EYFS Long Term Plan 2025-2026

The Curriculum Intent at St Gregory's

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan:
Loving all, like Jesus, we flourish together.

We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

At St Gregory's, we encourage children to be inquisitive throughout their time at the school and beyond. At St Gregory's we believe that every child deserves the best possible start in life and that the support we provide enables them to reach their full potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. The overarching aim of the Early Year Policy at St Gregory's is to promote the principles of the EYFS Statutory Framework and the Development Matters in the Early Years Foundation Stage Guidance. The statutory document states the requirements for schools to support children's learning, development, safeguarding and welfare. It also makes it mandatory for practitioners to use the Characteristics of Effective learning to show how children learn.

In keeping with the rest of the curriculum at our school, the learning our children undertake in EYFS enables them to continuously develop the Seven Skills of the Steward – attributes and attitudes which we believe will be essential so as to enable our children to thrive in the world of the future and help make 'Thy Kingdom come':

Team-working † Problem-solving † Creativity † Peace-making

Empathy † Resilience † Gratitude

Aims

At St Gregory's, in age and stage-appropriate ways, we aim to ensure that all pupils:

- experience an EYFS curriculum which is meaningful, motivating and memorable
- become independent, resilient learners who model the skills of the steward in all that they do
- have access to a vocabulary- rich environment
- develop a love of reading and writing right from the start
- are inquisitive learners who display a passion and love of learning

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	Autumn Term 1	Autumn Term 2	Spring term 1	Spring Term 2	Summer Term 1	Summer Term 2
RE	**Creation & Covenant**	**Prophecy & Promise**	**Galilee to Jerusalem**	**Desert to Garden**	**To the Ends of The Earth**	**Dialogue & Encounter**
Main Theme	**Who Am I?**		**Would You Rather?**		**Isn't It Amazing?**	
Possible themes. (These may be adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me Comparing families / homes/ beliefs Celebrations/ parties: Bonfire Night, Remembrance Day Harvest, Diwali, Advent, Christmas Seasonal changes – Autumn/Winter		Comparing places Comparing our home city and the UK with Africa (Ghana) Under the sea and space Now and then – comparing key historical figures to people today Easter Seasonal changes – Winter/Spring		Growing and changing Plants and flowers Human body, senses Keeping fit and healthy including dental hygiene The history of toys Animals and minibeast life cycles Recycling, looking after the world Seasonal changes – Spring/Summer	
Parental Involvement Regular stay and plays throughout the year. Mystery reader every half term (parents/grandparents).	• Autumn Walk • Supporting your child in Reception meeting • Phonics Early reading and Maths meeting • Nativity • Buddy assembly		• Ash Wednesday Mass • Trip to the Library • Mother's Day afternoon • Easter Bonnet making with parents • Sharing our floor books and Learning Journeys with parents.		• Parents joining us on trips • Father's Day afternoon • Dental visit • Sport's Day • New parent's Induction Evening • Induction afternoon	

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Communication and Language – Prime area						
	Autumn Term 1	**Autumn Term 2**	**Spring term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Main Theme	**Who Am I?**		**Would You Rather?**		**Isn't It Amazing?**	
Educational Programme	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 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, storytelling 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.					
Curriculum Goal	**Listening and Attention** • Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** • Children at the expected level of development will: • 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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Key Learning	**Listening** – *listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or*		**Attention** – *maintain attention in different contexts, attend to other people*		**Demonstrate Understanding** –*ask questions to check understanding.* **Respond to and answer questions** –	

	activities, listen to stories with enjoyment and interest. **Attention** – *Show attention and interest in stories read to them in whole class and small group contexts.* **Respond** – *with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play.* **Demonstrate Understanding** – *follow instructions, requests, and ideas in a range of contexts and situations.* **Respond to and answer questions** – *'where' 'how' and 'why' questions about self and own experiences.* **Speaking –** *speak clearly, speak in full sentences.* **Vocabulary –** *use an increasing range of vocabulary appropriately.* **Communication –** *communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1discussions. Talk about and discuss familiar events or characters in stories.*	*(adults, peers) both familiar and unfamiliar.* **Respond** –*Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.* **Demonstrate Understanding** – *Ask and answer questions in different contexts including in response to stories.* **Respond to and answer questions** – *'how' and 'why' in response to stories and events.* **Speaking –***use sentences that give many details.* **Vocabulary –***understand the meaning of new words.* **Questioning** – *ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.* **Reasoning –** *talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts.* **Clarify Thinking –** *use talk to connect ideas, and share their thinking indifferent contexts.*	*answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play.* **Speaking –** express ideas about feelings and experiences. **Vocabulary –***understand the meaning of new words and use appropriately in discussions and conversation.* **Uses Tenses** – *past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas.* **Reasoning –***Offer explanations for why things might happen.* **Narrative –** *use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen.*

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Personal Social Emotional Development - Prime area						
	Autumn Term 1	**Autumn Term 2**	**Spring term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Main Theme	**Who Am I?**		**Would You Rather?**		**Isn't It Amazing?**	
Educational Programme	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.					
Curriculum Goal	**Self Regulation: Children at the expected level of development will:** • -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self: Children at the expected level of development will:** • -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. **Building Relationships: Children at the expected level of development will:** • -Work and play cooperatively and take turns with others;					

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	• -Form positive attachments to adults and friendships with peers; • -Show sensitivity to their own and to others' needs.		
Key Learning	**Express feelings** – *show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.* **Communication** – *make choices, communicate what they need, listen toothers, maintain attention in familiar and unfamiliar situations.* **Manage feelings and behaviour** – *understand and follow rules, share with others, work with others.* **Build friendships** – *engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.* **Social skills** – *observe others, initiate and understand the rules of social interaction.* **Recognise the needs of others** - *show sensitivity to others.* **Communication** –*listen to others, speak to peers and adults and engage in discussions in a positive way.*	**Respond** – *Follow instructions, requests, and ideas in a range of contexts and situations.* **Active learning** – *engage in challenges.* **Work together** – *understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.* **Recognise the needs of others** - *demonstrate empathy, show awareness of how their actions may impact on others.* **Communication** – *use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others.*	**Understand feelings** – *talk about and discuss with others how they feel.* **Understand how others feel** – *show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.* **Active learning** – *engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress.* **Use language** – *to negotiate, co-operate, plan and organise play, resolve conflict.* **Social skills** –*negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.* **Recognise the needs of others** - *know that other children think and respond in different ways to them.* **Communication** –*reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.*

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Physical Development – Prime area						
	Autumn Term 1	**Autumn Term 2**	**Spring term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Main Theme	**Who Am I?**		**Would You Rather?**		**Isn't It Amazing?**	
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goal	**Gross Motor Skills: Children at the expected level of development will:** • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills: Children at the expected level of development will:** • 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.					
Key Learning	**Gross Motor Skills** **Fundamental movement skills** – *run/running fast, travel on feet/feet and hands, hop, static balance.* **Gross motor skills/movements** – *climbing, crawling, skipping, sliding, slithering, shuffling.*		**Gross Motor Skills** **Fundamental movement skills** – *underhand throw, underhand roll, catching, vertical jump and land, balance on body parts side roll and rock and roll, pencil roll.*		**Gross Motor Skills** **Fundamental movement skills** – *catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.*	

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	Spatial Awareness – *awareness of own space.* **Safety Awareness** – *when moving themselves; using small apparatus and equipment; respond to safety instructions.* **Apparatus** – *interacts with small equipment – drop, push, throw, roll, catch, kick.* **Body strength** – *with and without tools and equipment e.g. skywriting outdoors, carrying, pushing, pulling, digging.* **Movement of body parts -** *rotation of waist, shoulder, hip, knee ; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes.* •**Use of Vocabulary linked to Movement -** *names of body parts.* **Fine Motor Skills** *– demonstrates left/right hand dominance.* **Lines and Patterns -** *uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating***,** *wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag,*	**Gross motor skills/movements** – *climbing, crawling, skipping, sliding, slithering, shuffling.* **Spatial Awareness** – *awareness of own space, negotiates space, finds a space.* **Safety Awareness** – *when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; respond to safety instructions.* **Apparatus** – *control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging.* **Body strength** – *with and without tools and equipment e.g. skywriting outdoors, carrying, pushing, pulling, digging.* **Movement of body parts -** *making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes.* **Fine Motor Skills** *-demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toy.* **Drawing -** *draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.*	**Gross motor skills/movements** – *climbing, crawling, skipping, sliding, slithering, shuffling.* **Spatial Awareness** –*finds a space, changes direction, stops.* **Safety Awareness** – *when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions.* **Apparatus** – *control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging.* **Body strength** – *with and without tools and equipment e.g. skywriting outdoors, carrying, pushing, pulling, digging.* **Use of Vocabulary linked to Movement** *up down, backwards, forwards, sideways ;speed – fast, faster, slow, slowly, slower.* **Fine Motor Skills** *-manipulation and control when using tools and equipment.* **Communication** *- talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.* **Manipulate and control** *a range of tools with increasing accuracy to represent their ideas and experiences.*

	curved, circular, enclosed abstract shapes, dots.	**Letter formation** – *draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes.*	**Control of writing tools and equipment** – *size of letters, correct starting points for different groups of letters, forms letters correctly.*

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Literacy						
	Autumn Term 1	**Autumn Term 2**	**Spring term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Main Theme	**Who Am I?**		**Would You Rather?**		**Isn't It Amazing?**	
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goal	**Comprehension: Children at the expected level of development will:** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **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. **Writing: Children at the expected level of development will:** • 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.					
Key Learning – writing	***Emergent Writing*** *-Develop language skills (listening and talking) in a range of contexts.*		***Composition:*** *-Orally compose a sentence and hold it in memory before attempting to write it.*		***Composition:*** *-Can talk about the features of their own writing.*	

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	-Show awareness that writing communicates meaning. -Give meaning to the marks they make. -Understand that thoughts can be written down. -Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). -Make 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 cluster like words. -Beginning to use appropriate letters for initial sounds. -Beginning to build words using letter sounds in their writing. -Use writing in their play. -Use familiar words in their writing. -Show awareness of the different audience for writing. ***Composition:*** -Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. - Understands that thoughts and stories can be written down. - Have their own ideas and reasons for writing.	-Begin to use simple sentence forms. **Vocabulary, grammar and punctation** -Write a simple phrase with finger spaces that can be read back by themselves. ***Transcription - Spelling: GPC recognition, Oral segmenting, segmenting for spelling*** -Write left to right and top to bottom. -Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. -Know how to form clear ascenders ('tall letters') and descenders ('tails'). -Form some capital letters correctly, including the initial letter of their name.	-Write a simple narrative. -Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). ***Vocabulary, grammar and punctuation*** Recognise and know that a sentence starts with a capital letter. - Write simple sentences using finger spaces that can be read by themselves and others. ***Transcription - Spelling: GPC recognition, Oral segmenting, segmenting for spelling*** -Form some capital letters correctly, including the initial letter of their name.

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Key Learning – word reading	*-Orally blend sounds to make simple words.* *-Decode a number of regular words using Phase2 phonemes.* *-Read decodable HFWs sight words (list 1) (e.g. a, an as at if in).* *- Read decodable HFWs sight words (list 2) (e.g. will that this then them).* *-Read common exception words (tricky) from Phase 2(e.g. the to no go into).*	*-Decode a number of regular words using Phase 3 phonemes with build and blend strategy.* *-Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3phonemes).* *-Read common exception words (tricky) from Phase 3(e.g. he she we me be was you they all are my her).* *- Distinguish between a word, a letter and a space.*	*-Decode a number of regular words using Phase 3 phonemes/Phase 4(combination of adjacent consonants) with build and blend strategy.* *-Use decoding to read –using build and blend strategy – towards automatically reading known words.* *-Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.* *-Use phonic knowledge to attempt unknown words.* *-Read some common exception words (tricky)from Phase 4 (e.g. said like have so).* *-Read simple sentences and books consistent with their phonic knowledge.* *-Recognise some capital and lower case letters.*
Key Learning – comprehension	*-Listen attentively to a story at the appropriate interest level.* *-Recite simple rhymes, songs and poems.* *-Differentiate between text and illustrations.* *-Understand that print conveys meaning.* *-Hold a book correctly and turn pages from front to back and recognise front and back cover.* *-Know that in English print is read from left to right and top to bottom.*	*-Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.* *-Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.* *-Respond to questions about who, what, where, when linked to text and illustrations.*	*-Say what a character might be thinking, saying or feeling.* *-Say how they feel about stories and poems.* *-Recall the main points in text in the correct sequence.* *-Use the structure of a simple story when re-enacting and re-telling in their own words.* *-Talk about the themes of simple texts, (e.g. good over evil).*

	-Use picture clues to help read a simple text. *-Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations).* *-Talk about events, settings and characters.*	*-Sequence a simple story or event.* *-Use gestures and actions to act out a story, event or rhyme from text or illustrations.* *-Make predictions and anticipate key events based on illustrations, story content and title.* *-Respond to questions about how and why something is happening.*	*-Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.*

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Mathematics						
	Autumn Term 1	**Autumn Term 2**	**Spring term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Main Theme	**Who Am I?**		**Would You Rather?**		**Isn't It Amazing?**	
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goal	**Children at the expected level of development will:** **Number ELG** • 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 aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns ELG** • Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when onequantity 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.					
Key Learning linked to number and numerical patterns	***Rote Counting*** *-Rote count from 1* *-Rote count on from a given number between 1 and20.*		***Rote Counting*** *-Rote count back from 5 to 1 then from 10 to 1.*		***Rote Counting*** *-Rote count back from a given number between 1and 20.* *-Rote count beyond 20.*	

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	Recognition *-Select the numeral that represents a set of objects.* ***Counting Items*** *-Understand that counting is to find out how many.* *-Understand the last number said is the number in the set.* *Count up to 20 objects, pictures, sounds and actions.* *-Understand and use conservation of number.* *-Use the word 'zero' to represent 'none'.* ***Ordinal Numbers*** *-Understand and use ordinal numbers.* ***Fractions*** *-Understand that sharing is splitting an amount into equal parts.* ***Graphics*** *-Represent amounts in their own ways.* *-Represent their thinking in their own ways.* *-Talk about their representations.* *-Write numerals 0-9, 10-20.* ***Calculating*** *-Identify one more and one less than a given.* *-Add two single-digit numbers totalling up to 10, using practical equipment.* *-Subtract a single-digit number from a number up to10, using practical equipment.* ***Vocabulary*** *-Number, order, count, pattern, next, forwards, backwards.*	*-Know what number comes before, or after a given number.* *-Say a number between two given numbers.* ***Recognition*** *-Recognise and identify numerals 0 to 20.* ***Counting Items*** *-Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal.* -State without counting (subitise) amounts within five. ***Sense*** *-Partition a set of objects in different ways using the terminology part - part – whole..* *-Understand that 'teen' numbers are a group of 10 plus another number.* *-Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9; 16, 17, 18, 19; 26, 27,28, 29.* ***Fractions*** *-Understand that halving is sharing into two equal parts.* *-Understand that doubling is adding the same number to itself.* ***Graphics*** *-Write numerals 0-9, 10-20.* ***Calculating*** *-Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole.*	***Recognition*** *-Order numerals 0 to 20.* ***Counting Items*** *-Order three or more sets of objects.* *-Make a sensible guess of quantities within ten.* ***Sense*** *-Explore the patterns in odd and even numbers.* *-Understand 20 is the same as two groups of10.* ***Fractions*** *-Understand that halving is sharing into two equal parts.* *-Understand that doubling is adding the same number to itself.* *-Automatically recall double facts to 10.* ***Calculating*** *-Identify two more and two less than a given number.* *-Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10.*

	-More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than ,before, after. *Zero, one, two, three…* (build on throughout the year).	*-Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part –part – whole.* *-Relate subtraction to addition in practical situations using the terminology part – part – whole.* *- Add two single-digit numbers totalling greater than10, using practical equipment.* *-Subtract a single-digit number from a number greater than 10, using practical equipment.*	
Key Learning Linked to Space, Shape and Measure (there is no ELG for this aspect however this is included in the Educational programme which is statutory and therefore SSM needs to be included in the EYFS curriculum)	**Shape** *-Use everyday language to talk about shapes in the environment.* *-Create patterns and pictures with 2Dshapes.* *-Name common 2D shapes (circle, triangle, square, rectangle, oblong).* *-Know that shapes can appear in different ways and sizes.* **Space** *-Understand and use positional language in everyday situations.* *-Understand and use ordinal numbers when describing position.* *-Understand and use the language of movement/direction.* **Distance** *-Understand that measures of distance can have different names including length, width, height.*	**Shape** *-Build and make models with 3D shapes.* *-Name common 2D shapes (circle, triangle, square, rectangle, oblong).* *-Name common 3D shapes (sphere, cube, cuboid, cone).* *-Sort shapes according to their own criteria.* **Space** *-Understand and use the language of movement/direction.* *-Recognise patterns made of objects, numbers and shapes.* *-Describe patterns made of objects ,numbers and shapes.* *-Create and describe their own patterns made of objects, numbers and shapes.* **Distance** *-Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter).*	**Shape** *-Build and make models with 3D shapes.* *-Name common 2D shapes (circle, triangle, square, rectangle, oblong).* *-Name common 3D shapes (sphere, cube, cuboid, cone).* *-Talk about using mathematical language(straight, curved, sides, flat, solid).* **Space** *-Understand and use the language of movement/direction.* *-Describe patterns made of objects ,numbers and shapes.* *-Create and describe their own patterns made of objects, numbers and shapes.* **Distance** *-Order three objects of different length/width/ height.* *-Understand and use language of comparison between three objects, (e.g.*

	-Compare two objects of different length. *-Compare two objects of different width.* *-Compare two objects of different height.* **Weight** *-Understand the measurement of weight(heavy/light).* *-Understand and use language of comparison, (e.g. heavier/lighter).* **Volume/Capacity** *-Understand the measurement of volume/capacity (empty/nearly full).* *-Understand and use the language of comparison of three of the same container holding different amounts (e.g. most/least).* **Money** *-Understand that we need to pay for goods.* *-Recognise that there are different coins.* *-Recognise 1p coin.* **Time** *-Talk about significant times of the day, (e.g. home time, lunch time snack time, bed time, etc).* *-Know the names of the days of the week.*	*-Find an object of similar length, width, height. Understand the concept of the conservation of length, width, height.* **Weight** *-Compare two objects of different weights* *-Understand the concept of conservation of weight.* **Volume/Capacity** *-Compare two of the same container holding different amounts.* *-Understand the concept of conservation of volume/capacity.* **Money** *-Talk about different ways we can pay for things.* *-Talk about things they want to spend their money on.* **Time** *-Use the language of comparison when talking about time, (e.g.longer/shorter; faster/slower).* *-Say names of days of the week in order.*	*widest/narrowest; longest/shortest; tallest/shortest).* *- Understand the concept of the conservation of length, width, height.* *-Use uniform non-standard units to measure length, width, height.* **Weight** *-Use uniform non-standard units to measure weight.* **Volume/Capacity** *-Understand and use language of comparison, (e.g. empty/full, more/ less, most/least).* *-Order three of the same container holding different amounts.* *-Use uniform non-standard units to measure volume/capacity***.** **Money** *-Use 1p coins to pay for items.* **Time** *-Understand and use language (e.g. before, after, yesterday, today, tomorrow).* *-Sequence two or three familiar events and describe the sequence.*

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Understanding the World						
	Autumn Term 1	**Autumn Term 2**	**Spring term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Main Theme	**Who Am I?**		**Would You Rather?**		**Isn't It Amazing?**	
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goal	**Past and Present: Children at the expected level of development will:** • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Cultures and Communities; Children at the expected level of development will:** • -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. **The Natural World: Children at the expected level of development will:** • Explore the natural world around them, making observations and drawing pictures of animals and plants;					

	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Key Learning – Geographical	**Cultures and Beliefs** **Communication** – *express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Make suggestions, choices and decisions, either verbally or nonverbally.* **Respect** – *themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.* **Observe** – *look closely and consider their own culture and religion and that of the people in their own community.* **Describe** – *culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts.* **Research** – *show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.*	**Cultures and Beliefs** **Communication -** *Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND.* **Observe -** *Look closely at and observe the lives of people in communities in other countries within the world.* **Describe -** *Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.* •**Compare** - *recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.* **Research** – *show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different*	**Cultures and Beliefs** **Communication -** *Use language skills to share experiences, ideas, give explanations.* **Vocabulary** – *language of tolerance, respect and co-operation.* **Research** – *explore and ask different types of questions, examine possibilities, consider alternatives.* **Geographical Development** **Use of Technology** - *use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places.* **Fieldwork** - *look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.*

	Geographical Development **Communication** - *talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.* **Enquiry** - *comment and ask questions about their immediate environment, other places which are familiar to them.*	*types of questions, examine possibilities, consider alternatives.* **Geographical Development** **Communication** - *talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.* ***M*apping** - *recognise, know about and describe features of different places including their immediate environment ,other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc.* **Fieldwork** - *look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.* **Enquiry** - *comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.*	
Key Learning – Historical	**Communication** – *talk about key events, in own lives, about family, friends, other people including significant people.* **Observe** – *show an interest in significant events and experiences in the lives of*	**Communication -** *Talk about key roles people have in society both in the present and the past.* **Observe** – *show an interest in significant events and experiences in the lives of*	**Describe** – *features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.*

	others, including friends and family members, and through books. **Chronology** – *order simple experiences in relation to themselves, and others including stories, events, and experiences.*	*others, including friends and family members, and through books.* **Describe** – *features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.* **Recall** – *talk to others about what they know about a key person, character, event from the past.* **Vocabulary** – *use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.*	**Research** – *find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.*
Key Learning – Working Scientifically Many skills ongoing through the year linked to the seasons and observational changes, using the exploration area of provision.	**Explore/Observe** - *look closely at/notice features in the natural world including animal, sand plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.* **Describe** - *talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.* **Equipment and measures** - *use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).*	**Research** - *talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).* **Test** - *make suggestions, show resilience, work with others.* •**Vocabulary** - *use simple vocabulary to name and describe objects, materials, living things and environments.*	**Record** - *draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks.* **Questioning** - *show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons.* •**Explain** - *talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.*

			Compare/sort/group/identify/classify: *notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.*

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Expressive Art and Design						
	Autumn Term 1	**Autumn Term 2**	**Spring term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Main Theme	**Who Am I?**		**Would You Rather?**		**Isn't It Amazing?**	
Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goal	**Creating with Materials: Children at the expected level of development will:** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive: Children at the expected level of development will:** • 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.					
Key Learning – Art **Many skills will be built upon – progressively – throughout the year.**	**Aesthetic Awareness** – *show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.* **Observation** – *observe and notice features and details within real objects, and artefacts.*		**Observation** – *observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world.* **Communication -** *can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form.* **Evaluation** – *share and talk about their work/work of others, say what they like and dislike and why.*		**Observation -** *Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.* **Communication -** *Share their ideas, feelings and thoughts about their creations with others.* **Evaluation -** *make suggestions about changes they could make or different tools or techniques they could have used.*	

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	Communication – *talk about what they are creating.* **Physical skill** – *manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.* **Art processes and techniques** – *purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.*		
Key Learning – Designing and making **Many skills will be built upon – progressively – throughout the year.**	**Explore** – *experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.* **Make** – *make models and props using different construction materials, e.g. construction kits, reclaimed materials.* **Tools and equipment** – *use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation.* **Safety** – *handle and use equipment appropriately and safely.*	**Design** – *talk about their ideas, choose resources, tools and techniques with a purpose in mind.* **Make** – *make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources.*	**Make** – *make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. Make props to use in their play /role play/ when acting out stories/taking on story characters.* **Evaluate** – *talk about what they like/dislike about their models/constructions/props say why, and how they would change them.*
Key Learning– Music and being imaginative **Many skills will be built upon –**	**Music** **Singing** – *well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.* **Movement** – *engage in ring games and action songs and rhymes.*	**Music** **Making Music** – *using voice, objects, home-made and real musical instruments and a range of ICT.* **Movement** – *engage in ring games and action songs and rhymes, initiate their*	**Music** **Perform** – *familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character.* **Movement-** *show awareness of rhythm and beat when moving to music.*

progressively – throughout the year.	**Being Imaginative** **Experiment** – *explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults.* **Represent Ideas** – *initiate their own ideas during play.* **Recreate** – *familiar experiences, familiar activities and familiar stories.*	*own movement ideas in response to different types of music.* **Being Imaginative** **Respond** – *to different stimuli through discussion, actions, movement and performance.* ***Represent Ideas*** **-** *make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination.*	**Being Imaginative** **Invent** – *adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas.* **Expression** – *express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults.* **Communication** – *communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.*