

Longridge CofE Primary School

EYFS Curriculum 2025-2026



Our curriculum for Reception is based on the Early Years Foundation Stage (EYFS, January 2024), and framed within the context and values that underpin our school. It is built on four guiding principles:

The Unique Child ***Positive Relationships*** ***Enabling Environments*** ***Learning and Development***

These core values are interwoven and reflected throughout the EYFS curriculum which includes trips, experiences and our physical learning spaces. This EYFS curriculum has been developed to ensure that students cement a solid foundation for the rest of their learning journey at Longridge C of E Primary School. It is divided into 7 broad themes and is largely skills based in order to give flexibility to adapt to the needs and interests of the children. At Longridge C of E Primary School we believe that young children learn best through a combination of free play, guided play and adult led activities.

Communication and Language

Listening, Attention and Understanding

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand how to listen carefully.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Understand how to listen carefully and why this is important.</p> <p>Learn new vocabulary.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in story times.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Learn rhymes, poems and songs.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listen carefully and respond appropriately when being read to and during whole-class and small group discussions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teachers and peers</p>
Possible Learning Tasks	<p>Clapping games Learning daily routines</p> <p>Following simple instructions.</p> <p>Story time/ songs at home time Circle Time</p>	<p>Answer questions about the stories they hear.</p> <p>Book Vote</p> <p>Calm Corner</p> <p>Mud Kitchen role play</p>	<p>Sequence familiar stories</p> <p>BBC schools' radio – story time</p>	<p>Discussion activities</p> <p>Non-fiction books about emergency services.</p> <p>Listening carefully to Visitors e.g. Dental Nurse</p>	<p>Engaging with letters and posters</p> <p>Asking questions about famous climate activists</p> <p>Observing Mini-beasts</p>	<p>Conversations about how they have changed since start of Reception</p> <p>Airport/beach role play areas</p> <p>Hopes for next year</p>	

Speaking

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. <p>Use longer sentences of four to six words.</p> <p>Use new vocabulary throughout the day</p> <p>Ask Questions to find out more</p>	<p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. <p>Use longer sentences of four to six words.</p> <p>Use new vocabulary throughout the day</p> <p>Ask Questions to find out more.</p> <p>Develop social phrases</p>	<p>Use longer sentences of four to six words.</p> <p>Use new vocabulary throughout the day.</p> <p>Ask Questions to find out more and to check they understand what has been said to them.</p> <p>Develop Social Phrases.</p> <p>Describe events in some detail.</p>	<p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>-Express their ideas using full sentences, with modelling and support from their teacher.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using new vocabulary;</p> <p>Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas using full sentences, with modelling and support from their teacher.</p>
Possible Learning Tasks	<p>All About Me Posters from Home</p> <p>Sequencing daily routines</p> <p>Sp and Lang assessments</p>	<p>Talk about celebrations important to us.</p> <p>School Nativity play</p> <p>Small group work</p>	<p>Oral re-tell of familiar stories.</p> <p>Marvellous Me</p> <p>Wow Moments</p> <p>Guided Reading</p>	<p>Role Play Emergency call centre</p> <p>Answering Emergency phone calls</p> <p>Guided Reading</p> <p>Asking Questions e.g. class visitors.</p>	<p>Beach small worlds</p> <p>Story set up with puppets and props</p> <p>Sharing news discussions in front of whole class</p> <p>Small group work</p>	<p>Ask Q to KS1 about moving up. Think about what they want to know then think of Q.</p> <p>Talk about holidays or visits.</p>	

Personal, Social and Emotional Development

Self Regulation

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Develop appropriate ways of being assertive.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Talk with others to solve conflicts. Talk about feelings using words. Understand how others may feel.</p>	<p>See themselves as a valuable individual. Express their feelings and consider the feelings of others.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Possible Learning Tasks	<p>Introduce School Attitudes and Values</p> <p>Follow school Routines and Expectations</p> <p>Introduce Christian Values New friends Circle Times</p> <p>Story - Colour Monster, Find our Calm Area</p>	<p>Taking part in school Nativity.</p> <p>Adult/child 1:1 interaction</p> <p>Working with peers in CP</p> <p>Christian Value certificates</p> <p>Share self-regulation stories.</p>	<p>Wow! Moments</p> <p>Negotiating play with peers.</p> <p>Christian value certificates</p> <p>Explore Self-regulation stories</p> <p>Learnosaur Dinosaur Challenges</p>	<p>Teach strategies to self-regulate and get back to their calm state.</p> <p>School Value: Care for Others. How can we help others?</p> <p>Learnosaur Dinosaur Challenges</p> <p>Introduce Plan, Do, Review Challenges</p>	<p>Daily 'Must Do' jobs.</p> <p>Learnosaur Dinosaur Challenges – How do we learn best?</p> <p>Plan, Do Review - How can I make my activities better?</p>	<p>Daily 'Must Do' jobs.</p> <p>Three Step instructions incorporate into daily routines</p> <p>Learnosaur Dinosaur Challenges – How do we learn best?</p> <p>Plan, Do Review - How can I extend my activities?</p>	

Managing Self

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	Show more confidence in new social situations Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Show resilience and perseverance in the face of challenge.	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.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating tooth-brushing sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian .	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.	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.	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.
Possible Learning Tasks	Changing for PE as appropriate Eating in main hall, assemblies and breaktimes Putting names on pictures and finding name labels. Introducing school rules on Jigsaw pieces. Separation from parents/carers	Putting on own coats and wellies for cold/wet weather. Getting changed and unchanged for Christmas play. Loose parts play, tidy up time Getting ready for home.	Fine motor activities with zips and buttons Secure toileting and hand washing. Daily Mile introduction Lunch choice discussion	Changing for PE with increasing independence. Dental Nurse visit. Teeth brushing activities Cont. Daily Mile	Making healthy choices, ordering lunches. Baking activities. Jigsaw activities regarding rules Secure personal needs skills	Looking at healthy lifestyles- sleeping, exercise and eating, link to sports day - real life athletes. Water safety week.	

Building Relationships

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	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. Become more outgoing with unfamiliar people, in the safe context of their setting.	Play with one or more other children. Find solutions to rivalries.	Build constructive and respectful relationships.	Build constructive and respectful relationships.	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.	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.	Works and plays cooperatively and takes turns with others. -Forms positive attachments and friendships. Shows sensitivities to others' needs.
Possible Learning Tasks	Tour of the school, meet the teachers and other children. 1:1 time spent baseline getting to know children. Year 5 Buddy introduction.	Teach chn ways to share and strategies. Introduce talk/learning partners Year 5 Buddies.	Team challenges in outdoors. Jigsaw activities. Phonics sessions Board games and PE	Problem solving challenges Learnosaur Dinosaur challenges. Who can help us in School and out of school?	Caring for the world discussion. Small group work Guided Reading groups Needs of animals in topic work	How much have I changed? What can I do now that I couldn't do when I started in Reception. Reflect back over the year.	
JIGSAW	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	

Physical Development

Gross Motor Skills

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to follow a plan. Collaborate with others to move a large object.</p> <p>Further Develop the skills they need to manage the school day successfully: Lining up and queuing, mealtimes.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>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.</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>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination when playing;</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination when playing;</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination when playing;</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Possible Learning Tasks	<p>Ribbons and Sticks</p> <p>Large Playground Access</p> <p>Basic sport equipment</p> <p>Outdoor provision</p>	<p>Bikes and scooters</p> <p>-Large Playground Access</p> <p>-Outdoor provision materials</p> <p>-Large Construction: Crates and Planks</p>	<p>Bikes and scooters</p> <p>Dance and movement Box</p> <p>-Large Construction Crates and planks</p> <p>-Sports equipment from lessons</p>	<p>Obstacle Course materials</p> <p>Balls of various sizes</p> <p>Rackets and Bats</p> <p>Cones and markers</p>	<p>Circuits</p> <p>Sports Equipment</p> <p>Boxes to match lesson objectives</p> <p>Den building equipment</p> <p>Field access with adult</p>	<p>Sports Day Prep</p> <p>Den building equipment</p> <p>Outdoor provision materials</p>	
PE Passport	EYFS-FMS, Elmer, Fantasy Fairy Tale	EYFS-FMS, Jack and the Beanstalk, A Day on the Farm	EYFS-FMS, Rumble in the Jungle, A Visit to the Zoo	EYFS – FMS, Castles, An Adventure with Emergency Services	EYFS – FMS, Super worm, Space, Under the Sea	EYFS – FMS, Seaside, Transport	

Fine Motor Skills

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>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.</p>	<p>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.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Possible Learning Tasks	<p>Pencil Control Sheets</p> <p>Various pencils and pens</p> <p>Threading</p> <p>Scissor activities</p> <p>Dough Disco</p> <p>Pegs and Pins</p> <p>Handwriting Patter sheets</p>	<p>Pencil control</p> <p>Phonics activities</p> <p>Scissor control</p> <p>Buttons and Zips</p> <p>Writing on squared paper</p> <p>Dough Disco</p> <p>Peg to Paper Boards</p> <p>Scissor activities</p> <p>Handwriting practice</p> <p>Handwriting Patter sheets</p>	<p>Lunchtime-cutting up own food</p> <p>Choosing own drinks</p> <p>Milk Monitors</p> <p>Playdough</p> <p>Role play Café</p> <p>Big and small paintbrushes and stampers</p> <p>Scissor activities</p> <p>Handwriting practice</p> <p>Handwriting Patter sheets</p>	<p>Pencil Grip</p> <p>Peg to Paper</p> <p>Small Sand trays</p> <p>Magnetic boards</p> <p>Scissor activities</p> <p>Handwriting practice</p> <p>Handwriting Patter sheets</p>	<p>Scissor activities</p> <p>Pencil grips</p> <p>Role play</p> <p>Handwriting practice</p> <p>Handwriting Patter sheets</p>	<p>Writing on smaller lines</p> <p>Smaller pencils and pens</p> <p>Secure with cutting food</p> <p>Handwriting practice</p> <p>Handwriting Patter sheets</p>	

Literacy

Comprehension

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	Understand the five key concepts about print: print has meaning print can have different purposes	To learn that we read English text from left to right and from top to bottom . To know the names of the different parts of a book . To sequence pages of a book.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	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.	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.	Demonstrates understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; Anticipates – where appropriate – key events in stories, non-fiction, rhymes and poems; Uses new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Possible Learning Tasks	Oral retelling Using props Book Area with relevant books Non-Fiction and Fiction Story Sacks: Owl Babies Whole Class Stories	Rhyming string Story Sacks: Stickman Innovate story Story Maps Sequencing pages Modeling reading using home reading books on big board	Retell a simple story using a familiar pictorial text map and begin to innovate them to create their own. Small world and role play areas Guided Reading	Recall rhymes Understanding Non-fiction Small World and Role play areas Guided Reading	Reading simple letters. Instructional reading in non-fiction Beach role play with café Guided Reading	Innovation of story Re telling stories using role play Character work Guided Reading	

Word Reading (Red Rose Phonics Scheme)

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Understands the five key concepts about print:</p> <ul style="list-style-type: none"> - 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 <p>Consolidate Phase 1 s a t</p> <p>p i n m d g o c k s pronounced /z/</p> <p>Tricky Word: The</p>	<p>Is able to blend and segment CVC words</p> <p>ck e u r h b f ff l ll ss</p> <p>Consolidate Phase 2</p> <p>Tricky words: l to go no into</p>	<p>Start on Phase 3 sound for those that are ready</p> <p>j v w x y z/zz qu ch sh th/th ng</p> <p>Consolidate as required</p> <p>Tricky words: he she we be me was my you they</p>	<p>Cont with phase 3</p> <p>ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words</p> <p>Consolidate as required</p> <p>Tricky words: her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)</p>	<p>Complete Phase 3, begin Phase 4</p> <p>Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words)</p> <p>Consolidate Phase 3 Phase 4 CVCC & CCV</p> <p>Tricky words: come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4)</p> <p>Consolidate said so have like (Phase 4)</p>	<p>Phase 4</p> <p>CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.</p> <p>Tricky Words: Consolidate said so have like some come were there little do one when out what</p> <p>Teach it's</p>	<p>Says a sound for each letter in the alphabet and at - least 10 digraphs; Reads words consistent with their phonic knowledge by sound-blending; Reads aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</p>
Possible Learning Tasks	<p>Wordless reading books</p> <p>Pencil Control Sheets</p> <p>IWB Phonics Games</p>	<p>Phonics Games</p> <p>Letter formation Sheets</p> <p>Tricky Word Tree</p>	<p>Tricky Word Bingo</p> <p>Word Writing Activities</p> <p>Sound Treasure Hunt</p>	<p>Tricky Word Watches</p> <p>Word Writing Activities</p> <p>Sound and Word Match</p>	<p>Tricky Word Snap</p> <p>Simple Sentence Writing</p> <p>IWB Games</p>	<p>Tricky word writing</p> <p>Simple sentence writing</p> <p>Read and Write Tasks</p>	

Writing

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	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.	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.	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.	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.	Writes recognisable letters, most of which are correctly formed; Spells words by identifying sounds in them and representing the sounds with a letter or letters Writes simple phrases and sentences that can be read by others.
Possible Learning Tasks	Phonics Books going home Role Play opportunities: home corner Label family pictures Name copying from card/tracing	Name writing from card Label animals Lists in writing area Story Maps Small sand trays – CVC words	Beginning capital letters CVC word writing Non-fiction fact writing Blank and squared paper	Colourful Semantics Speech Bubbles for character pictures Outdoor chalkboards and wowo Lists and captions in writing area and role play Letter writing opportunities Instructional writing	Retelling of a story Wowo and chalkboards Story innovation Opinion writing Letters to Earth Lined paper	Retelling of story Character description Lists for a journey Postcard formats Small lined paper and wowo	
Core Texts <i>See English Curriculum Map</i>	All Are Welcome (NF) Owl Babies(F) There was an Old Woman who Lived in a shoe.(P)	The Nature Adventure Book(NF) Stickman(F) The North Wind Doth Blow (P)	The Jungle Book(F) First Big Book of Animals (NF) Incy, Wincy, Spider (P)	The Lighthouse Keeper's Lunch (F) People Who Help Us(NF) Mary Had a Little Lamb (P)	Somebody Swallowed Stanley (F) Eco Warriors: Discover Amazing People(NF) Five Little Speckled Frogs(P)	Mr Gumpy's Motorcar(F) Recount (NF) Row, Row, Row your boat (P)	

Mathematics

Number

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Base Line assessments</p> <p>Recognising 1, 2 and 3</p> <p>Comparing Amounts</p>	<p>Find, subitize and recognize 1,2,3,4,5.</p> <p>Find one more/less</p> <p>Composition 1, 2,3,4,5.</p>	<p>Introduce Zero</p> <p>Find, subitize and represent 0-5 and 6,7,8</p> <p>Composition 6,7,8</p> <p>Doubling</p>	<p>Finding 9,10</p> <p>Comparing numbers to 10</p> <p>Number Bonds to 10</p> <p>Doubling</p>	<p>Building numbers beyond 10</p> <p>Patterns beyond 10</p> <p>Verbal counting beyond 20</p> <p>Adding</p> <p>Taking Away</p>	<p>Consolidation of Numbers to 20</p> <p>Verbal counting to 20 and beyond</p> <p>Number bonds to 10</p> <p>Adding</p> <p>Taking Away</p>	<p>Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order;</p> <p>- Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts.</p>
Possible Learning Tasks	<p>Various Counters/objects</p> <p>Number Cards 1-5</p> <p>Comparing Groups</p> <p>Number Songs/Rhymes</p>	<p>Various Counters/objects</p> <p>Number cards 1-10</p> <p>Number lines 1-10</p> <p>Tens Frames</p> <p>Number songs/Rhymes</p>	<p>Various Counters/objects</p> <p>Number cards 1-10</p> <p>Number Lines 1-10/1-20</p> <p>Tens Frames</p> <p>Number Songs/Rhymes/Games</p>	<p>Various Counters/objects</p> <p>Number Bond cards</p> <p>Matching Doubles Cards</p> <p>Tens Frames</p> <p>Number Songs/Games</p>	<p>Various counters/Objects</p> <p>Pattern Cards</p> <p>Number cards 1-20</p> <p>Number lines 1-20</p> <p>100 square</p> <p>Adding/Take Away Machin</p>	<p>Various counters/Objects</p> <p>Pattern Cards</p> <p>Number cards 1-20</p> <p>Number Bond cards</p> <p>100 square</p> <p>Adding/Take Away Machine</p>	

Numerical Pattern

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	Match and sort Exploring pattern Compare size, Mass and capacity	Circle and triangles Positional language Shapes in the Environment Identify Shapes with 4 sides.	Compare mass Compare capacity Balance Making Pairs, Odds/Evens Combining 2 Groups Conceptual subitizing	Length Height Time Odds Evens Shape Patterns	Match, rotate, manipulate shape Compose and decompose shapes Sharing and Grouping	Visualise and build patterns Mapping Deepening understanding patterns and relationships	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.
Possible Learning Tasks	Sorting Cards Continuing or Creating Patterns cards Various sized objects Various sized containers	Tangram shapes Positional language treasure hunt. Everyday objects linked to shape Model building activities.	Scales Various Containers Groups of Objects – Odd and Even Subitizing cards	Cubes to measure Clocks Tangram shapes Shape pattern cards.	3D shapes Interlocking shapes Sharing tasks Matching Groups	Treasure maps Group Patterns	

Understanding the World

Past and Present

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Begin to make sense of their own life-story and family's history</p> <p>Names and describes people who are familiar to them.</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talks about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Possible Learning Tasks	<p>Link to their families</p> <p>All About Me - Photos of them as babies, Photos of their family. Use as talking points on 1:1 and as small groups</p>	<p>Home Corner All About Me Display</p> <p>Celebrations from my past</p>	<p>Compare/Contrast illustrations from old/new story books. Old non-fiction books.</p>	<p>Emergency service stories</p> <p>Road maps</p>	<p>David Attenborough</p> <p>Greta Thunberg</p> <p>Dear Earth</p> <p>Swallow Stanley</p> <p>Recycling activities</p>	<p>Looking at photos of themselves in nursery/home and photos of themselves now - how have I changed?</p> <p>Keeping a bean/sunflower diary</p>	
Historical Learning	<p>Who Am I? My History</p> <p>-Important People in My History.</p>			<p>When I Grow Up – People Past and Present</p>		<p>Transport- Past and Present</p>	

People, Culture and Communities

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	Show interest in different occupations. Continue developing positive attitudes about the differences in people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	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.	- 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.	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;	Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Knows 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
Possible Learning Tasks	Harvest Festival Tour of school, meeting adults Autumn Walk around School Grounds.	Icy Wilderness Role Play Antarctic learning RE Globe work Christmas Around the World	Compare their experience of Christmas to Chinese New Year. Nativity Story of the Chinese New Year - The Great Race	Emergency services around the world Visits from dentist/nurse/vet Brushing teeth Role play call centre	Greta Thunberg David Attenborough Road Maps Saving the planet posters and protests	RE Work: Mosques Old transport Journey to a holiday Packing suitcases	
Geographical Learning		Where Are We? Can we Map our School grounds?	Comparing Forest Environments		Looking After Our Planet. How can we care for the world?		
RE (See Questful RE Learning)	1. I am Special 2. Harvest	3.Special People 4.Christmas * Non-Christian Faith Link - Diwali	5. The Stories Jesus Heard 8. Friendship * Non-Christian Faith Link – Chinese New Year	6. The stories Jesus told 7. Easter	9. Special Places *Visit Church *Non-Christian Faith Link - Eid	10. Prayer 11. Special Times	

The Natural World

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>. Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Explore the natural world around them.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>- 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;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>- 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;</p> <p>- Understand the effect of the changing weather on the natural world around them.</p>
Possible Learning Tasks	<p>Hearing - listening walk</p> <p>Sight - taking pictures with ipad</p> <p>Autumn Walk</p> <p>Outdoor provision</p> <p>Materials exploration using senses</p> <p>Moving Toys box</p> <p>Setting up outdoor garden</p>	<p>Comparing England to Antarctic</p> <p>Hibernating animals</p> <p>Looking after plants outside</p> <p>Winter Walk</p>	<p>Mapwork</p> <p>Local Area and Google Earth</p> <p>Globe investigation</p> <p>Safari role play outside</p>	<p>Seasons work</p> <p>Tree observations</p> <p>Investigating shadows</p> <p>Spring Walk</p>	<p>Dark dens</p> <p>Outdoor exploration</p> <p>Seasons</p> <p>Minibeast Hunt</p> <p>Butterflies</p>	<p>Growing sunflowers</p> <p>Developing the outdoor area</p> <p>Summer Walk</p>	
PLAN	SEASONAL CHANGES – Ongoing throughout the year						
Scientific Learning	HUMANS	SOUND	ANIMALS/HABITATS	LIGHT/FORCES	EARTH AND SPACE	MATERIALS	

Expressive Arts and Design

Being Imaginative and Expressive

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	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. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	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.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. 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.	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.	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.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
Possible Learning Tasks	Role play indoors and out. Investigate all C.P areas. Colour Monster Stories. Nursery Rhymes Charanga	School nativity play Stage Outside Nursery Rhymes Charanga	Incy Wincy Spider Performance Charanga	Emergency Call centre Role Play Dressing up Stage Area Chranga	Somebody Swallowed Stanley- Small World Charanga	Dressing Up Area – Role Play Various Charanga	
Charanga	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay	

Creative with Materials

Term	Autumn 1 <i>Who Are We?</i>	Autumn 2 <i>Let's Go Outside</i>	Spring 1 <i>Down in the Jungle</i>	Spring 2 <i>When I Grow Up</i>	Summer 1 <i>Looking After Our Planet</i>	Summer 2 <i>Where Next?</i>	Early Learning Goal
Skills	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 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.
Possible Learning Tasks	<p>Self portraits</p> <p>Art area exploration</p> <p>Autumn Craft</p> <p>Owl Collage</p> <p>My Family Drawings</p>	<p>Hedgehog Clay models</p> <p>Musical Instruments outdoors on stage</p> <p>Firework Pictures</p> <p>Chalk and paint</p>	<p>Animal Masks</p> <p>Role Play construction: Rainforest/Café</p> <p>Animal Craft</p>	<p>Malleable Multimedia</p> <p>Garden design sheets</p> <p>Junk Models</p> <p>Easter Cards</p>	<p>Banners</p> <p>Earth Models</p> <p>Role Play recycling Centre</p>	<p>Building a plane for role play</p> <p>Packing a suitcase</p> <p>Flowers Paintings</p>	
KAPOW ART	Mark-Making			Painting	3D Creation Station		
KAPOW DT		Junk Modelling - Joins	Textiles - Bookmarks			Structures - Boats	