

| | Autumn | | Spring | | Summer | |
|--|---|----------------------------|-----------------------|--------------------------|--------------|---------|
| Main Theme | This is Me! | | Going on an Adventure | | Come outside | |
| Half Termly Theme | My new school and friends | My family and where I live | Where in the world? | How would you get there? | Growing | Animals |
| Overarching principles of EYFS | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’. EYFS Team</i></p> <p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p> | | | | | |
| Characteristics of Effective Learning. | <p>The Characteristics of Effective Learning will be taught throughout the year and underpin all themes.</p> <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> | | | | | |

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| Possible lines of enquiry. | My School Starting school/new beginnings Rules and routines Likes and dislike How we have changed Poetry – nursery rhymes | Celebrations Homes – old and new Changing seasons Jobs – police, paramedic, nurse etc Family/different families | Comparing places Weather around the world Maps Environments – sea, Antarctica, jungles Recycling, looking after the world | Old and new transport Emilia Earhart Mae Jemison – First black woman in space | Plants and flowers Human body, senses Keeping fit and healthy (foods) Life cycles Seasonal changes Spring/Summer | Eggs Animals and minibests Habitats Animal patterns |
| Suggested high quality texts | Once there were Giants Rainbow Fish The Ugly Duckling Colour Monster Elmer Monkey Puzzle | The Jolly Christmas Postman Three Little Pigs Little Red Hen (harvest festival) The Big book of Families The Nativity | Lost and found Handa's Surprise One Snowy night Would you rather? The magic paintbrush | You can't take an elephant on a bus Look Up Mr Gumpys Outing The Train Ride Oi Get off Our Train! | Jack and the Beanstalk The Gruffalo The Tiny Seed The Tadpoles Promise Oliver's Vegetables | Owl babies The Tiger Who Came to Tea Oi frog etc What the ladybird heard David Attenborough |
| Enrichment | Visits from – police/fire/nurse etc. Celebrating different cultures/traditions | Dress up as what you'd like to be when you grow up. Letters to Santa | Walk to Emlyn Meadows Food tasting from other cultures | | Pond dipping Animal visit e.g. reptiles | Trip –Tilgate nature centre |
| Links with parents | Play and learn Harvest festival Tapestry | Christmas concert Tapestry | Play and Learn Writing workshop Tapestry | Mother's Day assembly Writing workshop Tapestry | Writing workshop Tapestry | Writing workshop Father's day play and learn Sports day Tapestry |

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| Celebrations & significant events | Harvest festival Black history month (October) | Bonfire night Remembrance Hanukah Christmas Diwali Children in need Road safety week (nov) | Chinese New Year | World Book Day Holi Easter Mothers day | Eid Queen's Platinum Jubilee | Fathers day |
| School Values (whole school) | Friendship | Appreciation | Respect | Perseverance | Cooperation | Honesty |
| Assessment Opportunities | In-house - Baseline data on entry National Baseline data by end of term EYFS team meetings GLD Projections for EOY | Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments Receptive language Assessment | EYFS team meetings Internal moderation HLP moderation? GLD Projections for EOY | Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments | EYFS team meetings HLP moderation? GLD Projections for EOY | Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data |

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| Communication and Language: Listening, attention and understanding Speaking | Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily story times, group discussions, sharing times, PSHE sessions, stories, singing, speech and language interventions, Pie Corbett T4W actions, and interventions where needed. | | | | | |
| | Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Sharing facts about ourselves Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” | Settling in activities Develop vocabulary Retelling stories Story language Word hunts Listening and responding to stories Following instructions Take part in discussions Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop vocabulary. | Using language well Asking how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. | Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story | Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Prepositions – on, under, next to | Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. |

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| Personal, Social and Emotional development Self-regulation Managing Self Building Relationships | Making links to learning behaviours and strategies for children to develop over the year: <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Planning ✓ Thinking before acting ✓ Persisting in the face of difficulty. | | | | | |
| | Jigsaw: being me in my world See themselves as valuable individuals. Class Rules and Routines Support children to build relationships Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. | Jigsaw: celebrating difference How to deal with emotions Self - Confidence Build constructive and respectful relationships. Explain to others how they thought about a problem or an emotion and how they dealt with it. | Jigsaw: dreams and goals Feelings Learning about qualities and differences Think about own feelings and those of others, giving examples of how others might feel in particular scenarios Looking After our Planet | Jigsaw: healthy me What makes a good friend? Looking after pets Give children strategies for staying calm in the face of frustration. Talk through why we take turns, wait politely, tidy up after ourselves and so on Identify and moderate their own feelings socially and emotionally. | Jigsaw: relationships Looking after others Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Make healthy decisions about food choices Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | Jigsaw: changing me Taking part in sports day - Winning and losing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. |

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| Physical Development Fine motor | Threading, cutting, weaving, playdough, Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Squiggle while you wriggle! | Threading, cutting, weaving, playdough, Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Model correct letter formation. Squiggle while you wriggle! | Fine Motor Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Hold Small Items Button Clothing Cutting with Scissors Squiggle while you wriggle! | Fine Motor activities. Hold pencil effectively with comfortable grip Form recognisable letters most correctly formed Pen pals handwriting | Fine Motor activities. Develop pencil grip and letter formation continually Use one hand for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, Pen pals handwriting | Fine Motor activities. Form letters correctly Begin to draw diagonal lines, like in a triangle Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego Pen pals handwriting |
| Gross motor | Cooperation games Climbing – outdoor equipment Different ways of moving | Ball skills- throwing and catching. Skipping ropes in outside area Dance related activities Wheeled resources to balance, sit or ride on. | Ball skills aiming, dribbling, pushing, throwing & catching, patting, or kicking Activities to support a broad range of abilities. Dance/moving to music Gymnastics/balance | Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. | Obstacle activities Be highly active and get out of breath several times a day. Children to, spin, rock, tilt, fall, slide and bounce. Dance | Races / team games Dance related activities Gymnastics/balance |

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| | Phonics planning uses Essential Letters and Sounds | | | | | |
| Literacy Comprehension – <i>developing a love of reading.</i> | Showing an interest in and joining in with rhymes and stories. Share favorite story/rhyme. Talk about stories – focus on vocabulary Reciting know stories. | Retell stories related to events Story Maps. Non-Fiction Vocabulary of beginning, middle and end. Enjoys an increasing range of books | Making up stories. Record stories through picture drawing/mark making identifying characters and settings. Rhyming strings, Read words in the environment. Read simple phrases and sentences Read a few common exception words. Phonics phase 3 | Information leaflets Re-read books Use vocabulary and forms of speech that are increasingly influenced by experiences of books. Develop own narratives and explanations by connecting ideas or events Story structure- beginning, middle, end. Read some longer words made up of letter-sound correspondences they know. Phonics phase 3 | Stories from other cultures and traditions Retell a story with actions and / or picture prompts Use story language when acting out a narrative. Explain the main events of a story Role play area – book characters Non-fiction texts, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Phonics phase 4 | Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Understand non-fiction |
| Word Reading | Recognise initial sounds. Read text from left to right and from top to bottom Understand print has meaning, Oral blending, CVC words Small group reads of high quality well known texts. Phonics – phase 1/2 | Blending CVC words with taught sounds, Rhyme, alliteration, Blending CVC words (sound buttons) Common exception words Spotting diagraphs in words. Individual reading. Phonics phase 2/3 | | | | Read simple sentences with fluency. Reading CVCC and CCVC Phonics phase 4 |
| Writing | Mark making Dominant hand Pencil grip Name writing Initial sounds Initial sounds to label characters Letter formation taught within phonics. | Name writing, labelling using initial sounds Giving meaning to marks Letter formation taught within phonics. | Writing exception words Writing CVC words Labels Guided writing based around developing short sentences in a meaningful context. Writing powers Letter formation taught within phonics. | Writing captions and labels, Writing simple sentences. Writing powers Letter formation taught within phonics. | Writing for a purpose Phonetically plausible attempts at words, Form lower-case and capital letters correctly. Letter formation taught within phonics. | Story writing, Writing sentences using a range of exception words Writing powers Using familiar texts as a model for writing own stories. Character description |

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| Mathematics | Planning for maths in Reception uses the White Rose Scheme of work. Every day children will practise basic maths skills through counting, number recognition and subitising, through whole class sessions and continuous provision. | | | | | |
| Numerical | Weeks 1-3 Settling in Baseline Assessments | Weeks 7-9 Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 | Weeks 1-3 Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity | Weeks 4-6 6, 7 & 8 Making pairs Comparing 2 groups Length and height Time | Weeks 1-3 Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate | Weeks 7-9 Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build |
| Patterns | Weeks 4-6 Match, sort and compare amounts. Compare size, mass and capacity Exploring pattern | Weeks 10-12 Representing numbers to 5 One more and one less Shapes with 4 sides Time | Weeks 4-6 6, 7 & 8 Making pairs Comparing 2 groups Length and height Time | Weeks 7-9 9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern | Weeks 4-6 Adding more Taking away Spatial reasoning Compose and decompose | Weeks 10-12 Deepening understanding Patterns and relationships Spatial reasoning Mapping |
| Number | | | | | | |
| Understanding the World | Talking about self Navigate around our classroom and outdoor areas. Discuss new environments/places | Identify family. Comment on photos of family Make comparisons between other families. Read fictional stories about families Talk about members of their immediate family and community. Introduce children to different (stranger danger) . Christmas in the past Houses and homes | Share different cultures versions of famous fairy tales Make observations of our local area. Introduce recycling Discuss how we care for the natural world around us. Comments on the weather, culture, clothing, housing around the world. Features of local environment Maps of local area | Listening to stories and placing events in chronological order. Discuss how they got to school and what mode of transport they used. Look at a range of transport and where they can be found. Difference between transport in the past. Make simple comparisons. Introduce significant figures Materials | After close observation, draw pictures of the natural world, including animals and plants Change in living things Share non-fiction texts Life cycles | What can we do to take care of animals in the jungle? Compare animals Explore a range of animals. Learn their names and label their body parts. Making sense of different environments and habitats Introduce significant figures |

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| Expressive arts and Design | Join in with songs Join in with role play games and use resources available for props Build models using construction Self-portraits Junk modelling Provide opportunities to work together to develop and realise creative ideas. | Explore different textures and materials Listen to music and make their own dances in response. Christmas songs/poems Role Play parties and celebrations Role Play of The Nativity | Art from around the world Select the tools and techniques they need to assemble materials that they are using Chinese music and composition Puppets Learn a traditional dance/song from around the world. Colour mixing | Collage techniques and materials Creating 3D models Role play journeys Design and make different techniques for joining materials, such as how to use tape and different sorts of glue. | Eric Carle art work Explore different drawing painting tools e.g. water colours/pastels, crayons, powder paint | Rousseau's Tiger Make animal patterns using different colours Explore modelling materials e.g. clay/salt dough |

ELG Prime Areas
End of Reception Year

| Communication and Language | Personal, social, emotional development | Physical Development |
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| <p>ELG: Listening, Attention and Understanding 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> <p>ELG: Speaking 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.</p> | <p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self 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> <p>ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p> | <p>ELG: Gross Motor Skills 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> <p>ELG: Fine Motor Skills 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.</p> |

ELG Specific Areas
End of Reception Year

| Literacy | Maths | Understanding the World | Expressive arts and design |
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| <p>ELG: Comprehension 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> <p>ELG: Word Reading 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> <p>ELG: Writing 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.</p> | <p>ELG: Number 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> <p>ELG: Numerical Patterns 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.</p> | <p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities 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> <p>ELG: The Natural World 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.</p> | <p>ELG: Creating with Materials 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> <p>ELG: Being Imaginative and Expressive 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.</p> |

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| | | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | |
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