning. We have a good, continuous supply of volunteers within the setting who all help to have meaningful conversations with the children to increase their vocabulary skills and enhance our language rich environment.

Rationale

At Cotherstone Primary we have a mixed Key Stage 1 class where EYFS work alongside Year 1 and Year 2 in the same classroom. We also have a preschool provision, 'Little Learners' for children aged 3 until school age.

Having a mixed age class offers many extra opportunities and allows the full development of potential for everyone within the class at their own stage of development.

We aim to achieve our curriculum intent by developing, supporting and nurturing our young learners and ensuring they are happy and proactive in their daily school life. Outdoor play and learning takes places each day regardless of the weather. As long as the children are appropriately dressed they can access all areas and choose whether to work indoors or outdoors. Our EYFS curriculum ensures we are able to meet the individual needs of every child within the class.

A 'Learning Journal' is compiled throughout the EYFS year and is specific to the child's learning and development. Each child has their own journal which is linked to the EYFS early learning goals.

Rationale

The children are taught a well-balanced curriculum around the 7 areas of the Early Years curriculum:

Personal, Social and Emotional Development

Physical Development

Communication and Language

Literacy

Mathematics

Understanding the world

Expressive arts and design

The 3 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.

Through careful planning and taking onboard the characteristics of effective teaching and learning, practitioners can adjust their practise appropriately to meet the needs of all our children. Daily planning is put in place, following our medium term and long-term plans, however some planning can be adapted and adjusted to go with the children's needs on that day.

Each child within the EYFS is assigned a key person and information regarding that key person is sent home to parents/carers on entry to our provision. We work very closely alongside our parents/carers and seek guidance from them to ensure every child's learning is tailored to meet their own individual needs.

Rationale

Through clear, well balanced, and sequential activities, learning and memories will take place and the majority of children will meet the early learning goals at the end of Reception. Throughout the summer term, children in Reception will be completing more adult led activities and less independent play will be given. The children will then be prepared and ready to start the National curriculum in Year 1.

Long Term Plan

The Long Term Plan outlines the learning possibilities that may be pursued by the children and staff over the academic year. Three broad Learning Contexts have been identified to embrace these possibilities. The seven Areas of Learning are incorporated within these learning contexts. These are: COMMUNITY, CHANGES AND DIFFERENCES, and SPECIAL TIMES.

COMMUNITY – This context embraces learning particularly associated with *Personal, Social and Emotional Development* and *Communication and Language* and *Literacy*. It focuses on making new friends, learning about home, family and the school and community around the school as well as the wider world beyond Cotherstone and Teesdale. Comparing our community with life in different parts of the world is an important focus of this learning context.

CHANGES AND DIFFERENCES – This context addresses changes in seasons, weather, new growth in plants and animals. It looks at different properties of materials such as ice, water and vapour. There are so many differences and contrasts in nature to observe; light and darkness, day and night, growth and decay, young and old. This context covers many areas of the EYFS framework within the area of learning of *Understanding the World* and *Mathematics*. Much learning takes place outside in the gardening areas, wet play, and sand play areas, so there is ample opportunity to develop gross and fine motor skills (*Physical Development*) through gardening/outdoor activities such as digging, watering, weeding, planting, and sweeping activities.

SPECIAL TIMES – This context covers a wide variety of celebrations, special occasions and one-off events. Some are annual events such as Sports Day, birthdays, Harvest Festival, Halloween, Christmas, Easter, Diwali, and Chinese New Year. Others are special events that occur during the year, Children in Need event or a whole school Pantomime. Marking and celebrating such events and occasions provide an opportunity for a range of creative activities such as music making, card making, dressing up and role play. *Expressive Arts and Design* and fine motor skills within *Physical Development* are fully covered by this context.

This is a flexible plan that evolves as the interests of the children become apparent. Through weekly Planning Meetings all staff provides feedback on the emerging interests of children, and we endeavour to incorporate their interests within our Short Term Planning. Each half term the staff team review the learning outcomes achieved and ensure that over the year a balance of learning opportunities is provided that cover all areas of learning from the EYFS framework document.

Long Term Plan- Cycle A

Preschool (3-4)

Preschool Long Term EYFS Curriculum Map Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me and My Family	On The Farm	Dinosaurs	Lifecycles	Planets	Castles, Princesses, Knights and Dragons
Core Texts (will be added to re children's interests)	<p>All About Families (My First Book)by Felicity Brooks and Mar Ferrero</p> <p>All Are Welcome by <u>Alexandra Penfold</u> and <u>Suzanne Kaufman</u></p> <p>My Family and Other Families: Finding the Power in Our Differences by Lewis Edwards-Middleton, Richard Edwards-Middleton, et al.</p> <p>My Magic Family by <u>Lotte Jeffs</u> and <u>Sharon Davey</u></p> <p>Love makes a family by Sophie Beer</p> <p>All kinds of families by Sophy Henn</p>	<p>On the Farm: A Push, Pull, Slide Book (Campbell Axel Scheffler, 8) by Axel Scheffler</p> <p>Who's on the Farm? A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 1) by <u>Julia Donaldson</u> and <u>Lydia Monks</u></p> <p>Farmer Duck by Martin Waddell</p> <p>Tractor Ted Lost Little Lamb by Alexandra Heard</p>	<p>National Geographic Little Kids: First Big Book of Dinosaurs (National Geographic Kids) by Catherine D. Hughes</p> <p>The Girl and the Dinosaur by Hollie Hughes and Sarah Massini</p> <p>Dinosaur Roar! The Tyrannosaurus rex (The world of Dinosaur roar! By Peter Curtis (Author) Jeanne Willis</p> <p>The Dinosaur Who Lost His Roar (Usborne Picture Books) by Russell Punter and Andy Elkerton</p>	<p>The Very Hungry Caterpillar by Eric Carle</p> <p>Lifecycles: Tadpole to Frog: 1 by Camilla de la Bedoyere</p> <p>Egg to Chicken (Growing Up) (Paperback) (Explore the Life Cycle!) by Jodie Shepherd</p> <p>Lamb to sheep (Life Cycles) by Holly Duhig</p>	<p>Aliens love Underpants by Claire Freedman and Ben Carl</p> <p>My First Book of Planets -All about the solar system for kids by Bruce Bett</p> <p>National Geographic Little Kids First Book of Space by Catherine D Hughes & David D Aguilar</p> <p>Aliens in underpants save the world by Claire Freedman & Ben Cort</p>	<p>Sir Scallywag and the golden underpants by Giles Andreae</p> <p>Castles (Collins Big Cat)</p> <p>Inside the castle by Anna Milbourne and Felicita Sala</p> <p>Sleeping Beauty (Pop-up Fairy Tales) by Susanna Davidson and George Ermos</p> <p>Rapunzel (Campbell First Stories)by Dan Taylor</p> <p>Zog and the flying doctors by Julia Donaldson & Axel Scheffler</p>

Long Term Plan- Cycle A

Preschool (3-4)

Special Days/School Events	Harvest Festival Diwali	Halloween Bonfire Night Remembrance Day Children in Need Christmas	Chinese New Year Australia Day Internet Safety Day Shrove Tuesday Easter	World Book Day Mothering Sunday	Fathers Day	Sports Day
British Values	Establish class rules with input from the children. Establish confidence and self esteem. Develop confidence to make choices and decisions for example working cooperatively or choosing to work by yourself and follow your interests. Focus on good and positive behaviour.	Build confidence and sense of self with roles in Christmas songs and performances. Responsibility to learn role and practise part.	Develop a positive sense of themselves and build their self esteem through a variety of activities. Discuss similarities and differences and promote diversity.	Learn about Easter and the Easter story and traditions. Mother's Day cards, differing families, love and respect.	Discuss similarities between themselves and others. Promote diverse attitudes and share a variety of stories to support this.	Talk about feelings, emotions and responsibilities regarding moving into Reception.
Key Vocabulary	Likes, Dislikes, Favourite, My Family, Mam, Dad, Brother, Sister, step sister, step brother, step mam, step dad, grandparents	Sheep, Lamb, Cow, Calf, Pig, Piglet, Hen, Chick, Duck, Duckling, Farmer, Tractor, Hay, Silage, Combine Harvester	Herbivore, Carnivore, Omnivore, Large, Huge, Extinct, Scales, Reptiles, Bones, Eggs, Triceratops, Tyrannosaurus Rex, Apatosaurus, Iguanodon, Stegosaurus, Pterodactyl, Brachiosaurus and Prehistoric	Butterfly, Chrysalis, Caterpillar, Egg, Hen, Chick, Egg, Frog, Froglet, Tadpole, Frogspawn Lifecycle	Planets, Solar System, Space, Earth, Space Shuttle, Rocket	King, queen, prince, princess, Castle, moat, drawbridge, suit of armour, bows and arrows

Long Term Plan- Cycle B

Preschool (3-4)

Preschool Long Term EYFS Curriculum Map Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (will be adjusted to individual interests)	All About Me	Our Local Environment	People Who Help Us	In the Garden - Growing	Minibeasts	Beyond our Home and Community - Seaside
Core Texts (will be added to re children's interests)	<p>All About Families (My First Book) by Felicity Brooks and Mar Ferrero</p> <p>Marvelous Me: Inside and Out (All about Me) by Lisa Bullard and Brandon Reibeling</p> <p>Look and Learn: All About Me (Look&Learn) by National Geographic Kids</p> <p>I'm Special, I'm Me by Ann Meek and Sarah Massini</p> <p>The Colour Monster by Anna Llenas</p> <p>All are welcome by Alexandra Penfold</p>		<p>Firefighter (People who help us) People Who Help Us: Police Officers by Nancy Dickmann</p> <p>People Who Help Us: Lifeboat Crew by Rebecca Hunter by Nancy Dickmann</p> <p>People Who Help Us: Ambulance and Air Ambulance Crew by Nancy Dickmann</p>	<p>The Tiny Seed by Eric Carle</p> <p>Peep inside the garden by Anna Milbourne</p> <p>Sam plants a sunflower by Katy Petty & Axel Scheffler</p> <p>Jack And the Beanstalk by Val Biro (big book)</p>	<p>Superworm by Julia Donaldson</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>The Vey Busy Spider by Eric Carle</p> <p>First Facts Bugs by DK (NF)</p> <p>Minibeasts by Victoria-Munson</p> <p>Mad About Minibeasts! by Giles Andreae and David Wojtowycz</p>	<p>The Snail and the Whale by Julia Donaldson & Axel Scheffler</p> <p>Tiddler by Julia Donaldson & Axel Scheffler</p> <p>Peppa Pig: Peppa the Mermaid by Peppa Pig</p> <p>Flotsam by David Wiesner</p> <p>Seaside Holidays Then and Now (Beside the Seaside) by Clare Hibbert</p> <p>National Trust: Look What I Found at the Seaside by Moira Butterfield and Jesús Verona</p> <p>At the seaside by Louise and Richard Spilsbury (big book)</p>
Special Days	<p>Harvest Festival</p> <p>Diwali</p>	<p>Halloween</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Christmas</p>	<p>Chinese New Year</p> <p>Australia Day</p> <p>Internet Safety Day</p> <p>Shrove Tuesday</p> <p>Easter</p>	<p>World Book Day</p> <p>Mothering Sunday</p>	<p>Father's Day</p>	<p>Sports Day</p>

Long Term Plan- Cycle B

Preschool (3-4)

British Values	Establish class rules with input from the children. Establish confidence and self esteem. Develop confidence to make choices and decisions for example working cooperatively or choosing to work by yourself and follow your interests. Focus on good and positive behaviour.	Build confidence and sense of self with roles in Christmas songs and performances. Responsibility to learn role and practise part.	Develop a positive sense of themselves and build their self esteem through a variety of activities. Discuss similarities and differences and promote diversity.	Learn about Easter and the Easter story and traditions. Mother's Day cards, differing families, love and respect.	Discuss similarities between themselves and others. Promote diverse attitudes and share a variety of stories to support this.	Talk about feelings, emotions and responsibilities regarding moving into Reception.
Key Vocabulary	Likes, Dislikes, Favourite, My Family, Mam, Dad, Brother, Sister, step sister, step brother, step mam, step dad, grandparents	Our home, community, village, town, countryside, farm,	Nurse, mechanic, school crossing patrol, builder, paramedic, lunchtime supervisor, postal worker, bus driver, doctor, teacher, vet, librarian, refuse collector, police officer, mountain rescuer, lifeguard, firefighter, surgeon, road worker, taxi driver, dentist, scientist... Support, care, protect, safety and duty.	Soil, plants, leaf, stem, stalk, light, water, grow, flower, petal, nutrients, bulb, seeds, dispersal.... Fork, spade, trowel, watering can and gloves.	Wasp, bee, snail, dragonfly, ladybird, crane fly, beetle spider, worm, millipede, centipede, woodlouse, slug, caterpillar, fly, ant, butterfly. Magnifying glass, tweezers, collecting pots... Wings, eyes, legs, antenna, flutter, crawl, slither, shell...	Seaside, holiday, sunbathing, swimming, fishing, paddling, sandcastles, shells, sea, sunglasses, deckchair, crabs, fish and chips, jellyfish, ice-cream, flip flops, lifeguard, jet ski, lighthouse, beach ball, fun fair

Long Term Plan- Cycle A

Reception (4-5)

Reception Long Term EYFS Curriculum Map Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (will be adjusted to individual interests)	All About Me and My Family	On the Farm	Dinosaurs	Lifecycles	Planets	Castles, Princesses, Knights and Dragons
Core Texts (will be added to re children's interests)	<p>All About Families (My First Book)by Felicity Brooks and Mar Ferrero</p> <p>All Are Welcome by <u>Alexandra Penfold</u> and <u>Suzanne Kaufman</u></p> <p>My Family and Other Families: Finding the Power in Our Differences by Lewis Edwards-Middleton, Richard Edwards-Middleton, et al.</p> <p>My Magic Family by <u>Lotte Jeffs</u> and <u>Sharon Davey</u></p> <p>Love makes a family by Sophie Beer</p> <p>All kinds of families by Sophy Henn</p>	<p>On the Farm: A Push, Pull, Slide Book (Campbell Axel Scheffler, 8) by Axel Scheffler</p> <p>Who's on the Farm? A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 1) by <u>Julia Donaldson</u> and <u>Lydia Monks</u></p> <p>Farmer Duck by Martin Waddell</p> <p>Tractor Ted Lost</p> <p>Little Lamb by Alexandra Heard</p>	<p>National Geographic Little Kids: First Big Book of Dinosaurs (National Geographic Kids) by Catherine D. Hughes</p> <p>The Girl and the Dinosaur by Hollie Hughes and Sarah Massini</p> <p>Dinosaur Roar! The Tyrannosaurus rex (The world of Dinosaur roar! By Peter Curtis (Author) Jeanne Willis</p> <p>The Dinosaur Who Lost His Roar (Usborne Picture Books) by Russell Punter and Andy Elkerton</p>	<p>The Very Hungry Caterpillar by Eric Carle</p> <p>Lifecycles: Tadpole to Frog: 1 by Camilla de la Bedoyere</p> <p>Egg to Chicken (Growing Up) (Paperback) (Explore the Life Cycle!) by Jodie Shepherd</p> <p>Lamb to sheep (Life Cycles) by Holly Duhig</p>	<p>Aliens love Underpants by Claire Freedman and Ben Carl</p> <p>My First Book of Planets -All about the solar system for kids by Bruce Bett</p> <p>National Geographic Little Kids First Book of Space by Catherine D Hughes & David D Aguilar</p> <p>Aliens in underpants save the world by Claire Freedman & Ben Cort</p>	<p>Sir Scallywag and the golden underpants by Giles Andreae</p> <p>Castles (Collins Big Cat)</p> <p>Inside the castle by Anna Milbourne and Felicita Sala</p> <p>Sleeping Beauty (Pop-up Fairy Tales) by Susanna Davidson and George Ermos</p> <p>Rapunzel (Campbell First Stories)by Dan Taylor</p> <p>Zog and the flying doctors by Julia Donaldson & Axel Scheffler</p>

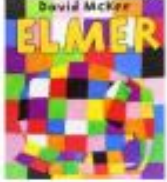


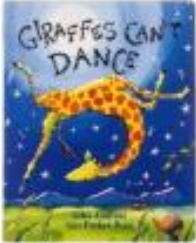


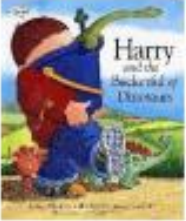
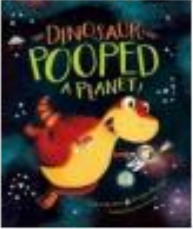





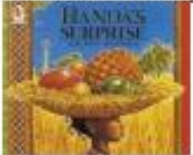


Long Term Plan- Cycle A

Reception (4-5)

Special Days	Harvest Festival Diwali	Halloween Bonfire Night Remembrance Day Children in Need Christmas	Chinese New Year Australia Day Internet Safety Day Shrove Tuesday Easter	World Book Day Mothering Sunday	Fathers Day	Sports Day
British Values	<p>Establish class rules with input from the children.</p> <p>Establish confidence and self esteem.</p> <p>Develop confidence to make choices and decisions for example working cooperatively or choosing to work by yourself and follow your interests.</p> <p>Focus on good and positive behaviour.</p>	<p>Build confidence and sense of self with roles in Christmas songs and performances.</p> <p>Responsibility to learn role and practise part.</p>	<p>Develop a positive sense of themselves and build their self esteem through a variety of activities.</p> <p>Discuss similarities and differences and promote diversity.</p>	<p>Learn about Easter and the Easter story and traditions.</p> <p>Mother's Day cards, differing families, love and respect.</p>	<p>Discuss similarities between themselves and others.</p> <p>Promote diverse attitudes and share a variety of stories to support this.</p>	<p>Talk about feelings, emotions and responsibilities regarding moving into Year 1</p>

Long Term Plan- Cycle A

Reception (4-5)

<p>Literacy</p>	<p>Elmer All about me book Create a character Create a class story</p>  <p>Where's my Teddy? Lost Poster Thought Bubble Labels Invitation</p>  <p>Room on the Broom Rhyme Speech Bubbles Ingredients Menu</p> 	<p>Giraffe's can't dance Sounds Speech bubbles Lists Story Map Fact File</p>  <p>Owl Babies Family Tree Missing Poster Recipe</p>  <p>Gruffalo Roleplay Instructions Describe a character Rhyme Sequencing</p> 	<p>Harry and his bucket full of dinosaurs Lost Poster Adjectives to describe a dinosaur Fact File Postcard Adventure writing</p>  <p>The Dinosaur that pooped a planet Label a character Adjectives Rhyme Sequencing Retelling Imagine an ending</p> 	<p>Once upon a Raindrop List Writing Facts Poster Picture</p>  <p>Monstersaurus Role Play Create a page Recipe Fact File Description Story Writing Re-word a story</p> 	<p>Aliens love Underpants Missing Poster Labelling aliens Describing Aliens Wanted Poster</p>  <p>How to catch a star Sentence writing Acrostic Poem</p>  <p>Whatever Next! Predictions Questions Lists Story Writing Tableau</p> 	<p>Handa's Surprise Descriptive words Story Map Sentence Writing</p>  <p>The Kings Pants Fact file Letter Invitation Labels Job Advert Description</p>  <p>There's a dragon in your book Lists Adjectives Thought Bubble Describe an animal Fact File Own version of the story</p> 
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Long Term Plan- Cycle A

Reception (4-5)

Maths	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose
	<ul style="list-style-type: none"> -Getting to Know You -Match, Sort and Compare -Talk about Measure and Patterns 	<ul style="list-style-type: none"> -It's me 1, 2, 3 -Circles and Triangles - 1, 2, 3, 4, 5 -Shapes with 4 Sides 	<ul style="list-style-type: none"> -Alive in 5 -Mass and Capacity - Growing 6, 7, 8 	<ul style="list-style-type: none"> -Length, Height and Time -Building 9 and 10 -Explore 3D shapes 	<ul style="list-style-type: none"> -To 20 and beyond -How many now? -Manipulate, compose and decompose -Sharing and Grouping 	<ul style="list-style-type: none"> -Visualise, build and map -Make connections -Consolidation
	Mastering Number 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.		Mastering Number 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.		Mastering Number 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.	
	<ul style="list-style-type: none"> -Subitise 3 and 4 -Counting sequences/ 1-1 correspondence -Composition of number 4 -All numbers are made of 1s -Compare sets by looking and language more than/fewer than 	<ul style="list-style-type: none"> -Subitise 5 -Explore cardinality of 5 – Begin to count beyond 5 -Explore concept of wholes and parts -Composition of 5 -Compare sets by looking/subitising and matching 	<ul style="list-style-type: none"> -Subitise 5 continued -Explore patterns of number beyond 5 -Develop verbal counting, 20 and beyond -Use fingers to represent quantities between 5-10 -Composition of 5/ hidden/missing parts -Compare sets and explore equal/unequal 	<ul style="list-style-type: none"> -Explore un/symmetrical patterns -Consolidate cardinality within 10 -Familiarise pattern to 20 -Explore composition of odd and even numbers -Even numbers/doubles -Composition of numbers within 10 -Reason with 'how manyness' of numbers 	<ul style="list-style-type: none"> -Subitise numbers in different patterns -Subitise structured/unstructured within 10 -Appropriate to count/subitise -Develop verbal counting, 20 and beyond -Composition of 10 -Order sets of objects - Understand ordinal system 	Consolidation of all concepts with a variety of contexts

Long Term Plan- Cycle A

Reception (4-5)

Key Vocabulary	Likes, Dislikes, Favourite, My Family, Mam, Dad, Brother, Sister,	Sheep, Lamb, Cow, Calf, Pig, Piglet, Hen, Chick, Duck, Duckling, Farmer, Tractor, Hay, Silage, Combine Harvester, livestock, agriculture, poultry, dairy, arable	Herbivore, Carnivore, Omnivore, Large, Huge, Extinct, Scales, Reptiles, Bones, Eggs, Triceratops, Tyrannosaurus Rex, Apatosaurus, Iguanodon, Stegosaurus, Pterodactyl, Brachiosaurus and Prehistoric, fossil, skeleton, magnifying glass, trowel	Butterfly, Chrysalis, Caterpillar, Egg, Hen, Chick, Egg, Frog, Froglet, Tadpole, Frogspawn, Lifecycle, lamb, sheep, calf, cow, piglet, pig, chick, chicken, duckling, duck	Planets, Solar System, Space, Earth, Space Shuttle, Rocket, Jupiter, Neptune, Mars, Venus, Uranus, Pluto, astronauts, space station	Turret, castle, ramparts, portcullis, drawbridge, moat, knight, window, flags, suit of armour, shield, tower, lance, dungeon, palace, sword, king, queen, prince, princess, royal family,
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Long Term Plan- Cycle B







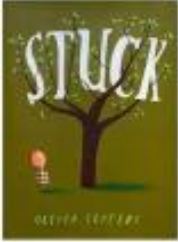









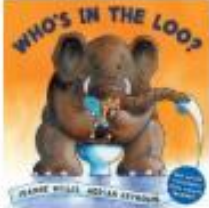
Reception (4-5)

Reception Long Term EYFS Curriculum Map Cycle B

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Long Term Plan- Cycle B

Reception (4-5)

<p>Literacy</p>	<p>The Rainbow Fish Character Description Discussion Vocabulary Description Role play Poster</p>  <p>Peace at Last!</p> <p>Listening Walk Lists Labels Instruction</p>  <p>Funny Bones Speech Bubbles Character Profile Tableau Labels Facts</p> 	<p>One Fox Fact file Prediction Adjectives Beginning, Middle, End Blurb</p>  <p>Stick Man Wanted Poster Role play Postcard Map Making</p>  <p>Hurry Santa! Predictions Letter to Santa</p> 	<p>Stuck List Prediction Letter Facts</p>  <p>Oh No George! List Prediction Sentence Writing</p>  <p>Poo in the Zoo Design a front cover Label a robot List words to describe Use labels Job advert</p> 	<p>Jack and The Beanstalk Wanted Poster Menu for a giant Sentence Writing</p>  <p>Humpty Dumpty Recipe Sequencing Rhyming Describe a character</p> <p>After the Fall! Instructions Poster</p> 	<p>What the Ladybird Heard Sound Hunt Role play Speech Bubble Adjectives Factsheet</p>  <p>Avocado Baby Lists Labels Describe a character Simple sentences for own version of the story.</p>  <p>The Circles All Around us Lists Compliment Walk</p> 	<p>The Bear and the Piano Labels and Captions Role Play Describe a story setting Poster Describe a character Sentence Writing</p>  <p>Supertato Adjectives Describing a character Labels Wanted Poster Captions Sentence Writing</p>  <p>Who's in the Loo? Fact File Rhyme Poster</p> 
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Long Term Plan- Cycle B

Reception (4-5)

Maths	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose
	<ul style="list-style-type: none"> -Getting to Know You -Match, Sort and Compare -Talk about Measure and Patterns 	<ul style="list-style-type: none"> -It's me 1, 2, 3 -Circles and Triangles -1, 2, 3, 4, 5 -Shapes with 4 Sides 	<ul style="list-style-type: none"> -Alive in 5 -Mass and Capacity - Growing 6, 7, 8 	<ul style="list-style-type: none"> -Length, Height and Time -Building 9 and 10 -Explore 3D shapes 	<ul style="list-style-type: none"> -To 20 and beyond -How many now? -Manipulate, compose and decompose -Sharing and Grouping 	<ul style="list-style-type: none"> -Visualise, build and map -Make connections -Consolidation
	Mastering Number 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.		Mastering Number 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.		Mastering Number 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.	
	<ul style="list-style-type: none"> -Subitise 3 and 4 -Counting sequences/ 1-1 correspondence -Composition of number 4 -All numbers are made of 1s -Compare sets by looking and language more than/fewer than 	<ul style="list-style-type: none"> -Subitise 5 -Explore cardinality of 5 – Begin to count beyond 5 -Explore concept of wholes and parts -Composition of 5 -Compare sets by looking/subitising and matching 	<ul style="list-style-type: none"> -Subitise 5 continued -Explore patterns of number beyond 5 -Develop verbal counting 20 and beyond -Use fingers to represent quantities between 5-10 -Composition of 5/ hidden/missing parts -Compare sets and explore equal/unequal 	<ul style="list-style-type: none"> -Explore un/symmetrical patterns -Consolidate cardinality within 10 -Familiarise pattern to 20 -Explore composition of odd and even numbers -Even numbers/doubles -Composition of numbers within 10 -Reason with 'how manyness' of numbers 	<ul style="list-style-type: none"> -Subitise numbers in different patterns -Subitise structured/unstructured within 10 -Appropriate to count/subitise -Develop verbal counting 20 and beyond -Composition of 10 -Order sets of objects - Understand ordinal system 	Consolidation of all concepts with a variety of contexts

Long Term Plan- Cycle B

Reception (4-5)

Special Days	Harvest Festival Diwali	Halloween Bonfire Night Remembrance Day Children in Need Christmas	Chinese New Year Australia Day Internet Safety Day Shrove Tuesday Easter	World Book Day Mothering Sunday	Father's Day	Sports Day
British Values	Establish class rules with input from the children. Establish confidence and self esteem. Develop confidence to make choices and decisions for example working cooperatively or choosing to work by yourself and follow your interests. Focus on good and positive behaviour	Build confidence and sense of self with roles in Christmas songs and performances. Responsibility to learn role and practise part.	Develop a positive sense of themselves and build their self esteem through a variety of activities. Discuss similarities and differences and promote diversity.	Learn about Easter and the Easter story and traditions. Mother's Day cards, differing families, love and respect.	Discuss similarities between themselves and others. Promote diverse attitudes and share a variety of stories to support this.	Talk about feelings, emotions and responsibilities regarding moving into Year 1.
Key Vocabulary	Likes, Dislikes, Favourite, My Family, Mam, Dad, Brother, Sister, step sister, step brother, step mam, step dad, grandparents, extended family,	Our home, community, village, town, countryside, farm,	Nurse, mechanic, school crossing patrol, builder, paramedic, lunchtime supervisor, postal worker, bus driver, doctor, teacher, vet, librarian, refuse collector, police officer, mountain rescuer, lifeguard, firefighter, surgeon, road worker, taxi driver, dentist, scientist... Support, care, protect, safety and duty. Road safety, risks, danger, trauma...	Soil, plants, leaf, stem, stalk, light, water, grow, flower, petal, nutrients, bulb, seeds, seed dispersal, fertilise, pollination, germination and compost Fork, spade, trowel, watering can and gloves. Greenhouse, garden plants and wildflowers.	Wasp, bee, snail, dragonfly, ladybird, crane fly, beetle spider, worm, woodlouse, slug, caterpillar, fly, ant, millipede, centipede, butterfly. Magnifying glass, tweezers, collecting pots... Habitats, dark, wet, moist, living conditions, Wings, eyes, legs, antenna, flutter, crawl, slither, shell, delicate, abdomen, tunnel, minute & tiny.	Seaside, holiday, sunbathing, swimming, fishing, paddling, sandcastles, shells, sea, sunglasses, deckchair, crabs, fish and chips, jellyfish, ice-cream, flip flops, lifeguard, jet ski, lighthouse, beach ball, fun fair, pier, cliffs, Summer, May, June, July, August, wet, shallow, deep, pebbly, golden, rocky, beach huts & arcades.

Progression of Knowledge and Skills – Preschool

'Little Learners preschool' in the EYFS curriculum

Communication and Language (C&L)

When our children leave the initial 'Little Learner's preschool year' we want them to be able to sing a large repertoire of songs, including: Twinkle Twinkle little star, Baa Baa Black sheep, Two Little Dicky birds, Humpty Dumpty, Incy wincy spider and Hickory Dickory Dock. We want them to be able to enjoy listening to stories and be able to re-tell familiar stories in their own words, using props if chosen. We also want their language skills and vocabulary to be more developed and use longer sentence structure of 4-6 words. Through meaningful discussions with adults and their peers, their vocabulary should be extended, particularly in relation to the topics they are working on.

Throughout 'Little Learners preschool' the children will be learning to:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: – some sounds: r, j, th, ch, and sh – multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- 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.
- 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."

DFE Development Matters 2001)

Progression of Knowledge and Skills – Preschool

'Little Learners preschool' in the EYFS curriculum

Communication and Language (C&L)

How is it covered?

Communication and Language is interwoven into all elements of the EYFS in each term

Rich language environment

Listening and engaging in story time and non-fiction texts

Asking question

Learning rhymes, poems and stories

Circle time

Jigsaw activities - Explicit teaching of new vocabulary related to activity/topic

Reading frequently to the children

Autumn

Spring

Summer

Begin to join in with some rhymes and songs.	Join in with rhymes and songs.	Sing a variety of different rhymes and songs.
Sit for a short period of time to listen to a story.	Sit for a longer period to listen to stories.	Sit for periods of time and be able to retell stories using own vocabulary and language.
Develop and increase language skills - learning new vocabulary related to topics and interests.	Use longer sentences and understand why questions.	Use talk to convey meaning, feeling and in everyday play.
Ask questions and find out information.	Start to pay attention for a short period of time.	Concentrate and pay attention for longer periods.

Progression of Knowledge and Skills – Preschool

Physical Development (PD)

When our children leave the initial 'Little Learner's preschool year' we want them to be able to ride a trike/ scooter and catch a large ball. We want them to be able to move in a variety of different ways eg crawling, walking, running and develop their fine motor skills by being able to hold a pencil correctly and be able to make effective snips when using scissors. We also want the children to be able to put on their own coat and fasten their own zips.

Throughout 'Little Learners preschool' the children will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

(DFE Development Matters 2001)

Progression of Knowledge and Skills – Preschool

Physical Development (PD)

¹ How is it covered?

Daily use of trikes/scooters and balance bikes.
Daily access to balls, bean bags, hoops and the adventure trail.
Dough disco to develop fine motor skills
Painting outdoors using the paintbrushes and water
Mixing, stirring and creating food types in the mud kitchen outdoors.
Creating own obstacle courses using planks, stepping stones etc
Access to using scissors daily

Autumn

Spring

Summer

<p>Introduce how to hold a pen/pencil. Use large paintbrushes/ chalk outdoors to develop gross motor skills.</p> <p>Introduce how to hold scissors and start to snip. Use adult supported scissors initially.</p> <p>Attempt to put on own coat.</p> <p>Develop balance skills –standing on one leg, skipping and hopping.</p> <p>Start to pedal a trike.</p> <p>Catch a large ball.</p>	<p>Start to show good pencil/pen control and practise holding it correctly. Use chunky and tripod pencils/pencil grips, if required.</p> <p>Start to use scissors independently.</p> <p>Begin to put on own coat and shoes.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Begin to push and ride a scooter, demonstrating good balance.</p> <p>Catch a smaller ball.</p>	<p>Be able to hold a pencil/pen correctly and show preference in the hand.</p> <p>Use scissors confidently and correctly to cut around objects.</p> <p>Be able to fasten own coat/zip and put it on and take it off again independently.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Use a variety of wheeled toys, including balance bikes.</p> <p>Throw and catch a ball.</p>
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Progression of Knowledge and Skills

Personal, Social and Emotional Development (PSED)

When our children leave the initial 'Little Learner's preschool year' we want them to be happy and creative learners that feel safe and secure in our environment. We want them to be able to access the preschool resources independently, follow the class charter rules, be able to work alongside their peers and solve suggestions if conflict occurs. We want them to be able to take care of their own personal hygiene and care for other children in their learning environment.

Throughout 'Little Learners preschool' the children will be learning to:

- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

(DFE Development Matters 2001)

How is it covered?

PSED is interwoven into all elements of the EYFS in each term

Learning about ourselves and their feelings.

Create class charter together to discuss rules and boundaries

Discussions 1-1 or in small groups

Role-modelling good behaviour

Invite the dentist and school nurse in to talk about healthy eating and looking after our bodies

Progression of Knowledge and Skills

Personal, Social and Emotional Development (PSED)

How is it covered?

PSED is interwoven into all elements of the EYFS in each term

Learning about ourselves and their feelings.

Create class charter together to discuss rules and boundaries

Discussions 1-1 or in small groups

Role-modelling good behaviour

Invite the dentist and school nurse in to talk about healthy eating and looking after our bodies

Autumn

Enter preschool with adult support to hang their coat up, put their bag away and find their name for the self-registration tree.

With support and encouragement from an adult, choose and access different areas and activities within the preschool.

With adult support, begin to understand and follow our positive behaviour ethos and making the 'right choice'.

Take care of own needs, with support from an adult.

Spring

Enter preschool independently and with some adult support hang their coat up, put their bag away and find their name for the self-registration tree.

With little support, access all areas of the preschool.

With encouragement and support take care of all the resources within the preschool.

Start to become more independent.

Summer

Independently and confidently enter preschool and hang their coat up, put their bag away and find their name for the self-registration tree.

Confidently and happily access all areas of the preschool and take pride within the setting and look after the resources.

Remember rules without needing an adult to remind them.

Manage self-care independently and start to make own choices.

Progression of Knowledge and Skills-Preschool

Literacy

When our children leave the initial 'Little Learner's preschool year' we want them to be able to hold and handle books carefully and be able to retell familiar stories or make up their own imaginative story. We want them to mark make for a purpose and be able to tell us what they have wrote. We want the children to be able to recognise their name and write their own name, copying from a name card. We want them to be able to hear rhymes and be able to listen to different sounds in the environment and have a good phonological awareness.

Throughout 'Little Learners preschool' the children will be learning to:

- 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 - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

(DFE Development Matters 2021)

How is it covered?

Providing writing materials in all areas of the room and outdoors

Sharing books together

Acting out stories

Self-registration on entry to the setting and when having their snack and milk

Making their own names using the magnetic letters

Progression of Knowledge and Skills-Preschool

Literacy

How is it covered?

Providing writing materials in all areas of the room and outdoors

Sharing books together

Acting out stories

Self-registration on entry to the setting and when having their snack and milk

Making their own names using the magnetic letters

Autumn

Spring

Summer

Understand print has meaning.	Understand we read English text from left to right and from top to bottom.	Understand the names of different parts of a book and page sequencing.
Recognise own name.	Write some of their name.	Write all their name.
Enjoy sharing books alongside their peers. Introduce how to handle books and look after them.	Handle books with care independently. Enjoy listening to stories and be able to join in with repeated phrases.	Handle books with care, understanding that print gives meaning and be able to retell their own stories.
Show an interest in mark making using pens, crayons, paints, felt tips etc.	Start to mark make in own independent play.	Start to write some letters correctly.
Spot and suggest rhymes.	Count or clap syllables in a word.	Recognise words with the same initial sound, such as money and mother.

Progression of Knowledge and Skills – Preschool

Mathematics

When our children leave the initial 'Little Learner's preschool year' we want them to be able to subitise up to 3 objects, say number names in order 1-10 and show numbers using their fingers up to 5. We want them to have a solid knowledge of numbers up to 5, therefore they can make match numerals and amounts, make 5 in different ways and use and understand key vocabulary related to numbers and position/length, weight and capacity.

Throughout 'Little Learners preschool' the children will be learning to:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- 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'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

(DFE Development Matters 2021)

How is it covered?

Counting and number songs daily

Subitising objects within the classroom

Play 'show me' '5 fingers' etc

Use the Bee-bots and describe which direction they are going and what position they are in

Look for patterns indoors and outdoors and create repeating patterns

Sequence an order e.g. how to brush your teeth

Progression of Knowledge and Skills – Preschool

Mathematics

How is it covered?

Counting and number songs daily

Subitising objects within the classroom

Play 'show me' '5 fingers' etc

Use the Bee-bots and describe which direction they are going and what position they are in

Look for patterns indoors and outdoors and create repeating patterns

Sequence an order e.g. how to brush your teeth

Autumn	Spring	Summer
With adult support, start to join in singing number rhymes and songs.	Recite numbers past 5.	Recite number names in order.
Subitise up to 3 objects.	Show up to 5 fingers.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Say one number for each item in order: 1,2,3,4,5.	Solve real world mathematical problems with numbers up to 5.	Solve problems with numbers up to 5 and compare quantities using language: 'more than', 'fewer than'.
Recognise colours.	Match pairs of objects.	Talk about 2D and 3D shape.
Identify patterns around them.	Extend and create ABAB patterns – stick, leaf, stick, leaf.	Notice and correct an error in a repeating pattern.
Start to understand positional language.	Describe a familiar route.	Discuss routes and locations, using words like 'in front of' and 'behind'.
Notice size changes.	Make comparisons of size and height.	Make comparisons of capacity.

Progression of Knowledge and Skills – Preschool

Understanding the World

When our children leave the initial 'Little Learner's preschool year' we want them to have a good understanding of the world around us. To know how things work, understand that people have different jobs, know how to care and look after plants and living things and talk about changes and differences in the environment around them.

Throughout 'Little Learners preschool' the children will be learning to:

- Use all their senses in hands-on exploration of natural materials.
 - Explore collections of materials with similar and/ or different properties.
 - Talk about what they see, using a wide vocabulary.
 - Begin to make sense of their own life-story and family's history.
 - Show interest in different occupations.
 - Explore how things work.
 - Plant seeds and care for growing plants.
 - Understand the key features of the life cycle of a plant and an animal.
 - Begin to understand the need to respect and care for the natural environment and all living things.
 - Explore and talk about different forces they can feel.
 - Talk about the differences between materials and changes they notice.
 - Continue developing positive attitudes about the differences between people.
 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- (DFE Development Matters 2021)

How is it covered?

Invite people into school who all do different jobs as their occupation

Plant some seeds and look after them to ensure they grow by providing them with the right conditions

Take something apart and see if we can put it together again e.g. building a model, can you rebuild it or taking a toy apart

Care for all living things

Go on minibeast hunts -examine the minibeast carefully and then return them to their natural environment

Talk about similarities and differences

Progression of Knowledge and Skills – Preschool

Understanding the World

How is it covered?

Invite people into school who all do different jobs as their occupation

Plant some seeds and look after them to ensure they grow by providing them with the right conditions

Take something apart and see if we can put it together again e.g. building a model, can you rebuild it or taking a toy apart

Care for all living things

Go on minibeast hunts -examine the minibeast carefully and then return them to their natural environment

Talk about similarities and differences

Autumn

Spring

Summer

Talk about and share pictures of family and friends.

Talk about what plants and living things need to survive.

Introduce the globe and look at where we are.

Talk about significant events in own life - e.g. birthdays, Christmas...

Plant some seeds and talk about what a plant needs to grow.

Start to find out about different countries around the world and look at a world map.

Talk in detail about their own family or upcoming events.

Be able to talk about what a plant needs to grow.

Enjoy celebrating and taking part in special day events that take place around the world. Identify the UK to the map.

Progression of Knowledge and Skills – Preschool

Expressive Arts and Design

When our children leave the initial 'Little Learner's preschool year' we want them to be able to take part in simple pretend play, draw and create with a purpose in mind, mix colours and choose their own materials to create their own collages/models. We want the children to enjoy listening to music, taking part using musical instruments and create their own songs or join in singing songs themselves.

Throughout 'Little Learners preschool' the children will be learning to:

- 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.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

(DFE Development Matters 2021)

How is it covered?

Roleplay-acting out stories and using the puppet theatre

Using small world play to retell stories

Daily access to paint, collage and different media to create and construct

Singing rhymes and songs within our school day

Using different instruments to accompany singing

Colour mix to make chosen colours

Mark make both indoors and outdoors

Progression of Knowledge and Skills – Preschool

Expressive Arts and Design

How is it covered?

Roleplay-acting out stories and using the puppet theatre

Using small world play to retell stories

Daily access to paint, collage and different media to create and construct

Singing rhymes and songs within our school day

Using different instruments to accompany singing

Colour mix to make chosen colours

Mark make both indoors and outdoors

Autumn

Explore mark making using different materials and textures.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore making sounds using natural materials and with musical instruments

Spring

Show more control when mark making.

Explore and colour mixing.

Join in singing different songs and rhymes.

Summer

Draw with increasing detail and add detail. Use drawing to represent ideas.

Talk about and describe what they have made via colour mixing.

Remember and sing entire songs.

Progression of Knowledge and Skills – Reception

Progression of knowledge and skills throughout Reception in the EYFS curriculum

Communication and Language (C&L)

When our children finish Reception, we want them to have developed a ‘love of reading’ for fiction, non-fiction books and a wide range of genres. We want them to ask questions relevant to what they have heard, ask questions to clarify their understanding and achieve the Early Learning goals.

Early Learning Goals:

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.

Statutory Framework for the Early Years Foundation Stage 2021

Progression of Knowledge and Skills – Reception

Communication and Language (C&L)

Throughout Reception the children will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

How is it covered?

Communication and Language is interwoven into all elements of the EYFS in each term

Rich language environment

Listening and engaging in story time and non-fiction texts

Answering and asking why questions in whole class reading

Learning rhymes, poems and stories

Circle time

Jigsaw activities - Explicit teaching of new vocabulary in whole class reading

Progression of Knowledge and Skills – Reception

Communication and Language (C&L)

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
To sit and listen carefully and know why it is important to listen and follow instructions.	Understand why listening is important.	Listen and respond with relevant questions, comments, or actions.
Learn new vocabulary related to topics.	Learn new vocabulary and recap on previously taught vocabulary related to topics.	Use new vocabulary spontaneously in different contexts.
Understand 'why' questions.	Ask questions to understand more.	Clarify thinking with questions and check understanding.
Maintain attention for short periods of time.	Maintain attention in new situations.	Maintain attention in different contexts and whilst listening.
Engage in story time, rhymes and songs.	Talk about stories to create familiarity, re-read them several times.	Retell stories in own words, include some repetition.
Use short sentences.	Have conversations with adults within the setting and their peers.	Talk in full sentences, adding detail within to all adults and peers.

Progression of Knowledge and Skills – Reception

Physical Development (PD)

When our children finish Reception we want them to have developed their gross and fine motor skills. We want them to be able to hold a pencil effectively and be able to move in a variety of different ways.

Early Learning Goals:

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.

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

Statutory Framework for the Early Years Foundation Stage 2021

Progression of Knowledge and Skills – Reception

Physical Development (PD)

Throughout Reception the children will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

How is it covered?

Autumn: Explore travelling in different directions changing speed and movement to avoid obstacles by crawling, running, walking, skipping, hopping and jumping Roll and stop balls Begin to throw and catch the same object (bibs, bean bags, then balls)

Spring: Demonstrate good balance when travelling under, across and over objects Jump from equipment landing safely on two feet Combine movements to music Throw objects at targets with increasing accuracy

Summer: Develop speed when running

Show control over a ball when using their feet.

Pass a ball to a partner

Develop jumping technique to jump further

Progression of Knowledge and Skills – Reception

Physical Development (PD)

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Practise and define rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Practise walking and moving around the school safely, lining up at dinnertime in the queue and moving across the adventure trail on the school field safely.</p> <p>Move in different directions. Roll and throw different sized balls to a partner.</p>	<p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Use a range of tools competently, safely and confidently. E.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Throw objects at targets and move on and across furniture, showing some balance and control.</p>	<p>Be able to throw and catch ball on your own and also to a partner.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop speed when running but be able to stop and change direction on command.</p> <p>Use a range of small and large apparatus confidently and safely, in small and large groups.</p>

Progression of Knowledge and Skills – Reception

Personal, Social and Emotional Development (PSED)

When our children finish Reception we want them to be happy, confident and independent learners. We want them to be able to manage their own personal needs and have a good understanding of right and wrong and be able to dress and undress themselves independently.

Early Learning Goals:

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.

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.

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.

Progression of Knowledge and Skills – Reception

Personal, Social and Emotional Development (PSED)

Throughout Reception the children will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs (personal hygiene).
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

How is it covered?

PSED is interwoven into all elements of the EYFS in each term

Learning about ourselves and their feelings.

Dialogic stories

Circle time

Planned opportunities for collaborative learning in Continuous Provision

Progression of Knowledge and Skills – Reception

Personal, Social and Emotional Development (PSED)

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Make connections and share, play alongside their peers.	Build respectful relationships with adults and their peers.	See themselves as a valuable individual.
Can talk about likes and dislikes and what makes them happy or sad.	Discuss a variety of different feelings and how we deal with them.	Be able to express and understand their own feelings and the consequences of their actions on their peers.
Can manage their own personal hygiene.		
Access the classroom independently and choose where they would like to work and play.	Can discuss their own work and ways to improve it/change it.	Show perseverance and look for new challenges.
Help to establish class rules and understand why we have them.	Follow the class rules.	Know right from wrong.
		Understand factors that have an impact on your emotional wellbeing and how to look after yourself.

Progression of Knowledge and Skills – Reception

Literacy

When our children finish Reception they should be able to write recognisable letters and be able to spell words by sounding them out. They should also have made good progress in phonics therefore they can read simple sentences and books matched to their phonics ability. Children should also have a good understanding of stories that have been read to them.

Early Learning Goals:

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, non-fiction, rhymes and poems and during role-play.

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.

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.

Progression of Knowledge and Skills – Reception

Literacy

Throughout Reception the children will be learning to:

- 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.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- 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 sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

How is it covered?

Ongoing throughout the year:

Daily Phonic sessions in small groups

Reading in small groups daily

Regular 1-1 reading of common exception words and blending

Pupils have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision

Progression of Knowledge and Skills – Reception

Literacy

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Recognise individual letters by saying the sounds of them or using the formation phrase to help using the Little Wandle phonics programme.	Read short sentences, blending and segmenting.	Read short phonic books which are matched to phonic ability, with confidence and fluency.
Start to form letters.	Continue correct letter formation.	Form the majority of lower-case letters correctly using the formation phrases to help.
Write their name, using a name card.	Be able to write own name independently.	Write their name and surname independently.
Orally spell and write CVC words.	Orally compose a sentence before writing it.	Write a simple sentence with a full stop.
Be able to oral blend.	Show a dominant hand to write with.	Make phonetically plausible attempts when writing more complex unknown words.
Recognise a few tricky words.	Continue to recognise tricky words.	Re-read what they have written to check that it makes sense.

Progression of Knowledge and Skills – Reception

Mathematics

When our children finish Reception they should have a deep understanding of numbers to 10 and be able to subitise to 5. They should also be able to rote count and understand numerical patterns.

Early Learning Goals:

Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number; 14
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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.

Progression of Knowledge and Skills – Reception

Mathematics

Throughout Reception the children will be learning to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Progression of Knowledge and Skills – Reception

Mathematics

Maths	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose
	<ul style="list-style-type: none"> -Getting to Know You -Match, Sort and Compare -Talk about Measure and Patterns 	<ul style="list-style-type: none"> -It's me 1, 2, 3 -Circles and Triangles - 1, 2, 3, 4, 5 -Shapes with 4 Sides 	<ul style="list-style-type: none"> -Alive in 5 -Mass and Capacity - Growing 6, 7, 8 	<ul style="list-style-type: none"> -Length, Height and Time -Building 9 and 10 -Explore 3D shapes 	<ul style="list-style-type: none"> -To 20 and beyond -How many now? -Manipulate, compose and decompose -Sharing and Grouping 	<ul style="list-style-type: none"> -Visualise, build and map -Make connections -Consolidation
	Mastering Number 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.		Mastering Number 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.		Mastering Number 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.	
	<ul style="list-style-type: none"> -Subitise 3 and 4 -Counting sequences/ 1-1 correspondence -Composition of number 4 -All numbers are made of 1s -Compare sets by looking and language more than/fewer than 	<ul style="list-style-type: none"> -Subitise 5 -Explore cardinality of 5 – Begin to count beyond 5 -Explore concept of wholes and parts -Composition of 5 -Compare sets by looking/subitising and matching 	<ul style="list-style-type: none"> -Subitise 5 continued -Explore patterns of number beyond 5 -Develop verbal counting, 20 and beyond -Use fingers to represent quantities between 5-10 -Composition of 5/ hidden/missing parts -Compare sets and explore equal/unequal 	<ul style="list-style-type: none"> -Explore un/symmetrical patterns -Consolidate cardinality within 10 -Familiarise pattern to 20 -Explore composition of odd and even numbers -Even numbers/doubles -Composition of numbers within 10 -Reason with 'how many' of numbers 	<ul style="list-style-type: none"> -Subitise numbers in different patterns -Subitise structured/unstructured within 10 -Appropriate to count/subitise -Develop verbal counting, 20 and beyond -Composition of 10 -Order sets of objects - Understand ordinal system 	Consolidation of all concepts with a variety of contexts

Progression of Knowledge and Skills – Reception

Understanding the World

When our children finish Reception they should have a good understanding and knowledge of the world around them and be able to discuss similarities and differences and talk about past and present events. They should have a good knowledge of our immediate environment and topics related to our local area.

Early Learning Goals:

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.

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.

Statutory Framework for the Early Years Foundation Stage 2021

Progression of Knowledge and Skills – Reception

Understanding the World

Throughout Reception the children will be learning to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

How is it covered?

Autumn: talk about members of their immediate family and describe them

Draw information on a simple map following a key

Continue and complete repeating patterns with signs of autumn

Autumn nature walk using their senses, leaf rubbings etc

Christmas – who celebrates and why

Spring:

Winter nature walk, signs of spring

Use directional language to follow a route in maths

Explore Chinese New Year and how it is celebrated and by who

Explore stories from around the globe and discuss similarities and differences – Africa – Kalahari Desert, Kenya South America –

Amazon Rainforest, Europe – Scandinavia, Asia – China

Summer:

Discuss summertime and different activities that might happen in the summer

Progression of Knowledge and Skills – Reception

Understanding the World

Throughout Reception the children will be learning to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Progression of Knowledge and Skills – Reception

Understanding the World

How is it covered?

Autumn:

Talk about members of their immediate family and describe them

Draw information on a simple map following a key

Continue and complete repeating patterns with signs of autumn

Autumn nature walk using their senses, leaf rubbings etc

Winter:

Discuss winter festivals from different religions and culture such as Diwali, Hanukkah and Christmas. List similarities and differences in the way these festivals are celebrated.

Go on winter walks and look at our natural environment. What things have changed?

Use photos to introduce children to the polar regions and discuss similarities and differences.

Spring:

Winter nature walk, signs of spring

Use directional language to follow a route in maths

Explore Chinese New Year and how it is celebrated and by who

Explore stories from around the globe and discuss similarities and differences – Africa – Kalahari Desert, Kenya South America –

Amazon Rainforest, Europe – Scandinavia, Asia – China

Summer:

Discuss summertime and different activities that might happen in the summer

Focus on different environments when discussing holidays.

Provide holiday brochures, photos and books for children to make comparisons between environments.

Encourage children to describe what they see, hear and feel while outside.

Explore and investigate shadows and how they change throughout the day. Draw around objects that are set up and monitor the shadow's movements. • Take part in a summer nature scavenger hunt and create a mini seaside in the outdoor environment

Progression of Knowledge and Skills – Reception

Understanding the World

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Talk about where they live, who are in the family, close friends and the local area.	Talk about past and present events. Discuss significant celebrations such as Pancake Day, Easter etc.	Recount an event either through discussion or drawing and labelling.
Talk about the seasons.	Talk about each season and name them.	Name the 4 seasons and discuss the affects the changes of weather in the different seasons.
Discuss different beliefs and meet visitors with different beliefs to your own but to respect their beliefs.	Talk about and discuss people who help us in our local environment and also nationally.	Be able to use their 5 senses to discuss outdoor and indoor environments.
Create simple maps of our local environment.	Discuss similarities and difference between the UK and other countries. E.g. Australia Day and Chinese New Year.	Through Forest school, be able to discuss, observe and explore the natural environment.

Progression of Knowledge and Skills – Reception

Expressive Arts and Design

When our children finish Reception they should be able to use a variety of different media to create and build. To be confident to perform their own songs, music alongside their peers.

Early Learning Goals:

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.

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.

Statutory Framework for the Early Years Foundation Stage 2021

Progression of Knowledge and Skills – Reception

Expressive Arts and Design

Throughout Reception the children will be learning to:

- 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.
- 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

(DFE Development Matters 2021)

How is it covered?

Take part in a weekly music lesson via Charanga music

Sing rhymes and songs daily

Construct with a purpose in mind, but be able to revisit it to improve and reflect

Act out own stories developed by themselves

Progression of Knowledge and Skills – Reception

Expressive Arts and Design

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Develop colour mixing skills to acquire their chosen colours.	Develop further colour mixing and painting and drawing using certain colours to achieve their finished product.	Explore and use a range of artistic effects to express their feelings and ideas.
Listen to and talk about music, giving their own opinions and views. (Charanga music programme, once a week) Learn to sing new songs.	Note patterns and pitch in songs. Clap or tap to the pulse of a song. (Charanga)	Be able to sing on their own or in a group following the melody.
Dress up in role play costumes to create their own songs/dances.	Join in creating dances and moves in different ways.	Take part in creating their own dances and be able to give opinions and express their own views with regards to the dance.