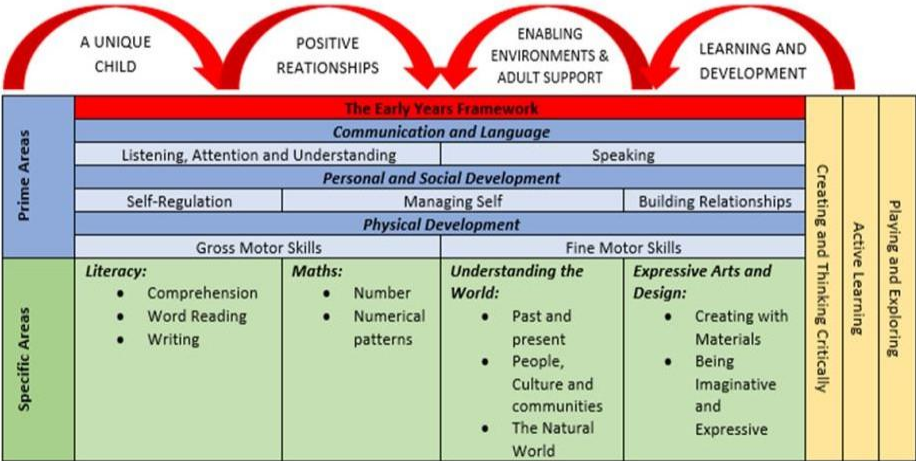


EYFS Long Term Plan 2024-2025



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.



Our Curriculum Goals

<p>To become a Confident Communicator 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 Fantastic Friend 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 Independent Individual 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 Amazing Athlete 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 Talented Tool User 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 Brilliant Bookworm 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 Wow Writer 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 Master of Maths 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 Exceptional Explorer 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 Compassionate Citizen 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 Proud Performer 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 Dynamic Designer 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>



EYFS Assessment at St Joseph's





EYFS Long Term Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	All About Me 	Celebrations 	Once upon a time 	In the Garden 	People Who Help Us 	Summertime 
Possible Texts	In Every House on Every Street Home That's not my name You Can	Firework Poems The Scarecrow's Wedding We all Celebrate The Christmas Story The Best Diwali Ever	Jack and the Beanstalk The Three Little Pigs Goldilocks and the Three Bears Three Billy Goats Gruff	What the Ladybird Heard The Very Hungry Caterpillar Superworm	Doctorsaurus When you're fast asleep- Who works at nighttime? All about... Paramedics, fire-fighters, police officers	Sun Sharing a Shell The Lighthouse Keepers Lunch

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

Communication and Language: Reception



	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 Daily Story Time	<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.</p>					
	<p>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</p>	<p>Develop vocabulary listening and responding to stories</p>	<p>Ask’s how and why questions...</p>	<p>Describe events in detail – time connectives</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.</p>
	<p>Familiar Print</p>	<p>Following instructions</p>	<p>Retell a story with story language</p>	<p>Understand how to listen carefully and why listening is important.</p>	<p>Use picture cue cards to talk about an object: “What colour is it? Where would you find it?”</p>	<p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>Sharing facts about me! All about me!</p>	<p>Takes part in discussion</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Describe events in some detail.</p>	<p>Sustained focus when listening to a story</p>		
<p>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Understand how to listen carefully and why listening is important.</p>	<p>Use new vocabulary through the day.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p>			
	<p>Choose books that will develop their vocabulary</p>	<p>Learn rhymes, poems and songs.</p>				

	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>						
New Beginnings	Understanding that some things are right and some are wrong	Feelings	Being a good friend	Looking after our world and animals	Taking part in sports day - Winning and losing	
See themselves as a valuable individual.	Feeling our own emotions	Learning about qualities and differences	Healthy me	Looking after others	Changing me	
Being me in my world	Self - Confidence	Celebrating differences	Model and encourage why we take turns, wait politely, tidy up after ourselves and so on	Friendships	Look how far I've come!	
Beginning to understand class rules and routines	Build relationships.	Identify their own feelings.		Show resilience and perseverance in the face of challenge.	Model positive behaviour	
Supporting children to build relationships		Encourage them to think about their own feelings and those of others by reading stories and exploring pictures		Model and encourage why we take turns, wait politely, tidy up after ourselves and so on.		
Likes and dislikes						

Personal, Social and Emotional: Reception



	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>					
See themselves as a valuable individual Being me in my world	Getting on and falling out. Dealing with emotions	Learning about qualities and differences	Relationships	Looking after our world and animals	Taking part in sports day - Winning and losing	
Class Rules and Routines	Self – Confidence	Celebrating differences	What makes a good friend?	Looking after others	Changing me	
Build relationships Dreams and Goals	Build constructive and respectful relationships.	Identify and moderate their own feelings socially and emotionally	Healthy me	Friendships	Look how far I've come!	
	Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Encourage them to think about their own feelings and those of others	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves.	Show resilience and perseverance in the face of challenge.	Preparing for Year 1 transition	

Physical Development: Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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.

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

Physical Development: Reception



	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</p> <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality).</p> <p>Provide extra help and guidance when needed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut a shape out: straight edges/ Curved edges</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Lego</p>
Gross motor	Multi Skills	Balls Skills Hands	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.	Retell stories related to events through acting/role play.	Making up stories in their play using the role play resources or acting them out themselves.	Introduce the idea of reading in different places such as back of seed packets, instructions etc.	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group	Draw pictures of characters/ event / setting in a story
Environment print.	Christmas letters/lists using pictures.	Encourage children to record stories through picture drawing/mark making.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Use story language when acting out a narrative.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.
Having a favourite story/rhyme.	Retelling stories using images with support.	Look at a variety of books such as non-fiction books.	They develop their own narratives and explanations by connecting ideas or events	Rhyming words. Answer questions about a story	Make predictions Can point to front cover, back cover, spine, blurb, and title
Sequencing familiar stories through the use of role play to tell the story.	Retelling of stories. Enjoys an increasing range of books	Name writing activities		Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.	
Engage in conversations about stories, learning new vocabulary	Recognising their name				



Literacy: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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)

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, CVCC 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

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	Composition of 1,2,3	Introducing zero	Measure, Shape and Spatial Thinking: Length & height	To 20 and beyond	Find my pattern
Match and Sort	Measure, Shape and Spatial Thinking: Circles and Triangles	Comparing numbers to 5	Time (2)	Build numbers beyond 10	Doubling Sharing & grouping
Compare Amounts		Composition of 4 & 5	Counting to 9 & 10	Count patterns beyond 10	Even & odd Spatial reasoning 3: Visualise and build
Measure, Shape and Spatial Thinking	Representing numbers to 5	Measure, Shape and Spatial Thinking	Comparing numbers to 10	Spatial reasoning 1 Match, rotate, manipulate	On the move
Compare size, mass and capacity	One more and less.	Compare mass (2)	Bonds to 10	First, then, now	Deepening understanding Patterns & relationships
Representing 1,2,3	Measure, Shape and Spatial Thinking: Shapes with 4 sides	Compare capacity (2) 6, 7 & 8	Measure, Shape and Spatial Thinking 3-D shapes	Adding more Taking away	Spatial mapping (4) Mapping
Comparing 1,2,3		Combining two amounts	Spatial awareness	Spatial reasoning 2	
		Making pairs	Pattern	Compose and decompose	

Understanding of the World (EYFS)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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.

<p>Understanding the world</p> <p>RE / Festivals</p> <p>Our RE Curriculum</p> <p>Come and See enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>All about me</p> <p>Who is in my family?</p> <p>Labelling body parts</p> <p>Using our senses to explore</p> <p>House and homes</p> <p>Where do I live? What materials are used to build homes?</p> <p>Homes in Blackhall</p> <p>Why are homes important?</p> <p>World Mental Health Day</p>	<p>What do people celebrate? Describe and compare different celebrations</p> <p>What toys did my grandparents and parents play with?</p> <p>Finding out about and comparing the past</p> <p>Remembrance Day</p> <p>Diwali</p>	<p>What give us light?</p> <p>Light sources</p> <p>Shadows</p> <p>What can I find on a map?</p> <p>Looking at and creating maps</p> <p>Safer Internet Day</p> <p>World Book Day</p>	<p>What animals are in my garden? Animal survey</p> <p>Finding out about the animals they have find</p> <p>Lifecycles</p> <p>What happened in Blackhall in the past?</p> <p>Link with local history month</p>	<p>Jungle animals</p> <p>Who lives in the jungle?</p> <p>What is the jungle like?</p> <p>Animals including humans</p> <p>What do we need to stay healthy? What do animals need to stay healthy?</p> <p>Habitats</p>	<p>Plants-</p> <p>What different plants can I find? Growing plants and their lifecycles</p> <p>Explorers and Explorations</p> <p>What is an explorer?</p> <p>Where can I explore?</p> <p>Water Safety Week</p>
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Religious Education/RHE



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

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.

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	RHE Module 1 Handmade with love, I am me, Heads, Shoulders, Knees and Toes, Ready Teddy!	RHE Module 2 Create to love others	RHE 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
<p>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.</p> <p>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.</p>						
<p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Links to Fine Motor Skills.</p> <p>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry</p>	<p>Join in with songs; beginning to mix colours</p> <p>Join in with role play games and use resources available for props;</p> <p>Build models using construction equipment.</p> <p>Exploring sounds and how they can be changed</p> <p>Self-portraits using different medias</p>	<p>Listen to music and make their own dances in response.</p> <p>Firework pictures</p> <p>World Nursery Rhyme Week</p> <p>Christmas decorations/cards Divas</p> <p>Christmas songs/poems</p> <p>Role Play Party’s and Celebrations</p> <p>Role Play of The Nativity</p> <p>Making fruit salad</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.</p> <p>Exploring joining an fixing techniques</p> <p>Instruments- Exploring and playing</p>	<p>Mother’s Day crafts</p> <p>Easter crafts</p> <p>Design and make shadow puppets</p> <p>Instruments- Exploring and playing</p>	<p>Printing</p> <p>Using different prints to create a picture</p> <p>Creating their own pieces of music</p>	<p>Father’s Day Crafts</p> <p>Observational drawing of plants</p> <p>End of year performance</p>