

Hillfort Primary School EYFS Long Term Plan 2022-2023


The children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Hillfort, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

Our long-term planning is a high-level overview of how the learning in the curriculum is likely to be ordered and structured across the whole year. If the children have not discovered certain activities and skills during continuous provision, these new experiences and skills will be introduced and developed as set out in the long-term plan. Our plan includes themes that will provide contexts for activities for each curriculum area. Core texts, songs and nursery rhymes are planned throughout the year and are used to engage the children as well as 'hooks' along the way. These plans are frequently adapted to meet the needs and interests of the children in our setting.

General Themes	Autumn 1 All about me!	Autumn 2 Celebrations!	Spring 1 Come outside!	Spring 2 Amazing animals!	Summer 1 Terrific tales!	Summer 2 Explorers!
----------------	---------------------------	---------------------------	---------------------------	------------------------------	-----------------------------	------------------------

COEL	<p>Characteristics of Effective Learning</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>					
------	--	--	--	--	--	--

 <p>Over Arching Principles</p>	<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>PLAY: <i>At Hillfort, we understand that 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.'</i></p>					
---	--	--	--	--	--	--

General Themes	Autumn 1 All about me!	Autumn 2 Celebrations!	Spring 1 Come outside!	Spring 2 Amazing animals!	Summer 1 Terrific tales!	Summer 2 Explorers!
<p>NB: These themes will be adapted at various points to allow children's interests to flow through the provision.</p>	<p>Starting school My new class People who help us Police/fire visit/vets Staying healthy My family What am I good at? Being kind/sharing</p>	<p>Shadows & Shiny Seasons/weather Baking Diwali The nativity Christmas letters How do I make others feel?</p>	<p>Plants & Flowers Weather/seasons Conservation area Planting seeds Vegetables/fruit Mini Beasts Keeping healthy Sculpture: Andy Goldsworthy Recycle</p>	<p>Life cycles Animals around the world Down on the Farm Animal Arts and crafts Night and day animals Animal patterns David Attenborough</p>	<p>Traditional Tales Old favourites Familiar tales Library visit Journeys Baking Letter writing Conservation area</p>	<p>Around the Town The world Where do we live? Vehicles past and Present Space Who was Neil Armstrong? Going on a bear hunt</p>
<p>Nursery rhymes and songs</p>	<p>I'm a little tea pot/Row, row your boat/Baa baa black sheep Sailor went to sea, sea, sea/Wiggly Woo/ Happy and you know it Bear went over the mountain/Twinkle twinkle little star/ Humpty Dumpty/Incy wincy spider/Hickory Dickory Dock/Brush your teeth/Down at the station/Little Bo Peep/Grand Old Duke of York/Days of the week song/Weather song/Animal fair/Ten in a bed/I'm a pirate</p>	<p>Five Little Men in a Flying Saucer/ Five Little Monkeys/Five current buns Five speckled frogs/Five little ducks/Once I caught a fish alive!/Five little apples/Five little pirates/I'm a little snowflake/I'm a little snowman/Jingle bells Nativity songs</p>	<p>Tiny Tim the turtle/Wiggly Woo/Busy Farmer Ben/Ten in a bed/Dingle Dangle Scarecrow/The pirate song/If You're An Elephant and You Know It Incy Wincy Spider/Old MacDonald/Ten green bottles/This old man/Old Mother Hubbard</p>	<p>Months of the year song/I like to eat apples and bananas/The little green frog went Galumph/The sneaky crocodile/Animals went in two by two/Never smile at a crocodile/Chick, Chick, Chick. Chick Chicken/Down in the jungle/The farmers in his den/BINGO</p>	<p>Goldilocks rap/She'll be coming round the mountain/Dr Nickabocka number 9/Mr Clickitty Cane/The Penguin song/When Goldilocks went to the house of the bears/Spaghetti song/Do You Like Broccoli Ice Cream?/ Shake Our Sillies Out/Put your hands in the air</p>	<p>Do your ears hang low/Bear hunt song/Dinosaur Stomp/Dinosaur hunt song/Going on a lion hunt/The Kangaroo Song/Walking In The Jungle/Parts of my body song/Wake up (Out of the Ark)/Counting in 10s song</p>
<p>Core texts</p>	<p>Brown Bear, Brown Bear what do you see? Red rockets and rainbow jelly</p>	<p>Wow! Said the Owl Each Peach Pear Plum Supertato George and the dragon</p>	<p>Rosie's Walk The little red hen – traditional tale The Very Hungry Caterpillar Jasper's Beanstalk</p>	<p>Little Rabbit Foo Foo Sharing a shell The pig in the pond Farmer duck What the ladybird heard</p>	<p>The Gruffalo Goldilocks's and the Three Bears – traditional tale The three little pigs – traditional tale</p>	<p>Lost and Found We're Going On a Bear Hunt Whatever Next! The Journey Home Man on the moon</p>

	Shark in the park/Shark in the dark/Shark in the park on a windy day Dear Zoo My many coloured days Little and big Pirates love under pants The cat in the hat What happened to you? So much	Three Billy Goats Gruff – traditional tale Stickman Owl babies The night pirates The story of Rama and Sita Uncle Bobby's wedding	The tiny seed Oliver's vegetables Jack and the beanstalk – traditional tale Jabari jumps Would you rather The Mousehole Cat	How to look after your dinosaur Poo in the zoo Elmer The Smeds and the Smoos Handa's noisy night	The three horrid pigs and the big friendly wolf Funny bones The Tiger Who came to Tea Dear Greenpeace The kiss that missed We completely must go to London The Ghanaian Goldilocks Handa's surprise	Little red riding hood – traditional tale Dinosaurs and all that rubbish Where the wild things are Through the magic mirror Little Red and the very hungry lion
Enrichment opportunities	Autumn Trail Police / Firefighter visit Harvest Time Birthdays Favourite Songs What do I want to be when I grow up?	Bonfire Night Clay trolls Christmas Time Nativity Diwali Remembrance day Children in Need	Chinese New Year Picnic Planting seeds Vegetable soup Weather experiments Nature Scavenger Hunt	Mother's Day Saint Piran's Day Science Week Easter time Easter Egg Hunt Vet visit	Post a letter Gruffalo crumble Food tasting – different cultures Conservation area Create a map Invite people in to read stories	Visit aquarium Under the Sea – singing songs and sea shanties RNLI visit Father's Day Pirate Day Ice-cream at the park
General Themes	Autumn 1 All about me!	Autumn 2 Celebrations!	Spring 1 Come outside!	Spring 2 Amazing animals!	Summer 1 Terrific tales!	Summer 2 Explorers!
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories, non-fiction, rhymes and poems , and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions,	Welcome to EYFS! Making friends Children talking about experiences that are familiar to them This is me!	Tell me a story! Develop vocabulary Retelling stories Story language Listening and responding to stories	Tell me why! Using language well Ask how and why questions... Retell a story with story language	Talk it through! Describe events in detail – time connectives Understand how to listen carefully and	What happened? Re-read favourite and traditional books so children learn the language necessary to talk about what is	Time to share! Show and tell – Tapestry. Read aloud books to children that will extend their

<p>sharing circles, PSHE times, stories, and singing, speech and language interventions. Daily poems, daily nursery rhymes and 5 stories a day.</p>	<p>Rhyming and alliteration Familiar Print Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Learn nursery rhymes</p>	<p>Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Books chosen to develop vocabulary. Reread favourite stories</p>	<p>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.</p>	<p>why listening is important. Sustained focus when listening to a story. Learn new stories and retell using actions and props.</p>	<p>happening in each illustration and relate it to their own lives. Make predictions of what might/could happen next. Talk about characters and settings. Learn new stories and retell.</p>	<p>knowledge of the world. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Children to develop their own preferences to books and stories.</p>
<p>Personal, Social and Emotional Development</p>	<p>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 will 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.</p>					
<p>Managing Self Self - Regulation</p>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships</p>	<p>Getting on and falling out. How to deal with emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships What makes a good friend? Healthy me Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Sports day - Winning and loosing Changing me 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.</p>

<p>Literacy</p> <p>Comprehension - Developing a passion for reading</p> <p>Each classroom has a well-developed reading area, containing books that are carefully selected and presented well to engage and excite the children.</p> <p>The EY outside area has a well-developed 'reading in nature' area.</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Favourite story/rhyme. 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 Sequencing familiar stories with pictures to tell the story. Recognise initial sounds. Name writing. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling of stories. Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.</p>	<p>Information leaflets about animals/plants and growing. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Stories from other cultures. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Draw pictures of characters/setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction book gives information. Fiction means story. Can point to front cover, back cover, spine, author and title.</p>
<p>Writing</p>	<p>Dominant hand, tripod grip, 'nip, flip and grip' mark making, giving meaning to marks and labelling.</p> <p>Name writing.</p> <p>Formation of letters using RWI rhymes.</p>	<p>Name writing, labelling using initial sounds. Write cvc word or simple caption linked to 'fingers and thumbs'.</p> <p>RWI Magnetic letters</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Guided writing based around developing short sentences in a meaningful context – linked to fingers and thumbs.</p>	<p>Writing captions and labels, writing simple sentences. Writing short sentences to accompany story pictures. Order the Easter story. Character descriptions. Write 2 sentences</p>	<p>Writing recipes, lists. Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p>Story writing, writing sentences using a range of tricky words spelt correctly. Begin to use full stops and finger spaces. Recount – trip to aquarium/3 sentences.</p>
<p>Maths</p>	<p>Early Mathematical Experiences Counting rhymes and songs</p>	<p>Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6</p>	<p>Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten</p>	<p>Grouping and sharing Counting and sharing in equal groups •Grouping into fives</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise,</p>	<p>Depth of numbers within 20 Explore numbers and strategies •Recognise and</p>

	<p>Classifying objects based on one attribute</p> <ul style="list-style-type: none"> •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. <p>Pattern and early number</p> <p>Recognise, describe, copy and extend colour and size patterns</p> <ul style="list-style-type: none"> •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. <p>A number a week.</p>	<ul style="list-style-type: none"> •Conservation of numbers within six <p>Addition and subtraction within 6</p> <p>Explore zero •Explore addition and subtraction</p> <p>Measures</p> <p>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D & 3-D shapes</p> <ul style="list-style-type: none"> •Describe position accurately <p>Calendar and time</p> <p>Days of the week, seasons •Sequence daily events</p>	<ul style="list-style-type: none"> •One more or fewer, one greater or less <p>Addition and subtraction within 10</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15</p> <p>Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p>and tens</p> <ul style="list-style-type: none"> •Relationship between grouping and sharing <p>Numbers within 20</p> <p>Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer</p> <p>Doubling and halving</p> <p>Doubling and halving & the relationship between them</p>	<p>complete and create patterns</p> <p>Addition and subtraction within 20</p> <p>Commutativity</p> <ul style="list-style-type: none"> •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving <p>Money</p> <p>Coin recognition and values</p> <p>Measures</p> <p>Describe capacities</p> <ul style="list-style-type: none"> •Compare volumes/weights •Estimate, compare and order lengths 	<p>extend patterns</p> <ul style="list-style-type: none"> •Apply number, shape and measures knowledge •Count forwards and backwards <p>Numbers beyond 20</p> <p>One more one less</p> <ul style="list-style-type: none"> •Estimate and count •Grouping and sharing
<p>Physical development - Fine motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation) Provide extra help and guidance when needed.</p>	<p>Fingers and thumbs daily activities. Finger gym activities. Threading, cutting, weaving, playdough, Fine Motor activities. 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</p>	<p>Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / use tweezers Button Clothing / Cutting with Scissors</p>	<p>Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Accurate cutting. Build things with smaller linking blocks, such as Lego</p>	<p>Fine Motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross etc.</p>	<p>Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable.</p>

		Build things with larger linking blocks, such as Duplo.				
<p>Physical development - Gross motor</p> <p>Daily dance and yoga session. Weekly PE lesson. Daily access to bikes, trikes and scooters.</p>	<p>Negotiating space – outdoor equipment Different ways of moving. – Inside and outside areas. Balancing equipment. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Crates and planks- climbing & balancing. Dance – nativity. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes and wheelbarrows.</p>	<p>Ball skills- throwing and catching. Provide a wide range of activities to support a broad range of abilities. Dance-moving to music Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Balance- children moving with confidence</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Dance-moving to music</p>	<p>Races / team games involving gross motor movements. How can we stay healthy? Gymnastics – Balancing</p>
	Autumn 1 All about me!	Autumn 2 Celebrations!	Spring 1 Come outside!	Spring 2 Amazing animals!	Summer 1 Terrific tales!	Summer 2 Explorers!
<p>Understanding the world</p> <p>RE</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of</p>	<p>Identifying their family. Talk about what they do with their family and places they have been with their family – Tapestry. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs. Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Little Red Hen to</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Building a 'Bug Hotel'</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals? Compare animals from a jungle to those on a farm. Explore a range of animals. Learn their names and label their body parts. Nocturnal Animals Use images, video clips, shared texts and other resources to bring the wider world into the</p>	<p>Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport old and new. Use bee-bots on simple maps. Encourage the children to use navigational language. Environments – Features of local environment Maps of</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a paleontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects - Titanic</p>

<p>individuals and groups within their own community.</p>	<p>immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p>	<p>draw information from a map and begin to understand why maps are so important and needed. Share different cultures versions of famous fairy tales.</p>	<p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Use the BeeBots.</p>	<p>classroom. Listen to what children say about what they see After close observation, draw pictures of the natural world, including animals and plants.</p>	<p>local area Comparing places on Google Earth – how are they similar/different?</p>	<p>Share non-fiction texts that offer an insight into contrasting environments. Introduce the children to NASA and America.</p> <p>Neil Armstrong</p>
<p>Expressive Arts and Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Children to produce a piece of art work at least one each half term.</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Self-portraits and junk modelling. Exploring sounds and how they can be changed, tapping out of simple rhythms. Fingers and thumbs crafts linked to letter sounds and nursery rhymes.</p>	<p>Use different textures and materials to make bridges for the Three Billy Goats Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. The Nativity – singing and dancing</p>	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother’s Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art</p>	<p>Rousseau’s Tiger / animal prints / Collage owls / symmetrical butterflies</p> <p>Collage and paint-farm animals/jungle animals Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Teach children different techniques for joining materials, such as how to use adhesive tape and</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Make puppets of characters.</p> <p>Salt dough</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p>

<p>Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their interests and passions.</p>		<p>Fingers and thumbs crafts linked to letter sounds, nursery rhymes and stories.</p>		<p>different sorts of glue.</p>		<p>Retelling familiar stories Create space pictures</p>
---	--	---	--	---------------------------------	--	---

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<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</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</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</p>	<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</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)</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,</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</p>

<p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>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</p>	<p>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>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>	<p>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>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>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.</p>	<p>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>
---	---	---	--	---	---	--

<p>support from their teacher.</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>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
------------------------------------	---	--	--	--	--	--