

Cop Lane C of E Primary School – EYFS overview 2025-2026

	Autumn Term Amazing Me! including Celebrations		Spring Term Super Stories!		Summer Term Our Amazing World	
	8 weeks	7 weeks	6 weeks	5 weeks	5 weeks 3 days	6 weeks 2 days
Key dates	Black History month October 2025 Ada Lovelace Day – Computing link 14 th October 2025 National Poetry Day 2 nd October 2025 ‘Play’ theme Non-Fiction November World Nursery Rhyme Week 10 th – 14 th November 2025 Anti-Bullying Week 10 th – 14 th November 2025 Christmas concert with PGHS – end December 2025		Young Voices Safer Internet Day 10 th February 2026 ‘Exploring respect and relationships online’ theme Children’s mental health awareness week 2 nd – 8 th February 2026 World Book Day Thursday 5 th March 2026 Science Week 6 th – 15 th March 2026 ‘Curiosity: What’s Your Question?’ Journée de la langue française – French Language Day 20 th March 2026 World Art Day Wednesday April 15 th 2026		Earth Day – 22 nd April 2026 Sing Up Day TBC Music celebration – end July 2026	
PSED (see educational programmes for details)	COVERED THROUGHOUT THE YEAR IN PERSONAL, SOCIAL AND EMOTIONAL / KEY WORKER TIME AND THROUGH THE 1 DECISION EARLY YEARS PORTAL AND RESOURCES/GO NOODLE MINDFULNESS/MY HAPPY MIND Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. 1 DECISION EARLY YEARS PORTAL					
PSED (see educational programmes for details) Through the stories, children will learn to: Manage their own needs: Personal hygiene. Know and talk about the different factors that support their overall health and well-being: regular physical activity healthy eating toothbrushing sensible amounts of ‘screen time’ having a good sleep routine being a safe pedestrian.	1 Decision The Colour Monster Clean and healthy bodies – germs, keeping our bodies clean, oral health. Pink Goes to School Red’s Hearing Aid Red Needs the Toilet Red Visits the Dentist Red Brushes His Teeth Orange Brushes Her Teeth Pink Misses Mummy Orange Feels Worried Red’s Nut Allergy Why Does Purple Play Differently?	1 Decision Yellow Play Fights Green’s Greens Rainbow’s Food Journey Blue Learns to Share Blue’s Best Friend Blue’s Indoor Voice Green Gets Glasses	1 Decision Green Gets Glasses Yellow’s Bedtime Rainbow Helps at Home Pink’s Screen Time Purple Watches the News Orange Helps Out	1 Decision Blue Gets Lost Orange Sleeps Over Fairytale Gone Wrong Get Some Rest, Sleeping Beauty Keep Running Gingerbread Man Rapunzel, Rapunzel, Wash Your Hair Stinky Jack and the Beanstalk Eat Your Greens, Goldilocks Don’t Pick Your Nose, Pinocchio Blow Your Nose, Big Bad Wolf Give Us a Smile Cinderella	1 Decision Orange Moves House Green Stays in Hospital Purple’s Pet Bird Red Goes Swimming Pink Feels Sad Rainbow Feels Angry	1 Decision Blue Explores Road Safety Purple the Passenger Rainbow Visits the Seaside Rainbow’s Day Out Green Moves up a Year Yellow Goes on Holiday Making relationships with Year 1 staff *all stories/input may move across the year depending on need and being reactive to events/class needs
My Happy Mind PSED	MEET YOUR BRAIN	CELEBRATE	APPRECIATE	RELATE	ENGAGE	
	Express our feelings and consider the feelings of others.	See ourselves as valuable individuals.	How being grateful or being thankful makes us feel.	Build constructive and respectful relationships.	Show resilience and perseverance in the face of challenge.	

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<p>(see educational programmes for details)</p> <p>Throughout the units, children will learn to: Manage their own needs: Personal hygiene. Know and talk about the different factors that support their overall health and well-being: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian.</p>	<p>Identify and moderate our own feelings socially and emotionally. Show an understanding of our own feelings and those of others, and begin to regulate our behaviour accordingly. Work and play cooperatively and take turns with others. Show sensitivity to our own and to others' needs.</p> <p>Our brains help us with lots of different jobs. We need to look after our brains for us to be at our best. When we learn something new our brain remembers it for next time.</p>	<p>We all have things about us that are special. These are called Character Strengths. Our Character Strengths help us to be our best. We feel great when we use our Character Strengths.</p>	<p>The different ways to show gratitude or to express our thanks. The importance of taking time out to stop and be grateful or thankful.</p>	<p>Express our feelings and consider the feelings of others. Think about the perspectives of others. 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. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to our own and to others' needs.</p> <p>How to develop good listening skills. The importance of listening to others. What we can learn when we listen to others.</p>	<p>Set and work towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>What Goal Setting is. Why goals are important. How to review our goals.</p>	
<p>Communication and Language (see educational programmes for details)</p>	<p>Understand how to listen carefully and why listening is important. Develop social phrases Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF. Poetry reciting – nursery rhymes. Taking turn in conversations, developing speaking and listening skills – heart friends.</p>	<p>Develop social phrases Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF. Poetry reciting – nursery rhymes. Taking turn in conversations, developing speaking and listening skills – heart friends. Speaking parts in nativity/confidence.</p>	<p>Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF.</p>	<p>Listen to and retell stories. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF.</p>	<p>Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF. Use new vocabulary throughout the day.</p>	<p>Listen to and retell stories. Learning new vocabulary linked to current theme and incidental vocabulary from learning/ SSPF. Use new vocabulary throughout the day.</p>
<p>Spoken Language</p>	<p>Listening and Attention</p> <p>Show awareness of how to listen carefully and why listening is important. Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems.</p>	<p>Understanding</p> <p>Understand and follow a simple set of instructions. Understand simple requests, e.g. <i>Pass me the scissors please.</i> Understand and respond to questions in different contexts, in</p>	<p>Speaking</p> <p>Speak clearly in full sentences. Begin to speak in complete sentences using past, present and future tense when talking about themselves, activities, ideas and events.</p>	<p>Vocabulary</p> <p>Learn and understand selected new vocabulary. Use recently introduced vocabulary orally in discussions. Talk about and discuss familiar events or characters in stories,</p>	<p>Participating, Presenting and Performing</p> <p>Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props. Orally retell as a whole class and in small groups, a modified version of a known story</p>	




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	<p>Maintain attention when listening to an adult in a range of situations, e.g.<i>listening to a story, small group discussions.</i></p> <p>Maintain attention when listening to peers in a range of situations, e.g. <i>paired talk, guided sessions, circle time games.</i></p>	response to stories, non- fiction, predictable interests, events and themes.	<p>Take turns in conversations taking into account the listener.</p> <p>Use the joining words <i>and/because</i> during talk to extend ideas.</p> <p>Use talk to clarify thinking and express their ideas and feelings.</p> <p>Orally describe events in some detail to peers or adults</p> <p>Orally recall events and narratives in the correct sequence, using their own words and pictures to support.</p> <p>Ask questions to find out more and check understanding of what has been said to them.</p>	non-fiction, rhymes and poems using newly taught vocabulary.	or rhyme using pictures, actions, small world figures and props.	
Physical Development Gross Motor skills (see educational programmes for details)	Baseline assessments Go Noodle GetSet4PE – see below	Go Noodle GetSet4PE – see below 10 minute motor skills programme for intervention	Go Noodle GetSet4PE – see below 10 minute motor skills programme for intervention	Go Noodle GetSet4PE – see below 10 minute motor skills programme for intervention	Go Noodle GetSet4PE – see below 10 minute motor skills programme for intervention Sports Day	Go Noodle GetSet4PE – see below 10 minute motor skills programme for intervention
			Fundamental movement skills intervention with coach			
PE Whole school festivals	Handball Festival 17.10.25	Dance Festival 21.11.25	Inclusion Festival 06.02.26	Wellbeing Festival 20.03.26	Tennis Festival 15.05.26	Tri-Golf Festival 10.07.26
EYFS Physical Development Gross Motor skills – PE skills (not necessarily in specific terms – worked on throughout units)	Induction period, children attend school part time initially and we will carry out fine and gross motor assessments and orientation of the hall, including using the GetSet4PE active blasts and GoNoodle and similar activities to introduce the children to movement in the school setting. We will then begin Fundamentals 1 when we feel the children are ready to move to this next stage.	<u>Fundamentals 1 (Continued)</u> In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	<u>Dance 1</u> In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	<u>Gymnastics 1</u> In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	<u>Games 1</u> In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	<u>Ball skills 1</u> In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.
	<u>Fundamentals 1</u> In this unit children will develop their fundamental movement skills through the	<u>Physical skills:</u> Balance, run, jump, hop, change direction.	<u>Physical skills:</u> Balance, run, jump, hop, change direction.	<u>Social skills:</u>	<u>Physical skills:</u>	<u>Social skills:</u> Work safely, communication, co-operation, support and

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<p>topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p> <p><u>Physical skills:</u> Balance, run, jump, hop, change direction.</p> <p><u>Social skills:</u> Support others, work safely, take turns.</p> <p><u>Emotional skills:</u> Honesty, determination.</p> <p><u>Thinking skills:</u> Decision making, comprehension, select and apply.</p>	<p>Support others, work safely, take turns.</p> <p><u>Emotional skills:</u> Honesty, determination.</p> <p><u>Thinking skills:</u> Decision making, comprehension, select and apply.</p> <p><u>Fundamentals 2</u> In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand how to follow rules and instructions. They work independently and with a partner to complete tasks.</p> <p><u>Physical skills:</u> Run, jump, hop, balance, change direction, travel.</p> <p><u>Social skills:</u> Work safely, support others, share and take turns, co-operation.</p> <p><u>Emotional skills:</u> Perseverance, honesty, determination, confidence, acceptance.</p> <p><u>Thinking skills:</u> Comprehension, creativity, select and apply, exploration.</p>	<p>Actions, dynamics, space.</p> <p><u>Social skills:</u> Work safely, respect, collaboration.</p> <p><u>Emotional skills:</u> Independence, confidence.</p> <p><u>Thinking skills:</u> Select and apply actions, creativity, exploration, recall, provide feedback.</p> <p><u>Dance 2</u> In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p> <p><u>Physical skills:</u> Actions, dynamics, space.</p> <p><u>Social skills:</u> Work safely, respect, collaboration.</p> <p><u>Emotional skills:</u> Independence, confidence.</p> <p><u>Thinking skills:</u> Comprehension, provide feedback, select and apply actions, creativity.</p> <p>South Ribble Coach – Joy of Moving Intervention</p>	<p>Shapes, balances, jumps, rocking, rolling, travel.</p> <p><u>Social skills:</u> Work safely, collaboration, share and take turns.</p> <p><u>Emotional skills:</u> Determination, confidence.</p> <p><u>Thinking skills:</u> Comprehension, creativity, select and apply.</p> <p><u>Gymnastics 2</u> In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p><u>Physical skills:</u> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.</p> <p><u>Social skills:</u> Work safely, collaboration, share and take turns, support others.</p> <p><u>Emotional skills:</u> Determination, confidence.</p> <p><u>Thinking skills:</u></p>	<p>encourage others.</p> <p><u>Emotional skills:</u> Confidence, honesty, determination, manage emotions.</p> <p><u>Thinking skills:</u> Comprehension, decision making.</p> <p><u>Games 2</u> In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p> <p><u>Physical skills:</u> Run, change direction, throw, catch, strike.</p> <p><u>Social skills:</u> Communication, help others, respect, take turns, co-operation.</p> <p><u>Emotional skills:</u> Perseverance, honesty, determination, manage emotions.</p> <p><u>Thinking skills:</u> Comprehension, decision making, select and apply, reflection.</p>	<p>Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick.</p> <p><u>Social skills:</u> Work safely, collaboration, co-operation, support others.</p> <p><u>Emotional skills:</u> Perseverance, independence, honesty.</p> <p><u>Thinking skills:</u> Use tactics, comprehension.</p> <p><u>Ball skills 2</u> In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p> <p><u>Physical skills:</u> Roll, track, throw, dribble with hands, dribble with feet, kick, catch.</p> <p><u>Social skills:</u> Co-operation, take turns, work safely, communication.</p> <p><u>Emotional skills:</u> Perseverance, independence, determination, honesty.</p> <p><u>Thinking skills:</u> Use tactics, comprehension.</p>
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				Comprehension, creativity, select and apply.		South Ribble Coach – Tots on Tyres Coaching South Ribble Coach – Dance From The Heart Session
Physical Development Fine motor skills (see educational programmes for details)	Dough Disco Wiggle and Squiggle Funky Fingers activities and resources Baseline assessments for skills Curly Cal's Handwriting Pals	Dough Disco Wiggle and Squiggle Funky Fingers activities and resources Curly Cal's Handwriting Pals	Dough Disco Wiggle and Squiggle Funky Fingers activities and resources Curly Cal's Handwriting Pals	Dough Disco for intervention groups Wiggle and Squiggle Funky Fingers activities Curly Cal's Handwriting Pals	Dough Disco for intervention groups Wiggle and Squiggle Funky Fingers activities Curly Cal's Handwriting Pals	Dough Disco for intervention groups Wiggle and Squiggle Funky Fingers activities Curly Cal's Handwriting Pals
Literacy Comprehension and examples of Key Texts (see educational programmes for details) Daily story time based on books of interest, EYFS Recommended Reads from Books For Topics and Spring term onwards, children vote for books to develop PSED skills						
				Subject to change depending on interests of children and cultural capital		

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Literacy Comprehension (see educational programmes for details)	<p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Join in with repeated refrains and key phrases.</p>	<p>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>Talk about themes of simple texts e.g. perseverance, good v evil.</p>	<p>Subject to change depending on class interests</p> <p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Respond to questions about how and why something is happening.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Understand the structure of a non-fiction book is different to a fiction book.</p> <p>Independently access the features of a non-fiction book.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p>	<p>Use picture clues to help read a simple text.</p> <p>Predict and anticipate key events based on illustrations, story content and title.</p> <p>Understand the structure of a non-fiction book is different to a fiction book.</p> <p>Play is influenced by experience of books (small world, role play).</p>
Literacy Word reading (see educational programmes for details)	<p>Supersonic Phonic Friends</p> <p>Firm Foundations in Phonics 1 activities</p> <p>beginning The Basics 2</p> <p>Hear general sound discrimination and be able to orally blend and segment.</p> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to read Basics 2 tricky words.</p>	<p>Supersonic Phonic Friends</p> <p>Firm Foundations in Phonics 1 activities</p> <p>The Basics 2 and beginning The Basics 3</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read Basics 2 tricky words.</p> <p>Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supersonic Phonic Friends</p> <p>The Basics 3</p> <p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and begin to read Basics 3 tricky words.</p> <p>Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supersonic Phonic Friends</p> <p>The Basics 3</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and read Basics 3 tricky words.</p> <p>Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supersonic Phonic Friends</p> <p>The Basics3/ 4</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Read some tricky words from The Basics 4 e.g. said, like, have, so.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supersonic Phonic Friends</p> <p>The Basics 4 and beginning The Higher Levels if appropriate for some children.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Read some tricky words from The Basics 4 e.g. said, like, have, so.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read books consistent with their phonic knowledge. Re-read books to build up their confidence in word reading, their fluency</p>

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						and their understanding and enjoyment.
Literacy Writing (see educational programmes for details)	Baseline writing assessments Mark making and pen disco Curly Cal handwriting Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Orally compose a sentence and hold it in memory before attempting to write it. Orally spell VC and CVC words by identifying the sounds. Write own name. Form letters from their name correctly. Recognise that after a word there is a space.	Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities Use appropriate letters for initial sounds. Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spell to write VC and CVC words independently using Phase 2 graphemes Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities Build words using letter sounds in writing. Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write a simple sentence with a full stop. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Mighty Writer enhancements Mark making and pen disco Curly Cal handwriting Short writing opportunities in CP and adult led activities Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Basics 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Ongoing Literacy (taken from Development Matters)	3 and 4 year olds will be learning to: - Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother - Engage in extended conversations about stories, learning new vocabulary. Children in Reception will be learning to: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.			3 and 4 year olds will be learning to: - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name. - Write some letters accurately. Children in Reception will be learning to: - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed;		

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	<ul style="list-style-type: none">- Read some letter groups that each represent one sound and say sounds for them.- Read a few common exception words matched to the school's phonic programme.- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment-ELG: Word Reading Children at the expected level of development will:- 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.			<ul style="list-style-type: none">- 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.		
	Mastering Number is the primary maths learning in EYFS, with daily sessions. This is supplemented with learning from White Rose Maths, in line with the rest of school. This allows for progression from EYFS to Year 1 and across the school.					
Mathematics Mastering Number NCETM (see educational programmes for details and weekly Mastering Number planning)	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• identify when a set can be subitised and when counting is needed• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills• spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds• compare sets of objects by matching• begin to develop the language of 'whole' when talking about objects which have parts		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals• begin to identify missing parts for numbers within 5• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame• focus on equal and unequal groups when comparing numbers• understand that two equal groups can be called a 'double' and connect this to finger patterns• sort odd and even numbers according to their 'shape'• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern• order numbers and play track games• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• continue to develop their counting skills, counting larger sets as well as counting actions and sounds• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame• compare quantities and numbers, including sets of objects which have different attributes• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2• begin to generalise about 'one more than' and 'one less than' numbers within 10• continue to identify when sets can be subitised and when counting is necessary• develop conceptual subitising skills including when using a rekenrek	
Mathematics EYFS WR Maths - adapted (see educational programmes for details)	WHITE ROSE Getting to know you (Baseline) Match, Sort and Compare Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects or a type	WHITE ROSE Circles and Triangles Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position	WHITE ROSE Mass and Capacity Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity Length, Height and Time Step 1 Explore length	WHITE ROSE Explore 3D Shapes Step 1 Recognise and name 3D shapes Step 2 Find 2D shapes within 3D shapes Step 3 Use 3D shapes for tasks	WHITE ROSE Manipulate, Compose and Decompose Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements	WHITE ROSE Visualise, Build and Map Step 1 Identify units of repeating patterns Step 2 Create own pattern rules Step 3 Explore own pattern rules

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	<p>Step 5 Exploring sorting techniques</p> <p>Step 6 Create sorting rules</p> <p>Step 7 Compare amounts</p> <p>Simon Sock</p> <p>The Button Box</p> <p>Talk About Measure and Patterns</p> <p>Step 1 Compare size</p> <p>Step 2 Compare mass</p> <p>Step 3 Compare capacity</p> <p>Step 4 Explore simple patterns</p> <p>Step 5 Copy and continue simple patterns</p> <p>Step 6 Create simple patterns</p> <p>A Squash and a Squeeze</p> <p>Where's My Teddy?</p> <p>My Mum and Dad Make Me Laugh</p> <p>Pattern Fish</p> <p>Anno's Counting Book</p>	<p>A Perfect Fit</p> <p>Mr Happy</p> <p>Mr Rush</p> <p>Shapes with 4 Sides</p> <p>Step 1 Identify and name shapes with 4 sides</p> <p>Step 2 Combine shapes with 4 sides</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 My day and night</p> <p>Anno's Counting Book</p>	<p>Step 2 Compare length</p> <p>Step 3 Explore height</p> <p>Step 4 Compare height</p> <p>Step 5 Talk about time</p> <p>Step 6 Order and sequence time</p>	<p>Step 4 3D shapes in the environment</p> <p>Step 5 Identify more complex patterns</p> <p>Step 6 Copy and continue patterns</p> <p>Step 7 Patterns in the environment</p>	<p>Step 5 Compose shapes</p> <p>Step 6 Decompose shapes</p> <p>Step 7 Copy 2-D shape pictures</p> <p>Step 8 Find 2-D shapes within 3-D shapes</p> <p>The Big Box of Shapes</p> <p>The Perfect Fit</p> <p>Grandfather Tang</p>	<p>Step 4 Replicate and build scenes and constructions</p> <p>Step 5 Visualise from different positions</p> <p>Step 6 Describe positions</p> <p>Step 7 Give instructions to build</p> <p>Step 8 Explore mapping</p> <p>Step 9 Represent maps with models</p> <p>Step 10 Create own maps from familiar places</p> <p>Step 11 Create own maps and plans from story situations</p> <p>Make Connections</p> <p>Step 1 Deepen understanding</p> <p>Step 2 Patterns and relationships</p> <p>How Many Legs?</p> <p>Mr Gumpy's Outing</p>
<p>Understanding the World – Historical based learning incorporating Past and Present</p> <p>(see educational programmes for details)</p>	<ul style="list-style-type: none"> My Cop Lane Garden – changes over time Growing and changing – growing from a baby into a child – Peepo illustration discussion of historical change over time. <p>Disciplinary Concept: Change and Continuity</p>	<ul style="list-style-type: none"> My Cop Lane Garden – changes over time Remembrance Day. 11th November CBeebies Poppies https://www.bbc.co.uk/programmes/b04p4zsl <p>Disciplinary Concept: Conflict and Peace</p>	<ul style="list-style-type: none"> My Cop Lane Garden – changes over time Observing shoots beginning to grow from bulbs planted <p>Disciplinary Concept: Continuity and Change</p>	<ul style="list-style-type: none"> My Cop Lane Garden – changes over time Observing shoots beginning to grow from bulbs planted. Historical change over time observed in traditional and fairy tale illustrations <p>Disciplinary Concept: Change and Continuity</p> <p>Substantive Concept: Exploration and Innovation</p> <p>Disciplinary Concept: Cause</p>	<ul style="list-style-type: none"> My Cop Lane Garden – changes over time <p>Disciplinary Concept: Change and Continuity</p> <p>Disciplinary Concepts: Historical Significance / Similarity and Difference</p>	<ul style="list-style-type: none"> My Cop Lane Garden – changes over time How we have changed since starting school. The Wright Brothers https://www.youtube.com/watch?v=w1zDmllGDWk <u>Change in aeroplanes and flight over time.</u> <p>Disciplinary Concepts: Historical Significance / Similarity and Difference</p>
<p>Understanding the World</p>	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of 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. 					

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Past and Present skill development	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
UTW Past and Present Potential key vocabulary	changes, family history, baby, child, conflict, peace, grow, bulbs, shoots, migration, explore, cause, important, special, significant					
UTW Past and Present Local history	My Cop Lane Garden – changes over time					
Enquiry question	What is it like where I live? How does it change over time?		What is it like where I live? How does it change over time? What is it like where other children and different animals live?		What is it like where I live? How does it change over time? What does it look like on a map? What is it like where other children and different animals live?	
Understanding the World – Geographical based learning incorporating People, Cultures and Communities and the Natural World (see educational programmes for details)	<ul style="list-style-type: none"> Observing seasonal change. Autumn walk bags to take home and fill. Explore back at school and link to our local environment and habitat. Growing and changing – what do we want to be when we get older? Looking at adults in the community, jobs and roles. Who works in our community and what kind of buildings do they work in? What happens in a harvest? 	<ul style="list-style-type: none"> Observing seasonal change. Looking at different countries and Christmas around the world using the book 'A World of Cookies for Santa' by M.E.Furman. <p>Cultural celebrations; Bonfire night 5th November 2025 Diwali 31st October 2025 Advent 1st December 2025 Christmas 25th December 2025</p>	<ul style="list-style-type: none"> Observing seasonal change. Look at China and Chinese/Lunar New Year within our celebrations learning. Exploring plants and animals around them and in contrasting natural environments – polar habitats. Special Places within our community and who works there – link with RE learning <p>Cultural celebrations; Chinese/Lunar New Year 17th February 2026 Year of the Horse Ramadan begins 17th February 2026</p>	<ul style="list-style-type: none"> Observing seasonal change. Exploring plants and animals around them in the local environment. Planting seeds and plants outdoors appropriate for our habitat and to support the animals in our habitat e.g. bees. Where have I been in the world? How was it similar/ different to where I live? <p>Cultural celebrations; Eid-al-Fitr 19th/20th March 2026 Easter traditions Easter Sunday 5th April</p>	<ul style="list-style-type: none"> Observing seasonal change. Earth Day - looking at the wider world, how we can look after our world. Using 'Here We Are' as stimulus and also '10 Things I can do to change my world'. Discussing climate change using 'Welcome' by Barroux. Looking at different habitats. <p>Cultural celebrations; Eid-al-Adha 26th May 2026</p>	<ul style="list-style-type: none"> Observing seasonal change. Emma Jane's Aeroplane to discuss the world and landmarks/ similarities and differences between parts of the world. My journey to school. Where have I been in the world? How was it similar/ different to where I live?
Mathematics and	Development Matters Mathematics 3-4 year olds <ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. 					

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<p>Understanding the World</p> <p>Natural World skill development</p>	<ul style="list-style-type: none"> Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Development Matters Understanding the World 3-4 year olds</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Development Matters Understanding the World Children in Reception</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. <p>Early Learning Goals</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. 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. 					
<p>Potential key vocabulary</p>	<p>Seasons, harvesting, autumn, winter, spring, summer, growing, changing, community, countries, the world, China, Chinese New Year, celebrations, plants, animals, natural environment, contrasting environment, habitats, polar habitats, special places, growth, seeds, bulbs, climate change, landmarks, similarities, differences</p>					
<p>Understanding the World – Scientific based learning incorporating People, Cultures and Communities and the Natural World</p> <p>(see educational programmes for details and also PLAN IT documents for details of key skills and vocabulary)</p> <p>Additional incidental science based learning based on interests of children and CP learning</p>	<p>Humans</p> <ul style="list-style-type: none"> *Describe people who are familiar to them *Learn about how to take care of themselves <p>Growing and changing – what do we want to be when we get older? Looking at adults in the community, jobs and roles.</p> <p>Who works in our community? What do you want to be when you grow up?</p> <p>Seasonal change</p> <ul style="list-style-type: none"> *Play and explore outside in all seasons and different weather *Observe living things throughout the year <ul style="list-style-type: none"> <i>IT link - Using easi-scope microscope to view fruit and vegetables.</i> Planting bulbs to observe growth and change over time. Harvesting apples from garden and 	<p>Seasonal change</p> <ul style="list-style-type: none"> *Play and explore outside in all seasons and different weather *Observe living things throughout the year <ul style="list-style-type: none"> Planting bulbs to observe growth and change over time. 	<p>Seasonal change</p> <ul style="list-style-type: none"> *Play and explore outside in all seasons and different weather *Observe living things throughout the year <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> *Explore the plants in the surrounding natural environment *Explore the animals in the surrounding natural environment *Explore plants and animals in a contrasting natural environment <p>Materials including changing materials</p> <ul style="list-style-type: none"> *Explore a range of materials, including natural materials *Observe, measure and record how materials change when heated and cooled *Compare how materials change over time in different conditions <ul style="list-style-type: none"> Saving Supertato experiment 	<p>Seasonal change</p> <ul style="list-style-type: none"> *Play and explore outside in all seasons and different weather *Observe living things throughout the year <p>Science Week on the theme of ‘Curiosity: What’s Your Question?’</p>	<p>Animals, excluding humans</p> <ul style="list-style-type: none"> *Name and describe animals that live in different habitats *Describe different habitats <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> *Explore the plants in the surrounding natural environment *Explore the animals in the surrounding natural environment *Explore plants and animals in a contrasting natural environment <p>Seasonal change</p> <ul style="list-style-type: none"> *Play and explore outside in all seasons and different weather *Observe living things throughout the year <ul style="list-style-type: none"> Planting seeds and plants outdoors. Monitoring growth of seeds and plants. Looking at the wider world, how we can look after our world. Using ‘Here We Are’ as stimulus and also ‘10 Things I can do to change my world’. Exploring plants and animals around them 	<p>Seasonal change</p> <ul style="list-style-type: none"> *Play and explore outside in all seasons and different weather *Observe living things throughout the year <ul style="list-style-type: none"> Floating and sinking water play. Observing minibeasts in outdoor areas. Visit to Bring Yer Wellies

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<p>Using Explorify to supplement PLAN IT learning</p>	<p>then watch change over time over the year.</p> <ul style="list-style-type: none"> • Little Acorn story • Autumn walk bags to take home and fill. Explore back at school and then watch change over time over the year. <p>Additional incidental science based learning based on interests of children and CP learning</p> <p>Using Explorify to supplement PLAN IT learning</p>				<p>and in contrasting natural environments.</p> <ul style="list-style-type: none"> • Looking at different habitats. • Visit to Bring Yer Wellies <p>Scientist – Alexander Von Humboldt</p>	
<p>Expressive Arts and Design Creating with Materials (see educational programmes for details) Art based learning</p>	<p>Learning to use the creative area/maker space. Opportunities to be creative outdoors with small parts. Self-portraits in collage, paint, drawing materials. Looking at self-portraits by artists. Patterns with natural materials.</p>	<p>Leaf Man We're Going on a Leaf Hunt linking to Autumn. Collaborative autumn collages using mixed media. Bonfire/firework art, both transient and fixed. Poppy themed art for Remembrance. Making salt dough diva lamps. Decorating light jars for gifts. Cards for celebrations.</p>	<p>Collaborative winter collages using mixed media. Designing and making superhero costumes. Traditional Chinese art/patterns, using red and gold to create pieces of art.</p>	<p>Collaborative spring collages using mixed media. Cards for celebrations.</p>	<p>Snail Trail - Matisse linked art work. Lucy Arnold Bugs and Butterflies art.</p>	<p>Collaborative summer collages using mixed media. Cards for celebrations. Karin Zeller fish and animal art using oil pastels and mixed media.</p>
<p>Expressive Arts and Design Creating with Materials Physical Development and Expressive Arts and Design skill development</p>	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper and with scissors. • Use a comfortable grip with control when holding pens and pencils. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance coordination and agility. • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 					<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing. • Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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				<ul style="list-style-type: none">Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.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.		
Potential key Vocabulary	textures, drawing, painting/paint, make, artist, fold, line, colour, mix, artist, illustrator, overlap, create Names of key tools - brush, pencil, glue, scissors, crayons, felt tips, chalk. Names of basic shapes - square, circle, star, triangle etc.					
Expressive Arts and Design Creating with Materials (see educational programmes for details) DT based learning	<ul style="list-style-type: none">Learning to use the creative area/maker space.Design and make a vegetable soup as a class.	<ul style="list-style-type: none">Making salt dough diva lamps.Making Christmas food for Father Christmas from around the world.	<ul style="list-style-type: none">Designing and making superhero costumes.Designing and making superhero vehicles using Lego remote controlled vehicles.	<ul style="list-style-type: none">Construction kits – designing and making bridges for the Gingerbread Man.Designing and making a storytelling spoon puppet, using tools and techniques to attach pieces.		<ul style="list-style-type: none">Making an aeroplane, based on designs from the past and using different tools and techniques to attach pieces.
PSED, UTW, Physical Development and Expressive Arts and Design skill development links	Personal, Social and Emotional Development 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.			Understanding the World <ul style="list-style-type: none">Explore how things work.		
	Physical Development – Fine Motor Skills <ul style="list-style-type: none">Use large-muscle movements to wave flags and streamers, paint and make marks.Choose the right resources to carry out their own plan.Use one-handed tools and equipment, for example, making snips in paper with scissorsProgress towards a more fluent style of moving, with developing control and grace.Develop their small motor skills so that they can use a range of tools competently, safely and confidently.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floorUse a range of small tools, including scissors, paintbrushes and cutlery			Expressive Arts and Design – Creating with Materials <ul style="list-style-type: none">Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.Explore different materials freely, in order to develop their ideas about how to use them and what to make.Develop their own ideas and then decide which materials to use to express them.Create closed shapes with continuous lines, and begin to use these shapes to represent objects.Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.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.		
Key Vocabulary	Textures, make, create, explain, hold, stick, stay, design, pinch, mould, build, connect, construct, attach, colour, ... Names of key tools - brush, pencil, glue, scissors, crayons, felt tips, chalk, glue gun Names of basic shapes - square, circle, star, triangle etc					
	Me! Songs and activities to familiarise children with some	My Stories Songs and activities to familiarise children with some	Everyone! Songs and activities to familiarise children with some	Our World	Big Bear Funk	Reflect, Rewind and Replay A chance to reflect on and consolidate learning throughout

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<div>Expressive Arts and Design</div> <div>Being Imaginative and Expressive Music based learning</div> <div>(see educational programmes for details)</div> <div>Tuned and Untuned Percussion</div>	well-known nursery rhymes and action songs.		well-known traditional rhymes and songs		well-known traditional rhymes and songs		Explore the concept of travel through a range of songs and activities		Explore the concept of travel through a range of songs and activities		the year and develop History of Music understanding	
	Pat a Cake 1,2,3,4,5, Once I Caught A Fish Alive Five Little Ducks Name Song Things For Fingers		I'm a Little Teapot The Grand Old Duke of York Ring A Roses Hickory Dickory Dock Not Too Difficult The ABC Song		Everyone! - explore: family, friends, people and music from around the world Wind the Bobbin Up Rock a bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy and You know It Head, Shoulders, Knees and Toes		Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey		Big Bear Funk and revisiting other nursery rhymes We Went on a Safari music story sack Exploring BBC Ten Pieces – Bring the Noise		Revisit chosen nursery rhymes and/or songs Exploring BBC Ten Pieces – Bring the Noise	
	Me! - explore: growing, homes, colour, toys, how I Look		Christmas Production All children from EYFS/KS1 involved in learning and performing a short production which includes singing, optional instrumental parts, acting, movement and dance.		Exploring BBC Ten Pieces – Bring the Noise							
	Progression of Skills											
	Singing Join in with singing well-known nursery rhymes, new songs and rhymes using simple actions.						Sing simple chants and rhymes from memory and enjoy singing.					
	Playing Instruments Play percussion instruments, knowing when to stop. Handling and playing percussion instruments to the pulse and repeating a simple rhythm.						Playing percussion instruments softly or loudly by following simple hand instructions. Having respect for musical instruments Children are aware of sounds made by different instruments					
	Creating Music Exploring the sounds that different instruments make. Creating and improvising simple rhythmic motifs.						Create and improvise simple rhythmic motifs and adding sounds to stories or songs. Children can express themselves through dance by using the sounds of music.					
Listening to Music Listening to a variety of different music and talking about it. Responding to music through movement						Listen to and associate short and simple pieces of music to different situations and be able to talk about it. Communicate the emotional effect of music Children have an awareness of sounds and rhythms.						
RE	Service		Peace		Trust		Forgiveness		Hope		Thankfulness	
	https://questful-re.org.uk/ By following this plan, EYFS will be doing a progressive study of Christianity, Islam and Hinduism, which will continue in KS1 and they will encounter Judaism and non-religious World Views.											
Key	Th	Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.										
	Ph	Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.										
	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.										
New Questful RE	EYFS 1 Why are we all different and special?		S14 Why do Hindus light candles at Diwali?		EYFS 5 Which stories did Jesus hear as a child?		EYFS 6 Why did Jesus tell stories?		EYFS 9 What makes a place holy or special?		EYFS 11 How do you celebrate special times?	
	Th	Why do Christians believe God is their heavenly father?	Th	Why is the festival of Diwali important to Hindus?	Th	Which of the stories do you like best?	Th	Where will you find the stories Jesus told?	Th	Does everyone go to the same place to worship? Why not?	Th	What makes particular days special?
	Ph	Why are names important?	Ph	How do you feel when you are celebrating something special?	Ph	Do you like listening to stories?	Ph	What can we learn from Jesus' stories?	Ph	Where is your special place?	Ph	How are special times celebrated?
	Ss	Does everyone agree that God made us?	Ss	How do Hindus celebrate Diwali?	Ss	Did Jesus go to church? Why not?	Ss	Which stories teach about God's love?	Ss	Why do some people take off their shoes before entering their place of worship?	Ss	Which special times do people of faith celebrate?

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	World Faiths and World Views Christianity Pupils will be introduced to the knowledge that Muslims and Jews also share the belief that God is our creator. It could also be appropriate to mention that some people do not believe that God is a creator.	World Faiths and World Views Hinduism	World Faiths and World Views Islam Judaism	World Faiths and World Views Christianity	World Faiths and World Views Christianity Hinduism Islam	World Faiths and World Views Christianity and Festival Days across all World Faiths that are relevant to or of interest to the children.
	EYFS 2 Why do people of faith say thank you to God at harvest time?	EYFS 4 How do Christians celebrate Jesus' birthday?		EYFS 7 Why do Christians believe that Easter is all about love?		
	Th Why do Christians believe God is the creator of everything?	Th Why was Jesus a special baby?		Th Why do Christians believe that Jesus death on the cross is so important?		
	Ph Why is it important to say thank you?	Ph Which part of the story is most important?		Ph Who do you love?		
	Ss How do Christians say thank you to God at harvest time?	Ss Does everyone celebrate Jesus' birthday the same way?		Ss How do Christians celebrate Easter?		
	World Faith and World Views Christianity	World Faiths and World Views Christianity		World Faiths and World Views Christianity		
	Me and My Family The Story of Creation Harvest n/f celebration books Clever Cub books	The Diwali Gift The Best Diwali Ever Little Glow The Nativity story With Love from God to You The Greatest Journey The Well Good News of Christmas It Begins in Bethlehem Clever Cub books	Stories from the Old Testament Clever Cub books	N.B. This unit may run into summer, depending on the timing of Easter Stories from the New Testament Clever Cub books	Clever Cub books	The Best Eid Ever Clever Cub books
Technological learning (see educational programmes for details)	Physical development – using mini mash to develop fine motor skills Staying Safe Online <ul style="list-style-type: none">Self-Image and Identify I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upsetOnline Relationships I can recognise some ways in which the internet can be used to communicate		Programming – Coding caterpillar / and early algorithms Staying safe online <ul style="list-style-type: none">Managing online information I can talk about how to use the internet as a way of finding information online I can identify devices I could use to access information on the internet.Health, well-being and lifestyle		Barefoot = Programming – Springtime Staying safe online <ul style="list-style-type: none">Privacy and Security I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) I can describe who would be trustworthy to share this information with; I can explain why they are trusted.Copyright and ownership I know that work I create belongs to me	

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	<p>I can give examples of how I (might) use technology to communicate with people I know</p> <ul style="list-style-type: none"> • Online bullying <p>I can describe ways that some people can be unkind online</p> <ul style="list-style-type: none"> • I can offer examples of how this can make others feel 	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <ul style="list-style-type: none"> • I can give some simple examples of these rules 	<ul style="list-style-type: none"> • I can name my work so that others know it belongs to me
	<ul style="list-style-type: none"> • completes a simple program on a computer • interacts with age- appropriate computer software • use technology for different purposes • navigating mini mash and saving learning in their personal trays • using iPads where appropriate to aid learning e.g. phonic apps, book apps, book creator app, green screen • make sharp, alert, secure, kind and brave online choices to help us to be internet legends. 		

- **All activities take part in the indoor and outdoor classrooms. Outdoor links are made wherever possible.**
- **All themes subject to change, as we follow children's interests.**