

Year B Long Term Plan EYFS 2025-2026

	All about Me!	How do People Celebrate?	Winter	Let's Explore!	Once Upon a Time...	Our Amazing World
General Themes ( including WanderLust-Hygge in EYFS)	Families Starting School Emotions Harvest Apples Leaves Sticks Robins	Pumpkins Diwali Bonfire Night Fire Stars Christmas Where I live Owls	Arctic Animals Ice Robins Weather/ Winter Pancake Day Chinese New Year Maps Mountains Design and Build!	Eid On the Farm Mud Easter Spring Caterpillars and Butterflies Beans	Princes and Princesses Dragons Castles Rocks Nests Beetles Rain	Pirates The Zoo The Jungle The Rainforest Marvellous Music Summer
High Quality Texts Pre-School	  	    	  	  	  	  

<p><b>High Quality Texts Reception</b></p>	 	  	  	  	  	 
<p><b>Songs and Poems</b></p>	<p>If you're happy and you know it! Five Little Monkeys It's raining... This is the way we lay the bricks 5 currant buns I'm a little hedgehog...</p>	<p>It's Diwali! 5 little robots I am a robot London Bridge is Falling Down One Tomato, Two Tomato... The Robin Song</p>	<p>Five Little Polar Bears Five Little Penguins The Gruffalo Song The snail song</p>	<p>Little Peter Rabbit Did you ever see a bunny? There's a tiny caterpillar on a leaf We're going on a Bear Hunt Jack's Magical Beans Spring Chicken</p>	<p>There was a princess long ago Puff the Magic Dragon Wind the Bobbin Up Old King Cole Sing a Song of Sixpence</p>	<p>The Big Ship Sails When I was One... I'm a Pirate Elephants have wrinkles Jungle Boogie</p>

<b>Key Events and Opportunities Parental Involvement</b>	Harvest Festival National Poetry Day Curriculum Evening for Reception Class Dojo <i>Stay and Learn-PSED and CLL</i> Visit from Police, Builders, FireFighter	Diwali Day Campfire World nursery rhyme week Remembrance day Hannukah Christmas Walk to the post office Visit from Vet and postman <i>Nativity performance</i> Class Dojo Stay and learn-phonics	Trip to Mrs Dowson's Farm Valentines day Chinese New Year National Storytelling week Pancake day <i>Stay and Learn-Maths</i> Class Dojo Vaisaki	Living Eggs Mother's Day World Book Day Easter celebrations Whole school assembly <i>Stay and Learn-EAD</i> Class Dojo	Father's Day Whole school Worship <i>Stay and Learn-U of World</i> Class Dojo	Williamson Park The Butterfly House <i>End of year Worship</i> Class Dojo <i>Sport's Day</i> Celebration Day- invite parents to celebrate
<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Communication and Language</b>						
<b>Listening and Attention, Understanding and Speaking</b>						
<b>Nursery</b>	<b>I am learning to:</b> <b>Listen to my key person when interested</b>					



	<p>Concentrate until an activity is completed</p> <p>listen and respond to others' talk.</p> <p>Answer why questions</p> <p>Initiate conversations.</p> <p>Join in with discussions</p> <p>Use new vocabulary</p> <p>Talk about simple feelings.</p> <p>Begin to use conjunctions.</p>	<p>Make sensible suggestions about what might happen next in a story</p> <p>Ask questions about the stories I have listened to</p> <p>Answer how questions with support.</p> <p>Talk about what I am thinking</p> <p>Give reasons</p> <p>Tell simple stories orally</p>	<p>Listen for longer periods of time</p> <p>Follow a story without visual clues</p> <p>Follow 3-part instructions.</p> <p>Talk about and explain my ideas</p> <p>Express my opinions</p> <p>Talk about a series of events</p> <p>Use conjunctions.</p>	<p>Make relevant comments about what I have heard</p> <p>Listen attentively in different situations</p> <p>Answer how questions clearly.</p> <p>Talk about my feelings, linking actions.</p> <p>Talk about a series of ideas.</p>	<p>Follow more complex instructions that have several ideas.</p> <p>Listen for longer sessions and make relevant comments to show that I have understood.</p> <p>Tell stories orally following a sequence.</p>	<p>Maintain conversations in a variety of situations.</p> <p>Talk about a series of events in sequence</p> <p>Be fluent and coherent when I talk to others</p> <p>Adapt my talk in response to the listener.</p>
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**Personal, Social and Emotional Development**

**Self Regulation, Making Relationships, Managing Self**

<b>Nursery</b>	<p>I am learning to:</p> <p>Have a strong relationship with my key person.</p> <p>Play alongside other children when my key person is close by.</p> <p>Show clear enjoyment when I engage in my favourite learning experiences</p> <p>Overcome emotional outbursts with support from my key person</p> <p>Demonstrate spectator/ onlooker behaviour as I watch other children but may not play with them.</p> <p>Take turns in simple learning experiences with support from my key person</p> <p>Explore the nursery environment by myself but will check in regularly with my key person.</p>
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	<p>Repeat play experiences and learn through a unique schematic approach  With support from my key person, I will have a go when a task is difficult.  I need support with my self care needs.  Wait for a very short time (e.g. seconds) for example when I am waiting for a turn  Follow physical and visual cues from my key person · I can follow one simple instruction</p>					
Pre-School	<p>I am learning to:  Join in with others during my play</p> <p>Talk to others who are playing near to me.</p> <p>Try new things with support</p> <p>Follow rules with support.</p> <p>Wash and dry my hands with support.</p> <p>That I have different emotions.</p> <p>Talk about myself and my family</p>	<p>I am learning to:  Choose who I play with</p> <p>To invite other children to play with me.</p> <p>Persevere with support</p> <p>Put on and take off some items of clothing with support.</p> <p>Talk about special times</p>	<p>I am learning to:  Respond appropriately to others in my play</p> <p>Talk to others in my play.</p> <p>Behave appropriately within boundaries.</p> <p>That my words and actions can affect others.</p> <p>Say how I feel with support.</p>	<p>I am learning to:  Share and take turns with support.</p> <p>Be more independent in following the rules</p> <p>Persevere with challenges.</p> <p>To wait for my turn.</p> <p>Talk about bedtime routines.</p>	<p>I am learning to:  Be aware of others' needs and wishes.</p> <p>Put on and take off some items of clothing independently.</p> <p>Shift attention from one thing to another.</p> <p>Talk about how to be healthy through brushing my teeth.</p>	<p>I am learning to:  Be a good friend.</p> <p>Recognise what is healthy and unhealthy.</p> <p>Follow a 2-part instruction.</p> <p>Help others.</p> <p>To compromise in play with support</p>
Reception	<p>I am learning to:  Talk about my own feelings.</p> <p>Follow the rules</p>	<p>I am learning to:  Talk about the feelings of others'</p>	<p>I am learning to:  Talk about how my actions can affect others</p>	<p>I am learning to:  talk about my own and others' behaviour and</p>	<p>I am learning to:  Change my behaviour to suit the situation</p>	<p>I am learning to:  Follow instructions involving several ideas.</p> <p>Link my behaviour to my own and others' feelings.</p>

	<p>Do some things without help</p> <p>Talk about what is right and wrong.</p> <p>Manage my own personal hygiene needs</p> <p>Dress and undress independently.</p> <p>Listen to what others say.</p>	<p>Begin to change my behaviour to suit the situation</p> <p>Tackle a challenge</p> <p>Talk about ways to be healthy through exercise.</p> <p>Resolve conflicts with support.</p> <p>Play cooperatively</p> <p>Share and take turns.</p>	<p>Accept changes in routine</p> <p>Attend to more than one thing at a time</p> <p>Try different ways to do things</p> <p>Play cooperatively with different groups.</p>	<p>how it can affect others.</p> <p>Be more independent</p> <p>Take risks</p> <p>Be more resilient</p> <p>Talk about why healthy food choices are important.</p> <p>Find ways to resolve conflicts independently.</p>	<p>Reflect on my behaviour with support.</p> <p>Talk about the reasons for rules</p> <p>Talk about what is right and wrong in different contexts.</p> <p>Take account of and include others' ideas.</p>	<p>Follow rules independently.</p> <p>talk about healthy lifestyles.</p> <p>Think about how others' feel when I make decisions and choices.</p>
	<b>Physical Development</b>					
	<b>Fine Motor/ Gross Motor</b>					
<b>Nursery</b>	<p>I am learning to:</p> <p>Run safely.</p> <p>Climb on simple structures.</p> <p>Make marks in lots of different ways with large and spontaneous movements</p> <p>Use a palm grasp to control mark making tools;</p> <p>Move energetically running and jumping.</p> <p>Walk up and down stairs using two feet at a time.</p>					
<b>Pre-School</b>	<p>I am learning to:</p> <p>Draw circles and lines</p>	<p>I am learning to:</p> <p>Build my finger strength</p>	<p>I am learning to:</p> <p>Develop my wrist stability and strength</p>	<p>I am learning to:</p> <p>Use one handed tools</p>	<p>I am learning to:</p> <p>Hold writing tools using a tripod grip</p>	<p>I am learning to:</p> <p>Control writing tools using a tripod grip</p>

	<p><b>Build my finger strength</b></p> <p>Use one handed tools</p> <p>Move in a range of ways</p> <p>Move around space safely</p> <p>Draw lines and circles using my whole arm.</p>	<p><b>Draw simple representations of myself.</b></p> <p>Develop my core strength to balance</p> <p>Build my upper body strength.</p>	<p><b>Develop a pincer grip.</b></p> <p>Cross the midline</p> <p>Use both sides of my body to do the same thing at the same time.</p>	<p><b>with increasing control</b></p> <p>Copy some letter shapes.</p> <p>Use both sides of my body to do the same thing alternately</p> <p>Kick a ball.</p>	<p><b>Copy letters in my name.</b></p> <p>Throw and catch a variety of objects of different weights and sizes.</p>	<p><b>Form some letters from my name accurately.</b></p> <p>Move confidently in a range of ways.</p>
<b>Reception</b>	<p><b>I am learning to:</b></p> <p>Control and manipulate tools effectively</p> <p>Handle writing tools with dexterity.</p> <p>Move in a range of ways showing control and coordination.</p>	<p><b>I am learning to:</b></p> <p>Use anticlockwise movements in my writing.</p> <p>Retrace vertical lines.</p> <p>Develop spatial awareness to avoid obstacles</p>	<p><b>I am learning to:</b></p> <p>Draw intersecting lines and shapes.</p> <p>Coordinate both sides of my body to do different things.</p> <p>Travel around, over, under and through obstacles</p>	<p><b>I am learning to:</b></p> <p>Consistently use a tripod grip.</p> <p>Develop my hand-eye coordination.</p>	<p><b>I am learning to:</b></p> <p>Form all letters correctly.</p> <p>Throw, catch and kick with accuracy</p>	<p><b>I am learning to:</b></p> <p>Form letters clearly so that they are legible to others.</p> <p>Develop my strength and stamina.</p>
	<b>Literacy</b>					
	<b>Comprehension, Word Reading and Writing</b>					

<b>Nursery</b>	<p style="text-align: center;"><b>I am learning to:</b>  <b>Know and enjoy singing at least six nursery rhymes;</b>  <b>Enjoy looking at books with encouragement from my key person;</b>  <b>Distinguish between the different marks I make</b>  <b>Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</b>  <b>Enjoy a story with my small group</b></p>					
<b>Pre-School</b>	<p><b>I am learning to:</b></p> <p>Listen and respond to stories, rhymes and poems.</p> <p>Discriminate between sounds</p> <p>Join in rhythmically with songs and rhymes</p> <p>Hold a book the right way up and turn the pages in order.</p> <p>Talk about the marks I make.</p>	<p><b>I am learning to:</b></p> <p>Talk about which stories I like.</p> <p>Act out parts of a familiar rhyme.</p> <p>Develop my auditory memory</p> <p>Copy a sequence of sounds.</p> <p>Keep in time to a beat.</p> <p>Use some shapes in my writing.</p>	<p><b>I am learning to:</b></p> <p>Listen and respond to stories, rhymes and poems</p> <p>Talk about key events in a story that I like.</p> <p>Recognise that some words sound the same.</p> <p>Know that a sentence has lots of words.</p>	<p><b>I am learning to:</b></p> <p>Act out parts of a familiar story or rhyme.</p> <p>Retell parts of a story.</p> <p>Recognise that some words start with the same sound</p> <p>Identify syllables in a word.</p> <p>Copy letters in my name.</p>	<p><b>I am learning to:</b></p> <p>Talk about key events in stories.</p> <p>Say what has happened in a story.</p> <p>Make a set of rhyming words</p> <p>Recognise familiar words and signs.</p> <p>Write some letters in my name correctly.</p>	<p><b>I am learning to:</b></p> <p>Predict what might happen next in a story.</p> <p>Work from left to right and top to bottom.</p> <p>Write the initial sound for a word correctly with support.</p>
<b>Reception</b>	<p><b>I am learning to:</b></p> <p>Listen to and enjoy a range of stories.</p>	<p><b>I am learning to:</b></p> <p>Talk about the features of texts.</p>	<p><b>I am learning to:</b></p> <p>Talk about how stories are structured.</p>	<p><b>I am learning to:</b></p> <p>Retell narratives in the correct sequence.</p>	<p><b>I am learning to:</b></p> <p>Use and understand new vocabulary.</p>	<p><b>I am learning to:</b></p> <p>Talk about what has been read to me, retell the stories and adapt narratives.</p>

	<p>Talk about stories using pictures.</p> <p>Predict the storyline.</p> <p>Hear and say initial sounds.</p> <p>Read some common exception words.</p> <p>Begin to link sounds to letters.</p> <p>Represent sounds with letter shapes.</p> <p>Write my own name in full.</p>	<p>Use new vocabulary from books.</p> <p>follow words with one-to-one correspondence.</p> <p>Begin to read words consistent with their phonic knowledge.</p> <p>Recognise rhyme and alliteration.</p> <p>Segment CVC words.</p> <p>Label initial sounds.</p> <p>Write sounds in the correct sequence.</p>	<p>Describe the setting, characters and events.</p> <p>Read words consistent with their phonic knowledge.</p> <p>Locate and recall the title of a book.</p> <p>Match capital and lowercase letters.</p> <p>Form lower and uppercase letters.</p> <p>Write labels.</p> <p>Form letters clearly</p>	<p>Begin to repeat words or phrases to check it makes sense.</p> <p>Express preferences for books.</p> <p>Show awareness of rhyme and alliteration when reading.</p> <p>Reread appropriate books.</p> <p>Write captions.</p> <p>Write some irregular words.</p>	<p>Say how they feel about books, poems etc.</p> <p>Follow and read with 2/3 lines of text.</p> <p>Say the sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Spell simple and multisyllabic words phonetically.</p> <p>Write irregular words.</p>	<p>Read aloud simple sentences consistent with phonic knowledge.</p> <p>Begin to take note of some punctuation.</p> <p>Write simple sentences.</p>
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**Mathematics**

<b>Nursery</b>	<p align="center">I am learning to:</p> <p align="center">Say numbers spontaneously through play but without real meaning</p> <p align="center">Be curious about numbers in the environment ·'</p> <p align="center">Talk about and identify patterns around me – stripes, spots.</p> <p align="center">Use informal language like pointy, spotty, blobs</p> <p align="center">Talk about and explore 2d and 3d shapes using informal language 'round', 'flat', 'corners'</p> <p align="center">Understand position through words alone – under the table</p> <p align="center">Recognise 'how many' instantly when looking at a small group of objects, e.g. 'one nose', 'two eyes'</p> <p align="center">Extend and create an ABAB pattern</p>
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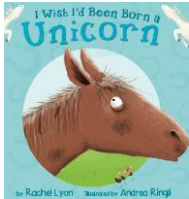
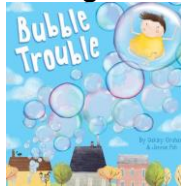

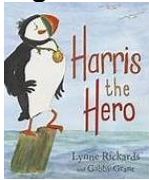
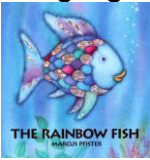








	Select shapes appropriately e.g. triangular prism for a roof, flat surfaces for building etc Make comparisons between objects relating to size, weight, capacity and length e.g. 'this is bigger'					
Pre-School	<p>I am learning to:</p> <p>Notice and talk about patterns</p> <p>Count forwards</p> <p>Recognise some numerals.</p> <p>Sort objects</p> <p>Compare objects by size, shape and quantity.</p> <p>Count with support</p> <p>Subitise with support</p> <p>Use shapes within play.</p>	<p>I am learning to:</p> <p>Copy a simple pattern</p> <p>Recognise when two amounts are the same</p> <p>Recognise numerals 0-3.</p> <p>Count a set of objects using 1:1 correspondence</p> <p>Use number names in rhymes and songs</p> <p>Recognise similarities and difference between shapes.</p>	<p>I am learning to:</p> <p>Compare amounts</p> <p>Know that amounts will change if things are added or taken away</p> <p>Use number names to identify how many</p> <p>Subitise to 3</p> <p>Know that when I am counting, the last number I say is always the total.</p> <p>Use shapes within play.</p>	<p>I am learning to:</p> <p>Continue a simple pattern</p> <p>Recognise when there is more or fewer in a group</p> <p>Recognise 0-5.</p> <p>Count an irregular arrangement of objects.</p> <p>Find the correct shape to complete a picture or structure e.g. circle for a face.</p>	<p>I am learning to:</p> <p>Count backwards</p> <p>Recognise some numerals between 6-10.</p> <p>Subitise to 5 using fingers</p> <p>Recite numbers in order to 20.</p> <p>Name some 2D shapes.</p>	<p>I am learning to:</p> <p>Create a new pattern following an example</p> <p>Order 0-5.</p> <p>Recognise that an amount stays the same no matter how it is displayed.</p>
Reception	<p>I am learning to:</p> <p>Count actions or objects</p> <p>Count out objects from a larger group</p> <p>Match numeral to quantity 0-3</p>	<p>I am learning to:</p> <p>Estimate how many objects I can see.</p> <p>Identify smaller amounts within a larger amount.</p>	<p>I am learning to:</p> <p>Compare mass and capacity.</p> <p>Explore the composition of number 4 -7.</p> <p>Add two single digit numbers.</p>	<p>I am learning to:</p> <p>Compare length and height.</p> <p>Explore 3D shapes.</p> <p>Explore the composition of 8-10.</p>	<p>I am learning to:</p> <p>Match, rotate and manipulate shapes.</p> <p>Explore the composition and</p>	<p>I am learning to:</p> <p>Recall number bonds.</p> <p>Recall double facts.</p> <p>Use number facts to solve mathematical problems..</p>

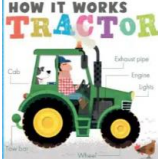
	<p>Read numerals.</p> <p>Count beyond 10.</p> <p>Compare amounts using mathematical language.</p> <p>Explore size, mass and capacity.</p> <p>Create patterns.</p>	<p>Count on and count back.</p> <p>Sequence numerals 0-5.</p> <p>Identify one more and one less.</p> <p>Compare size.</p> <p>Use positional language accurately.</p>	<p>Count two groups together to find the total.</p> <p>Find pairs.</p>	<p>Spot patterns in numbers.</p> <p>Explore number bonds to 10.</p> <p>Represent patterns in numbers.</p>	<p>decomposition of shapes.</p> <p>Take away two single digit numbers.</p> <p>Use the right mathematical language when adding and taking away.</p>	<p>Share a set of objects.</p> <p>Split a group in half.</p> <p>Identify odd and even numbers.</p> <p>Form numerals correctly</p>
	<b>Understanding of the World</b>					
Nursery	<p><b>I am learning to:</b></p> <p><b>Make comments using simple words about my immediate environment as I interact with it.</b></p> <p><b>Show curiosity and interest about people that I am familiar with.</b></p> <p><b>Talk about any pets that they might have</b></p> <p><b>Share likes and dislikes</b></p> <p><b>Notice features in my own environment</b></p> <p><b>Explore the natural world and comment on what is seen/heard</b></p> <p><b>Use senses in hands on exploration</b></p> <p><b>Mark make on paint software on the Interactive Whiteboard</b></p> <p><b>Recognise key people in my life.</b></p> <p><b>Briefly talk about some members of their family</b></p> <p><b>Sequence family members by size and name (baby, child, adult)</b></p> <p><b>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences</b></p> <p><b>Identify what you need to wear for each season and why I can take care of living things</b></p> <p><b>Talk about the features of this country</b></p> <p><b>Play simple games on the Interactive Whiteboard by pressing buttons</b></p>					
Pre-School	I am learning to:	I am learning to:	I am learning to:	I am learning to:	I am learning to:	I am learning to:
History Geography			Talk about past and present events that	Talk about events in nursery that	to:	Talk about people that I come across

<p>Science R.E</p>	<p>talk about myself and people that I know.</p> <p>Notice features of my immediate environment</p> <p>Say what makes me special.</p> <p>Use my senses to explore natural materials.</p>	<p>Talk about the jobs of people that I know.</p> <p>Talk about the features of my immediate environment.</p> <p>Talk about how people celebrate different traditions.</p> <p>Use my senses to explore living things</p> <p>Notice things in the natural world.</p> <p>Talk about the changes I notice</p>	<p>happened in my own life.</p> <p>Use map of my immediate environment.</p> <p>Use non-fiction books to find out about where we live.</p> <p>Talk about different religions and cultures.</p> <p>Talk about how things look, feel, sound and smell.</p>	<p>happened in the past.</p> <p>Use maps of my environment to identify landmarks.</p> <p>Recognise that some people celebrate particular festivals.</p> <p>Ask questions and make comments about the world around me.</p> <p>Talk about how things grow and change.</p>	<p>Talk about myself as a baby</p> <p>Compare myself as a baby to now</p> <p>Talk about past events in the lives of familiar people.</p> <p>Talk about the features of where we live.</p> <p>Talk about different religions and cultures.</p> <p>Take care of living things</p>	<p>and the jobs that they do</p> <p>Talk about how I have changed since I started nursery.</p> <p>Use maps and non-fiction books to talk about different countries.</p> <p>Talk about ways that people we know are different and unique.</p> <p>Talk about different weather and seasons</p>
<p>Reception</p>	<p>I am learning to:</p> <p>Talk about my own family and people special to me.</p> <p>Describe features of my own environment.</p>	<p>I am learning to:</p> <p>Describe jobs that people do and why they are important.</p> <p>Use maps of my own environment.</p> <p>Talk about different ways</p>	<p>I am learning to:</p> <p>Talk about how people lived in the past.</p> <p>Use maps and non-fiction texts to find out about other countries.</p> <p>Describe similarities and differences</p>	<p>I am learning to:</p> <p>Talk about the similarities and differences between things in the past and now.</p> <p>Describe and compare the seasons.</p>	<p>I am learning to:</p> <p>Talk about significant people and events in the past.</p> <p>Compare features of our environment to</p>	<p>I am learning to:</p> <p>Sequence some significant historical events.</p> <p>Compare living in this country to living in another country.</p> <p>Talk about ways to look after the natural world.</p>

	<p>Talk about what makes me special.</p> <p>Observe the natural world and draw their observations. Notice how some things are the same and some different.</p>	<p>that people celebrate.</p> <p>Talk about similarities and differences.</p> <p>Recognise seasonal changes.</p>	<p>between environments</p> <p>Explain the reasons for some traditions.</p> <p>Give reasons for the changes I notice e.g. melting.</p>	<p>Compare similarities and differences between different religions and cultures.</p> <p>Describe the features of plants and animals.</p>	<p>another environment.</p> <p>Talk about how seasons affect the natural world.</p>	
<b>Expressive Arts and Design</b>						
<b>Nursery</b>	<p><b>I am learning to:</b></p> <p>Join in with songs and rhymes by showing that I am listening; Explore creative experiences such as painting and gluing with support from my key person.</p> <p>Explore different materials, using all my senses to investigate them. Use chunky paintbrushes, and can print and make marks with blocks, sponges etc Manipulate and play with different materials. Use my imagination as I consider what I can do with different materials. Make simple models which express my ideas.</p>					
<b>Pre-School</b>	<p><b>I am learning to:</b></p> <p>Explore colour</p> <p>Explore texture</p> <p>Explore different media.</p> <p>Join materials.</p>	<p><b>I am learning to:</b></p> <p>Use malleable materials</p> <p>Use a variety of tools</p> <p>Draw different lines.</p>	<p><b>I am learning to:</b></p> <p>Experiment with different techniques</p> <p>Use lines to draw shapes</p> <p>Use simple shapes in my drawings.</p>	<p><b>I am learning to:</b></p> <p>Draw a person with some features</p> <p>Represent my ideas using 3D materials.</p> <p>Talk about my ideas.</p> <p>Keep in time with music.</p>	<p><b>I am learning to:</b></p> <p>Talk about what I am doing in my art</p> <p>Explore colour mixing.</p> <p>Talk about my plans when constructing.</p>	<p><b>I am learning to:</b></p> <p>Make and use props when pretending</p> <p>Draw with more detail.</p> <p>Solve problems</p>

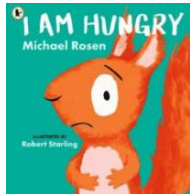
	<p><b>Experiment with sounds</b></p> <p>Listen carefully and respond to the sounds I hear.</p> <p>Engage in pretend play based on own experiences.</p> <p>Experiment with movements.</p>	<p><b>Say what I am doing.</b></p> <p>Talk about the sounds I hear</p> <p>Sing familiar songs and rhymes by heart.</p> <p>Engage in role play with others.</p> <p>Negotiate space within dance.</p>	<p><b>Make up my own simple songs and rhymes</b></p> <p>Experiment with different instruments.</p> <p>Act out familiar stories using props and character voices.</p>	<p><b>Develop narratives in my imaginary play.</b></p> <p>Balance and cross the midline within dance.</p> <p>Copy movements and move to music.</p>	<p><b>Tap out a rhythm I have heard.</b></p> <p>Engage in imaginary play within a group.</p> <p>Copy sequences of movement within dance.</p>	<p><b>Find different ways of doing things.</b></p> <p>Share my music making with others.</p> <p>Negotiate roles within imaginary play and role play with friends.</p>
<p><b>Reception Art Dance/ Drama DT</b></p>	<p><b>I am learning to:</b> Mix colours to create shades and tones.</p> <p>Combine lines and shapes.</p> <p>Choose the most appropriate materials.</p> <p>Sing new songs and rhymes.</p> <p>Follow the melody of a song.</p>	<p><b>I am learning to:</b> Draw detailed pictures.</p> <p>Use different textures.</p> <p>Manipulate materials in different ways.</p> <p>Compose and adapt songs.</p>	<p><b>I am learning to:</b> Experiment with a range of tools</p> <p>Choose appropriate tools</p> <p>Mould and sculpt.</p> <p>Make a plan.</p> <p>Talk about my design.</p> <p>Compose and adapt music.</p>	<p><b>I am learning to:</b> Explore and experiment with techniques</p> <p>Combine different media and materials.</p> <p>Join materials in different ways.</p> <p>Talk about how different music makes me feel.</p>	<p><b>I am learning to:</b> Create 3D representations in different ways.</p> <p>Combine media in different ways.</p> <p>Adapt my plans.</p> <p>Express my opinions about different types of music.</p>	<p><b>I am learning to:</b> Extend role play using props and materials.</p> <p>Describe and explain the processes I have used.</p> <p>Perform individually and in a group.</p>

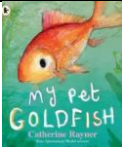

Focus Dance	Scarecrow Dance	Bhangra Dance	The Gruffalo Dance	Spring Dance	Dragon Dance	Pirate Dance
Focus Music EYFS	Me!	Christmas Songs	My stories	Everyone	Our World	Singing- Pantomime
PSED	<b>Good to be Me</b> 	<b>Resolving Conflict</b> 	<b>Feelings</b> 	<b>Helping Others</b> 	<b>Taking turns and Patience</b> 	<b>Being a good friend</b> 
Focus Artist	<b>George Seurat- Pontillism</b> 	<b>Jackson Pollock- Painting</b> 	<b>Axel Scheffler Drawing and Collage</b> 	<b>Claude Monet Painting</b> 	<b>Vincent Van Gogh Painting, drawing, sculpture</b> 	<b>Chas Jacobs Peter Blake 3D sculpture</b> 
Stories						
Focus Geography	Train Ride	London	Living on an island	Wales	Scotland	Rainforests

						
Focus History	Who am I?	How have Fire Engines changed?	How has farming changed ?	Was the giant misunderstood?	Should we welcome others?	How do we travel?
Stories						
Focus Science	Animals	Materials	Changes	Plants	Seasons	Habitats
						
Technical Opportunities	Awesome Autumn Algorithms		Winter Warmers		Spring Time	
Diversity		Diwali 	Chinese New Year 	Ramadan 	Vesak 	Passover 

<p>Schemes/ online resources used to support learning</p>	<p>Communication and Language- NELI Phonics- Red Rose Letters and Sounds PSED- CORAM Life Education P.E- Lancashire P.E Scheme of Work Maths- NCETM, Number Fun Understanding of the World- Wander Lust Hygge in the Early Years Expressive Art and Design- Access Art Music- Charanga/ BBC Teach Computing- Barefoot Computing</p>
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Year A Long Term Plan EYFS 2024-2025

	I am special...	Amazing Autumn!	Light and Dark	Spring Time!	All Around Us...	Wonderful World!
<p>General Themes ( including WanderLust- Hygge in EYFS)</p>	<p>Families Pets New beginnings Owls People who help us Spiders</p>	<p>Badgers Hedgehogs Darkness Hannukah Bonfire Night Fire Harvest Christmas</p>	<p>Northern Lights Moss Weather/ Winter Lent Ramadan Mud Rocks Worms Stars</p>	<p>Easter Spring Flowers Rain Seeds Tadpoles and Ponds Holi Eid</p>	<p>Nests Baby animals Rainbows Grasses Clouds Wind Monsters</p>	<p>Sunshine and Shadows Superheroes Storms Herbs Bees Beach</p>
<p>High Quality Texts Pre-School</p>						

	 					
<p>High Quality Texts Reception</p>	 	 	  	 	 	 

Songs and Poems	I am the Music Man Miss Polly Incy Wincy Spider 10 Green Bottles Heads Shoulders Jack and Jill	1, 2, 3, 4, 5 Away in a Manger Jingle Bells Little Donkey See him lying on a bed of straw	Twinkle Twinkle Hickory Dickory Dock 5 currant buns There's a worm at the bottom of the garden	MM MM went the little green frog 5 little ducks Rain Rain Go Away! Spring Chicken	10 little monsters If you're happy and you know it I can sing a rainbow	Tiger Tiger Down By the Bay Alice the Camel 5 little monkeys swinging in a tree Zoom Zoom Zoom!
Key Events and Opportunities Parental Involvement	Harvest Festival National Poetry Day Curriculum Evening for Reception Class Dojo Visit from Police, Builders, FireFighter	Diwali Day Campfire World nursery rhyme week Christmas Walk to the post office Visit from Vet and postman <i>Nativity performance</i>	Trip to Mrs Dowson's Farm Valentines day Chinese New Year National Storytelling week Pancake day <i>Class Dojo</i>	Living Eggs Mother's Day World Book Day Easter celebrations Whole school assembly	Father's Day Whole school Worship	Williamson Park The Butterfly House <i>End of year Worship</i> <i>Class Dojo</i> <i>Sport's Day</i>
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Communication and Language</b>						
<b>Listening and Attention, Understanding and Speaking</b>						
Nursery	I am learning to:					

	<p>Listen to my key person when interested          Listen to simple rhymes with visuals.          wait for a short period when supported with a visual cue          I can respond appropriately to a prompt, e.g. 'ready steady go'!          listen to simple rhymes and simple stories with visuals          Use simple words to talk and comment about things that interest me          Understand and can follow a simple story with pictures or visual prompts          Ask simple questions.          My words are clear and understood by adults.          follow a simple instruction.</p>					
Pre-School	<p>I am learning to:</p> <p>Listen with interest to a story</p> <p>Join in with rhymes</p> <p>Follow simple instructions</p> <p>Talk in front of others</p> <p>Speak in simple sentences.</p>	<p>I am learning to:</p> <p>Listen to conversation</p> <p>Respond to stories and rhymes that I have heard</p> <p>Use pronouns in my talk</p> <p>Use new words in my talk.</p>	<p>I am learning to:</p> <p>Respond to conversations</p> <p>Remember some simple elements from a story</p> <p>Join in with a story</p> <p>Use describing words in my sentences</p> <p>Use time words in my talk.</p>	<p>I am learning to:</p> <p>Join in with conversation</p> <p>Take turns when I talk</p> <p>Answer questions</p> <p>Follow simple instructions that include prepositions.</p> <p>Recite songs and rhymes by heart</p> <p>Retell parts of a story.</p>	<p>I am learning to:</p> <p>Join in with repeated phrases</p> <p>Retell simple stories</p> <p>Talk about what is happening</p> <p>Predict what might happen next</p>	<p>I am learning to:</p> <p>Respond to how and why questions.</p> <p>Talk about an event in the past</p> <p>Speak in full sentences</p> <p>Ask simple questions</p> <p>Describe actions and events.</p>

<b>Reception</b>	<p><b>I am learning to:</b></p> <p>Concentrate until an activity is completed</p> <p>listen and respond to others' talk.</p> <p>Answer why questions</p> <p>Initiate conversations.</p> <p>Join in with discussions</p> <p>Use new vocabulary</p> <p>Talk about simple feelings.</p> <p>Begin to use conjunctions.</p>	<p><b>I am learning to:</b></p> <p>Make sensible suggestions about what might happen next in a story</p> <p>Ask questions about the stories I have listened to</p> <p>Answer how questions with support.</p> <p>Talk about what I am thinking</p> <p>Give reasons</p> <p>Tell simple stories orally</p>	<p><b>I am learning to:</b></p> <p>Listen for longer periods of time</p> <p>Follow a story without visual clues</p> <p>Follow 3-part instructions.</p> <p>Talk about and explain my ideas</p> <p>Express my opinions</p> <p>Talk about a series of events</p> <p>Use conjunctions.</p>	<p><b>I am learning to:</b></p> <p>Make relevant comments about what I have heard</p> <p>Listen attentively in different situations</p> <p>Answer how questions clearly.</p> <p>Talk about my feelings, linking actions.</p> <p>Talk about a series of ideas.</p>	<p><b>I am learning to:</b></p> <p>Follow more complex instructions that have several ideas.</p> <p>Listen for longer sessions and make relevant comments to show that I have understood.</p> <p>Tell stories orally following a sequence.</p>	<p><b>I am learning to:</b></p> <p>Maintain conversations in a variety of situations.</p> <p>Talk about a series of events in sequence</p> <p>Be fluent and coherent when I talk to others</p> <p>Adapt my talk in response to the listener.</p>
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**Personal, Social and Emotional Development**

**Self Regulation, Making Relationships, Managing Self**

<b>Nursery</b>	<p><b>I am learning to:</b></p> <p>Have a strong relationship with my key person.</p> <p>Play alongside other children when my key person is close by.</p> <p>Show clear enjoyment when I engage in my favourite learning experiences</p> <p>Overcome emotional outbursts with support from my key person</p> <p>Demonstrate spectator/ onlooker behaviour as I watch other children but may not play with them.</p>
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	<p>Take turns in simple learning experiences with support from my key person          Explore the nursery environment by myself but will check in regularly with my key person.          Repeat play experiences and learn through a unique schematic approach          With support from my key person, I will have a go when a task is difficult.          I need support with my self care needs.          Wait for a very short time (e.g. seconds) for example when I am waiting for a turn          Follow physical and visual cues from my key person · I can follow one simple instruction</p>					
Pre-School	<p>I am learning to: Join in with others during my play</p> <p>Talk to others who are playing near to me.</p> <p>Try new things with support</p> <p>Follow rules with support.</p> <p>Wash and dry my hands with support.</p> <p>That I have different emotions.</p> <p>Talk about myself and my family</p>	<p>I am learning to:</p> <p>Choose who I play with</p> <p>To invite other children to play with me.</p> <p>Persevere with support</p> <p>Put on and take off some items of clothing with support.</p> <p>Talk about special times</p>	<p>I am learning to:</p> <p>Respond appropriately to others in my play</p> <p>Talk to others in my play.</p> <p>Behave appropriately within boundaries.</p> <p>That my words and actions can affect others.</p> <p>Say how I feel with support.</p>	<p>I am learning to:</p> <p>Share and take turns with support.</p> <p>Be more independent in following the rules</p> <p>Persevere with challenges.</p> <p>To wait for my turn.</p> <p>Talk about bedtime routines.</p>	<p>I am learning to:</p> <p>Be aware of others' needs and wishes.</p> <p>Put on and take off some items of clothing independently.</p> <p>Shift attention from one thing to another.</p> <p>Talk about how to be healthy through brushing my teeth.</p>	<p>I am learning to:</p> <p>Be a good friend.</p> <p>Recognise what is healthy and unhealthy.</p> <p>Follow a 2-part instruction.</p> <p>Help others.</p> <p>To compromise in play with support</p>
Reception	<p>I am learning to:</p> <p>Talk about my own feelings.</p>	<p>I am learning to:</p> <p>Talk about the feelings of others'</p>	<p>I am learning to:</p> <p>Talk about how my</p>	<p>I am learning to:</p> <p>talk about my own and</p>	<p>I am learning to:</p> <p>Change my behaviour to suit the situation</p>	<p>I am learning to:</p> <p>Follow instructions involving several ideas.</p>



	<p><b>Draw circles and lines</b></p> <p><b>Build my finger strength</b></p> <p><b>Use one handed tools</b></p> <p><b>Move in a range of ways</b></p> <p><b>Move around space safely</b></p> <p><b>Draw lines and circles using my whole arm.</b></p>	<p><b>Build my finger strength</b></p> <p><b>Draw simple representations of myself.</b></p> <p><b>Develop my core strength to balance</b></p> <p><b>Build my upper body strength.</b></p>	<p><b>Develop my wrist stability and strength</b></p> <p><b>Develop a pincer grip.</b></p> <p><b>Cross the midline</b></p> <p><b>Use both sides of my body to do the same thing at the same time.</b></p>	<p><b>Use one handed tools with increasing control</b></p> <p><b>Copy some letter shapes.</b></p> <p><b>Use both sides of my body to do the same thing alternately</b></p> <p><b>Kick a ball.</b></p>	<p><b>Hold writing tools using a tripod grip</b> <b>Copy letters in my name.</b></p> <p><b>Throw and catch a variety of objects of different weights and sizes.</b></p>	<p><b>Control writing tools using a tripod grip</b></p> <p><b>Form some letters from my name accurately.</b></p> <p><b>Move confidently in a range of ways.</b></p>
Reception	<p><b>I am learning to:</b></p> <p><b>Control and manipulate tools effectively</b></p> <p><b>Handle writing tools with dexterity.</b></p> <p><b>Move in a range of ways showing control and coordination.</b></p>	<p><b>I am learning to:</b></p> <p><b>Use anticlockwise movements in my writing.</b></p> <p><b>Retrace vertical lines.</b></p> <p><b>Develop spatial awareness to avoid obstacles</b></p>	<p><b>I am learning to:</b></p> <p><b>Draw intersecting lines and shapes.</b></p> <p><b>Coordinate both sides of my body to do different things.</b></p> <p><b>Travel around, over, under and</b></p>	<p><b>I am learning to:</b></p> <p><b>Consistently use a tripod grip.</b></p> <p><b>Develop my hand-eye coordination.</b></p>	<p><b>I am learning to:</b></p> <p><b>Form all letters correctly.</b></p> <p><b>Throw, catch and kick with accuracy</b></p>	<p><b>I am learning to:</b></p> <p><b>Form letters clearly so that they are legible to others.</b></p> <p><b>Develop my strength and stamina.</b></p>

			through obstacles			
<b>Literacy</b>						
<b>Comprehension, Word Reading and Writing</b>						
<b>Nursery</b>	<p><b>I am learning to:</b>  <b>Know and enjoy singing at least six nursery rhymes;</b>  <b>Enjoy looking at books with encouragement from my key person;</b>  <b>Distinguish between the different marks I make</b>  <b>Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</b>  <b>Enjoy a story with my small group</b></p>					
<b>Pre-School</b>	<p><b>I am learning to:</b></p> <p>Listen and respond to stories, rhymes and poems.</p> <p>Discriminate between sounds</p> <p>Join in rhythmically with songs and rhymes</p> <p>Hold a book the right way up and turn the pages in order.</p> <p>Talk about the marks I make.</p>	<p><b>I am learning to:</b></p> <p>Talk about which stories I like.</p> <p>Act out parts of a familiar rhyme.</p> <p>Develop my auditory memory</p> <p>Copy a sequence of sounds.</p> <p>Keep in time to a beat.</p> <p>Use some shapes in my writing.</p>	<p><b>I am learning to:</b></p> <p>Listen and respond to stories, rhymes and poems</p> <p>Talk about key events in a story that I like.</p> <p>Recognise that some words sound the same.</p> <p>Know that a sentence has lots of words.</p>	<p><b>I am learning to:</b></p> <p>Act out parts of a familiar story or rhyme.</p> <p>Retell parts of a story.</p> <p>Recognise that some words start with the same sound</p> <p>Identify syllables in a word.</p> <p>Copy letters in my name.</p>	<p><b>I am learning to:</b></p> <p>Talk about key events in stories.</p> <p>Say what has happened in a story.</p> <p>Make a set of rhyming words</p> <p>Recognise familiar words and signs.</p> <p>Write some letters in my name correctly.</p>	<p><b>I am learning to:</b></p> <p>Predict what might happen next in a story.</p> <p>Work from left to right and top to bottom.</p> <p>Write the initial sound for a word correctly with support.</p>

<b>Reception</b>	<b>I am learning to:</b> Listen to and enjoy a range of stories. Talk about stories using pictures. Predict the storyline. Hear and say initial sounds. Read some common exception words. Begin to link sounds to letters. Represent sounds with letter shapes. Write my own name in full.	<b>I am learning to:</b> Talk about the features of texts. Use new vocabulary from books. follow words with one-to-one correspondence . Begin to read words consistent with their phonic knowledge. Recognise rhyme and alliteration. Segment CVC words. Label initial sounds. Write sounds in the correct sequence.	<b>I am learning to:</b> Talk about how stories are structured. Describe the setting, characters and events. Read words consistent with their phonic knowledge. Locate and recall the title of a book. Match capital and lowercase letters. Form lower and uppercase letters. Write labels. Form letters clearly	<b>I am learning to:</b> Retell narratives in the correct sequence. Begin to repeat words or phrases to check it makes sense. Express preferences for books. Show awareness of rhyme and alliteration when reading. Reread appropriate books. Write captions. Write some irregular words.	<b>I am learning to:</b> Use and understand new vocabulary. Say how they feel about books, poems etc. Follow and read with 2/3 lines of text. Say the sound for each letter of the alphabet and at least 10 digraphs. Spell simple and multisyllabic words phonetically. Write irregular words.	<b>I am learning to:</b> Talk about what has been read to me, retell the stories and adapt narratives. Read aloud simple sentences consistent with phonic knowledge. Begin to take note of some punctuation. Write simple sentences.
	<b>Mathematics</b>					
<b>Nursery</b>	<b>I am learning to:</b> Say numbers spontaneously through play but without real meaning					


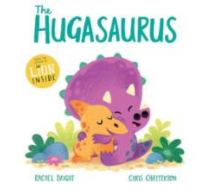
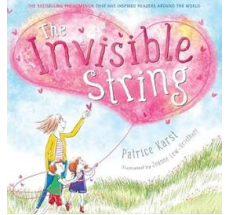
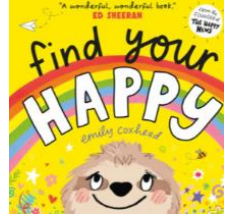
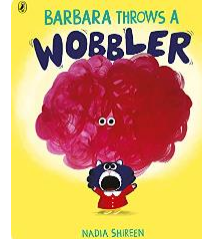
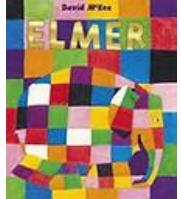






	<p align="center"> <b>Be curious about numbers in the environment ·'</b>  <b>Talk about and identify patterns around me – stripes, spots.</b>  <b>Use informal language like pointy, spotty, blobs</b>  <b>Talk about and explore 2d and 3d shapes using informal language 'round', 'flat', 'corners'</b>  <b>Understand position through words alone – under the table</b>  <b>Recognise 'how many' instantly when looking at a small group of objects, e.g. 'one nose', 'two eyes</b>  <b>Extend and create an ABAB pattern</b>  <b>Select shapes appropriately e.g. triangular prism for a roof, flat surfaces for building etc</b>  <b>Make comparisons between objects relating to size, weight, capacity and length e.g. 'this is bigger'</b> </p>					
Pre-School	<p><b>I am learning to:</b></p> <p><b>Notice and talk about patterns</b></p> <p><b>Count forwards</b></p> <p><b>Recognise some numerals.</b></p> <p><b>Sort objects</b></p> <p><b>Compare objects by size, shape and quantity.</b></p> <p><b>Count with support</b></p> <p><b>Subitise with support</b></p> <p><b>Use shapes within play.</b></p>	<p><b>I am learning to:</b></p> <p><b>Copy a simple pattern</b></p> <p><b>Recognise when two amounts are the same</b></p> <p><b>Recognise numerals 0-3.</b></p> <p><b>Count a set of objects using 1:1 correspondence</b></p> <p><b>Use number names in rhymes and songs</b></p> <p><b>Recognise similarities and difference between shapes.</b></p>	<p><b>I am learning to:</b></p> <p><b>Compare amounts</b></p> <p><b>Know that amounts will change if things are added or taken away</b></p> <p><b>Use number names to identify how many</b></p> <p><b>Subitise to 3</b></p> <p><b>Know that when I am counting, the last number I say is always the total.</b></p> <p><b>Use shapes within play.</b></p>	<p><b>I am learning to:</b></p> <p><b>Continue a simple pattern</b></p> <p><b>Recognise when there is more or fewer in a group</b></p> <p><b>Recognise 0-5.</b></p> <p><b>Count an irregular arrangement of objects.</b></p> <p><b>Find the correct shape to complete a picture or structure e.g. circle for a face.</b></p>	<p><b>I am learning to:</b></p> <p><b>Count backwards</b></p> <p><b>Recognise some numerals between 6-10.</b></p> <p><b>Subitise to 5 using fingers</b></p> <p><b>Recite numbers in order to 20.</b></p> <p><b>Name some 2D shapes.</b></p>	<p><b>I am learning to:</b></p> <p><b>Create a new pattern following an example</b></p> <p><b>Order 0-5.</b></p> <p><b>Recognise that an amount stays the same no matter how it is displayed.</b></p>
Reception	<p><b>I am learning to:</b></p> <p><b>Count actions or objects</b></p>	<p><b>I am learning to:</b></p>	<p><b>I am learning to:</b></p> <p><b>Compare mass and capacity.</b></p>	<p><b>I am learning to:</b></p>	<p><b>I am learning to:</b></p>	<p><b>I am learning to:</b></p>

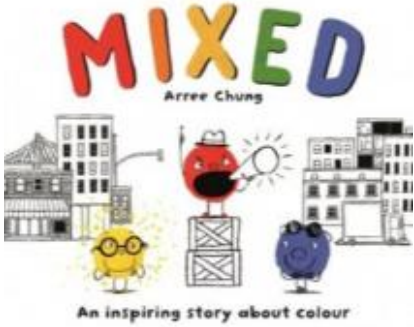


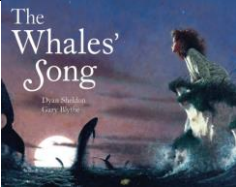
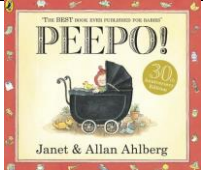
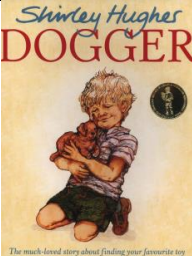
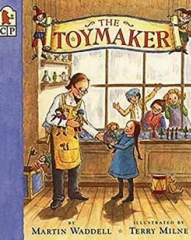
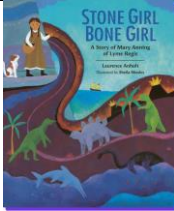

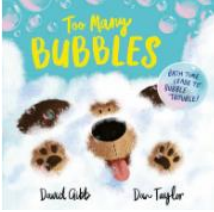




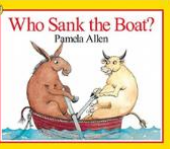
	<p>Count out objects from a larger group</p> <p>Match numeral to quantity 0-3</p> <p>Read numerals.</p> <p>Count beyond 10.</p> <p>Compare amounts using mathematical language.</p> <p>Explore size, mass and capacity.</p> <p>Create patterns.</p>	<p>Estimate how many objects I can see.</p> <p>Identify smaller amounts within a larger amount.</p> <p>Count on and count back.</p> <p>Sequence numerals 0-5.</p> <p>Identify one more and one less.</p> <p>Compare size.</p> <p>Use positional language accurately.</p>	<p>Explore the composition of number 4 -7.</p> <p>Add two single digit numbers.</p> <p>Count two groups together to find the total.</p> <p>Find pairs.</p>	<p>Compare length and height.</p> <p>Explore 3D shapes.</p> <p>Explore the composition of 8-10.</p> <p>Spot patterns in numbers.</p> <p>Explore number bonds to 10.</p> <p>Represent patterns in numbers.</p>	<p>Match, rotate and manipulate shapes.</p> <p>Explore the composition and decomposition of shapes.</p> <p>Take away two single digit numbers.</p> <p>Use the right mathematical language when adding and taking away.</p>	<p>Recall number bonds.</p> <p>Recall double facts.</p> <p>Use number facts to solve mathematical problems..</p> <p>Share a set of objects.</p> <p>Split a group in half.</p> <p>Identify odd and even numbers. Form numerals correctly</p>
	<b>Understanding of the World</b>					
Nursery	<p>I am learning to:</p> <p>Make comments using simple words about my immediate environment as I interact with it.</p> <p>Show curiosity and interest about people that I am familiar with.</p> <p>Talk about any pets that they might have</p> <p>Share likes and dislikes</p> <p>Notice features in my own environment</p> <p>Explore the natural world and comment on what is seen/heard</p> <p>Use senses in hands on exploration</p> <p>Mark make on paint software on the Interactive Whiteboard</p> <p>Recognise key people in my life.</p> <p>Briefly talk about some members of their family</p>					

	<p style="text-align: center;">Sequence family members by size and name (baby, child, adult)            Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences            Identify what you need to wear for each season and why I can take care of living things            Talk about the features of this country            Play simple games on the Interactive Whiteboard by pressing buttons</p>					
Pre-School  History Geography Science R.E	<b>I am learning to:</b>  talk about myself and people that I know.  Notice features of my immediate environment  Say what makes me special.  Use my senses to explore natural materials.	<b>I am learning to:</b>  Talk about the jobs of people that I know.  Talk about the features of my immediate environment.  Talk about how people celebrate different traditions.  Use my senses to explore living things  Notice things in the natural world.  Talk about the changes I notice	<b>I am learning to:</b>  Talk about past and present events that happened in my own life.  Use map of my immediate environment.  Use non-fiction books to find out about where we live.  Talk about different religions and cultures.  Talk about how things look, feel, sound and smell.	<b>I am learning to:</b>  Talk about events in nursery that happened in the past.  Use maps of my environment to identify landmarks.  Recognise that some people celebrate particular festivals.  Ask questions and make comments about the world around me.  Talk about how things grow and change.	<b>I am learning to:</b>  Talk about myself as a baby  Compare myself as a baby to now  Talk about past events in the lives of familiar people.  Talk about the features of where we live.  Talk about different religions and cultures. Take care of living things	<b>I am learning to:</b>  Talk about people that I come across and the jobs that they do  Talk about how I have changed since I started nursery.  Use maps and non-fiction books to talk about different countries.  Talk about ways that people we know are different and unique. Talk about different weather and seasons

<b>Reception</b>	<b>I am learning to:</b> Talk about my own family and people special to me. Describe features of my own environment. Talk about what makes me special. Observe the natural world and draw their observations. Notice how some things are the same and some different.	<b>I am learning to:</b> Describe jobs that people do and why they are important. Use maps of my own environment. Talk about different ways that people celebrate. Talk about similarities and differences. Recognise seasonal changes.	<b>I am learning to:</b> Talk about how people lived in the past. Use maps and non-fiction texts to find out about other countries. Describe similarities and differences between environments Explain the reasons for some traditions. Give reasons for the changes I notice e.g. melting.	<b>I am learning to:</b> Talk about the similarities and differences between things in the past and now. Describe and compare the seasons. Compare similarities and differences between different religions and cultures. Describe the features of plants and animals.	<b>I am learning to:</b> Talk about significant people and events in the past. Compare features of our environment to another environment. Talk about how seasons affect the natural world.	<b>I am learning to:</b> Sequence some significant historical events. Compare living in this country to living in another country. Talk about ways to look after the natural world.
<b>Expressive Arts and Design</b>						
<b>Nursery</b>	<b>I am learning to:</b> Join in with songs and rhymes by showing that I am listening; Explore creative experiences such as painting and gluing with support from my key person. Explore different materials, using all my senses to investigate them. Use chunky paintbrushes, and can print and make marks with blocks, sponges etc Manipulate and play with different materials. Use my imagination as I consider what I can do with different materials. Make simple models which express my ideas.					

<p><b>Pre-School</b></p> <p><b>Music</b> <b>Art</b> <b>Dance/</b> <b>Drama</b> <b>DT</b></p>	<p><b>I am learning to:</b></p> <p>Explore colour</p> <p>Explore texture</p> <p>Explore different media.</p> <p>Join materials.</p> <p>Experiment with sounds</p> <p>Listen carefully and respond to the sounds I hear.</p> <p>Engage in pretend play based on own experiences.</p> <p>Experiment with movements.</p>	<p><b>I am learning to:</b></p> <p>Use malleable materials</p> <p>Use a variety of tools</p> <p>Draw different lines.</p> <p>Say what I am doing.</p> <p>Talk about the sounds I hear</p> <p>Sing familiar songs and rhymes by heart.</p> <p>Engage in role play with others.</p> <p>Negotiate space within dance.</p>	<p><b>I am learning to:</b></p> <p>Experiment with different techniques</p> <p>Use lines to draw shapes</p> <p>Use simple shapes in my drawings.</p> <p>Make up my own simple songs and rhymes</p> <p>Experiment with different instruments.</p> <p>Act out familiar stories using props and character voices.</p>	<p><b>I am learning to:</b></p> <p>Draw a person with some features</p> <p>Represent my ideas using 3D materials.</p> <p>Talk about my ideas.</p> <p>Keep in time with music.</p> <p>Develop narratives in my imaginary play.</p> <p>Balance and cross the midline within dance.</p> <p>Copy movements and move to music.</p>	<p><b>I am learning to:</b></p> <p>Talk about what I am doing in my art</p> <p>Explore colour mixing.</p> <p>Talk about my plans when constructing.</p> <p>Tap out a rhythm I have heard.</p> <p>Engage in imaginary play within a group.</p> <p>Copy sequences of movement within dance.</p>	<p><b>I am learning to:</b></p> <p>Make and use props when pretending</p> <p>Draw with more detail.</p> <p>Solve problems</p> <p>Find different ways of doing things.</p> <p>Share my music making with others.</p> <p>Negotiate roles within imaginary play and role play with friends.</p>
<p><b>Reception</b></p> <p><b>Art</b> <b>Dance/</b> <b>Drama</b> <b>DT</b></p>	<p><b>I am learning to:</b></p> <p>Mix colours to create shades and tones.</p> <p>Combine lines and shapes.</p>	<p><b>I am learning to:</b></p> <p>Draw detailed pictures.</p> <p>Use different textures.</p>	<p><b>I am learning to:</b></p> <p>Experiment with a range of tools</p> <p>Choose appropriate tools</p> <p>Mould and sculpt.</p>	<p><b>I am learning to:</b></p> <p>Explore and experiment with techniques</p> <p>Combine different media and materials.</p>	<p><b>I am learning to:</b></p> <p>Create 3D representations in different ways.</p> <p>Combine media in different ways.</p>	<p><b>I am learning to:</b></p> <p>Extend role play using props and materials.</p> <p>Describe and explain the</p>

	<p>Choose the most appropriate materials.</p> <p>Sing new songs and rhymes.</p> <p>Follow the melody of a song.</p>	<p>Manipulate materials in different ways.</p> <p>Compose and adapt songs.</p>	<p>Make a plan.</p> <p>Talk about my design.</p> <p>Compose and adapt music.</p>	<p>Join materials in different ways.</p> <p>Talk about how different music makes me feel.</p>	<p>Adapt my plans.</p> <p>Express my opinions about different types of music.</p>	<p>processes I have used.</p> <p>Perform individually and in a group.</p>
Focus Dance	Gingerbread Dance CBeebies	Stick Man Dance	Starry Dance	Tiny Seed Dance	Monster Dance	Shark Dance
Focus Music EYFS	Introducing Loud and Quiet	Christmas Singing	Big Bear Funk	Pulse	SSSHH!	Pantomime
PSED	<p>Good to be Me</p> 	<p>Resolving Conflict</p> 	<p>Feelings</p> 	<p>Emotions</p> 	<p>Taking turns and Patience</p> 	<p>Being a good friend</p> 
Focus Artist	<p>Lowry</p> 	<p>Vincent Van Gogh</p> 	<p>Claire Young</p> 	<p>Eric Carle</p> 	<p>Georgia O'Keefe</p> 	<p>Jean Michel</p> 

Stories						
Focus History	My Family	Families long ago World Wars	How have toys changed ?		Fossils Mary Anning	Flight Amelia Earheart
Stories						
Focus Science	Bubbles!	Pushes and Pulls	Habitats	Bugs	Clouds!	Who sank the boat?
						
Focus Computing	People who help us		Summer Fun!		Boats Ahoy!	
Focus Geography	Houses and Homes	Maps	Northern Ireland	Transport	Pollution	At the Seaside

						
<b>Diversity</b>	<b>Harvest</b> 	<b>Remembrance Day</b> 	<b>Rosh Hashanah</b> 	<b>Eid</b> 	<b>Princes and Princesses around the world</b>	<b>Places of Worship around the world</b>
<b>Schemes/ online resources used to support learning</b>	<b>Communication and Language- WellComm</b> <b>Phonics- Red Rose Letters and Sounds</b> <b>PSED- CORAM Life Education/ My Happy Mind</b> <b>P.E- Lancashire P.E Scheme of Work</b> <b>Maths- NCETM, Number Fun, Big Maths, White Rose</b> <b>Understanding of the World- Wander Lust Hygge in the Early Years</b> <b>Expressive Art and Design- Access Art</b> <b>Music- Charanga/ BBC Teach</b> <b>Computing- Barefoot Computing</b>					