



# EYFS Long Term Plan 2023-2024

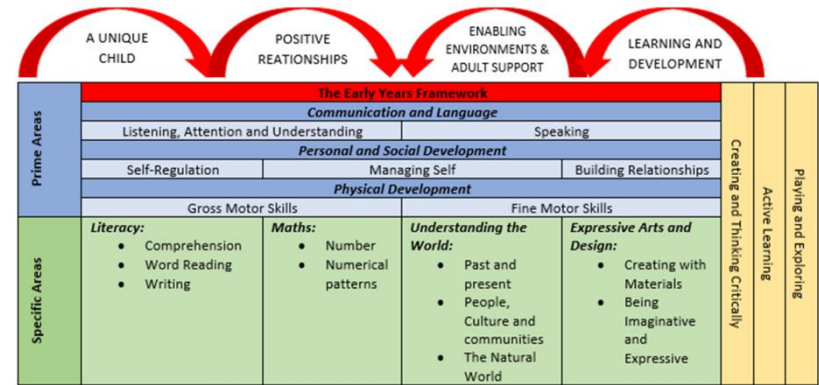


The Early Years Foundation Stage is crucial in securing solid foundations that children continue to build upon. At St Joseph's, we have an EYFS Unit which consists of Nursery and Reception.

We work closely with parents to get to know our families and encourage independent, happy learners who thrive in school to reach their full potential from their individual starting points.

Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge. Children's interests are recognised and used to plan learning opportunities to support their development in line with the seven areas of learning.

Everything we do is underpinned by our core values of Respect, Friendship, Excellence and Care.



## Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

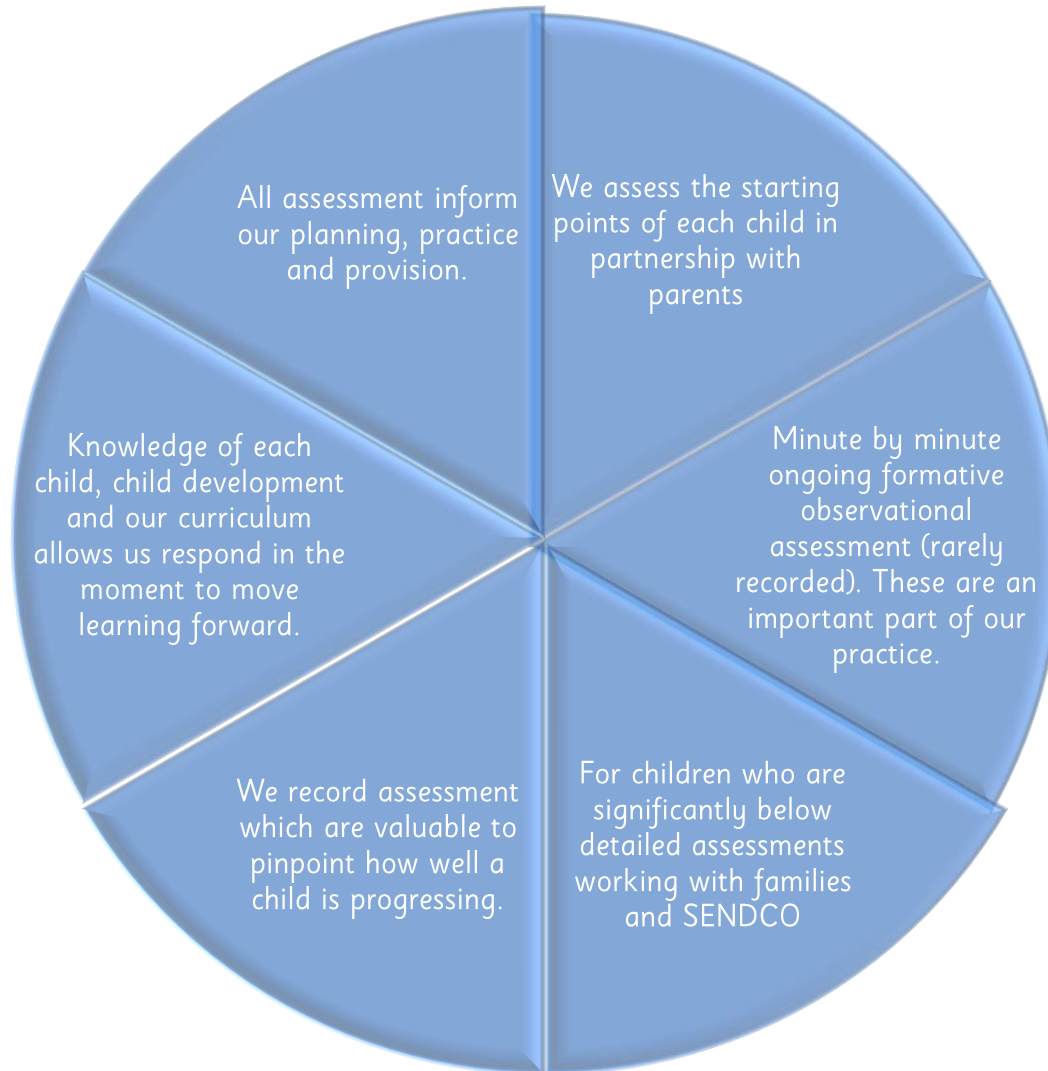
**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates. Adults will support children from their starting points in a way that meets their needs.

<p>To become a <b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become a <b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an <b>Independent Individual</b> who can show the values of Respect, Friendship, Excellence and Care, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a <b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a <b>Wow Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a <b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a <b>Compassionate Citizen</b> who can help to look after their community and care for the environment, know some reasons why Blackhall is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b></p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	All About Me	Celebrations	Once upon a time	My Local Area	My Earth and Space	The Seaside
<p><b>Possible Texts</b></p>	<p>The Big Book of Families</p> <p>Once There Were Giants</p> <p>You Choose</p>	<p>Story of Bonfire Night, Diwali and Remembrance</p> <p>Leaf Man</p> <p>The Scarecrow's Wedding</p> <p>The Nativity</p> <p>Kipper's Birthday</p>	<p>The Gingerbread Man</p> <p>The Three Little Pigs</p> <p>Story of Chinese New Year</p>	<p>Martha Maps it out</p> <p>Easter story</p> <p>The Hungry Caterpillar</p>	<p>Whatever Next!</p> <p>Goodnight Gorilla</p> <p>Peepo</p> <p>Oi Frog</p>	<p>Tiddler</p> <p>Stella and the Seagull</p> <p>The Lighthouse Keeper's Lunch</p> <p>Seaside Poems</p>

# Communication and Language Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions	<p>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.</p>					
Daily Story Time	<p>This is me! Like and dislikes Naming areas of classroom Model talk through daily routines Introducing new stories and vocabulary</p>	<p>Develop vocabulary Begin to join in with stories Story language Listen and respond to stories Follow one instruction Use new vocabulary</p>	<p>Understand and answer simple how and why questions Retell a well-known story using story language Ask questions to find out more Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Describe events in detail Understand how to listen carefully and why listening is important Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Talk about a familiar story they have listened to.</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration Talk about their own lives</p>	<p>Talk about likes and dislikes Naming and discussing familiar objects in activities and pictures Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

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# Communication and Language Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions</p> <p>Daily Story Time</p>	<p>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.</p>					
	<p>This is me! Rhyming and alliteration Familiar Print Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Develop vocabulary Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary</p>	<p>Ask’s how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

# Personal, Social and Emotional Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children 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.</p>					
	<p>New Beginnings See themselves as a valuable individual. Being me in my world Beginning to understand class Rules and Routines Supporting children to build relationships Likes and dislikes</p>	<p>Understanding that some things are right and some are wrong Feeling our own emotions Self - Confidence Build relationships.</p>	<p>Feelings Learning about qualities and differences Celebrating differences Identify their own feelings. Encourage them to think about their own feelings and those of others by reading stories and exploring pictures</p>	<p>Being a good friend Healthy me Model and encourage why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after our world and animals Looking after others Friendships Show resilience and perseverance in the face of challenge. Model and encourage why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour</p>

# Personal, Social and Emotional Reception



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	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children 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.</p>					
	<p>See themselves as a valuable individual Being me in my world Class Rules and Routines Build relationships Dreams and Goals</p>	<p>Getting on and falling out. Dealing with emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally Encourage them to think about their own feelings and those of others</p>	<p>Relationships What makes a good friend? Healthy me Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves.</p>	<p>Looking after our world and animals Looking after others Friendships Show resilience and perseverance in the face of challenge.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Preparing for Year 1 transition</p>



# Physical Development Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>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.</p>						
<p>Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw/paint large lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in mark making.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form lines and closed shapes. Handle tools, objects, construction and malleable materials with increasing control Encourage children to mark make and draw freely. Holding Small Items making snips with scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil model and support grip Forms letter shapes</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil control Use one hand consistently for fine motor tasks Cut along a straight line with scissors /</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly colour inside the lines of a picture draw pictures that are recognisable Build things with wooden blocks or Duplo</p>
Gross motor	Multi Skills	Ball Skills Hands	Sc.Out.Ed Ball Skills Feet	Gymnastics	Athletics	Dance

# Physical Development Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut a shape out: straight edges/ Curved edges</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Draw pictures that are recognisable Build things with smaller linking blocks, such as Lego</p>
Gross motor	Multi Skills	Balls Skills Hands	Sc.Out.Ed Ball Skills Feet	Gymnastics	Athletics	Dance

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

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)

### Initial Phonics (ongoing throughout the year)

Sound games

Rhyming games

Stories

Songs

Listening games

Making marks – using different media such as paint, pencil, crayon felt pen etc.

Making marks and beginning to give them meaning. Drawings pictures. Retelling stories.

Name recognition and writing available in continuous provision all year

Forming letters from their name

Joining in with rhymes and showing an interest in stories with repeated refrains.  
Environment print.  
Having a favourite story/rhyme.  
Sequencing familiar stories through the use of role play to tell the story.  
Engage in conversations about stories, learning new vocabulary

Retell stories related to events through acting/role play.  
Christmas letters/lists using pictures.  
Retelling stories using images with support.  
Retelling of stories.  
Enjoys an increasing range of books  
Recognising their name

Making up stories in their play using the role play resources or acting them out themselves.  
Encourage children to record stories through picture drawing/mark making.  
Look at a variety of books such as non-fiction books.  
Name writing activities

Introduce the idea of reading in different places such as back of seed packets, instructions etc.  
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  
They develop their own narratives and explanations by connecting ideas or events

Stories from other cultures and traditions  
Retell a story with actions and / or picture prompts as part of a group  
Use story language when acting out a narrative.  
Rhyming words.  
Answer questions about a story  
Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.

Draw pictures of characters/ event / setting in a story  
Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  
Make predictions  
Can point to front cover, back cover, spine, blurb, and title

# Literacy Reception



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

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Comprehension	Listen to stories and retell	Retell stories through small world and role play Describe events in familiar stories and predict events	Sequence and retell stories	Draw vocabulary and knowledge from non-fiction and use in different contexts	Use and understand new vocabulary from stories, poems and non-fiction Discuss what they have learnt and found out.	Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
Phonics Word Reading	Unit 1 Unit 2 Unit 3 CVC words	Unit 4 Unit 5 Unit 6 Unit 7 CVC words	Unit 7 CVC Unit 8 VCC, CVCC	Unit 9 CCVC Unit 10 CCVCC, CVCCC and CCCVC	Unit 11 Bridging Unit	Skills Consolidation Segmenting, Blending and Phoneme Manipulation
Writing	Fine motor- pencil control Making marks and give them meaning Name recognition and writing Dictation: Write a sentence with 5 words	Letter formation Writing CVC words for labels and captions Dictation: Write a sentence with 5 words	Letter formation Write CVC, VCC and CVCC words	Labels and captions Short sentences- finger spaces, full stops and capital letters Write words of different structures	Writing captions and sentences Children write dictated sentences	Write and read back sentences using capital letters, finger spaces and full stops. Write a dictated sentence.

# Mathematics Nursery



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

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.

Baseline  
Colour  
Matching  
Sorting

Subitising  
Counting  
Consolidation

Baseline  
Number 3  
Number 4  
Number 5

Length  
Mass  
Capacity  
Consolidation

Baseline  
Sequencing and  
position  
Comparing  
2D and 3D shapes

Number composition  
Numbers to 5  
What comes  
before/after?  
Consolidation

Number rhymes, Counting rhymes and songs, Finger rhymes, Building with shapes and blocks, Beginning to use random numbers in play, Birthdays – knowing my age, Completing puzzles patterns

# Mathematics Reception



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

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Baseline  
Match and Sort  
Compare Amounts  
Measure, Shape and Spatial Thinking  
Compare size, mass and capacity  
Representing 1,2,3  
Comparing 1,2,3

Composition of 1,2,3  
Measure, Shape and Spatial Thinking  
Circles and Triangles  
Representing numbers to 5  
One more and less.  
Measure, Shape and Spatial Thinking  
Shapes with 4 sides

Introducing zero  
Comparing numbers to 5  
Composition of 4 & 5  
Measure, Shape and Spatial Thinking  
Compare mass (2)  
Compare capacity (2)  
6, 7 & 8  
Combining two amounts  
Making pairs

Measure, Shape and Spatial Thinking  
Length & height Time (2)  
Counting to 9 & 10  
Comparing numbers to 10  
Bonds to 10  
Measure, Shape and Spatial Thinking 3-D shapes  
Spatial awareness  
Pattern

To 20 and beyond  
Build numbers beyond 10  
Count patterns beyond 10  
Spatial reasoning 1  
Match, rotate, manipulate  
First, then, now  
Adding more Taking away  
Spatial reasoning 2  
Compose and decompose

Find my pattern  
Doubling Sharing & grouping  
Even & odd  
Spatial reasoning 3  
Visualise and build  
On the move  
Deepening understanding  
Patterns & relationships  
Spatial mapping (4)  
Mapping

# Understanding the World EYFS



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

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 fire fighters. 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.

## Understanding the world RE / Festivals

Our RE Curriculum Come and See enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Discussion about families and their similarities and differences  
Family- same and different- books about families from the past e.g. Peepo, etc.  
Navigate around the provision  
Can begin to talk about what they do with their family and places they have been with their family. Begin to draw similarities and make comparisons between other families. Name and describe people who are familiar to them.

How Christmas is different around the world  
Christmas- changes linked to toys  
Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.  
My Body

Know some similarities and differences between the world around them and contrasting environments  
Describe the local environment, using all their senses to explore the natural and urban world  
Describe other environments  
Look at and create maps of the local area  
Light

Easter  
Use bee-bots on simple maps encouraging the use of navigational language.  
Environments – Features of local environment  
Maps of local area  
Comparing places on Google Earth – how are they similar/ different?  
Minibeasts

Space Travel- Moon Landings linked to Neil Armstrong  
Look at Helen Sharman- astronaut  
Use as a way of developing understanding of significant events in the past.  
Grow and care for plants from seeds- understanding of life cycles  
Make observations of plants

Family holidays and travels  
Materials: Floating / Sinking – boat building  
Metallic / non-metallic objects  
Seasides long ago – Magic Grandad  
Share non-fiction texts that offer an insight into contrasting environments  
Explore collections of materials and use senses  
End of year celebrations

# Religious Education/ RSE EYFS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Live to the Full teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

Come and See	Myself Welcome Birthdays	Celebrating Gathering Growing	Good News Friends Our World
Ten Ten	RSE Module 1 Handmade with love, I am me, Heads, Shoulders, Knees and Toes, Ready Teddy!	RSE Module 2 Create to love others	RSE Module 3 Created to Live in the Community





# Expressive Arts and Design EYFS



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

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.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Join in with songs; beginning to mix colours  
join in with role play games and use resources available for props; build models using construction equipment.  
Take picture of children's creations and record them explaining what they are.  
Exploring sounds and how they can be changed

Listen to music and make their own dances in response.  
Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems  
Role Play Party's and Celebrations  
Role Play of The Nativity

Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.  
Making lanterns, Chinese writing, puppet making, Chinese music and composition  
Shadow Puppets  
Painting tools and techniques

Make different textures; make patterns using different colours  
Printing, patterns on Easter eggs, Life cycles.  
Mother's Day crafts  
Easter crafts  
Home Corner role play  
Junk modelling

Encourage children to create their own music.  
Exploration of other countries – dressing up in different costumes.  
Retelling familiar stories  
Provide children with a range of materials for children to construct with  
Colour mixing  
Singing

Sand pictures / Rainbow fish collages  
Paper plate jellyfish  
Water pictures, collage, making passports.  
Father's Day Crafts  
Composing music