St. Mary's C of E Primary: EYFS Long Term Plan
Intent 2026-2027
Bumblebees & Sunflowers

We intend to provide the EYFS children at St. Mary's with a curriculum that will enrich their everyday experiences, that will spark joy and excitement in their discoveries and that will ignite a passion for learning that will power their learning journey through life. We intend to equip them with the skills they need to become well rounded individuals with the resilience and mental strength to overcome the challenges they face but most of all we intend for our children to feel safe, secure, cared for, appreciated and happy.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to…) NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	**All About Me!**	**What does nocturnal and hibernation mean? What do we celebrate?**	**Terrific Tales! (Chinese New Year)**	**Superheroes and People who help us.** Key Question: Who is my hero? Who do we call for help?	**I wonder what's beneath my feet.**	**I wonder what it is like to be near the deep blue sea.**
Value	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Possible ideas/lines of enquiry These mini ideas within the themes may change or be replaced depending on child interest or fascination.	Starting school / my new class / New Beginnings Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Nocturnal Animals Hibernating Animals Birthdays, special events / weekly news, Halloween, Bonfire Night, Carnival, Diwali, Christmas	Traditional Tales Old favourites The Magic Paintbrush/Chinese New Year Story The Enormous Turnip Goldilocks & the Three Bears Familiar tales Library visits	Zog & the Flying doctors Supertato People Who Help Us Healthy Eating	Life cycles Mini Beasts David Attenborough Observing Snails	Lighthouses Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Seasides in the past Compare: Now and then! Seaside art Sea Creatures Seaside Pollution
High Quality Texts to share *A selection of these books will be shared with the children through whole class story time*	The Colour Monster The Rainbow Fish Pete the Cat You Choose – Nick Sharratt Super Duper You – Sophy Henn The Colour Monster goes to school – Anna Llenas The Big Book of Families – Mary Hoffman The big book of feelings – Mary Hoffman Home – Carson Ellis This is Our House – Michael Rosen In every house on every street – Jess Hitchman Only One You Linda Kranz Supertato First day at bug school - Sam Lloyd Hello Friend – Rebecca Cobb In every house on Every street - Jess Hitchman Kind - Alison Green	Owl Babies Into the Forest No Place Like Home That's not my Owl The Foggy Foggy Forest The Stickman The Jolly Christmas Postman The Nativity Kipper's Christmas Eve Christmas Story Jesus' Christmas Party The runaway chapati	Mr Wolf's Pancakes – Jan Fearnley The Gingerbread Man Mr Wolf and the Three Bears – Jan Fearnley Goldilocks Farmer Duck Hansel & Gretal The Ugly Duckling You Choose – Fairy tales - Pippa Goodhart and Nick Sharratt Story Path – Madalena Matosa	A superhero like you Zog and the flying doctors. Supertato series Non fiction police/fire books and videos. Traction man. Captain brainpower Nat fantastic The Smartest Giant in Town Alphonse There's Mud on The Ceiling Superheroes don't get scared A Superpower like mine Real Superheroes Knock Knock Superhero Abilities in me (Author visit) Doctors – Lucy Cuthew	The Very Hungry Caterpillar Aghh Spider! Bog Baby Snail Trail Eric Carle stories Twist and hop, Minibeast Bop! Superworm Arrghh Spider! Norman the slug with the silly shell	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Billy's Bucket The Sea Saw What a Waste Somebody Swallowed Stanley Commotion in the Ocean The Tale of the Toothbrush Clean Up!

Building Cultural Capital *Visits in* *Trips out* *Experiences*	Harvest – visit from Vicar Harvest Festival Welly walk around local area – local landmarks e.g. Alfoxton Park seasonal change walk – signs of Autumn in our local area – conker collecting	Diwalli – Invite people in Carnival Club visit Bonfire Night – safety talks Perform Nativity at Church/School Birds of Prey to visit ? singing at local care home Church	Visit the local bakery/Supermarket to buy gingerbread men. Make Soup	Ask visitors to come in and talk about their jobs Visits / Q+A with police, firefighters, nurses, vets, paramedics, dental nurse. Spring walk Dentist visit in school Fire men/police/ambulance in. RNLI visit Ian Marshall: Ian_Marshall2@rnli.org.uk	Local Field / Park - observing nature and plants Observing Snails Nature Scavenger Hunt	Visit Noah's Arc Zoo Beach study of pollution Under the Sea – singing songs and sea shanties Heathy Eating Week World Environment Day Sports Day
Role-Play Area	Home Corner	Pet Shop/Vets/cafe	Pet Shop/Vets/cafe	School/opticians	School/opticians	Ice Cream shop/campsite
Vocabulary That will be used throughout topic and discussed	TIER 1 – you, me, family, same, different, friend, body, person, shape, colour, rules	TIER 1 – night, day, animal, sleep, home, party, happy, Christmas, bonfire, fireworks, dark, light	TIER 1 – story, character, listen, bedtime, food, houses, home, new year	TIER 1 – police, fire, doctor, nurse, Hand washing Brushing teeth Clean	TIER 1 – bug, legs, feelers, creepy crawly,	TIER 1 – beach, cliffs, waves, seaweed, sea life, cave, sea, sea side
	TIER 2 – unique, individual, skeleton, muscles, human, tone, pattern, routine	TIER 2 – creature, nocturnal, hibernation, habitat, Diwali, celebration, festival, carnival, nativity, Bethlehem, India, Hindu, Christian, predator, prey, morning, afternoon, evening	TIER 2 – plot, setting, traditional tale, fairy tale, fiction, non-fiction, retell, recount, celebrate, festival, Chinese, flavour, taste, compare, difference, hero/heroin, villain	TIER 2 – abilities, power, learning, super, emergency, fire brigade, paramedic, ambulance, fire engine, Germs, Healthy Fruit Vegetables Exercise Safety	TIER 2 – mini beast, insect, antennae, wing, log, leaf, web, soil, nest, caterpillar, woodlouse, fly, wasp, bee, ladybird, nocturnal, snail,	TIER 2 – shoreline, coastal path, coastline, ocean, tide, harbour, port, pier, lighthouse, coast guard.
	TIER 3 – distinctive, personalised, distinguishing, characteristic	TIER 3 – rejoice, experience, Noel, yuletide,	TIER 3 – fable, myth, antagonist, protagonist	TIER 3 – injection	TIER 3 – vertebrate, invertebrate,	TIER 3 – horizon, sand dunes, mud flats, salt marsh,
CLL **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, and weekly interventions.**	Listening to familiar songs & rhymes Circle Time PSED – all about me Talking about familiar things (family, home, pets etc) Chatting with others Respond to instructions Sharing special things, making new friends, learning to play.	Talk about past events/own experiences in simple sentences. Responding to questions and instructions. Performing in front of others, projecting voice. Asking for help and helping others. Retelling focuss: Owl Babies Non-Fiction: Animal Facts Listening and responding to familiar stories and beautiful books. Talking about celebrations and special times e.g. bonfire night / Halloween.	Retelling Focus: Goldilocks & The Three Bears Non-Fiction: Instructions / Lists Listening and responding to familiar stories and beautiful books. Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	Retelling Focus: Instuctions to make emergency call Non-Fiction: Facts / labels Persuasion Thinking of questions to ask visitors. Develop Vocabulary Listening and responding to familiar stories and beautiful books. Using language well Ask's how and why questions… Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.	Retelling Focus: Snail Trail Non-Fiction: Facts about snails Listening and responding to familiar stories and beautiful books. Circle Time PSED - Trying new things – what makes us nervous? To add description when talking Talking about past, present and future. Describe events in detail – time connectives Discovering Passions	Retelling Focus: Lighthouse Keepers lunch Non-Fiction: Listening and responding to familiar stories and beautiful books. Circle time PSED – Transitions and moving on. To talk to others in clear sentences Listen and respond to others Talking about ourselves in positive terms. Talking about our friends in positive terms. Discovering Passions

		Asking questions to visitors	Choose books that will develop their vocabulary. Listen and respond to stories Sit for longer periods of time Speaking in full sentences, using 'and' or 'because' to extend our language.	Listen to and talk about stories to build familiarity and understanding. To add description when talking Take on roles Asking and answering questions of our friends and other adults. Talking about past, present and future.	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	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.
PSED	Zones of Learning Self Regulation: My Feelings	Recap Zones & Social Detectives Building relationships: Special relationships	Recap Zones & Social Detectives Managing self: Taking on challenge	Recap Zones & Social Detectives Self-regulation: Listening and following instructions	Recap Zones & Social Detectives Building relationships: My family and friends	Recap Zones & Social Detectives Managing self: My wellbeing Taking part in sports day - Winning and loosing Changing me Look how far I've come! Listening and responding to familiar stories and beautiful books.
RE	Special me	Incarnation	Special places	Salvation	God/Creation	Special stories
Physical Education **Fine motor** Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities **Gross motor**	Introduction to the Hall (P.E), the outside areas and school field/forest school. Introduction to PE : Unit 2 Introduction In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games	Forest School Funky Fingers Handwriting – Letter families – curly caterpillars (Penpals) c, a, o, g, d, e, s, f Long ladders (penpals) l, i, j, t, u y 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.	Forest School Funky Fingers – access to fine motor in continuous provision Handwriting – Letter families – one armed robots (penpals) r, m, n ,h, b, k, p Zig Zag monsters (penpals) v, w, x, z 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 Dance : Unit 2	Forest School Funky Fingers – access to fine motor in continuous provision Handwriting – consolidate / recap letter families as needed Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Forest School Handwriting – consolidate / recap letter families as needed Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Obstacle activities children moving over, under, through and around equipment	Forest School Handwriting – consolidate / recap letter families as needed Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Lego Races / team games involving gross motor movements Allow less competent and confident children to spend time initially observing and listening,

	and begin to understand and use rules. Key Skills Physical: moving safely, running, jumping, throwing, catching, rolling Social: sharing and taking turns, encouraging and supporting others, responsibility Emotional: honesty and fair play, confidence, perseverance Thinking: decision making, understanding and using rules Funky Fingers – Daily Sessions Handwriting – name writing focus Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills holding pencil correctly, using scissors etc 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 Cooperation games Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Fundamentals : Unit 2 In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks. Key Skills Physical: hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running Social: working safely, responsibility, working with others Emotional: managing emotions, challenging myself Thinking: selecting and applying actions Crates play- climbing. Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes	In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. Key Skills Physical: travelling, copying and performing actions, balance, co-ordination Social: respect, co-operating with others Emotional: working independently, confidence Thinking: counting, observing and providing feedback, selecting and applying actions Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Superhero challenges – Timed activities Gymnastics : Unit 2 In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. Key Skills Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling Social: leadership, taking turns, helping others Emotional: determination Thinking: selecting and applying skills, creating sequences	Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Sports Day – Practice the events for Sports Day	without feeling pressured to join in. Games : Unit 2 In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules. Key Skills Physical: running, changing direction, striking a ball Social: communication, co-operation, taking turns, respect, supporting and encouraging others Emotional: honesty, managing emotions, perseverance Thinking: using tactics

	Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes					
Dough Disco Finger gym/Squiggle whilst you wriggle	Roll/pinch/splat/prod/ squeeze Up and Down Movement Arches/circles/spirals	Roll/pinch/splat/prod/ Squeeze Upwards/Downwards lines Spirals and figure 8 (vertical and horizontal)	Roll/pinch/splat/prod/ Squeeze Side to side lines Squares, diagonal lines, triangles	Roll/pinch/splat/prod/ Squeeze Wavy Lines	Roll/pinch/splat/prod/ Squeeze Zig Zag Lines	Roll/pinch/splat/prod/ Squeeze Arches
Phonics/Reading	Phase 1 Recap & Phase 2 GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss Words: at, pat, tip, tin, map, sad, pig, got, cat, kit, sock, den, duck, red HRS: I, the, no put, of, is to, go, into pull as, his Hear general sound discrimination and be able to orally blend and segment. Teach: Front Cover, Back Cover, Blurb Difference between picture and text Use picture clues: 'What can you see?' Encourage children to predict what happens next Begin to say a sentence What next? What do you think? I see I say: You say Can the children talk about the pictures? Can they remember the main points of the story? To talk about new words when reading books – To broaden understanding of vocabulary	Phase 2 & Phase 3 GPCs: h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa Words: less, huff, vex, yell, jazz, quiz, chill, wish, bang, honk, nail, teeth, light, foam Pseudo: beff, gock, wint, queem, jaib, vight HRS: he, she, buses we, me, be push was, her my, you Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Talk about the role of an author and illustrator Talk about the books we have looked at and discuss likes and dislikes – Book talk I like the part…. I didn't like the part… It was funny when…? To talk about new words when reading books – To broaden understanding of vocabulary Engage in conversation and can answer questions when reading	Phase 3 GPCs: oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow Words: cook, charm, curl, scoop, short, frown, join, years, flair, pure, ladder, grow Pseudo: zooch, quair, tarsh, goid, plear, fleebow HRS: they, all, are ball, tall when, what Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. Talk about the role of an author and illustrator Talk about the books we have looked at and discuss likes and dislikes – Book talk I like the part…. I didn't like the part… It was funny when…? Teach: Comprehension skills – find it If the sentence does not make sense, I go back to the beginning of the sentence and reread it. To talk about new words when reading books – To broaden understanding of vocabulary	Phase 3 Embed Words: fan, egg, miss, cow, pure, snow, burn, wait, torch, coast, chest, point, herbs, books, spark, stairs, sport, scoop, wait, three, clear HRS: said, so, have were, out, like some, come, there little, one, do children, love Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Teach: Comprehension skills – find it If the sentence does not make sense, I go back to the beginning of the sentence and reread it. Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.	cvcc ccvc ccvcc cccvc and suffix -ed /ed/ /t/ /d/ Words: painted, bumped, joined, fixes, spotted, dressed, stormed, crushes, blended, stamped, printed, sprained, strapped, scrolled, splashes Pseudo: laig, spown, thurb, zerd, fure, glinked Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. To introduce and read simple chapter books during class read times (not reliant on pictures) To talk about new words when reading books – To broaden understanding of vocabulary Teach: Comprehension skills – find it/prove it If the sentence does not make sense, I go back to the beginning of the sentence and reread it. Correctly sequence a story or event using pictures and/or captions.	Phase 5 GPCs: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e Words: play, shout, tie, dream, joy, bird, clue, lawn, wheel, dolphin, screw, tiptoe, haunt, donkey, quake, athlete Pseudo: phid, whem, claup, droy, scabe, fleme HRS: oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very Re-read what they have written to check that it makes sense. To introduce and read simple chapter books during class read times (not reliant on pictures) To talk about new words when reading books – To broaden understanding of vocabulary Teach: Comprehension skills – find it/prove it If the sentence does not make sense, I go back to the beginning of the sentence and reread it. Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.

		wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).		Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.
Writing	Baseline Assessment through: Dough disco: malleable *Pencil grasp noted. Big Moves: core strength and stability. coordination, gross and small movements with scarves / chunky crayons or felt tips. handwriting patterns – scarves, chunky crayons, messy play using different textures and items such as cars. Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	Dough disco continuing daily with malleable area Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Beginning to form other recognisable letters from Phase 2 phonics: will be learning the correct route when writing using a handwriting phrase. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space. Focus on modelling comfortable pen grip.	Dough disco continuing daily with malleable area Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Focus on modelling and using the tripod finger grasp when writing, painting, chalking etc. Able to retrace vertical lines and working on improving anticlockwise movements.	Dough disco continuing daily with malleable area Emergent writing: Build words using letter sounds in writing. Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines. Topic introduction – all the teddies have bumps and cuts from the blocks that have fallen, can you write a police report? Mrs Dunstan wants a new set of school rules, can you write some? Pre-school want to know what happens in the story 'Zog and the Flying Doctor' can you write retell it? Dentist visit. - Can you write a thank you letter?	Dough disco continuing daily with malleable area Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Dough disco continuing daily with malleable area Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

	Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.			Supertato – letter from evil pea telling them to guess where he is hiding. Write list of how to be kind for evil pea. The Evil Pea has trapped the toys – WOW him with your writing to set them free When I am older…		Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children are using finger spaces between their words independently and others are able to read their work.
Maths Number Mastering number (NCETM)	Baseline assessments and settling in **Number and Place Value** Subitise to 3 and then 4 Counting, ordinality and cardinality – to 5 (Perceptual)(Dice patterns, games) Composition/representing to 3 Comparison – more than/fewer than Comparing groups within 5 Comparing quantities of identical objects / non identical objects 5 Frames *Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.*	**Number and Place Value** Counting, ordinality and cardinality to 5 Comparison Composition – wholes and parts Composition and representation of 3,4,5 Grouping Counting (beyond 20), ordinality and cardinality Comparing quantities of identical objects / non identical objects 5 Frames **Time** First / then / now **Pattern** Copy, continue and create repeating patterns – AB and ABC **Shape and space** Circles and Triangles Shapes with 4 sides *Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.*	**Number and Place Value** **Numbers 6, 7, 8** Subitising to 3,4,5 Counting, ordinality and cardinality 1-5 Comparison – to 5, then 6, 7 and 8 Comparison – more than/fewer than, equal number Composition/representation to 7. Grouping **Measure** Explore and compare Mass and Capacity *Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.*	**Numbers 9, 10** Counting (beyond 20), ordinality and cardinality – 5 and a bit numbers (6,7,8,10) Comparison – numbers to 10, 'less than' Composition within 5 & then 10, including 2 equal parts Composition - sorting, doubles, odd and even, sharing, halving Grouping **Measure** Explore and compare: Length, height and time **Shape and space** Explore 3D shapes *Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.*	Counting (beyond 20), ordinality and cardinality Subitising – doubles to support subitising, dice and tens frames Composition – 5 and a bit (6,7,8,9) Composition (6-9 and 10) Grouping Double dice frames and ten frames Comparison - magnitude of numbers, track games **Shape and space** Manipulate, compose and decompose shapes so that ch recognise a shape can have other shapes within, just as numbers can **Pattern** Explore and represent patterns within numbers up to 10, including evens and odds, doubles facts and how quantities can be distributed equally *Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.*	Subitising on a Bead String/rekenrek Numbers 10 - 20 Consolidation of the year. Review and assess: Counting Comparison Number patterns Automatic recall Understanding of numbers to 10 *Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.*

UTW Experiences Not limited to just these. Will be regularly reviewed depending on cohort and will be flexible to react to child interest and events *Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction, classroom IWB, iPads, beebots*	***Science*** ***Geog*** ***His*** ***Technology***	Science link: Ourselves / our bodies. Seasonal change. Harvest. Make Bread Possible science investigations: data collection – hair colour, eye colour. Homes – looking at different types of homes, where do we live? What is your home like? Past & Present: Looking at pictures and photos of our families and baby photos. Tech. in our lives – introduce the iPads	People, Cultures and Communities: Diwali, Bonfire Night, Halloween, Winter solstice, Christmas Celebrations around the world. The Natural World: Nocturnal animals and their habitats. Hibernating animals. Seasonal Changes – Autumn/Winter Science link: Light & Dark – exploring torches, shadows, reflective objects. Seasonal change. Possible science investigation: Investigating shadows. Exploring reflective materials – how will the owl babies stay seen? Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.	People, Cultures and Communities: Chinese New Year celebrations – look at where China is on a world map / globe. The Natural World: Drawing pictures of animals – linking to the animals in traditional stories Possible science investigation: Change of State Porridge Taste different flavours in porridge Make Soup Share different cultures versions of famous fairy tales. Multimedia	Talk about traditions. Shrove Tuesday. Past and Present - Talk about the lives of the people around them and their roles in society; Fire stations/engines of past - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Where is the fire station/police station in Bridgwater. - 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. - Ask the children to think about life in other countries. Would they have the same people helping in Antarctica? Who would be helpful in very cold places? What about in very hot countries? How do the emergency services differ throughout the world? Natural World Seasonal Change - Spring	The Natural world: Seasonal change. Minibeasts and insects – Observe snails, drawing minibeasts etc. Programming Life Cycles Discussing minibeast habitats and features, going on minibeast hunts. Discussing growth and change and how to be responsible for our environment. Planting and taking care of different plants. We observe the growth changes in tadpoles and caterpillars and discuss lifecycles. Pond dipping	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. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Holidays – Where we go on holiday Environments and the world, where do we go on holiday? How will we get there (transport)? Grace Darling Lighthouses People, Cultures and Communities: Summer solstice.
Expressive Arts and Design Experiences	**Art & Design** **Music**	Painting self portraits & pictures of our homes using basic materials (poster paints) Exploring colour and colour mixing	Clay – Diwali lanterns Rangoli art. Listening to Indian Music. Firework pictures	Exploring textures – junk modelling Chinese dragons. Listening to Chinese music – dressing up and dragon dancing.	Design and make junk model vehicles Observational drawing of service vehicles past & present Paint favourite super hero/job	Observational art – trees and summer flowers. Matisse snail – collage Look at 'water lillies' by Claude Monet. Make own	Sand pictures / fish collages Lighthouse designs/creations Paper plate jellyfish Puppet shows: Provide a wide range of props for

		Make Bread Home corner role play – acting out familiar experiences with peers Introduce Construction **Learning familiar nursery rhymes** – daily singing before lunch **Exploring Sounds**	Collage & printing – owl baby art Listen to classical music – the four seasons (Winter) classical Christmas carols. Design a Christmas card. Christmas / winter crafts. **Celebration Music** Learning Nativity Songs	Decorating gingerbread men. Building beds and chairs – STEM challenges. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. **Musical Stories** Introduce Clay	Draw From observations – People Who Help Us Lollystick Superheroes – Puppets Supertatoes Collage Super hero shields **Music & Movement**	pond collage using layered tissue. **Big Band**	play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Seaside music **Transport**
National & Whole School Events		International Literacy Day 8th International Day of Peace 21st World Smile Day 4th Oct World Animal Day 4th Oct. Harvest Festival	Guy Fawkes Night 5th Nov. International tongue twister day 10th Nov. Remembrance Day 11th Nov World Kindness day 13th Nov Diwali 20th Oct. Hanukkah 14th DEC. to 22nd DEC.	Chinese New Year Wed Tuesday 17 February – Horse Pancake Day 17th Feb Valentines Day 14th Feb	Easter 5th April Palm Sunday 29th March Passover 1st – 9th April Easter International Day of Happiness 20th Mar World Water Day 22nd Mar	World Bee Day 20th May Sports day?	World Environment Day 5th June World Oceans Day 8th June Trip Sports Day?
Outside Area *NB: Children always have access to large construction, small world, dressing up, sensory play*		Getting to know the school building and grounds Signs of Autumn	Ice Changes in the weather Autumnal objects	Ice Changes in the weather	Changes in the weather Spring Spring Flowers	Pond life / Pond dipping Minibeast habitats – building a bug hotel in nature area	Signs of summer – caring for the plants
Safeguarding Opportunities		Getting to know each other and adults in school. Who to ask for help at different times of the day. Keeping safe in the classroom and outside- rules. Assembly rules. Road Safety.	Firework safety. Safety in the dark – be safe/be seen. People who help us – 999 / first aid.	Water safety – link to gingerbread man story. E-safety.	Gems – Washing hands Keeping safe - assessing risks	Countryside code – link to local visits. Caring for animals	Sun Safety
Assessment		RBA Baseline Assessment ECAT/Communication Checklist TALC Assessment Draw a person	Pupil Progress Term 1 Phonic assessment Moderation On going assessments Baseline analysis Parents evening info	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation Parents Evenings	Pupil Progress Moderation & monitoring books Ongoing phonic assessments	Cluster moderation EYFS team meetings End of year reception data Reports to be written TALC ASSESSMENTS	Pupil Progress Term 3 Phonic Screen ready for Year 1 Reports to be written EOY Assessments – Phonics EOY Data Reports