



# Kestrel Mead Primary Academy EYFS Handbook 2024-2025

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    - Common Play Behaviours
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EYFS Lead – Nic Hall

## **EYFS at Kestrel Mead Primary Academy**

- The purpose of the curriculum and provision at Kestrel Mead is to support children in developing a lifelong love of learning through becoming curious, resilient, respectful and compassionate.
- Our carefully constructed curriculum ensures all our children feel valued and represented through faith, culture, interests and beliefs. We offer a highly enriched curriculum, both indoor and out, giving children opportunities to experiences beyond the every day. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.
- Community involvement is an essential part of our curriculum as we celebrate our local environment, learning new skills to enable the children to take an active role in events throughout the year. Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready for transition into year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

### **We intend to:**

- Provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered.
- Work on broadening children's experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected.
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped to be the best they can be.
- Continue to develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either run by the EYFS Lead or attending courses run by other providers.



# Early Years Foundation Stage (EYFS)

## Communication and Language

Listening, Attention and Understanding  
Speaking

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. 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.

## Personal, Social and Emotional Development

Self-Regulation  
Managing Self  
Building Relationships

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. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. 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.

## Physical Development

Gross Motor Skills  
Fine Motor Skills

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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

## Literacy

Comprehension  
Word reading  
Writing

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. 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).

## Mathematics

Number  
Numerical Patterns

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. 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.

## Understanding the World

Past and Present  
People Culture and Communities  
The Natural World

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.

## Expressive Arts and Design

Creating with Materials  
Being Imaginative and Expressive

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.



Communication & 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.”

ELG: Listening, Attention and Understanding	Teaching & Support from Adults	Enabling Environments
- 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;	Storytime	Curiosity cubes to encourage questions
- Make comments about what they have heard and ask questions to clarify their understanding;	Whole-class discussions	Open-ended resources & provocations
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		
<b>ELG: Speaking</b>	Small group interactions	Small world
- 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;	Shared reading/writing sessions	Water/Sand
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
	Talk 4 Writing Sessions	Domestic Roleplay
	Guided reading/writing groups	Deconstructed Roleplay
		Resources to promote hierarchy of words
	Adults promoting language rich environment within the provision	

# Educational Programmes and Early Learning Goals



Physical Development

“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.”

ELG: Gross Motor Skills	Teaching & Support from Adults	Enabling Environments
- Negotiate space and obstacles safely, with consideration for themselves and others;	PE Sessions	<u>Outdoor Environment:</u> Large-scale construction
- Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Big Moves Intervention	Climbing equipment
<b>ELG: Fine Motor Skills</b>	Funky Fingers	Woodwork Bikes/scooters
- 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.	Dough Gym	<u>Indoor Environment:</u> Creative Workshop
	Handwriting	Malleable Loose parts



## Literacy

“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).”

ELG: Comprehension	Teaching & Support from Adults	Enabling Environments
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Shared reading	Enriching book corners
- Anticipate – where appropriate – key events in stories;	Storytime	Revisiting stories regularly
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
<b>ELG: Word Reading</b>		
- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending;		Library visits
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		Book families supporting sticky curriculum
<b>ELG: Writing</b>		
- Write recognisable letters, most of which are correctly formed;	Phonics	Author visits
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Shared reading	
- Write simple phrases and sentences that can be read by others.	Guided reading	
	Phonics	
	Shared writing	
	Guided writing	
	Pip writing	



## Mathematics

“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.”

ELG: Number	Teaching & Support from Adults	Enabling Environments
- Have a deep understanding of number to 10, including the composition of each number;	Maths	Access to mathematical resources
- Subitise (recognise quantities without counting) up to 5;		
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.		Planned enhancements
<b>ELG: Numerical Patterns</b>		
- Verbally count beyond 20, recognising the pattern of the counting system;	Maths	
- 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.		

## Expressive Arts & Design

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.

ELG: Creating with Materials	Teaching & Support from Adults	Enabling Environments
<ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	Encourage/model possibility thinking	<ul style="list-style-type: none"> <li>Open-ended resources</li> <li>Domestic role play</li> </ul>
<b>ELG: Being Imaginative and Expressive</b>	Stimulating divergent thinking, new ideas and creative problem solving	‘Whatever you want to be... space’ (deconstructed)
<ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- 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.</li> </ul>	Rhyme time	Malleable – clay, playdough
	Dance in PE lessons	Loose parts – transient art
		Woodwork
		Workshop area & paint area
		Outdoor stage/performance area

## Understanding the World

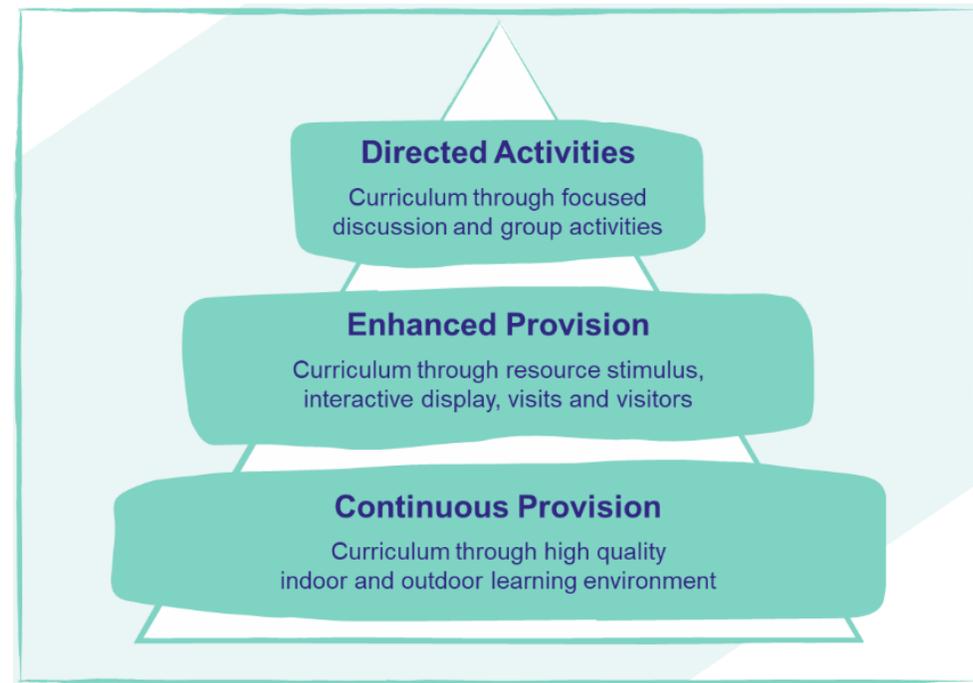
“Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members 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.”

ELG: Past and Present	Teaching & Support from Adults	Enabling Environments
<ul style="list-style-type: none"> <li>- 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;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	Trips and rich experiences outside of school:	Curiosity cubes/cases
<b>ELG: People, Culture and Communities</b>	Direct teaching of sticky curriculum	Observational drawings
<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>	Recognition of cultural events that are key parts of our children’s lives	Observance, participation and decoration linked to cultural events
<b>ELG: The Natural World</b>		
<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	Drawing input – explicit teaching time	
	Seasonal change	

**Personal, Social & Emotional**

“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 9 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.”

ELG: Self-Regulation	Teaching & Support from Adults	Enabling Environments
<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul>	JIGSAW session  Adults working closely with select focus children	Enhancements within areas of learning: problem-solving
<p style="text-align: center;"><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>		
<p style="text-align: center;"><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others’ needs.</li> </ul>	PE session  JIGSAW session  Class Charter  Adults promoting collaborative environment	Mr Stretch: cognitive challenge   <u>Areas promoting turn-taking and collaboration:</u>  Role play areas & mud kitchen Bikes/Scooters Large-scale constrn  Water/sand



# The Characteristics of Effective Teaching & Learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## Creating & Thinking Critically

Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.

Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries

Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."

Know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

## Playing & Exploring

Realise that their actions have an effect on the world, so they want to keep repeating them.

Reach for and accept objects. Make choices and explore different resources and materials.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."

Make independent choices.

Do things independently that they have been previously taught.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

## Active Learning

Participate in routines, such as going to their cot or mat when they want to sleep.

Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set or get their coat when the door to the outdoor area opens.

Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

Use a range of strategies to reach a goal they have set themselves.

Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.

Keep on trying when things are difficult.

# Continuous Provision & Enhancement Planning

'Continuous Provision' is not just 'the provision that is continuously available'. Children need to have *familiar* resources that they can revisit and reuse for different purposes over time. Within area of provision there is a variety of interesting and stimulating resources that engage children and have the potential to extend their learning. This is our Continuous Provision, and it supports the adults to depend, develop and consolidate the children's knowledge, skills and understanding. The selection of resources are based on common play behaviours and progression of skills documents. In addition to the continuous provision, Teachers each plan a weekly indoor, and outdoor enhancement for their bases. These enhancements are decided in joint planning meetings and are led by the children's current stages of development and interests. X2 enhancement should be Literacy focused, x1 enhancement should be Maths focused and x5 alternate between other areas of learning and provision. Objectives are tracked to ensure full coverage of EYFS curriculum within our long-term plan.

## KESTREL MEAD PRIMARY ACADEMY

<b>Indoor</b>	Sand	Water	Construction	Malleable	Loose Parts	Creative	Read/write	Maths	Role play	Small world	Investigation
<b>Outdoor</b>	Sand	Water	Construction	Mud Kitchen	Gross Motor	Creative	Read/write	Maths	Stage		Investigation

Area of provision: Outdoor Literacy/Outdoor EAD

Planned by: NH

Can you create a forest backdrop and retell the story of Goldilocks and the Three Bears?



Curriculum links:

3-4: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

R: Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words; Create collaboratively, sharing ideas, resources and skills.

ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play; Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Adult prompts:

What can you use for three different sized bowls, chairs and beds?

Model character voices and text vocabulary

Model messy thinking around creating a backdrop

Resources needed:

Brushes, paint, blank backdrop on stage, masks, large loose parts

Ensure that from Spring 2 ELGs are included when planning your enhancement.

Please prepare resources for your indoor enhancement for both bases.

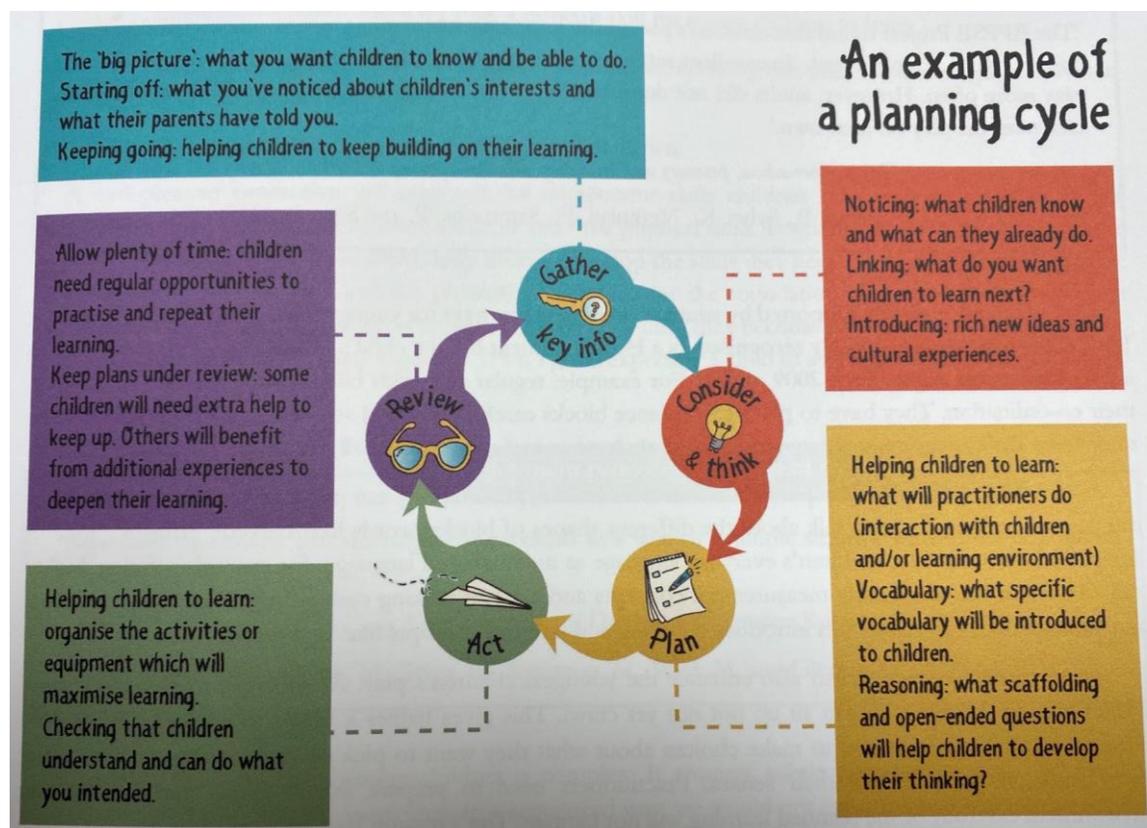
# Common Play Behaviours

We want children to **play, explore, investigate and interpret** in ways that are personal to them, so we do **not** specify one way to use the resources provided. Teachers know what children *usually* do in the areas of provision **when there is no adult**. So, we have provided resources that support and challenge that ‘**common play behaviour**’.

**Leaders and teachers reflected on and** identified the **common play behaviours seen in all areas of their provision**. **These behaviours were then** implicitly levelled over 3 broad levels – emergent, mid – level and high level and resources lists were created to ensure both support and challenge at each level. The **levelling** is ‘implied’ - children are not told which resources they can/cannot use based on ability. Instead, teachers know that it is there and will guide children to access resources suited to their needs but to that children it just looks like a collection of interesting resources for them to experiment with.

**A copy of our Kestrel Mead Common Play Behaviours document can be found here:** [S:\0. 2021-22\2. Teaching and Learning\1. ALL PLANNING\EYFS Planning\Common Play Behaviours](#)

**A copy of our Kestrel Mead Progression of Skills document can be found here:** [S:\0. 2021-22\2. Teaching and Learning\1. ALL PLANNING\EYFS Planning\Common Play Behaviours](#)



*(Working with the revised EYFS: Principles into Practice, Julian Grenier)*

# Nursery Curriculum Long-Term Plan

## Sticky Words

### Moral Concepts

#### British Values

Democracy  
Rule of law  
Individual liberty  
Mutual respect

Freedom  
Pride  
Resilience  
Compassion  
Curiosity  
Confidence  
Adaptability  
Responsibility

Justice  
Honesty  
Belonging  
Accountability  
Challenge  
Fairness  
Empathy  
Courage

Subject specific vocabulary – chosen per topic by teachers linked to EYFS curriculum

## Nursery

Nursery					
	Autumn 1 - Big Question 1- PSED & People, Culture and Communities, Past and Present	Autumn 2 - Big Question 2 – Expressive Arts & Design and PSED	Spring 1 - Big Question 3- People, Culture and Communities, and Expressive Arts & Design	Spring 2 - Big Question 4- Natural World; People, Culture and Communities, Expressive Arts and Design	Summer - Big Question 5- Past & Present People, Culture & Communities Natural World
<b>Big Question</b>	<b>What does ‘special’ mean to me?</b>	<b>How does colour make me feel?</b>	<b>Where can I go by wheels and wings?</b>	<b>What is life like on a farm?</b>	<b>What will I find in the garden?</b>
<b>Little questions</b>	<b>Who are my special people? What are my special things? Where do I belong?</b>				
<b>Sticky words</b> <b>Moral concepts</b>	Pride Belonging	Curiosity Freedom	Adaptability Resilience	Challenge Confidence	Compassion Courage
<b>Subject specific vocabulary</b>	Special, belong, important, safe, love, kind, care, place, people	Colour, mix, change, feel, express	Travel, journey, place, adventure, fly, drive	Barn, field, grow, life, food, animals, farmer	Plants, flowers, trees, birds, insects, grow, care
<b>Sticky texts (fiction and non-fiction)</b>	Super Duper You!, All Are Welcome, My World Your World, Where’s My Teddy,	The Colour Monster, The Mixed Up Chamaleon, Brown Bear Brown Bear What Do You See?, Mixed	The Train Ride, Naughty Bus, Emma Jane’s Aeroplane, You Can’t Take an Elephant on The Bus	Farmer Duck, Pig in the Pond, What the Ladybird Heard, DK Farm,	Titch, Sunflower Shoots and Muddy Boots, DK Minibeasts, DK Insects, The very Hungry Caterpillar, Superworm
<b>Communication &amp; Language</b>	<b>1, 3, 11</b>	<b>2, 3, 4, 5, 6, 7, 9</b>	<b>2, 3, 4, 7, 8, 9, 10, 11, 13</b>	<b>2, 4, 5, 10, 11, 12</b>	<b>3, 4, 5, 10, 12</b>
<b>Personal, Social &amp; Emotional</b>	<b>1, 2, 3, 4, 5, 11</b>	<b>5, 6, 7, 8, 9, 10, 11, 12</b>	<b>2, 6, 7, 8, 9, 10, 12</b>	<b>7, 9, 10, 11, 12</b>	<b>7, 9, 10, 11, 12</b>
<b>Expressive Arts &amp; Design</b>	<b>1, 3, 5, 12</b>	<b>7, 9, 10, 11, 13</b>	<b>1, 2, 3, 4, 5, 6, 8, 9, 12, 14, 15, 17, 18</b>	<b>1, 2, 3, 8, 10, 11</b>	<b>1, 2, 3, 8, 10, 11</b>
<b>Understanding the World</b>	<b>1, 2, 3, 4</b>	<b>2, 4, 5, 6, 11, 12, 13</b>	<b>1, 2, 3, 4, 9, 10, 11</b>	<b>1, 2, 3, 4, 9</b>	<b>1, 2, 3, 4, 7, 8, 9</b>
<b>Oracy outcome</b>	To talk about a special toy	Class art gallery and talking about pieces they like	Oral recount of a journey in the minibus	Describe a farm animal without naming it for a partner to guess	An instructional video on how to look for insects safely
<b>Trips and Visitors</b>	Teddy Bear’s Picnic	Printmaking workshop	A ride out in the minibus	Visit to Windmill Farm Park	Caterpillar to butterfly experience

# Nursery

Nursery																								
	AUTUMN 7 & 8 weeks						SPRING 6 & 7 weeks						SUMMER 4 & 6 weeks											
	2		2		3		3		3		2		2		3		3		2		3		2	
Sticky questions	What does 'special' mean to me?				How does colour make me feel?			How can we travel by wheels and wings?			What is life like on a farm?			What can I find in the garden?										
Literacy – Core Texts	Settling in Week	Where's My Teddy?	Goldilocks and the 3 Bears	Mixed	Nursery Rhymes	The First Christmas	The Train Ride	Naughty Bus	Emma Jane's Aeroplane	The Three Little Pigs	I love Animals	The Three Little Pigs	Titch	My Butterfly Bouquet	The Three Billy Goats Gruff	Poetry – Watch Me Bloom								
Task focus		Drawing our special teddy/soft toy	Drawing and differentiating story characters	Drawing faces to represent different emotions	Performing rhymes with flair and intonation. Adapt a rhyme.	Draw a stable scene with characters. Use story language to retell key parts.	Talk about and draw the place they would like to go on a train ride	Make a ticket for a bus ride and talk about where it will take you.	Labelling an aeroplane with emergent aural sounds. Adults scribe.	Order story sequence pictures. Orally retell using key vocabulary.	Draw favourite farm animal and write 'I Like'	Group performance using puppets and story map	Keep a simple seed diary for cress showing how it has changed over a few days	Write about favourite flower using 'I like'	Story sequence, draw the missing picture	Group performance of poetry with actions								
HFW focus		my a	mum dad	a is	a	the a go	a go	is	go up the	the a mum	I like	the mum	I	like I my	the go	up a is in								
Storytime texts (fiction and non-fiction)	Super Duper You!, All Are Welcome, My World Your World, Where's My Teddy,			The Colour Monster, The Mixed Up Chamaleon, Brown Bear Brown Bear What Do You See?, Mixed			The Train Ride, Naughty Bus, Emma Jane's Aeroplane, You Can't Take an Elephant on The Bus			Farmer Duck, Pig in the Pond, What the Ladybird Heard, DK Farm,			Titch, Sunflower Shoots and Muddy Boots, DK Minibeasts, DK Insects, The very Hungry Caterpillar, Superworm											
Communication & Language	CL1, CL3, CL11	CL1, CL3, CL11	CL1, CL3, CL11	CL3, CL4	CL6, CL7	CL2, CL3, CL4, CL9	CL2, CL3, CL4, CL9, CL13	CL3, CL4, CL8, CL9, CL13	CL3, CL7, CL8, CL9, CL13	CL3, CL7, CL8, CL9, CL10, CL11	CL2, CL4, CL5, CL10, CL12	CL2, CL4, CL5, CL10, CL12	CL2, CL4, CL5, CL10, CL12	CL3, CL4, CL5, CL10, CL12	CL3, CL4, CL5, CL10, CL12	CL3, CL4, CL5, CL10, CL12								
Personal, Social & Emotional	PSED 1, 2, 3, 4, 5	PSED 1, 2, 3, 4, 5	PSED 1, 2, 3, 4, 5, 11	PSED 5, 6, 11, 12	PSED 5, 6, 11, 12	PSED 7, 8, 9, 10	PSED 2, 7, 8, 9, 10	PSED 2, 7, 8, 9, 10	PSED 7, 8, 9, 10	PSED 6, 7, 9, 12	PSED 7, 9, 11, 12	PSED 7, 9, 10, 11, 12	PSED 7, 9, 11, 12	PSED 7, 9, 11, 12	PSED 7, 9, 11, 12	PSED 7, 9, 11, 12								
Expressive Arts & Design	EAD 1, 3, 5, 12	EAD 1, 3, 5, 12	EAD 1, 3, 5, 12	EAD 7, 9, 10, 11, 13	EAD 7, 9, 10, 11, 13	EAD 7, 9, 10, 11, 13	EAD 3, 8, 9, 12, 14, 16, 15, 17, 18	EAD 3, 8, 9, 12, 14, 16, 15, 17, 18	EAD 3, 8, 9, 12, 14, 16, 15, 17, 18	EAD 1, 2, 3, 4, 5, 6	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11	EAD 1, 2, 3, 8, 10, 11								
Understanding the World	UW 1, 2, 3, 4	UW 1, 2, 3, 4	UW 1, 2, 3, 4	UW 2, 5, 6, 11, 12	UW 2, 5, 6, 11, 12	UW 4, 5, 6, 11, 12, 13	UW 1, 2, 3, 10, 11	UW 1, 2, 3, 10, 11	UW 1, 2, 3, 10, 11	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 9	UW 1, 2, 3, 4, 7, 8, 9	UW 1, 2, 3, 4, 7, 8, 9								

## As a member of Kestrel Mead

<b>Reciprocity</b> <small>(Context, religious festivals, links to life, interests, community)</small>	Harvest	Diwali, Bonfire Night, Remembrance, Christmas	Chinese New Year, Valentines Day, Pancake Day, Mother's Day, Holi, Easter, Ramadan, World Book Day	Eid Vaisakhi Earth Day	Eid
<b>Awe and Wonder</b> (rich life experiences/cultural capital)	Teddy Bear's Picnic		Bus/train station role play A ride in the minibus	Farm role play  Visit to the farm	Gardening, insect hunting  Butterfly net in class

<b>Communication and language</b>	CL1 Enjoy listening to longer stories and can remember much of what happens	CL3 Use a wider range of vocabulary	CL5 Understand 'why' questions, like: "why do you think the caterpillar got so fat?"	CL7 Know many rhymes, be able to talk about familiar books, and familiar books, and be able to tell a long story	CL9 Develop their pronunciation but may have problems saying	CL11 Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions	CL13 Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"
	CL2 Pay attention to more than one thing at a time, which can be difficult	CL4 Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	CL6 Sing a large repertoire of songs	CL8 Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'	CL10 Use longer sentences of four to six words	CL12 Start a conversation with an adult or friend and continue it for many turns	

<b>Personal, Social &amp; Emotional</b>	PSED1 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	PSED3 Become more outgoing with unfamiliar people, in the safe context of their setting.	PSED 5 Play with one or more other children, extending and elaborating play ideas.	PSED 7 Increasingly follow rules, understanding why they are important.	PSED 9 Develop appropriate ways of being assertive.	PSED 11 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
	PSED 2 Develop their sense of responsibility and membership of a community.	PSED 4 Show more confidence in new social situations.	PSED 6 Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	PSED 8 Remember rules without needing an adult to remind them	PSED 10 Talk with others to solve conflicts.	PSED 12 Understand gradually how others might be feeling.

<b>Expressive art and design</b>	EAD1 – Take part in simple pretend play, using an object to represent something else even though they are not similar	EAD3 Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park	EAD5 Develop their own ideas and then decide which materials to use to express them	EAD7 Create closed shapes with continuous lines and begin to use these shapes to represent objects	EAD9 Use drawings to represent ideas like movement and loud noises	EAD11 Explore colour and colour mixing	EAD 13 Respond to what they have heard expressing their thoughts and feelings	EAD15 Sing the pitch of a tone sung by another person (pitch match)	EAD17 – create their own songs or improvise a song around one they know
	EAD2 Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses	EAD4 Explore different materials freely, in order to develop their ideas about how to use them and what to make	EAD6 Join different materials and explore different textures	EAD8 Draw with increasing complexity and detail such as representing a face with a circle and including details	EAD10 Show different emotions in their drawings and paintings, like happiness, sadness and fear	EAD12 –Listen with increased attention to sounds	EAD14 Remember and sing entire songs	EAD 16 Sing the melodic shape of familiar songs	EAD18 – play instruments with increasing control to express their feelings and ideas.

<b>Understanding the World</b>	UtW1 Use all their sense in a hands on exploration of natural materials	UtW3 Talk about what they see, using a wide vocabulary	UtW5 Show interest in different occupations	UtW7 – Plant seeds and care for growing plants	UtW9 Begin to understand the need to respect and care for the natural environment and all living things	UtW11 Talk about the differences between materials and changes they notice	UtW13 Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.
	UtW2 Explore collections of materials with similar and/or different properties	UtW4 Begin to make sense of their own life – story and family's history	UtW6 Explore how things work	UtW8 Understand the key features of the life cycles of a plant and an animal	UtW10 Explore and talk about different forces they can feel	UtW12 Continue to develop positive attitudes about the differences between people	

# Reception Long Term Plan

Sticky Words		
Moral Concepts		
<b>British Values</b>	Freedom Pride Resilience Compassion Curiosity Confidence Adaptability Responsibility	Justice Honesty Belonging Accountability Challenge Fairness Empathy Courage
Democracy Rule of law Individual liberty Mutual respect		
Subject specific vocabulary – chosen per topic by teachers linked to EYFS curriculum		

Reception					
	Autumn 1 - Big Question 1- PSED & People, Culture and Communities	Autumn 2 - Big Question 2 – Expressive Arts & Design and People, Culture and Communities	Spring 1 - Big Question 3- Natural World and Expressive Arts & Design	Spring 2 - Big Question 4- Natural World	Summer - Big Question 5- Past & Present People, Culture & Communities Natural World
<b>Big Question</b>	<b>What makes me great?</b>	<b>Why are celebrations special?</b>	<b>Where do animals live in the world?</b>	<b>How do living things grow?</b>	<b>How does change affect me?</b>
<b>Sticky words</b>	Pride Confidence	Belonging Freedom	Adaptability Resilience	Challenge Curiosity	Compassion Courage
<b>Moral concepts</b>					
<b>Subject specific vocabulary</b>	Family Community Interests Skills Faith Feelings	Celebration Festival Diwali Christmas Remembrance Faith Culture Birthday	Mammal Insect Bird Fish Desert Rainforest Savannah Arctic / Antarctic	Growth Cycle Leaf Roots Sun Food Water Healthy	Change Transition Difference Reversible Seasons
<b>Sticky texts (fiction and non-fiction)</b>	My World, Your World (PCC) I'm a Feel-O-Saur (MS/SR) Ruby's Worry (MS/SR) Mixed (MS/SR) Happy in Our Skin (MS, PCC) All are Welcome (BR, PCC) Pip and Egg (BR)	Rama and Sita: The Story of Diwali (PCC) The Jolly Christmas Postman (PCC) Where The Poppies Now Grow (PCC) The Christmas Pine (PCC/PP)	The Bog Baby: Respecting Wildlife (NW) The World Around Me (NW) The Snail and the Whale (NW) Farmer Duck; Pig in the Pond (NW)	Dave's Cave (PP) Cave Baby (PP) The Tiny Seed (NW) Bloom (NW) Then There Were Giants (PP/PCC)	Super Duper You (MS/SR) Little Tree (MS/SR/NW) The Koala Who Could (SR/MS) What do grown-ups do all day? (PCC) Elephant in my Kitchen (NW)
<b>Personal, Social &amp; Emotional</b>	PSED 1, PSED 2PSED 3, PSED 5, PSED 6, PSED 8 MS1 SR1, SR2, SR3 BR1, BR2	PSED 4, PSED 5, PSED 7 BR3 MS1	MS1, MS2	PSED 4 MS1, MS3	PSED 3, PSED 5, PSED 6 SR1, SR2, SR3 MS1 BR1, BR2
<b>Expressive Arts &amp; Design</b>	EAD1, EAD3, EAD5, CM1	EAD5, EAD6, EAD7, EAD8 BIE1, BIE 2 CM3	EAD 1, EAD2, EAD3, EAD6 CM1, CM2	EAD2, EAD3 CM1, CM2, CM3	EAD5, EAD6, EAD7, EAD8, CM1, CM2, CM3 BIE2
<b>Understanding the World</b>	UTW1, UTW2, PP1, PCC2	UTW3, UTW4, UTW6, UTW7 PP1, PCC2	UTW5, UTW8, UTW9, UTW11 PCC1, PCC3 NW2	UTW9, UTW10, UTW11, UTW12 PCC1, PCC3 NW1, NW2, NW3	UTW4, UTW12 PP2, PP3 NW1, NW2, NW3
<b>Computing opportunities</b>				Project Evolve	
<b>Oracy opportunities</b>	Present a picture montage of the things that make them great	Role play – a time of special celebration	Small group presentation about an animal habitat	Consensus circle – Is everything alive?	A cookery show (small groups, recorded)
<b>Trips and Visitors</b>		Pantomime	Farm	Botanical Gardens	Chocolate/Ice cream making?

Communication and language-development matters	CL1 Understand how to listen carefully and why listening is important	CL3 Use new vocabulary through the day.	CL5 Articulate their ideas and thoughts in well-formed sentences	CL7 Describe events in some detail	CL9 Develop social phrases.	CL11 Listen to and talk about stories to build familiarity and understanding	CL13 Use new vocabulary in different contexts	CL 15 Learn rhymes, poems, and songs	CL17 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	CL2 Learn new vocabulary	CL4 Ask questions to find out more and to check they understand what has been said to them	CL6 Connect one idea or action to another using a range of connectives	CL8 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	CL10 Engage in story times	CL12 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	CL 14 Listen carefully to rhymes and songs, paying attention to how they sound	CL16 Engage in non-fiction books	
ELG	<b>Listening, Attention &amp; Understanding</b>			<b>Speaking</b>					
	LAU1 - 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.	LAU2 - Make comments about what they have heard and ask questions to clarify their understanding.	LAU3 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	S1 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	S2 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	S3 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.			

Personal, Social & Emotional	PSED1 See themselves as a valuable individual	PSED3 Express their feelings and consider the feelings of others	PSED5 Show resilience and perseverance in the face of challenge	PSED7 Think about the perspectives of others					
	PSED2 Build constructive and respectful relationships	PSED4 Show resilience and consider the feelings of others	PSED6 Identify and moderate their own feelings socially and emotionally	PSED8 Manage their own needs					
ELG	<b>Self-Regulation</b>			<b>Managing Self</b>			<b>Building Relationships</b>		
	SR1 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	SR2 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	SR3 - 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.	MS1 - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge	MS2 - Explain the reasons for rules, know right from wrong and try to behave accordingly	MS3 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - ongoing	BR1 - Work and play cooperatively and take turns with others.	BR2 - Form positive attachments to adults and friendships with peers.	BR3 - Show sensitivity to their own and to others' needs.

Expressive art and design	EAD1 Explore, use and refine a variety of artistic effects to express ideas and feelings.	EAD3 Create collaboratively sharing ideas, resources and skills	EAD5 Watch and talk about dance and performance art, expressing their feelings and responses	EAD7 Develop story lines in their pretend play					
	EAD 2 Return to and build on their previous	EAD4 Listen attentively, move to	EAD6 Sing in a group or on their own,	EAD8 Explore and engage in music					

	learning, refining ideas and developing their ability to represent them	and talk about music, expressing their feelings and responses	increasing matching the pitch and following the melody	making and dance, performing solo or in groups	
ELG	<b>Creating with Materials</b>			<b>Being Imaginative &amp; Expressive</b>	
	CM1 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	CM2 - Share their creations, explaining the process they have used	CM3 - Make use of props and materials when role playing characters in narratives and stories	BIE1 - Invent, adapt and recount narratives and stories with peers and their teacher	BIE2 - 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

<b>Understanding the World</b>	UtW 1 Talk about members of their immediate family and community	UtW 3 Comment on images of familiar situations in the past	UtW 5 Draw information from a simple map	UtW 7 Recognise that people have different beliefs and celebrate special times in different ways	UtW 9 Explore the natural world around them	UtW 11 Recognise some environments are different to the one in which they live			
	UtW 2 Name and describe people who are familiar to them	UtW 4 Compare and contrast characters from stories. Including figures from the past	UtW 6 Understand that some places are special to members of their community	UtW 8 Recognise some similarities and differences between life in this country and life in other countries	UtW 10 Describe what they see, hear and feel whilst outside	UtW 12 Understand the effect of changing seasons on the natural world around them			
ELG	<b>Past &amp; Present</b>			<b>People, Culture &amp; Communities</b>		<b>The Natural World</b>			
	PP1 - Talk about the lives of the people around them and their roles in society	PP2 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	PP3 - Understand the past through settings, characters and events encountered in books read in class and storytelling	PCC1 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	PCC2 - 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	PCC3 - 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	NW1 -Explore the natural world around them, making observations and drawing pictures of animals and plants	NW2 - 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	NW3 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

# EYFS Long Term Maths Plan

NCETM guidance for Mathematics in the Early Years					
Cardinality and counting	Comparison	Composition	Pattern	Measures	Shape and Space
<ul style="list-style-type: none"> <li>- Know number names (to 5, to 10, to 20 and beyond)</li> <li>- Count backwards (from 5, from 10, from 20, including crossing boundaries)</li> <li>- Count irregular arrangements, including things that cannot be seen, touched or moved</li> <li>- Count out from a larger group</li> <li>- Subitise to 6 (in regular and irregular arrangements)</li> <li>- Match numbers to numerals, use numerals as labels for counting</li> <li>- Recognise when amounts have been rearranged rather than added to or taken from.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare groups of more than and less than (graduating the difference across the year)</li> <li>- Compare equal groups</li> <li>- Compare numbers that are far apart, near to and next to each other</li> <li>- Know the one more/one less than relationship between sequential numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Identify smaller numbers within a number (through use of part whole model, five/ten frames, bar model, rekenrek)</li> <li>- Partition a number into 2 groups, explore how different groups can be made</li> <li>- Recombine groups to make same total</li> <li>- Partition a number into more than 2 groups</li> <li>- Know number bonds (to 5, to 10)</li> </ul>	<ul style="list-style-type: none"> <li>- Continue an AB pattern</li> <li>- Copy an AB pattern</li> <li>- Create an AB pattern</li> <li>- Spot errors in an AB pattern</li> <li>- Identify the unit of repeat</li> <li>- Continue an ABC pattern</li> <li>- Continue a pattern which ends mid unit</li> <li>- Create ABB and ABBC patterns</li> <li>- Spot errors in an ABB pattern</li> <li>- Symbolise unit structure of pattern</li> <li>- Apply unit structures to other contexts</li> <li>- Create patterns around a circle</li> <li>- Create a border pattern with a fixed number of spaces</li> <li>- Spot patterns within the environment</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise measures include sizes, length, weight and capacity</li> <li>- Compare lengths, weights and capacities directly</li> <li>- Begin to estimate and predict with measurable attributes</li> <li>- Compare a group of objects indirectly</li> <li>- Apply the relationship between size and number of units</li> <li>- Use identical non standard units (i.e. cubes, pencils) to begin to 'measure' and compare</li> <li>- Begin to use time to sequence events</li> <li>- Experience specific durations of time</li> </ul>	<ul style="list-style-type: none"> <li>- Develop spatial awareness and experience different viewpoints</li> <li>- Develop spatial vocabulary</li> <li>- Develop shape awareness</li> <li>- Represent spatial relationships</li> <li>- Identify similarities between shapes</li> <li>- Identify properties of shape (2D and 3D)</li> <li>- Describe properties of shape</li> <li>- Develop understanding of relationships between shapes</li> </ul>

**Early Learning Goals:**

**Number**

N1 Have a deep understanding of number to 10, including the composition of each number; N2 Subitise (recognise quantities without counting) up to 5; N3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Pattern**

NP1 Verbally count beyond 20, recognising the pattern of the counting system; NP2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; NP3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Autumn 1 6 weeks	Autumn 2 9 weeks	Spring 1 6 weeks	Spring 2 4 weeks	Summer 1 7 weeks	Summer 2 6 weeks
Cardinality and Counting					
Comparison					
Composition					
Pattern	Shape and Space	Pattern	Shape and Space	Pattern	Shape and Space
	Measures		Measures		Measures
Problem solving embedded in each unit					

Maths	M1 Count objects, actions and sounds.	M3 Link the number symbol (numeral) with its cardinal number value.	M5 Compare numbers	M7 Explore the composition of numbers to 10.	M9 Select, rotate and manipulate shapes to develop spatial reasoning skills.	M11 Continue, copy and create repeating patterns.	
	M2 Subitise	M4 Count beyond ten.	M6 Understand the 'one more than/one less than' relationship between consecutive numbers.	M8 Automatically recall number bonds for numbers 0-5 and some to 10.	M10 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	M12 Compare length, weight and capacity	
ELG	<b>Number</b>			<b>Numerical Patterns</b>			
	N1 Have a deep understanding of number to 10, including the composition of each number;	N2 Subitise (recognise quantities without counting) up to 5;	N3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	NP1 Verbally count beyond 20, recognising the pattern of the counting system;	NP2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;	NP3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

## EYFS Long Term English & Phonics Plan

Phase 1 phonics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Nursery: Term 1	Settling in	Settling in	Environmental sounds – school grounds	Instrumental sounds (drum, shaker, bell)	Voice sounds – different sounds	Body Percussion and Rhythm (clapping)  Voice sounds – adjusting volume			
Nursery: Term 2	Environmental sounds – at the park  Voice sounds – giving instruction	Instrumental sounds (drum, shaker, bell, triangle)  Rhythm	Body Percussion and Rhythm (clapping and tapping)	Rhyme  Instrumental sounds (drum, shaker, bell, triangle)	Rhyme  Voice sounds – giving instruction	Body percussion and voice sounds  Instrumental sounds and rhythm (drum, shaker, bell, triangle – play simple beats)	Alliteration (s) and voice sounds  Instrumental sounds and rhythm (drum, shaker, bell, triangle – make own beats)	Rhyme  Alliteration (a) and voice sounds	Environmental sounds – Weather
Nursery: Term 3	Rhyme and body percussion  Voice sounds – giving direction	Instrumental sounds (drum, shaker, bell, triangle, tambourine, cymbal)  Rhyme	Instrumental sounds and rhythm (drum, shaker, bell, triangle, tambourine, cymbal) - syllables	Alliteration (t,p)  Rhyme	Voice sounds – sound effects  Alliteration	Alliteration (n) and body percussion  Rhyme			
Nursery: Term 4	Rhyme and Rhythm  Body percussion	Alliteration (c, k)	Environmental sounds – at the supermarket  Rhyme	Oral blending (cvc)					
Nursery: Term 5	Body percussion and rhythm - syllables  Instrumental sounds	Oral blending (cvc)	Environmental sounds – at the farm  Instrumental sounds	Oral blending (cvc)  Voice sounds -	Alliteration (g)  Rhyme	Oral blending and segmenting (cvc)  Environmental sounds	Oral blending and segmenting (cvc)  Alliteration (m, h)		
Nursery: Term 6:	Alliteration (d, l)  Oral blending and segmenting (cvcc)	Alliteration (f, b)  Oral blending and segmenting (cvcc)	Alliteration (r)  Rhyme  Oral blending and segmenting (cvcc)	Rhyme  Rhyme - syllables  Oral blending and segmenting (cvcc)	Rhyme  Oral blending and segmenting (cvcc/ccvcc)	Rhyme  Oral blending and segmenting (cvcc/ccvcc)			

Literacy	L1 Understand the key concepts about print: - print has meaning - print can have different purposes	L3 Develop their phonological awareness, so that they can: - spot and suggest rhymes	L5 Engage in extended conversations about stories, learning new vocabulary.	L7 Write some or all of their name.
	L2 Understand the key concepts about print: - the names of the different parts of a book - page sequencing	L4 Develop their phonological awareness, so that they can: -count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	L6 Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	L8 Write some letters accurately.

# Reception

	AUTUMN 7 weeks + 8 weeks						SPRING 6 weeks + 7 weeks					SUMMER 4 weeks + 6 weeks			
Weeks	2	2	2	3	2	3	3	3	2	3	2	3	3	3	2
<b>Literacy – Core Texts</b>	The Colour Monster Goes to School (Ensure The Colour Monster is read first)	Super Duper You	Rhyme & Poetry (Zim Zam Zoom)	The Gingerbread Man	Room on the Broom	The Nativity Story	Oliver’s Vegetables	Jack and the Beanstalk	Whatever Next!	How to Catch a Star	I looked through my window	Goldilocks and the Three Bears	The Very Hungry Caterpillar	Perfectly Norman	Kakadu Jack
<b>Writing focus</b>	Week 2: I am...	Week 2: My name is... I am...	Week 2: Rhyming phrase	Story	Story	Letter (Dear Mary)	Instructions (planting veg seeds)	Story	Story	Instructions (HTCAS)	Letter (Dear Grandma)	Story	Story	Letter (Dear Norman)	Instructions (Fruit salad)
<b>Accompanying texts, including Non Fiction</b>	Feelings books			Recipe books		Celebration books	Gardening books	Gardening books	Space books			Bear books	Insect books		Books about Africa/fruits and veg
<b>Hook Ideas</b>	A large pile of mixed up strands of coloured wool. Each with an end attached to an activity that may have us feeling that way.	A mystery bag containing ‘wow’ type bubbles with amazing adjectives on that describe the children Who is...?	A rocket crash site in the playground. Where did it come from? Where would we like to go in it? What sounds might it make?	A runaway scene set up in the classroom with a trail of crumbs leading to the door.	Go on a walk through the trees and find all the items that were dropped from the broomstick.	A stable scene set up in the shed outside.	A mystery bag containing all the vegetables from the story. Guess what they are – describe to the class what they can feel?	A giant beanstalk to appear in the classroom after planting some ‘magic’ beans the day before.	A cardboard box, colander, yellow boots and a picnic bag laid out with a map to the moon.	Silver foil stars in the water tray with small nets and fishing rods.	Each child to have a widow viewer and take around outside to talk about what they can see. Look at the clouds for interesting shapes.	Bear’s cottage crime scene – a broken chair, empty bowl and a bed with ‘someone’ under the covers!	Food items laid out with hole in. Butterfly nets for change observation set up over last week.	A pair of wings and loose feathers scattered on the ground next to a child’s coat.	Fruit tasting session
	Autumn term						Spring term					Summer term			
Weeks	2	2	2	3	3	3	1	3	3	3	4	9			
<b>Phonics</b>	<b>Phase 1</b> Environmental, voice, instrumental sounds, body percussion, rhyme Alliteration, blending, segmenting.	<b>Phase 1</b> Environmental, voice, instrumental sounds, body percussion, rhyme Alliteration, blending, segmenting.	<b>Phase 2</b> 1. s, a, t, p 2. i, n, m, d	<b>Phase 2</b> 3. g, o, c, k 4. ck, e, u, r	<b>Phase 2</b> 5. h, b, f, l 6. ff, ll, ss	<b>Phase 2</b> assess and recap	<b>Phase 2</b> assess and recap	<b>Phase 3</b> 7. j, v, w, x, 8. y, z, zz, qu 9. ch, sh, th, ng	<b>Phase 3</b> 10. ai, ee, igh, oa 11. oo/oo, ar, or, ur	<b>Phase 3</b> 12. ow, oi, ear, 13. air, er, ure	<b>Phase 3 - recap</b>	<b>Phase 4; Phase 3 recap</b>			

	Autumn term						Spring term				Summer term				
Weeks	2	2	2	3	3	3	1	3	3	3	4	9			
<b>Phonics</b>	<b>Phase 1</b> Environmental, voice, instrumental sounds, body percussion, rhyme Alliteration, blending, segmenting.	<b>Phase 1</b> Environmental, voice, instrumental sounds, body percussion, rhyme Alliteration, blending, segmenting.	<b>Phase 2</b> 1. s,a,t,p 2. i, n, m, d	<b>Phase 2</b> 3. g,o,c,k 4. ck,e,u,r	<b>Phase 2</b> 5. h, b, f, l 6. ff, ll, ss	<b>Phase 2</b> assess and recap	<b>Phase 2</b> assess and recap	<b>Phase 3</b> 7. j, v, w, x, 8. y, z, zz, qu 9. ch, sh, th, ng	<b>Phase 3</b> 10. ai, ee, igh, oa 11. oo/oo, ar, or, ur	<b>Phase 3</b> 12. ow, oi, ear, 13. air,er, ure	<b>Phase 3 - recap</b>	<b>Phase 4; Phase 3 recap</b>			

<b>High Frequency Words for Shared Reading (Yellow)</b>	I a like	my the is	to and the me as	the to me you	no the into is and	into her go of	my he said she and	they all was little said	and they be you do	your we like by have are	there little so away	do come some out said	one he was so	give what here	and her going
<b>Decodable HFW (Blue)</b>  Taught through phonics			at it am in	mum dad get on can	big up		from yes	went this	look see	for					
<b>Objectives/Coverage</b>	L2, L6	L2, L4, L6	L4, L6	L6, CL14, CL15	L1, L3, L4, L6	L1, L3, L4, L6	L1, L3, L4, L6	L1, L3, L4, L6	L7, L8	L7, L8, L9, L10	L7, L8, L9, L10	C1, WR1, W1	C2, WR2, W2	C3, WR3, W3	
<b>Decodable HFW (Blue)</b>  Taught through phonics			at it am in	mum dad get on can	big up		from yes	went this	look see	for					
<b>Objectives/Coverage</b>	L2, L6	L2, L4, L6	L4, L6	L6, CL14, CL15	L1, L3, L4, L6	L1, L3, L4, L6	L1, L3, L4, L6	L1, L3, L4, L6	L7, L8	L7, L8, L9, L10	L7, L8, L9, L10	C1, WR1, W1	C2, WR2, W2	C3, WR3, W3	

Phase 1 phonics:

<b>Reception: Term 1</b>	Alliteration Oral blending and segmenting	Alliteration Oral blending and segmenting	Alliteration Oral blending and segmenting	Rhyme Oral blending and segmenting	Rhyme Oral blending and segmenting Introduce Phase 2	Rhyme Oral blending and segmenting Introduce Phase 2			
<b>Reception: Term 2</b>	Oral blending and segmenting, alliteration, and rhyme alongside introduction of Phase 2. Intervention where necessary.								

Literacy	L1 Read individual letters by saying the sounds for them.	L3 Read some letter groups that each represent one sound and say sounds for them.	L5 Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	L7 Form lower-case and capital letters correctly.	L9 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.				
	L2 Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	L4 Read a few common exception words matched to the school’s phonic programme	L6 Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	L8 Spell words by identifying the sounds and then writing the sound with letter/s.	L10 Re-read what they have written to check that it makes sense.				
ELG	<b>Comprehension</b>			<b>Word Reading</b>			<b>Writing</b>		
	C1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	C2 Anticipate – where appropriate – key events in stories;	C3 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	WR1 Say a sound for each letter in the alphabet and at least 10 digraphs;	WR2 Read words consistent with their phonic knowledge by sound-blending;	WR3 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	W1 Write recognisable letters, most of which are correctly formed;	W2 Spell words by identifying sounds in them and representing the sounds with a letter or letters;	W3 Write simple phrases and sentences that can be read by others

## EYFS Coverage - Long Term Plans

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Awe, wonder and <u>reciprocity</u> Key links (E twinning/primary futures?)
<u>Big moves</u>	<u>Dance</u> Travelling steps (skip/gallop/hop) Teach a <u>routine</u> Children create their own routine	<u>Gymnastics</u> Apparatus Mounting and dismounting safely Different balances and shapes	<u>Ball games/ team games</u> Team problem solving activities. Throwing and catching a large ball Simple version of basketball. Playing in 2 teams negotiating space to try and get the ball in the bucket.	<u>Tennis</u> Throwing and catching a tennis ball Hitting a ball with a tennis racket Hitting a ball back and forth to another child Over arm hit and under arm hit	<u>Athletics</u> Relay race Long jump Triple jump Javelin	Sports Days Dance Club Inter-school competitions: EYFS athletics competition in the summer or a small basketball tournament between EYFS classes so children get the feel of playing a sports game. (Could be 5 a side) Extra-curricular clubs

# Knowledge Organisers

## BIG QUESTION

How do living things grow?

### Building on prior learning

- Children have previously identified where animals live and can name various regions such as polar, arctic and grasslands.
- Children know how animals survive within all of their habitats.
- Children understand what their habitat provides for them.

### Sticky Words

**insect, life cycle, chrysalis, abdomen, thorax, head, legs, wings, change, human, growth, cycle, sun, food, leaf, root, water, healthy, similarity, difference, co pare**

### Little Questions

How can I identify a plant?

What do plants need to live?

What minibeasts live in the garden?

Art focus week: Investigating pointillism

What do humans need to grow?

What is the lifecycle of butterfly?

What does a butterfly need to survive?

### Point for critical thinking.

How is this chrysalis and butterfly linked?



### Awe, wonder and reciprocity.

To look after a caterpillar until it becomes a butterfly.

### As a geographer:

KNOWLEDGE/SKILLS –

To understand how plants grow in different parts of the world.

VOCABULARY: Significance, Enquiry, Consequence

### As an artist:

KNOWLEDGE/SKILLS –

To use and explore a variety of materials, tools and techniques through colour and design.

To use this knowledge to use pointillism in art.

VOCABULARY: Style, Media, Expression and Technique

### As a confident person:

KNOWLEDGE/SKILLS – To plant a seed to grow produce.

To design and create a pointillism drawing.

To take care of a caterpillar until it turns into a butterfly.

#### Oracy in Action

Exploratory	Presentational

#### Focused talk tactics

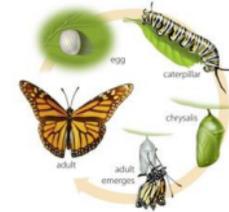
**Instigate** I think... I would like to explain...

**Probe** What evidence do you have to support...?

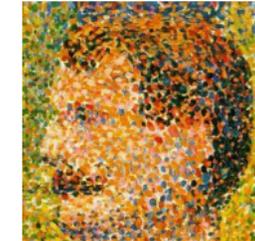
### Timeline/ atlas images / facts /dates



**Minibeasts -**  
Minibeasts are invertebrates - they are creatures without backbones.



Life cycle of a butterfly.



**George Seurat -**  
Pointillism is an approach associated with a softly flickering surface of small dots or strokes of colour.

### Through information technology:

KNOWLEDGE/SKILLS –

To use a camera to take pictures of plants.

VOCABULARY:

Camera, picture, capture

# Assessment in EYFS

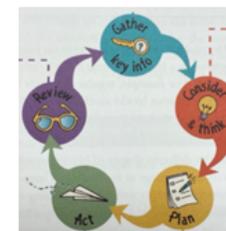


## Formative assessment

- Observations
- Monitoring
- Marking and feedback

## Summative assessment

- External and Internal Baseline (Autumn 1)
- Data point 2 (Spring) and 3 (Summer)
- Phonics assessments



### STARTING POINT: BASELINE

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first 6 weeks in which a child starts reception. *'The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which cohort-level progress measure to the end of KS2 and be created.'* (DfE Feb 2020)

We also have our own on entry assessment (within the first 3 weeks) which gives us an indication of children's strengths and starting points at that moment in time. These informal assessments also tell us our child's passions and interests. These are done through general observations whilst the children are accessing different areas of the provision.

*'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.'* (EYFS Framework 21)

### OBSERVATIONS: QUALITY NOT QUANTITY

Quality observations are the best way to capture children's learning and progress. The EYFS Framework requires us, as practitioners observing children, to understand their level of achievement as well as their interests, passions and learning styles. This knowledge of the children can then shape their onward learning journey. It is far better to have fewer, more superior observations than hundreds of box-ticking exercises that reveal nothing about the child or their learning. Adults do not spend prolonged periods of time with an iPad – instead they take the learning in around them and interact. Pupil progress meetings and moderations sessions require teachers to engage in essential dialogue about their children's achievement and progress and do not rely solely on formal assessments and observations.

OBSERVATION DOS & DON'TS	
DOS	DON'TS
<ol style="list-style-type: none"> <li>1. Use exact dialogue / focus on communication/how they have understood something</li> <li>2. Keep it short and to the point</li> <li>3. New skills – WOW moments, interests, physical competencies, perseverance, 7 areas of learning</li> <li>4. Use COEL – Learning approaches/confidence levels</li> <li>5. Consider your vocabulary choice. Keep it rich!</li> <li>6. Use photos to prompt your dialogue – a picture speaks a thousand words</li> <li>7. Photograph notes to upload instead of rewriting for Tapestry</li> <li>8. Include a next step and consider ow/when this will be bre revisited/reviewed. Can the next step be 'in the moment'?</li> </ol>	<ol style="list-style-type: none"> <li>1. Interrupt play</li> <li>2. Ask closed questions</li> <li>3. Create DM tick lists, long cumbersome write ups</li> <li>4. Stage a photo or ask to repeat</li> <li>5. Record as an afterthought the following week</li> </ol>
<p><i>Consider if what you are recording is useful. Does it support the effective care and learning of the child? Does it support your partnership with parents?</i></p>	

### How many is enough?

<ul style="list-style-type: none"> <li>- <b>X2 WONDER observations</b> recorded for each focus child during their focus week. 1 can be part of a group observation.</li> <li>- Staff use an overview document to ensure each child becomes a focus x2 during each half-term.</li> <li>- During this week staff monitor and observe their progress and work closely with them during continuous provision.</li> </ul>	<p style="text-align: center;"><b>W.O.N.D.E.R</b></p> <p style="text-align: center;"><b>QUALITY OBSERVATIONS: SUCCINCT, FOCUSED &amp; REAL</b></p> <p><b>WOW</b> – what was that wow moment? Briefly describe</p> <p><b>OVER HEAR</b> – what was actually said? This can be so powerful</p> <p><b>NEW SKILLS</b> – what new skills were displayed that you have not seen previously?</p> <p><b>DIG DEEPER</b> – how did the child behave/learn? Consider COEL here</p> <p><b>ENGAGEMENT</b> – did you interact in order to move the learning on?</p> <p><b>RESULT</b> – what happened after this? How did the wow moment end?</p>
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## Focus Children

- Use the focus observation record sheet to make notes as you go
  - Keep a file of all observations to look back on
  - Think about next steps in PPA discussion
- Ensure each child is focused on each term. 2 observations during that week
- Ensure that children's observations rotate between Teacher and TAs

### MONITORING: MOVING AWAY FROM A 'TICKLIST'

#### **Learning must be EMBEDDED**

Teachers are to ensure that children have a secure understanding, before they begin introducing new concepts or ideas. We recognise that foundations are vital to ensure later learning is not built on shaky ground. Dig deep, model, scaffold and allow children repeated opportunities to tackle the same challenges.

*"We have often put a lot of focus on making sure they are progressing up through the age-bands, or covering bullet points of Development Matters. We have wanted 'evidence' that children's play or activity exemplifies a particular bullet point in a particular age-band. This has taken over a much more important aim: to ensure that children have a secure understanding, before we start introducing them to new activities or ideas. I think it's well understood that a big part of our role is to make sure that children have strong foundations in their early learning development. But we've been taken away from that by the focus on age-bands, levels and data." (Julian Grenier: Inside the Secret Garden 2020)*

*"Effective early years practitioners are a bit like the harbour master who keeps an eye on the boats as they come into the harbour. Most boats are heading safely into dock, although they are going at different rates and following different courses. The harbour master does not need to watch every single one every moment of the day. But some boats may be going off course, or perhaps they won't make it into the dock that day. Those are the boats the harbour master needs to pay extra attention to, because they need help in order to dock safely." (Julien Grenier: Working with the revised EYFS: Principles into Practice) |*

## Focus Observation Form

Child's Name: \_\_\_\_\_

Staff initials: \_\_\_\_\_

Date: \_\_\_\_\_

Adult Led     Indoors     Planned     Solitary     Large Group   
 Child Initiated     Outdoors     Unplanned     Small Group     Evidence

**Observation Notes:**

What is the child saying and /or doing?

<b>Personal, Social and Emotional Development</b>	Self-Regulation	
	Managing Self	
	Building Relationships	
<b>Communication and Language</b>	Listening, Attention and Understanding	
	Speaking	
<b>Physical Development</b>	Gross Motor Skills	
	Fine Motor Skills	
<b>Literacy</b>	Comprehension	
	Word Reading	
	Writing	
<b>Mathematics</b>	Number	
	Numerical Patterns	
<b>Understanding the World</b>	Past and Present	
	People, Culture and Communities	
	The Natural World	
<b>Expressive Arts and Design</b>	Creating with Materials	
	Being Imaginative and Expressive	

<b>Playing and Exploring Engagement</b>	Finding out and exploring	
	Playing with what they know	
	Being willing to 'have a go'	
<b>Active Learning Motivation</b>	Being involved and concentrating	
	Keeping trying	
	Enjoying achieving what they set out to do	
<b>Creating and Thinking Critically</b>	Having their own ideas	
	Making links	
	Choosing ways to do things	

**Next Steps**

What are the child's next steps in learning and development? How could their interests be developed? What skills do they need to practise? What new learning could be introduced? What changes to provision are needed?