

FS2 Long Term Plan 2025-26

General Themes	<i>Autumn 1 (8) 1.9.25 – 24.10.25</i>	<i>Autumn 2 (7) 3.11.25 – 19.12.25</i>	<i>Spring 1 (6) 5.1.26 – 13.2.26</i>	<i>Spring 2 (5) 23.2.26 – 27.3.26</i>	<i>Summer 1 (6) 13.4.26 – 22.5.26</i>	<i>Summer 2 (7.5) 1.6.26 – 20.7.26</i>
	Marvellous me!	Let's celebrate!	Feathers, Fireworks and Frost	Egg-cellent adventures!	Let's grow - down to the farm!	Heroes and Villains
	Starting school My new class New Beginnings Ourselves Oral Health My family What am I good at? How do I make others feel? Being kind/ staying safe.	Celebrations: Bonfire night Nursery Rhyme Week / remembrance Birthday celebrations (party, presents, games) – Rainbow's birthday Christmas	Signs of Winter Weather Chinese New Year Garden birds in our local area Polar regions / What would you pack for a trip to the South Pole? Easter	Dinosaurs Chicks – caring for / life cycles Mother's Day Eric Carle style artwork (How does an egg hatch?)	Signs of spring Down on the Farm (Visit to Cannon Hall Farm) Animals around us (growing and changing) Growing plants / food	Healthy eating – what makes a balanced diet? Who helps us (everyday heroes) - Police, fire, doctors, dentists, teachers, vets, waste removal. What is a villain? Traditional tales Familiar tales
Key Texts # = TTS # = DSAT # = both	Colour Monster + Ruby's Worry (2) Owl babies (2) The Owl who was afraid of the dark (2) The Little Red Hen (Harvest week text) (2)	The best Diwali ever / Rama and Sita (1) Bonfire Night (NF) (1) Nursery Rhyme Week (1): - Sing a song of sixpence - Humpty Dumpty - When I was one - I hear thunder - Two little dickie birds - Slow Samson (2) - Kipper's birthday - Mog's birthday Stickman (2) - Christmas story (Nativity)	One Snowy Night (2) Ruby's Chinese New Year (1) Non – fiction texts about birds (RSPB's Big School Birdwatch) (1) Lost and Found (2)	Gigantosaurus (2) Hatching chicks in Room Six (NF) + other NF books about chicks and hens Handa's Hen (2) How does an egg hatch? + other Eric Carle texts (1) Mother's Day activities The Easter Story	Farmer duck (2) Click Clack Moo (2) Jack and the Beanstalk (2)	Supertato (2) Burglar Bill (2) Goldilocks and the three bears (1.5) Little Red Riding Hood (1.5)

Supporting Texts	Colour Monster goes to school The big book of families All are loved The kissing hand	Robin's Winter Song Elmer in the Snow The Nativity	Hello Winter The Snow Thief Snowball	Stomp, Chomp, big roars – here come the Dinosaurs! Where, oh where, is Rosie's chick? Eggs and chicks One little chick (life cycles)	Jasper's Beanstalk Jack and the Jelly Beanstalk What the Ladybird Heard	Oliver's Vegetables Cops and Robbers
Key dates + events	<ul style="list-style-type: none"> – Jeans for genes day (15 – 21.9.25) – First day of autumn (22.9.25) November – black history month – Recycle week (22 – 28.9.25) Harvest festival (4.10.26) Diwali (20.10.25) Half Term - Halloween (31.10.25) 	<ul style="list-style-type: none"> – Bonfire night (5.11.25) – Remembrance day (11.11.25) – Nursery rhyme week (11 – 15.11.25) – Children in Need (21.11.25) – Road safety week (17 – 23.11.25) – Christmas Jumper Day (11.12.25) 	<ul style="list-style-type: none"> – National storytelling week (30.1 – 7.2.26) – Chinese New Year (17.2.26) – RSPB's Big School's Birdwatch (ongoing through the half term) - Safer internet day (10.2.26) – Valentine's Day (14.2.26) Half Term – Pancake day (17.2.26) – Lent begins (Ash Wednesday 18.2.26) 	<ul style="list-style-type: none"> -World Book Day (5.3.26) – Mother's Day (15.3.26) Easter Hols -Easter Sunday (5.4.26) 	<ul style="list-style-type: none"> – St. George's Day (23.4.26) – May Day Bank Holiday (4.5.26) – World Fairtrade Day (9.5.26) – Walk to school week (20 – 25.5.26) – World Bee Day (20.5.26) 	<ul style="list-style-type: none"> – Father's Day (21.6.26) – Start of summer (21.6.26) – World Chocolate Day (7.7.26)
'Wow' moments + enrichment opportunities	<ul style="list-style-type: none"> Harvest festival Visit St Michael's Church Bake bread Autumn Walk Hunt for conkers Use a wax crayon to do leaf rubbings Create art using nature with a well known artist 	<ul style="list-style-type: none"> *Hold a sparkler* Attend a birthday party Play party games Bake buns Try new food – Indian (Diwali) Christmas Panto 12.12.25 Nativity performance 	<ul style="list-style-type: none"> Winter Walk Chinese New Year party Try new food – Chinese Go bird watching Complete a tally chart Make a bird feeder 	<ul style="list-style-type: none"> Dinosaur eggs (Gigantosaurus) Watch chicks hatch from eggs Easter egg hunt Take part in a competition (Easter bonnet parade) Try new food – Hot cross buns 	<ul style="list-style-type: none"> Cannon Hall farm visit Make and eat our own butter Grow a seed into a plant 	<ul style="list-style-type: none"> Try new food – fruits and vegetables 'Evil Pea' wreaking havoc in the classroom Visit from police / fire service / nurse / vet Transition Sports Day
Parental engagement	<ul style="list-style-type: none"> Oral health workshop (Invite parents) Harvest Festival assembly (for parents) 	<ul style="list-style-type: none"> Parent stay and play – Nursery Rhyme Week Nativity performance 	<ul style="list-style-type: none"> Bird watching home learning task 	<ul style="list-style-type: none"> Parent Stay and Play – Chicks / Spring Sunflower diary home learning task 	<ul style="list-style-type: none"> Farm trip – parent helpers 	<ul style="list-style-type: none"> Parent Stay and Play – Read and Reflect (share learning journeys, gather parental feedback).

	RWI workshop for parents					
Role Play	Home corner	Santa's workshop / post office	Café / Chinese restaurant	Vets	Farm shop	Police station 3 Bears' house
Artist of the Term	James Brunt + Self portraits		Eric Carle + Self portraits		Kandinsky + Self portraits	
Assessment	Reception Baseline RWI Assessment Entry assessment (Insight)	RWI Assessment Autumn 2 assessment (Insight)	RWI Assessment	RWI Assessment Spring 2 assessment (Insight)	RWI Assessment Summer 1 assessment (Insight)	Reception profile RWI Assessment

Communication and Language (CL)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me!	Let's celebrate!	Feathers, Fireworks and Frost	Egg-cellent adventures!	Let's grow - down to the farm!	Heroes and Villains
<p>Communication and language underpins everything we do. Throughout the whole curriculum and year, children are supported to develop the following language skills:</p> <ul style="list-style-type: none"> • Learn new vocabulary which they can use throughout the day and in different contexts. • Ask questions to find out more and to check they understand what has been said to them and articulate their ideas and thoughts in well - formed sentences by connecting one idea or action to another using a range of connectives. • Describe events in some detail and use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. • Develop social phrases. • Engage in story times and listen to and talk about stories to build familiarity and understanding. Be able to retell the story once they have developed a deep familiarity with the text – some as exact repetitions and some in their own words. Engage in non – fiction books – listen to and talk about selected non – fiction books to develop a deep familiarity with new knowledge and vocabulary. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. <p>Communication and Language is explicitly taught and developed throughout the year through high quality speaking and listening interactions, daily group discussions, Early Years Picture News, circle times, Jigsaw/PSHE sessions, story sessions, singing, SALT interventions, RWI Pinny Time, assemblies, and weekly interventions.</p>						
Listening, attention and understanding	Recall and define specialist vocabulary for the half term.	Recall and define specialist vocabulary for the half term.	Recall and define specialist vocabulary for the half term.	Recall and define specialist vocabulary for the half term.	Recall and define specialist vocabulary for the half term.	Recall and define specialist vocabulary for the half term.
Speaking	Follow adult cues to listen. Know behaviours successful for learning. Participation in predictable texts. Demonstrate an understanding of taking turns to speak/not interrupting. Participate in adult narration of independent learning. Be able to talk in front of small groups and their	Be able to use new vocabulary throughout the day. Actively recall and recite favourite rhymes. Secure agreed rules for conversational turn taking in small or larger groups. Ask questions to find out more and to check they understand what has been said to them. Respond to 'why?' and 'how' questions.	Makes up own stories using small world, figures or puppets or in role play with open ended props. Play games where they give instructions to each other. Understand negatives in short sentences (Example, Show me the boy who isn't jumping). Tell familiar stories with dialogue in play.	Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Engage in non – fiction books and use new vocabulary in different contexts (chicks, planting seeds).	Tell familiar stories with dialogue in play. Process language which includes challenging adjectives, verbs and positional vocabulary in instructions. Process three step instructions. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Participate in very familiar stories as choric speech between the narrator and characters. Add connectives on the end of simple responses to include detail or causative extensions. Tell familiar stories with dialogue in play. Be able to talk in sentences using a range of tenses.

	teacher, offering their own ideas.	Follow two-step instructions. Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. Describe some events in detail. Listen carefully to instructions. Follow instructions regarding safety.	Talk in sentences using conjunctions e.g. and, because (small group language intervention begins with this focus).			
Early Learning Goals	<p><u>Listening, attention and understanding:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • 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. 					

Personal, social and emotional development (PSED)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me!	Let's celebrate!	Feathers, Fireworks and Frost	Egg-cellent adventures!	Let's grow - down to the farm!	Heroes and Villains
<p>As well as teaching children PSED skills through My Happy Mind inputs and theme inputs, children are also taught PSED skills every day throughout the year when opportunities arise.</p> <p>Children are taught the following skills:</p> <ul style="list-style-type: none"> • 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. • Help to 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. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflict. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. • 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 perspective of others. • Manage their own needs (personal hygiene) 						
Self-regulation Managing self Building relationships	Follow classroom routines including self-help with clothing – put coat on. Follow classroom expectations. Focus during whole class short activities. Be able to follow one step instructions. Personal hygiene – be increasingly independent in meeting own care needs (using the toilet,	Further develop the skills they need to manage the school day successfully – lining up, sitting on carpet. To understand the need to have rules. Be able to talk about & show good practise with regards to handwashing and food preparation (baking bread / biscuits). Talk about how they are feeling and consider others' feelings.	Be able to focus during longer whole class lessons. Talk about simple problem solving approaches. Begin to show resilience and perseverance in the face of a challenge. Say how they feel when they achieve a goal and know what it means to feel proud.	Identify and moderate their own feelings socially and emotionally. Articulate how to solve simple problems. Develop independence when dressing and undressing (introduction of PE kit). Talk about and demonstrate good oral health routines. Know what a stranger is and how to stay safe if	Engage in more complex and extended turn taking games. Be able to control their emotions using a range of techniques. Articulate reasons for success or failure in a challenge Identify healthy ingredients in food & drinks (making butter / growing fruits and vegetables). Think of ways to solve problems and stay friends.	Follow instructions of 3 steps or more. Be able to show a 'can do' attitude. Choose ingredients suited to a healthy snacks. Identify healthy ingredients in food & drinks (Supertato). Build strategies to challenge undesirable behaviour towards others (Supertato). Express feelings about moving up to Year 1 and

	<p>washing and drying hands).</p> <p>See themselves as a valuable individual & develop a positive sense of self.</p> <p>Recognise different emotions.</p> <p>Identify & communicate own feelings.</p> <p>Build strategies to make new friends.</p> <p>Talk about and demonstrate good oral health routines – toothbrushing club.</p> <p><u>My Happy Mind</u> Meet your brain</p> <p><u>No Outsiders</u></p> 	<p>Know and talk about factors that support their overall health and wellbeing - safety near bonfires and fireworks.</p> <p>Building confidence when performing & acting out in front of others (Nativity).</p> <p>Identify the qualities of what makes a good friend.</p> <p>Begin to develop friendships.</p> <p>Identify & communicate own feelings.</p> <p><u>My Happy Mind</u> Celebrate</p> <p><u>No Outsiders</u></p> 	<p>Make healthy choices around food, drink and activity.</p> <p>Work in a small group on tasks like turn-taking games – be able to use taught strategies to support turn taking.</p> <p>Continue to develop strategies for self-regulation.</p> <p><u>My Happy Mind</u> Appreciate</p> <p><u>No Outsiders</u></p> 	<p>they are approached by a stranger.</p> <p>Listen to the ideas of other children and agree on a solution and compromise (easter egg hunt).</p> <p>Continue to develop strategies for self regulation.</p> <p><u>My Happy Mind</u> Relate</p> <p><u>No Outsiders</u></p> 	<p>Begin to understand the impact of unkind words.</p> <p>Manage own basic needs independently – to dress independently (PE kit).</p> <p>To work as a group (seed experiment, making butter).</p> <p><u>My Happy Mind</u> Engage</p> <p><u>No Outsiders</u></p> 	<p>share memories of their best bits in FS2 – have the confidence to communicate with adults around school.</p> <p>Sun safety.</p> <p>Continue to develop strategies for self regulation.</p> <p><u>My Happy Mind</u> My Happy Body My Happy Relationships My Happy World</p> <p><u>No Outsiders</u></p> 
Early Learning Goals	<p><u>Self regulation</u></p> <ul style="list-style-type: none"> • 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><u>Managing self</u></p> <ul style="list-style-type: none"> • 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. <p><u>Building relationships</u></p> <ul style="list-style-type: none"> • 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. 					

Reception PSED Objectives

Objectives	myHappybody Activity 1	myHappybody Activity 2	myHappyrelationships Activity 1	myHappyrelationships Activity 2
Manage their own personal hygiene needs.	✓			
Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, teeth brushing, sensible amounts of 'screen time' and having a good sleep routine.	✓			
Know and talk about the different factors that support their overall health and well-being: Being a safe pedestrian.		✓		
Build constructive and respectful relationships.			✓	
Continue developing positive attitudes about the differences between people.			✓	
Express their feelings and consider the feelings of others.				✓
Show resilience and perseverance in the face of challenges.				✓

Reception PSED Objectives

Objectives	myHappyrelationships Activity 2	myHappyworld Activity 1	myHappyworld Activity 2
Identify and moderate their own feelings socially and emotionally.	✓		
Think about the perspectives of others.	✓		
Name and describe people who are familiar to them.		✓	
See themselves as a valuable individual.			✓

EYFS

Objectives	British Values Whole School Assembly + Follow-Up Activity	myHappybody Nursery: Activity 2	myHappybody Reception: Activity 2	myHappyrelationships Nursery: Activity 1	myHappyrelationships Reception: Activity 1	myHappyrelationships Nursery: Activity 2	myHappyrelationships Reception: Activity 2	myHappyworld Nursery: Activity 2	myHappyworld Reception: Activity 2
Rule of Law	✓	✓							
Tolerance of Different Faiths and Beliefs	✓								
Individual Liberty	✓								
Democracy	✓								
Mutual Respect	✓			✓	✓	✓	✓	✓	✓

Physical development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me!	Let's celebrate!	Feathers, Fireworks and Frost	Egg-cellent adventures!	Let's grow - down to the farm!	Heroes and Villains
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
EYFS Statutory Educational Programme						
Gross motor	Introduction to PE – Unit 2 Stack, align and balance blocks of different shapes and sizes. Move safely in a large space, negotiating obstacles. Travel across simple obstacle courses. Change direction. Stop quickly Use OPAL (outdoor play and learning) equipment to create, climb and balance.	Ball skills – Unit 2 Be able to control a ball in different ways, balance on a variety of equipment and climb (OPAL equipment). Control and steer a ball by hand. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Use parachute (outdoor provision), developing wrist and shoulder control.	Dance – Unit 2 To move safely with confidence and imagination, communicating ideas through movement. Jump in different ways Use OPAL equipment to create, climb and balance.	Fundamentals – Unit 2 Explore different ways to travel using equipment - travel across more complex obstacle courses including changes of height. Recognise body changes during exercise. Use OPAL equipment to create, climb and balance.	Games – Unit 2 Play by the rules and develop coordination. Control large scale tools, including watering cans (Planting / growing). Dig with trowels and hand forks. Use parachute, developing wrist and shoulder control. Play team games / races involving gross motor movements, balance and obstacle activities moving over, under, through and around. Use OPAL equipment to create, climb and balance.	Gymnastics – Unit 2 Travel in different ways with control and co-ordination. Jump safely from a height. Use OPAL equipment to create, climb and balance. Travel in different ways with control and co-ordination. Play team games / races involving gross motor movements, balance and obstacle activities moving over, under, through and around (Sports Day).
Fine motor	Use pincer movements to thread & peg. Participate in hand action songs. Use a fork and spoon at lunchtimes. Put on own coat attempt fastenings. Pull off jumpers	Join and separate small construction kit components by clicking and twisting. Weave, thread and tie (StickMan). Use squashing techniques including	Join & assemble with tape and glue. Carry and control small equipment. Use a knife, fork and spoon at lunchtimes. Take off own jumper and turn correct way, pull arms through coat.	Use a hammer and saw correctly. Use a knife, fork and spoon at lunchtimes. Take off own jumper and turn correct way, pull arms through coat. Take off own shoes and put back on, fastening	Control small games equipment when transporting, collecting and throwing. Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers (healthy eating).	Use tools to cut and join safely under supervision. Use hand moulding and building techniques with malleable materials. Use fine pincer mark-making tools with precision.

	<p>and cardigans with increasing independence. Blow own nose and dispose of tissue.</p> <p>Pencil control: Begin to use tripod grip when using mark making tools.</p> <p>Scissor skills: Teach correct grasp. Cutting along lines using developmentally appropriate scissor.</p>	<p>rolling pins to achieve desired effects. Use fine mark-making tools to create texture and pattern in clay (Diva Lamps). Use a fork and spoon at lunchtimes. Put on own coats and attempt fastenings. Pull off jumpers and cardigans with increasing independence. Take off own shoes and put back on (PE / Nativity rehearsal) Blow own nose and dispose of tissue. Complete a 6 piece jigsaw.</p> <p>Pencil control: Accurately draw lines, circles and shapes to draw pictures.</p> <p>Scissor skills: Practise snipping. Cutting along lines using developmentally appropriate scissor.</p>	<p>Take off own shoes and put back on. Complete a 10+ piece jigsaw.</p> <p>Pencil control: Use tripod grip, holding pencil between thumb and two fingers to use effectively.</p> <p>Scissor skills: Handle scissors and glue effectively. Practise cutting in straight lines.</p>	<p>Velcro fastenings. Complete a 10+ piece jigsaw.</p> <p>Pencil control: Use tripod grip, holding pencil between thumb and two fingers.</p> <p>Scissor skills: Practise cutting in curved lines.</p>	<p>Use a knife & fork at lunchtimes. Know how to button and unbutton own clothing. Take off own shoes and put back on, fastening Velcro fastenings.</p> <p>Pencil control: Use tripod grip effectively to form letters and shapes.</p> <p>Scissor skills: Continued rehearsal and repeated practise. Hold scissors correctly and cut out small shapes.</p>	<p>Use a range of tools to dismantle mechanisms. Take off own shoes and put back on, beginning to tie laces. Use a knife & fork at lunchtimes. Complete a 20 piece jigsaw.</p> <p>Pencil grip: Use tripod grip effectively to form letters and shapes.</p> <p>Scissor skills: Continued rehearsal and repeated practise. Use scissors to cut a range of materials, paper, card, tissue paper.</p>
Get Set 4 PE Unit	Introduction to PE	Ball Skills	Dance	Fundamentals	Games	Gymnastics
Early Learning Goals	<p><u>Gross motor</u></p> <ul style="list-style-type: none"> • 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. <p><u>Fine motor</u></p> <ul style="list-style-type: none"> • 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. 					

Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me!	Let's celebrate!	Feathers, Fireworks and Frost	Egg-cellent adventures!	Let's grow - down to the farm!	Heroes and Villains
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding -such as using manipulatives, including small pebbles and tens frames for organising counting -children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>EYFS Statutory Educational Programme</p>					
NCETM Mastering Number	Subitising Counting, Ordinality and Cardinality Composition Subitising Comparison	Counting, Ordinality and Cardinality Comparison Composition x2 weeks Counting, Ordinality and Cardinality	Subitising Counting, Ordinality and Cardinality Composition x3 weeks	Counting, Ordinality and Cardinality Comparison Composition x3 weeks	Counting, Ordinality and Cardinality Subitising Composition x2 weeks Comparison	Subitise to 5 Introduction to Rekenrek Assess and review
Numbers Numerical Patterns	Subitising within 3. Focus on counting skills. Explore how all numbers are made of 1s. Focus on composition of 3 and 4. Subitise objects and sounds. Comparison of sets - 'just by looking'. Use the language of comparison: more than and fewer than.	Focus on counting skills. Focus on the 'five-ness of 5' using one hand and the die pattern for 5. Comparison of sets - by matching. Use the language of comparison: more than, fewer than, an equal number. Explore the concept of 'whole' and 'part'. Focus on the composition of 3, 4 and 5. Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20.	Subitise within 5 focusing on die patterns. Match numerals to quantities within 5. Counting – focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number. Focus on 5. Focus on 6 and 7 as '5 and a bit'. Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets equal.	Focus on the 'staircase' pattern and ordering numbers. Focus on ordering of numbers to 8. Use language of less than. Focus on 7. Doubles – explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes - odd and even numbers.	Counting – larger sets and things that cannot be seen. Subitising – to 6, including in structured arrangements. Composition – '5 and a bit'. Composition - of 10. Comparison – linked to ordinality. Play track games.	Subitise to 5. Introduce the rekenrek. Automatic recall of bonds to 5. Composition of numbers to 10. Comparison. Number patterns. Counting.

Early Learning Goals	<p><u>Number:</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Numerical patterns</u></p> <ul style="list-style-type: none"> • 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.
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Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me!	Let's celebrate!	Feathers, Fireworks and Frost	Egg-cellent adventures!	Let's grow - down to the farm!	Heroes and Villains
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>EYFS Statutory Educational Programme</p>						
<p>Comprehension</p> <p>Children have access to reading for pleasure books to take home weekly.</p>	<p>Independently look at a book, holding it the correct way and turning pages.</p> <p>Develop book-like vocabulary and language structures through hearing patterned texts.</p> <p>Participate in, memorise and perform simple action rhymes.</p> <p>Talk about what they see in pictures (Wordless reading books)</p>	<p>Gain & apply an understanding of beginning, middle & end in books.</p> <p>Engage in and enjoy an increasing range of books.</p> <p>Look for clues in illustrations.</p> <p>Memorise and perform more complex action rhymes and nursery rhymes (Nursery Rhyme Week).</p>	<p>Name book characters and describe their qualities.</p> <p>Act out stories using recently introduced vocabulary.</p> <p>Talk about the dilemmas the characters face.</p>	<p>Understand cause and effect in books they have heard or read.</p> <p>Predict the endings of books.</p> <p>Be able to talk about the characters in the books they are reading.</p>	<p>Predict the development of the plot.</p> <p>Empathise with characters.</p> <p>Make links between texts.</p> <p>Access & understand simple information books.</p> <p>Retell a story using vocabulary influenced by their book.</p>	<p>Recall key elements of books they have heard and read.</p> <p>Be able to say why they like / dislike a book.</p> <p>Be able to answer questions about what they have read.</p>
<p>Word reading</p> <p>Children will be grouped according to half termly RWI assessments. Stage appropriate reading books given to children when they reach the appropriate RWI stage.</p>	<p>RWI: Recognise Speed sounds Set 1 m,a,s,d,t,i,n,p,g,o,c,k,u,b, f,e / Word Time: 1.1-1.2.</p> <p>Recognise name from self-registration / name writing cards.</p>	<p>RWI: Recognise Set 1 Speed sounds including digraphs l,h,r,j,v,y,w,z,x sh, th, ch, qu, ng, nk / Word Time: 1.1-1.7.</p>	<p>RWI: Recognise majority of Set 1 speed sounds speedily, including digraphs ll, ff, ss, ck.</p> <p>Blend word time set 1.1-1.6 accurately. Read Red Ditties.</p>	<p>RWI: Recognise set 1 speed sounds speedily.</p> <p>Blend word time set 1.1-1.7.</p> <p>Accurately Read Red Ditties / Green story books.</p>	<p>RWI: Recognise set 2 Speed sounds — ay, ee, igh, ow, oo, oo.</p> <p>Blend set 2 words containing digraphs & trigraphs.</p> <p>Read Red Ditties / Green story books / Purple story books.</p>	<p>RWI: Recognise Set 2 Speed sounds — ar, or, air, ir, ou, oy.</p> <p>Blend set 2 words containing digraphs & trigraphs.</p> <p>Read Green / Purple story books.</p>
<p>Writing</p>	<p>Give meaning to the marks they make.</p>	<p>Form letters correctly.</p>	<p>Write first name with no prompting.</p>	<p>Begin to hold a sentence in head.</p>	<p>Write captions and short, simple sentences correctly</p>	<p>Write a (simple) sentence using recognisable letters,</p>

Only ask children to write sentences when they have sufficient knowledge of grapheme—phoneme correspondence s.	Trace name from a name card. Begin to form recognisable letters using the RWI jingles.	Spell some CVC words (magnetic boards, Fred fingers). Know how to form the capital letter at the start of names. Copy / write first name with limited prompts. Uses some letters in sequence to convey meaning, including CVC words (fireworks / StickMan / Santa lists). Write set 1 letters, most of which are correctly formed.	Begin to write surname. Write CVC words. Write a simple labels / phrases representing the sounds with letters and beginning to use capital letters and full stops. Write the grapheme to represent the phoneme for all single letter set 1 sounds and some Set 2 sounds.	Begin to write captions and short, simple sentences. Write first name with no prompting. Write surname. Write letters - most of which are correctly formed. Write the grapheme to represent the phoneme for set 1 sounds and digraphs.	using capital letters and full stops. Spell words phonetically by identifying the sounds, linking phonemes to graphemes.	capital letters and full stops. Spell words by identifying the sounds, linking phonemes to graphemes.
Early Learning Goals	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • 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. <p><u>Word reading</u></p> <ul style="list-style-type: none"> • 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> • 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. 					

Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me!	Let's celebrate!	Feathers, Fireworks and Frost	Egg-cellent adventures!	Let's grow - down to the farm!	Heroes and Villains
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them –from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>EYFS Statutory Educational Programme</p>						
Past and Present	<p>Use daily class calendar / birthday calendar to recall the passage of time.</p> <p>Know that children were babies in the past. Identify similarities and differences between us now and as babies (bring in baby pictures).</p> <p>Know that adults were children in the past. Describe how people change in the first four years of life.</p> <p>Know about their own life story and know they have changed.</p>	<p>Can talk about past and upcoming events with their immediate family (Christmas, birthdays).</p> <p>Know some similarities and differences between things in the past and now (Nativity).</p>	<p>Knows the meaning of past and present. Compare and contrast characters from stories, including figures from the past (Percy – One Snowy Night / Lost and Found).</p> <p>Talk about the lives of people around them.</p>	<p>Knows the meaning of past and present. Talk about past and present events in their lives and what has been read to them.</p>	<p>To know about the past through settings and characters (Typewriter – Clcik Clack Moo / Jack and the Beanstalk).</p>	<p>To know about the past through settings, characters and events (Burglar Bill).</p> <p>Talk about the people around them and their roles in society (Police – SuperTato – people who help us).</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
People, Culture and Communities	<p>Talk about members of my immediate family. Name and describe people who are familiar to them.</p> <p>Know about features of the immediate environment. Harvest festival</p>	<p>Know that there are many countries around the world (Diwali, Christmas). Describe family Christmas traditions & key celebrations (Birthdays, Diwali, Christmas).</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas).</p>	<p>Know that people around the world have different religions (Lunar New Year).</p> <p>Explore the natural world around them (Winter walks / Bird watching).</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise that people have different beliefs</p>	<p>Explore the natural world around them (Chicks). Understand the effect of seasons on the natural world, discussing when and how things grow and what clothes you wear in different seasons (Spring / Easter).</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing</p>	<p>Explore the natural world around them (farm). Identify similarities and differences between the animals and plants in the farm environment and in other environments we have learned about e.g. woodland, Africa.</p> <p>Understand the key features of the life cycle of a plant and an animal</p>	<p>Know about people who help us within the local community (SuperTato – police).</p> <p>To know that simple symbols are used to identify features on a map (LRRH).</p>

		Can name different religious venues – Church, Mosque and Temple. Knows why religious venues are special and who goes there. Why is the word ‘God’ so important to Christians?	and celebrate special times in different ways (Chinese / Lunar New Year). Describe and re-enact traditions from Chinese New Year celebrations. Talk about the similarities and differences between Chinese food and the foods we eat.	on knowledge from stories (Africa – Handa’s Hen). Recognise some environments that are different to the one in which they live (Handa’s Hen). Understand the key features of the life cycle of a plant and an animal		
Discovery RE / Understanding Christianity	Believing Behaving Belonging God/Creation Digging Deeper Why is the word ‘God’ so important to Christians?	Believing Behaving Belonging Incarnation DIGGING DEEPER Why do Christians perform nativity plays at Christmas?	Believing Behaving Belonging Theme: Celebrations Key Question: How do people celebrate? Religions: Hindus DISCOVERY RE – SPRING 1	Believing Behaving Belonging Salvation DIGGING DEEPER Why do Christians put a cross in an Easter garden?	Believing, Behaving Belonging Theme: Stories Key Question: What can we learn from stories? Religions: Christians, Muslims, Hindus, Sikhism DISCOVERY RE – SUMMER 1	Believing Behaving Belonging Theme: Special Places Key Question: What makes places special? Religions: Christians, Muslims, Judaism DISCOVERY RE – SUMMER 2
The Natural World	Notice seasonal changes around us. Talk about the weather (drawing on comparisons from summer holidays). Become familiar with new school surroundings (where is lunch hall, PE hall, new entrance) comparing differences with home (naming rooms). Can identify similarities and differences between homes in our country. Talk about local environments (their road, Rossington).	Notice & describe seasonal changes around us. Explain how life may be different for other children (Children in Need).	Talk about animals preparing for hibernation, making bird feeders. Describe and explain changes to water (freeze/melt). Observe birds in the outdoor area. Observational drawings of their surroundings. Identifies features on a simple map (trees, house, river, mountain).	Describe and recall the transition from eggs to chicks. Observational drawings of natural processes (chicks hatching).	Look at fruit & vegetables with seeds. Explore / experiment with what is needed in order for plants to grow. Recognise some environments that are different to the one in which they live. Can name their 5 senses. Explain what their five senses are. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the effect of seasons on the natural world, discussing when	Can draw a simple map (Goldilocks / LRRH).

	Describe and explain changes of state with bread dough. Explore natural materials, indoors and outside.				and how things grow and what clothes you wear in different seasons.	
Early Learning Goals	<p><u>Past and present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and difference 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><u>People, culture and communities</u></p> <ul style="list-style-type: none"> • 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. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> • 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. 					

Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me!	Let's celebrate!	Feathers, Fireworks and Frost	Egg-cellent adventures!	Let's grow - down to the farm!	Heroes and Villains
<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>EYFS Statutory Educational Programme</p>						
Creating with materials	<p>Draw self portrait using mirrors.</p> <p>Experiment mixing with colours to express feelings (reflect on colour monster).</p> <p>Use junk modelling to create simple models of choice.</p> <p>Dip palm in paint and press carefully to create a handprint for our class charter.</p> <p>Create, describe and talk about 2D or 3D designs or sculptures with natural materials out in the environment (James Brunt).</p> <p>Experiment with different mediums on natural objects (leaf rubbings / land art).</p>	<p>Create autumn colours by mixing other colours.</p> <p>Use junk modelling to create simple models of choice from imagination.</p> <p>Use clay to create diva lamps.</p> <p>Print with small blocks, small sponges, fruit, shapes and other resources (firework picture / number composition representations).</p> <p>Experiment with different textures – children describe as smooth or bumpy (kitchen roll stickman models).</p> <p>Join items with sellotape independently (make stickman using paper / cardboard rolls / Christmas decorations).</p>	<p>Safely explore different techniques for joining materials (making binoculars for bird watching).</p> <p>Knows how to improve models (scrunch, twist, fold, bend, roll) – Chinese lanterns.</p> <p>Adds other materials to develop models (tissue paper, glitter...).</p> <p>Draws lines of different sizes (measuring).</p>	<p>Make props for different role play scenarios (make collars / carriers etc. for the animals in the Vet's surgery).</p> <p>Use glue spreaders and pva glue (feathers on chicks / nests).</p> <p>Make detailed and accurate observational drawings of natural found objects and living things, including matching colours (dinosaur paintings / chick pictures).</p> <p>Colour matching to a specific colour and shade (chick painting).</p> <p>Can select the correct colour of paper linked to what they are drawing (chick pictures).</p> <p>Mixes powder paint with water to the correct consistency.</p>	<p>Explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Draws a portrait of bodies of appropriate sizes (end of year self portraits).</p> <p>Draws lines of different thickness (beanstalk plant observations).</p> <p>Draws representations of objects, buildings and landscapes from memory with increasing detail (farm visit).</p> <p>Can independently select additional tools (stamps, rollers etc) to improve their painting (flower paintings).</p> <p>Use junk modelling / creative materials to create pieces of artwork (Castles – Jack and the Beanstalk).</p>	<p>Share creations, talk about processes and evaluate their work.</p> <p>Mixes powder paint with water to the correct consistency.</p> <p>Colour matching to a specific colour and shade (Kandinsky).</p> <p>Use collage to create a simple pattern (Kandinsky).</p> <p>Draw single or a sequence of images from the imagination to illustrate a story (story maps).</p> <p>Draws accurate representations of objects, buildings and landscapes from observation (draw a map from LRRH house to grandma's house).</p>
Access Art	<p>How can we use our bodies to make art?</p> <p>What can we see?</p>	<p>How can we explore materials and marks? (Land art)</p>	<p>How can we build worlds? (world in a shoebox)</p>	<p>What can we see?</p>	<p>What can we see? (Still life compositions)</p> <p>How can we explore 3D materials?</p>	<p>How can we explore colour?</p>

		How can we explore 3D materials?				
Being imaginative and Expressive	<p>CHARANGA—ME</p> <p>Clap or tap to the pulse of songs or music (move in time to the music). Copy, memorise and perform a repertoire of simple hand-action songs. Enact domestic routines and brief family narratives using props.</p>	<p>Sing and perform nursery rhymes (Nursery Rhyme Week).</p> <p>CHARANGA—My Stories</p> <p>Sing call and response songs. Echo back phrases of songs. Perform a small repertoire of short repetitive songs (Nativity). Dance with large arm movements using props. Use small world props to support story telling.</p>	<p>CHARANGA—Everyone</p> <p>Imitate rhythmic patterns with tapping instruments. Move body to beat and rhythm in songs. Copy dances with props (Chinese New Year Dragon Dance). Retell episodes from a known story in role or small world play. Create narratives based around stories.</p>	<p>CHARANGA—Big Bear Funk</p> <p>Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with percussion. Discuss the pitch contrasts in tuned percussion. Create own music performing solo or in a group. Experiment with different instruments and their sounds (Glocks).</p>	<p>CHARANGA—Our World</p> <p>Retell episodes from a known story with dialogue using small world figures or puppets. Speak and act in role, demonstrating recall of the jobs of key members of the community. Play an instrument following a musical pattern (Glocks).</p>	<p>CHARANGA—Reflect, Rewind and Replay</p> <p>Create own dances performing solo or in a group. Invent their own narratives, stories and poems.</p>
Early Learning Goals	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • 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. <p><u>Being imaginative and Expressive</u></p> <ul style="list-style-type: none"> • 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. 					