

EYFS Long-Term Curriculum Overview 2021-2022

EYFS 2 Year Olds Room	Autumn	Spring	Summer
<i>Personal, Social and Emotional Development</i>	<p>To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period.</p> <p>With the support of a key person show an interest in play.</p> <p>Notice others around them.</p> <p>Build interactions through the interests of the child.</p> <p>To react to stimulus to help calm emotions and feelings for example: looking at family photographs together.</p>	<p>To begin to find their own unique way of managing transitions.</p> <p>Begin to show confidence within their play.</p> <p>Play alongside their peers and developing friendships.</p> <p>With the support of an adult wait and take a turn for example rolling a ball or a car.</p> <p>Begin to show an awareness of themselves. Using various props and resources.</p>	<p>To have developed a sense of assurance for example developing relationships with other adults and peers.</p> <p>Show independence within their play and making choices.</p> <p>To have established friendships with peers.</p> <p>To begin to demonstrate taking a turn independently.</p> <p>Explore emotions and feelings through stories and their play.</p>
Communication and Language	<p>To begin to join in with some songs and Nursery Rhymes (even just with actions)</p> <p>To being to change attention to follow a prop or prompt.</p> <p>Listen to short stories in a small group.</p> <p>Use some single words to express their wants, needs and feelings.</p>	<p>Recognise familiar environmental sounds and say what they can hear.</p> <p>Listen to some longer stories and join in with some key words and phrases in familiar stories.</p> <p>Build on their repertoire of Nursery Rhymes and begin to sing them unprompted.</p>	<p>To be able to shift to a different task if attention fully obtained.</p> <p>Listen and follow one step instructions.</p> <p>Listen and join in during circle times, taking a more active role in participating.</p> <p>Know and sing a wide variety of Nursery Rhymes and songs.</p>

	<p>Recognise familiar objects to develop their vocabulary.</p> <p>Understand frequently used words, such as, 'all gone', 'no', 'bye bye'.</p>	<p>Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings.</p> <p>Use the speech sounds p,b,m,w</p>	<p>Role play familiar scenarios, communicating with one another, for example, going to the shops or the Doctors.</p> <p>Express themselves using a wide range of vocabulary and speak in longer sentences.</p>
Physical Development	<p>Feeling secure and comfortable during nappy time.</p> <p>At snack time sitting together with peers.</p> <p>Sitting and walking independently.</p> <p>Begin to sit on a small bike and know how it is used.</p> <p>Showing an interest in exploring materials and tools.</p>	<p>Showing an interest in Potty training.</p> <p>Sitting together for snack times and trying different tastes and textures.</p> <p>To gain control over their bodies through both indoor and outdoor play.</p> <p>Developing fine manipulative skills through using different objects and tools.</p>	<p>To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat.</p> <p>Following snack time routines, making choices independently.</p> <p>To use large equipment, ride bikes and scooters with support.</p> <p>To be able to hold tools and objects using a palmer grasp comfortably.</p>
Literacy-Reading	<p>To explore looking at books independently. Explore sensory books and learn new vocabulary related to their senses.</p> <p>Enjoy looking at class made books related to families.</p> <p>To look at some non-fiction books related to Topics in small groups e.g. Autumn, Christmas etc.</p> <p>To use a basic picture book and find information following a prompt. E.g. Where is the dog?</p>	<p>To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently.</p> <p>To obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing?</p> <p>Recognise their name alongside their photograph.</p>	<p>Have a selection of favourite stories.</p> <p>To understand that stories have a beginning and the end and join in saying 'The end'.</p> <p>To join in with key phrases when reading familiar books with adults.</p> <p>To talk in simple sentences and phrases about books the enjoy, using the images to help them.</p> <p>To listen to audio stories without images.</p> <p>Recognise familiar logos related to their interests.</p>

Literacy - Writing	<p>To join in with short dough gym sessions to develop fine motor control</p> <p>To make marks on table tops to support core strength.</p> <p>Show an interest in mark marking- fingers, large apparatus, tools.</p> <p>Hold a tool with a fist palmer grip.</p>	<p>Distinguishes between the different marks they make.</p> <p>Use tweezers to pick up a small object.</p> <p>To develop hand-eye co-ordination through scooping/pouring and filling activities.</p>	<p>Imitate during simple shapes such as circles and lines.</p> <p>Make marks on a picture to stand for their name.</p> <p>Enjoy drawing freely using a range of tools.</p> <p>Notice some print such as familiar logo.</p> <p>Children to use a digital pronate grip.</p> <p>Use lacing cards to develop fine motor skills.</p>
Maths	<p>To combine objects such as stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Begin to take part in finger rhymes with numbers.</p> <p>To explore and use shape sorters and puzzles.</p>	<p>To begin to compare sizes, bigger, little and smaller.</p> <p>To use number language in their play, beginning to sequence numbers orally 0-5.</p> <p>To complete an inset puzzle and to demonstrate matching and sorting skills within their play.</p> <p>To notice and comment on patterns including stripes and spots etc.</p>	<p>To begin to use the language of weight in everyday contexts and through stories and rhymes.</p> <p>To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness.</p> <p>To use objects to make simple arrangements, using associated language 'the same'.</p> <p>Begin to count objects and actions in everyday contexts and counting up to 3 fingers.</p> <p>Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc</p>
Understanding the World Investigation & Exploration	<p>Play and explore in their natural environment displaying high levels of engagement.</p> <p>Children to begin to respond by simple comments and nonverbal gestures and movements.</p>	<p>Continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons.</p> <p>Observing changes of state through ice/water and using their senses to explore.</p>	<p>Use descriptive terms, such as 'hot' and 'cold'.</p> <p>Create simple dens with adult support and begin to understand shade and keeping cool.</p> <p>Use senses to explore sand/pebbles/water/bubbles.</p>

People, culture and communities	<p>Begin to explore seasonal change e.g. the leaves are falling off the tree.</p> <p>Exploring senses –and purpose of body parts Naming body parts</p> <p>Exploring light and colours through sensory play.</p> <p>Exploring sound linking to bonfire night.</p> <p>Play with a variety of wheeled toys, exploring pushing and pulling.</p>	<p>Explore the natural world, focusing on digging and planting seeds.</p> <p>Observe and notice flowers and plants growing using their senses.</p>	
	<p>Recognise their family and key people during key person time. Children to name their family by using a family photograph.</p> <p>Understanding that Christmas is a special celebration.</p> <p>Settling in to their new environment and understanding where things are located in the classroom.</p>	<p>Begin to imitate their own family and cultures through pretend play.</p> <p>Understanding that Easter is a special celebration.</p> <p>Begin to understand that there are different environments, for example, understanding that penguins live where it is cold.</p>	<p>Bring in photos from family days out to share during Key Person time.</p> <p>Begin to have their own friends.</p> <p>Recognising familiar places and logos through looking at photos (local shops, places of interest).</p> <p>Talk about places they might go on a sunny day, for example, the beach. Imitate these experiences in the role play.</p>
	<p>Learning about the basic routines of the day using a visual timetable. (Carpet time, tidy time, lunch time, home time etc.)</p>	<p>Begin to understand the sequence of dressing in warm clothes for outside (putting on outdoor suit, then wellies, then hat, gloves etc.)</p>	<p>Understand the routine of the day with less prompts.</p>
Expressive Arts and Design	<p>Explore different materials using all their senses.</p> <p>Begin to show an interest in early mark making.</p> <p>Explore sounds</p>	<p>Manipulate and play with different materials, exploring textures.</p> <p>Make early marks using various tools and equipment.</p>	<p>Use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do.</p> <p>Intentionally making marks in different styles.</p>

	<p>using musical instruments and sound makers.</p> <p>Use our voices to make sounds.</p> <p>Starting to develop imaginative play by exploring resources within the provision.</p>	<p>Beginning to experience tone, pitch and volume.</p> <p>Join in singing songs and rhymes copying actions.</p> <p>Beginning to use resources imaginatively, using resources in different ways. For example: using a block as a phone.</p>	<p>Expressing their ideas when mark making and sometimes giving meaning to them.</p> <p>Explore different rhythms, beat and using their bodies appropriately.</p> <p>Developing imaginative play from their own learning experiences, stories and rhymes.</p>
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EYFS Nursery	Autumn	Spring	Summer
<i>Personal, Social and Emotional Development</i>	<p>Begin to understand the rules and take part in routines of the day, sometimes with support.</p> <p>To begin to build positive relationships with new adults and peers.</p> <p>To begin to feel confident in asking an adult for help when needed.</p> <p>Select and use resources independently to achieve a goal they have chosen.</p>	<p>Play with one or more children, extending and elaborating play.</p> <p>To develop their sense of belonging to the school community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Show increasing confidence when faced with a new experience.</p> <p>Begin to show sensitivity towards how others are feeling. Describe how characters might be feeling in stories.</p>	<p>To have established a group of one or more children they like to play with repeatedly.</p> <p>Talk with others to solve conflicts and be able to take turns in their play saying ‘my turn please’ and waiting patiently when others respond with ‘yes, in five minutes’.</p> <p>Talk about their feelings, describing when they are happy, sad, worried, angry etc and begin to regulate their feelings knowing when they may need support to manage them.</p> <p>To know that we have class and school rules which need to be followed and to understand why they are important in our school community.</p> <p>Show more confidence in new social situations.</p>
Communication and Language	<p>To know some rhymes, begin to talk about familiar books.</p> <p>Enjoy listening to longer stories and remember some of what happened.</p> <p>Sing a larger repertoire of Nursery Rhymes and Songs.</p> <p>To use a wide range of vocabulary linked to interests, the world around them and quality texts.</p>	<p>Use longer sentences of 4 to 6 words.</p> <p>Use talk to organise themselves and their play eg. ‘let’s go on the bus, I’ll be the driver.</p> <p>To know many rhymes, be able to talk about familiar books and tell a longer story. (See Pie Corbett Literacy)</p> <p>To begin to pay attention to more than one thing at a time.</p>	<p>Be able to express points of view and debate when they disagree with an adult or a friend using words as well actions.</p> <p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p> <p>To begin to use tenses in the correct context.</p> <p>Begin to pronounce more difficult sounds correctly (r,j,th,ch,sh).</p>

	<p>Understand a two part question or instruction.</p> <p>Understand Why questions.</p>		
Physical Development	<p>To begin to independently use large outdoor equipment including bikes, scooters and climbing equipment with increasing control to support their gross motor skills.</p> <p>Gain confidence when going up and down stairs using alternate feet and when climbing on outdoor equipment and apparatus.</p> <p>Use large-muscle movements when painting, chalking or making marks with water on vertical surfaces to stimulate large shoulder movements.</p> <p>Use a range of one-handed tools and equipment with increasing control to do what they set out to do e.g. using tweezers to move objects, using hammers and nails during forest school activities and using scissors to make snips in paper.</p> <p>Match their developing physical skills to become more confident, competent and adaptive movers when choosing how to travel across and over balancing and climbing equipment.</p> <p>Be increasingly independent in meeting their own care needs when going to the toilet and washing their hands.</p>	<p>To begin to transfer physical skills learnt in one context to another such as using scissors to snip paper then using them to cut herbs from the garden when preparing food.</p> <p>Begin to recognise and talk about healthy food and drink choices.</p> <p>Use a range of tools for different purposes in order to carry out their own plan e.g. Choosing a large spade to create a bigger hole, a wheelbarrow to transport resources safely, using scissors to cut and adapt resources.</p> <p>Begin to develop more control over a pencil, changing from palmer grasp to four finger grip when drawing lines and circles.</p> <p>Begin to eat independently learning how to use a knife and fork.</p> <p>Know the importance of brushing our teeth every morning and night and limiting the amount of sugar they eat and drink, making healthier choices.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>During music and movement sessions with Mrs Naylor children will be increasingly able to imitate, remember and initiate rhythmic sequences and patterns of movement.</p> <p>Collaborate with others to manage large items, moving them safely and sensibly and negotiating space to avoid obstacles.</p> <p>Begin to use a tripod grip to hold a pencil with good control to make more detailed drawings and when beginning to write recognisable letters from their name.</p> <p>Show a preference for a dominant hand.</p> <p>Understand and talk about why we need to wash our hands throughout the day, including after going to the toilet and before snack and lunch.</p>

Literacy- Reading	<p>Independently select favourite books demonstrating positive reading behaviours including holding the book the correct way up, turning the pages one at a time and talking about the illustrations.</p> <p>Begin to understand that print carries meaning, noticing and commenting on print in the environment and in books.</p> <p>Begin to develop phonological awareness by spotting and suggesting rhyme in stories, songs and when playing rhyming games.</p> <p>Recognise and distinguish between environmental sounds.</p>	<p>Name the different parts of a book including title, front cover and content page.</p> <p>Know that print can have different purposes and enjoy giving their own meaning to print, using diagrams and illustrations as a guide.</p> <p>Know that stories have sequence and use language including first, next, then and finally to describe what has happened in our story focus.</p> <p>Hear and say the initial sound in their name.</p> <p>Know that stories have a title and can predict the title using illustrations as a guide.</p>	<p>Count and clap syllables in names when singing hello to each other every day.</p> <p>Recognise words with the same initial sound during games such as 'I Spy' or on sound hunts.</p> <p>Begin to hear and say the initial, final and then middle sound in cvc words.</p> <p>Know the difference between a letter and word and follow print to 'read' the title of a familiar story.</p> <p>Engage in extended conversations about stories, learning new vocabulary and using it when retelling the story.</p> <p>Know that the author is the person who write a story and the illustrator draws the pictures.</p> <p>Begin to identify letters of the alphabet.</p>
Literacy - Writing	<p>Notice and talk about print in their environment such as their name, well known logos and labels with photographs such as on those on resources.</p> <p>Add some marks to their drawing which they give meaning to e.g. that says mummy.</p> <p>Explore mark making on a large scale both indoors and outdoors, developing control over one handed tools.</p>	<p>Begin to know that sounds in words are represented by a letter.</p> <p>Show interest in letters and sounds during phonic games.</p> <p>Make marks on their pictures which stand for their name.</p> <p>Use a pencil with increasing control to draw lines and circles.</p> <p>Begin to form some letters in their name.</p> <p>Be able to follow and copy patterns to support letter formation.</p>	<p>Children to use a tripod grip when using a pencil with increasing control.</p> <p>Recognise and identify some letters of the alphabet in the environment and in stories, non-fiction texts etc.</p> <p>Children to be able to write their name and some letters accurately.</p> <p>Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write 'M' for mummy.</p>

			To be able to break down a sentence into words and keep it in their head, asking an adult to record their ideas and beginning to read their own sentence back.
Maths	<p>Recite numbers beyond 5 in the correct sequence.</p> <p>Show finger numbers up to 3 through number rhymes and songs.</p> <p>Begin to count objects and actions up to 3 using one to one correspondence, knowing that the last number reached tell you how many are in the set and beginning to match numerals to quantity.</p> <p>Begin to show an understanding of numerals and their meaning such as knowing that they are 3.</p> <p>Talk about and begin to comment on 2D and 3D shapes they use through their play, using mathematical language such as 'round'</p> <p>Understand positional language through words e.g 'The ball in under the chair'.</p> <p>Begin to describe a sequence of events, real or fictional, using words first, next, then, before etc.</p>	<p>Begin to recognise sets of up to 3 objects on sight without having to count them individually.</p> <p>To experiment with their own symbols and marks as well as numerals during play and outdoor games.</p> <p>To know the names and properties of 2D shapes including circle, triangles, squares and rectangles and to use them in everyday context and in their drawings.</p> <p>To talk and identify patterns in the environment using language to describe them.</p> <p>To describe a familiar route, using positional language..</p> <p>To make comparisons relating to size, length, weight and capacity.</p>	<p>Count reliably objects and actions up to 5 using one to one correspondence and matching the numeral to the quantity.</p> <p>Solve real world mathematical problems with numbers up to 5 through daily routines and activities.</p> <p>To compare quantities using language 'more than' and 'fewer or less than'.</p> <p>To begin to identify and talk about properties of 3D shapes when building and constructing during their play.</p> <p>Extend and create ABAB patterns and noticing and correcting errors .</p> <p>Discuss routes and locations within their environment and immediate locality, exploring maps and discussing familiar landmarks.</p>
Understanding the World Investigation & Exploration	<p>Use descriptive terms, such as 'fast', 'slow', 'hot' and 'cold'</p> <p>Talk about and begin to describe what they can see in their environment. Noticing how their environment changes through the seasons.</p>	<p>Understand light and dark. Begin to know that the sun gives us light in the day and we get light from the stars and reflective light from the moon in the night.</p> <p>Plant seeds and care for growing plants.</p> <p>Under the key features of a growing plant.</p>	<p>Talk about the differences between the materials and changes the notice.</p> <p>Exploring collections of materials and talking about their properties during a range of play situations.</p>

People, culture and communities	Explore how things work, investigating and talking about various light sources including lights, fire, torches etc	Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant – seed, shoot, flower	Exploring and talking about changes in ingredients when mixing together and cooking.
	Recognise, name and notice they have similarities and differences that connect them and distinguish them from others e.g. colour of eyes, hair skin. Know where they live. Know who they live with.	Explore different occupations and different ways of life.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to explore maps within books and real-life experiences.
	Begin to make sense of their own life story and family photographs. Understand language of today, tomorrow and yesterday. Days of the week song.	Speak about an event which has happened in the past and discuss a future event.	Order a sequence of up to 3 events.
Expressive Arts and Design	Listen to sounds with increased attention, expressing their thoughts and ideas. Use objects and natural materials as props to support imaginative play, using it to represent something else. Explore and use different materials freely to express new ideas. Join different materials and explore different textures.	Remember and sing a variety of songs and rhymes. Explore different instruments, using them to express their feelings and ideas. - Music with Mrs Naylor Match the pitch of a tone sung by another person. Use small world equipment to develop complex stories. Use drawings to represent ideas, giving meaning to what they have drawn.	Create their own songs or change parts of songs they know. Move melodically when singing familiar songs. Begin to combine construction materials, blocks and other chosen media to make imaginative and complex small worlds, using props to support play. Begin to draw with increasing complexity and detail such as representing a face with a circle and including features.

	Draw closed shapes with continuous lines and begin to use these lines to represent objects.	Explore colour mixing, making predictions about what two primary colours will make a secondary colour and experimenting to find out.	Begin to show different emotions in their drawings and painting, talking about happiness, sadness, fear etc.
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EYFS Reception	Autumn	Spring	Summer
<i>Personal, Social and Emotional Development</i>	<p>To begin to form positive attachments to adults and develop friendships with their peers.</p> <p>Become familiar within a new environment such a classrooms, outdoor space, canteen and hall.</p> <p>Begin to talk about what it feels like to be happy, sad, angry, scared and to feel loved.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs.</p> <p>Begin to understand the rules and take part in routines of the day, sometimes with support.</p>	<p>Think about the perspectives of others.</p> <p>See themselves as a valuable individual and speak about themselves positively.</p> <p>Children to talk about their strengths and the things they would like to get better at.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>To be able to follow the rules and routines of the day with little reminders or support.</p> <p>To play co-operatively in a small group and begin to resolve any conflicts with others.</p> <p>To feel confident in approaching and speaking to familiar adults.</p> <p>To show increasing resilience when faced with challenges in their play.</p>	<p>To demonstrate a good understanding of their feelings and the feelings of others and be able to self-regulate their behaviour.</p> <p>To be able to wait for what they want.</p> <p>To be able to control their immediate impulses.</p> <p>To give focused attention to others and respond in conversations.</p> <p>To be able to follow instructions involving several ideas or actions.</p> <p>Work and play co-operatively with others, taking turns when playing.</p> <p>Show sensitivity to their own and other's needs.</p> <p>Show independence and resilience when engaging in new activities.</p> <p>To be able to explain the reason for rules and have a good understanding of right and wrong. Be able to behave appropriately.</p> <p>To be able to manage their own basic hygiene and personal needs.</p>

Communication and Language	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>To begin to be able to take part in small group discussions using new vocabulary.</p> <p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p> <p>To become more confident in using tenses in the correct context.</p>	<p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p> <p>To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have read.</p> <p>To be able to take part in small group discussions using new vocabulary.</p> <p>To retell familiar stories using their own words or phrases from the book. (See Pie Corbett Literacy)</p>	<p>To be able to talk about fiction and non-fiction books using new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate.</p> <p>Express themselves using full sentences, including use of past, present and future tenses.</p> <p>To be able to use conjunctions, with some modelling and support from the teacher.</p> <p>To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify understanding.</p>
Physical Development	<p>Walk up the stairs with alternative feet and with growing confidence.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use a comfortable (pincer grip) with good control when holding pens and pencils.</p> <p>Have the confidence to attempt to travel across the monkey bars to support the development of their core and upper body strength.</p> <p>Begin to form letters correctly.</p>	<p>Continue to develop fine motor skills during continuous provision.</p> <p>Use a range of tools in their play with increasing control e.g., paintbrushes, wooden spoons, tweezers and child friendly knife when preparing food.</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>Know and talk about the different factors that support their overall health and wellbeing:</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools with good control including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>To be able to form most letters of the alphabet correctly.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>

	<p>Sit with a good posture on the carpet and on a chair.</p> <p>Begin to understand ways on how to be calm e.g. breathing, meditation and peer massage.</p> <p>Take part in weekly yoga sessions and explore moving their body to create yoga poses.</p>	<p>regular physical activity, healthy eating, toothbrushing etc.</p> <p>Take part in weekly Rugby Tots sessions and develop skills in throwing and catching balls and negotiating obstacles when holding a ball.</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Begin to develop the skills to ride a bike without stabilisers through Bike-ability sessions.</p>
Literacy-Reading	<p>Reading individual letters by saying the sound for them.</p> <p>Read simple phrases and sentences made up of words with known letter – sound correspondences and a few exception words.</p>	<p>Children to know the letter name.</p> <p>To recognise and read diagraphs within phase 3 –Spring 1: qu, ch, sh, th,ng. Spring 2: ai,ee, igh, oa, oo,</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>To recognise and read diagraphs within phase 3 ar, or, ur, ow,oi, ear, ure, er.</p> <p>To be able read some phase 4 common exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p>
Literacy - Writing	<p>To be able to break down a sentence into words and keep it in their head.</p> <p>Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write 'M' for mummy.</p> <p>Children to be able to write their name and some letter accurately.</p> <p>Hear, say and write the sounds in words based on their phonic knowledge.</p>	<p>Begin to use capital letters and full stops with adult support.</p> <p>Begin to write simple captions and sentences that they can read back.</p> <p>Write phase 3 common exception words and read them back.</p> <p>Children to begin to write independently during child-initiated play.</p>	<p>Sit with the correct posture at a table for some time.</p> <p>Write for different purposes.</p> <p>Use 3 finger, tripod grip to hold writing tools.</p> <p>Write phase 4 common exception words and read them back.</p> <p>Form letters correctly in a pre-cursive style.</p>

	Write phase 2 common exception words and read them back.		Write simple sentences that can be read by others. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Maths	<p>Exploring mathematical themes such as composition, addition, subtraction, ordinality etc. of numbers 1-5 (See Maths Hub Planning)</p> <p>Recall the name and properties of some 2D shapes.</p> <p>Subitising up to 5 objects.</p> <p>Begin to learn number bonds to 5.</p> <p>To be able to sort objects according to given criteria and begin to set their own criteria for sorting objects.</p> <p>To recognise patterns in the environment.</p> <p>To begin to use mathematical language to compare objects e.g. Taller/shorter.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Explore comparing weight, length and capacity in a range of practical situations.</p>	<p>Exploring mathematical themes such as composition, addition, subtraction, ordinality etc. of numbers 5-10 (See Maths Hub Planning)</p> <p>Recall the name and properties of 3D shapes.</p> <p>Use prior knowledge learn number bonds to 10.</p> <p>Begin to explore doubling and halving in practical situations using numerals to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create simple AB and ABB patterns.</p>	<p>Begin to develop an understanding of numbers to 20, such as composition of numbers, patterns within 20 etc. (See Maths Hub Planning)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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>Explore and represent patterns within numbers up to 10 and beyond, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Continue, copy and create more complex patterns ABBC patterns.</p>
Understanding the World	Understand ideas connected to light and dark – e.g. reflection, nocturnal animals etc	Recognise some environments that are different that they live through quality texts, nonfiction books and looking at a world map.	<p>Children to make observations and drawings of plants and animals in world around.</p> <p>Talk about the cycle of the seasons using prior knowledge when exploring summer.</p>

Investigation & Exploration	Investigate light and dark and experiment with shadows, explaining findings and talking about changes.	Explore changing states of matter such as exploring non-reversible changes in ingredients when mixing together and cooking as well as reversible changes such as freezing and melting water/ice.	
	Explore the natural world around them through quality and nonfiction texts, exploring different animal habitat.	Understand the key features of the life cycle of a plant – seed, shoot, flower,	
	To know that information can be found on the internet as well as nonfiction books.	Name the parts of the plant – root, stem, leaves, and flower.	
People, culture and communities	Talk about members of their family and community.	Observe and talk about the features of our school and local environment.	Recognise similarities and differences of life in this country and others through stories and festivals relating children's own cultures within our diverse class.
	Talk about different cultures and describe and begin to understand that some places are special to members of their community.	Children to be able to identify familiar landmarks with our school grounds.	Children to draw a simple map of EYFS outdoor area.
	Recognise that people have different beliefs and celebrate special times in different ways.		
Time	Use language associated with time – today, tomorrow, yesterday, week, month, year	Understand and speak about events in past, present, future.	Order a sequence of up to 5 events
	.	Know some similarities and differences between things in their past and now, drawing on their experiences and what has been read in class.	Talk about the lives of people around them and their roles in society.
Expressive Arts and Design	Draw with increasing complexity and detail, such as representing a face with a circle and including details (self-portraits)	Children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	Explore different mediums of mark making e.g. chalks, paints, squeeze bottles.	Make marks with increasing control. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Invent, adapt and recount narratives and stories with peers and their teacher. Remain engaged for an extended time during role play whilst co-operating with others.

	<p>Exploring different joining techniques such tape, string, PVA glue and pritt sticks in open ended activities.</p> <p>Explore the properties and textures of natural materials to create 3D collages.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Begin to develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Explore the work of some artists linking to their skills development.</p> <p>Explore different instruments to express their feelings and ideas.</p> <p>Join in with songs.</p> <p>Tap rhythms to accompany words, such as tapping the syllables of name, objects, animals and the lyrics of a song.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Begin to create simple compositions.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Begin to keep a steady beat.</p>	<p>Create a detailed representation of something they can see e.g., observational drawing.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Knowing a wide repertoire of nursery rhymes and feel confident in a group or solo.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
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