



# Lovers' Lane Primary and Nursery School

## EYFS Long Term Overview 2023-2024



Term	<b>Autumn 1</b> (6weeks & 3 days) 	<b>Autumn 2</b> (7weeks) 	<b>Spring 1</b> (5weeks & 2 days) 	<b>Spring 2</b> (6weeks) 	<b>Summer 1</b> (6weeks) 	<b>Summer 2</b> (7 weeks & 2 days) 
<b>Topic</b> <b>General Themes</b> NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	<b>All About Me</b> <ul style="list-style-type: none"> <li>Starting school/My new class</li> <li>New Beginnings/My family</li> <li>Superheroes/People who help us/Careers</li> <li>Staying healthy/Food/Human body</li> <li>PSED focus - What am I good at?/How do I make others feel?/Being kind / staying safe</li> </ul>	<b>Terrific Tales</b> <ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Little Red Hen - Harvest</li> <li>Familiar tales</li> <li>Pantomime - Newark Theatre Royal</li> <li>Christmas Lists</li> <li>Letters to Father Christmas</li> </ul>	<b>Into the Woods</b> <ul style="list-style-type: none"> <li>The Great Outdoors</li> <li>Forest School</li> </ul>	<b>Come Outside</b> <ul style="list-style-type: none"> <li>Plants &amp; Flowers</li> <li>Weather / seasons</li> <li>The great outdoors</li> <li>Forest School</li> <li>Planting seeds</li> <li>Make a sculpture: Andy Goldsworthy</li> <li>Reduce, Reuse &amp; Recycle</li> <li>Fun Science/ Materials</li> </ul>	<b>Amazing Animals</b> <ul style="list-style-type: none"> <li>Life cycles – Growing Butterflies</li> <li>Safari</li> <li>Animals around the world</li> <li>Climates/Hibernation</li> <li>Down on the Farm</li> <li>Minibeasts</li> <li>Animal Arts &amp; crafts</li> <li>Night &amp; day animals</li> <li>Animal patterns</li> <li>David Attenborough</li> </ul>	<b>Ticket to Ride</b> <ul style="list-style-type: none"> <li>Around the Town/World - How do I get there?</li> <li>Where in the world have you been?</li> <li>Where do we live in the UK/world?</li> <li>Vehicles past and Present</li> <li>Design your own transport!</li> <li>Differences between own country and other countries</li> </ul>
<b>Extra Key Texts – Fiction and Non-Fiction</b> (See T4W Focus Texts in Literacy)	<ul style="list-style-type: none"> <li>The Colour Monster, By Anna Llenas</li> <li>Stick Man, By Julia Donaldson</li> <li>The Smartest Giant, By Julia Donaldson</li> <li>The Rainbow Fish, By Marcus Pfister</li> <li>The Big Book of Families</li> <li>All Kinds of People, By Emma Damon</li> <li>Big Feelings: And what they tell us, By Rebekah Ballagh</li> <li>All About Diversity, By Felicity Brooks</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks &amp; Three Bears</li> <li>The Gingerbread Man</li> <li>The Jolly Christmas Postman, By Allan Ahlberg</li> <li>Christmas Story/ Nativity</li> <li>A Year on Adam's Farm, By Adam Henson</li> <li>Animal Farm: Fun Facts</li> <li>About Farm Animals: Farm Life, By Baby Professor</li> <li>Houses around the World, By Clare Lewis</li> <li>Joy to the World! - Christmas Around the Globe, By Kate Depalma</li> </ul>	<ul style="list-style-type: none"> <li>The Gruffalo's Child, By Julia Donaldson</li> <li>Owl Babies, By Martin Waddell</li> <li>Tiny Explorers: Into the Wild: Outdoor activities, play ideas and fun, By Miro Tartan</li> <li>The Woodland Trust A Walk in the Woods: A Changing Seasons Story, By Flora Martyn</li> <li>A Stroll Through the Seasons, By Kay Barnham</li> </ul>	<ul style="list-style-type: none"> <li>The Tiny Seed, By Eric Carle</li> <li>Jack and the Beanstalk</li> <li>Tree: Seasons Come, Seasons, By Patricia Hegarty</li> <li>A Stroll Through the Seasons, By Kay Barnham</li> <li>Tell Me About: Plants, By Emily Dodd</li> <li>My First Book About How Things Grow, By Felicity Brooks</li> </ul>	<ul style="list-style-type: none"> <li>Aaaarrghh Spider!, By Lydia Monks</li> <li>Tiger who came to tea, By Judith Kerr</li> <li>Mad about Minibeasts, By Giles Andreae</li> <li>Rumble in the Jungle, By Giles Andreae</li> <li>National Trust: Out and About Minibeast Explorer: A children's guide to over 60 different minibeasts, By Robyn Swift</li> <li>My First Book of Minibeasts, By Zoe Ingram</li> <li>Little Kids First Big Book of Animals (National Geographic Kids), By Hughes</li> </ul>	<ul style="list-style-type: none"> <li>The Snail and the Whale, By Julia Donaldson</li> <li>The Naughty Bus, By Michael Rosen</li> <li>Mr. Gumpy's Outing, Bu John Burningham</li> <li>Oi! Get off my train!, By John Burningham</li> <li>Tiddler, By Julia Donaldson</li> <li>World Atlas</li> <li>Look Inside Our World, By Emily Bone</li> <li>The Travel Book, By Malcolm Croft</li> </ul>



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<p><b>Key Topic Vocabulary</b> (See a list of key vocabulary to be use each half term - Further vocabulary will be used by staff especially when using the ShREC in the floating adult role.)</p>	<ul style="list-style-type: none"> <li>• <b>Book related vocabulary</b> - happy, sad, scared, loved, angry, calm, emotions, red, green, blue, pink, grey &amp; yellow</li> <li>• <b>Other key vocabulary</b> - friends, family, brother, sister, Mum, Dad, Auntie, Uncle, Grandad, Grandma, kind, please &amp; thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Book related vocabulary</b> – huff, pig, puff, chin, puffed, huffed, wolf, bricks, bundle, straw, blow, build, built, knock, house, hair, little, sticks, give, first, second, third, three, last, roof, chimney &amp; pot.</li> <li>• <b>Other key vocabulary</b> – Christmas, celebrate, celebrations, nativity, Jesus, Mary, Joseph, angels, three wise men, shepherds, sheep, donkey, gifts, stable, manger, camel &amp; Bethlehem.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Book related vocabulary</b> – Family, long, wavy, grass, thick, oozy, mud, swirling, whirling, snowstorm, big, dark, forest, deep, cold, river, narrow, gloomy, cave, bear, googly, eyes, wet, shiny, nose, furry &amp; ears.</li> <li>• <b>Other key vocabulary</b> – forest, woodland, trees &amp; leaves.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Book related vocabulary</b> – Plant, lifecycle, sunflower, shoot, seeds, petals, bud, grow, soil, yellow &amp; leaves.</li> <li>• <b>Other key vocabulary</b> – Easter, chick, lamb, Easter eggs, Jesus, cross, daffodils, Easter bunny &amp; bonnet.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Book related vocabulary</b> – Caterpillar, butterfly, egg, leaf, moon, sun, cocoon, apple, pear, plum, strawberry, orange, chocolate cake, ice cream, pickle, swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon &amp; chrysalis</li> <li>• <b>Other key vocabulary</b> – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday &amp; Sunday,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Book related vocabulary</b> – Journey, holiday, family, passport, car, train, aeroplane, coach, boat, hotel, campsite, caravan, seaside, hot, cold, sand, sea, map, beach, swimming pool, sun, rain, postcard, letter &amp; email</li> <li>• <b>Other key vocabulary</b> – Next year, new beginnings, Year 1, holidays &amp; new teachers names.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p> 	<ul style="list-style-type: none"> <li>• New Beginnings</li> <li>• See themselves as a valuable individual.</li> <li>• Class Rule Rules and Routines</li> <li>• Supporting children to build relationships.</li> <li>• Dreams and Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out.</li> <li>• Emotions - How to deal with anger</li> <li>• Self - Confidence</li> <li>• Build constructive and respectful relationships.</li> <li>• Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about qualities and differences</li> <li>• Celebrating differences</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships - What makes a good friend?</li> <li>• Healthy me</li> <li>• Random acts of Kindness</li> <li>• Looking after pets</li> <li>• Looking After our planet</li> <li>• Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely and tidy up after ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Friendships - Looking after one another</li> <li>• Dreams and Goals</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Discuss why we take turns, wait politely, tidy up after ourselves and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in sports day - Winning and loosing</li> <li>• Changing me</li> <li>• Look how far I've come!</li> <li>• Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> </ul>



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<b>Physical Development</b> 	<b>Fine Motor</b>	<ul style="list-style-type: none"> <li>Fine Motor Activities - Threading, cutting, weaving, playdough.</li> <li>Manipulate objects with good fine motor skills.</li> <li>Draw lines and circles using gross motor movements</li> <li>Hold pencil/paint brush beyond whole hand grasp.</li> <li>Pencil Grip</li> <li>Name Writing</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>Develop muscle tone to put pencil pressure on paper.</li> <li>Use tools to effect changes to materials.</li> <li>Show preference for dominant hand.</li> <li>Engage children in structured activities: guide them in what to draw, write or copy.</li> <li>Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control.</li> <li>Encourage children to draw freely.</li> <li>Holding Small Items/Button Clothing</li> <li>Cutting with Scissors</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>Develop pencil grip and letter formation continually.</li> <li>Use one hand consistently for fine motor tasks.</li> <li>Cut along a straight line with scissors.</li> <li>Start to cut along a curved line, like a circle</li> </ul>	<ul style="list-style-type: none"> <li>Fine Motor activities - Threading, cutting, weaving, playdough.</li> <li>Form letters correctly</li> <li>Copy a square.</li> <li>Begin to draw diagonal lines, like in a triangle.</li> <li>Start to colour inside the lines of a picture.</li> <li>Start to draw pictures that are recognisable.</li> <li>Build things with smaller linking blocks, such as Lego</li> </ul>
	<b>Gross Motor</b>	<ul style="list-style-type: none"> <li>Cooperation games i.e, parachute games.</li> <li>Climbing – Outdoor equipment/Park Visit</li> <li>Different ways of moving to be explored.</li> <li>Changing for PE/Help individual children to develop good personal hygiene. Acknowledge and praise their efforts.</li> <li>Regular reminders about thorough handwashing &amp; toileting.</li> </ul>	<ul style="list-style-type: none"> <li>Ball skills- Throwing and Catching.</li> <li>Climbing - Crates play Skipping ropes in outside area.</li> <li>Dance related activities</li> <li>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</li> <li>Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows &amp; prams.</li> </ul>	<ul style="list-style-type: none"> <li>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</li> <li>Dance - Moving to music.</li> <li>Gymnastics - Balance</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics - Balance- children moving with confidence.</li> <li>Dance related activities</li> <li>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Obstacle activities children moving over, under, through and around equipment.</li> <li>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</li> <li>Dance - Moving to music</li> </ul>	<ul style="list-style-type: none"> <li>Races/team games involving gross motor movements.</li> <li>Gymnastics - Balance</li> </ul>



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	EYFS Leicestershire PE LTP	<b>Games</b> 8 lessons <b>Unit 1</b> Spatial Awareness and Basic Motor Skills	<b>Dance</b> 6 lessons <b>Unit 1</b> Body Parts Hokey Cokey	<b>Gym</b> 6 lessons <b>Unit 1</b> Use of space	<b>Dance</b> 7 lessons <b>Unit 2</b> Dancing Dice The weather	<b>Gym</b> 6 lessons <b>Unit 2</b> Travelling	<b>Games</b> 8 lessons <b>Unit 2</b> Spatial Awareness and Ball Control Spatial Awareness, Sending and Receiving Skills Spatial Awareness and Striking skills
<b>Literacy</b>  	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>• Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning.</li> <li>• print can have different purposes.</li> <li>• we read English text from left to right and from top to bottom.</li> <li>• we read English text from left to right and from top to bottom.</li> <li>• the names of the different parts of a book</li> <li>• Sequencing familiar stories using pictures to tell the story.</li> <li>• Recognising initial sounds. Name writing activities.</li> <li>• Engage in extended conversations about</li> </ul>	<ul style="list-style-type: none"> <li>• Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps.</li> <li>• Pie Corbett Actions to retell the story – Story Maps.</li> <li>• Retelling of stories. Editing of story maps and orally retelling new stories.</li> <li>• Non-Fiction Focus Retelling of stories.</li> <li>• Sequence story – use vocabulary of beginning, middle and end.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Enjoys an increasing range of books</li> </ul>	<ul style="list-style-type: none"> <li>• Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Read a few common exception words matched to RWI.</li> <li>• Make the books available for children to share at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Information leaflets about animals in the garden/plants and growing.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Timeline of how plants grow.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a story with actions and / or picture prompts as part of a group.</li> <li>• Use story language when acting out a narrative.</li> <li>• Rhyming words.</li> <li>• Can explain the main events of a story –</li> <li>• Can draw pictures of characters/ event / setting in a story.</li> <li>• May include labels, sentences or captions.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other cultures and traditions</li> <li>• Can draw pictures of characters/ event / setting in a story.</li> <li>• Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>• Make predictions.</li> <li>• Beginning to understand that a non-fiction is a non-story- it gives information instead.</li> <li>• Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</li> </ul>



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		stories, learning new vocabulary.					
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Phonics Sounds: RWI Set 1 whole class.</li> <li>Reading Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</li> <li>Children to read the sounds speedily. This will make sound-blending easier.</li> <li>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups</li> <li>Reading: Blending CVC sounds, rhyming, alliteration.</li> <li>Reading: Knows that print is read from left to right.</li> <li>Reading: Spotting diagraphs in words. Show children how to touch each finger as they say each sound.</li> <li>Reading: For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated Groups/Ditties</li> <li>Reading: Rhyming strings, common theme in traditional tales</li> <li>Reading: identifying characters and settings.</li> <li>Reading: Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</li> <li>Reading: Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups</li> <li>Reading: Story structure- beginning, middle, end.</li> <li>Innovating and retelling stories to an audience.</li> <li>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> <li>Children should not be required to use other strategies to work out words.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups.</li> <li>Reading: Non-fiction texts, Internal blending,</li> <li>Reading: Naming letters of the alphabet.</li> <li>Distinguishing capital letters and lower case letters.</li> <li>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</li> </ul>	<ul style="list-style-type: none"> <li>Phonic Sounds: RWI Differentiated groups</li> <li>Reading: Reading simple sentences with fluency.</li> <li>Reading: Reading CVCC and CCVC words confidently.</li> </ul>	<ul style="list-style-type: none"> <li>End of term assessments.</li> <li>Transition work with Year 1 staff</li> </ul>
<b>Writing</b>	<p><b>Texts as a Stimulus:</b>  <b>Narrative – The Colour Monster Goes to School, By Anna Llenas</b> - Label characters/Make Marks</p> <p><b>Non-Fiction – Recount - Diary</b>            Colour Monsters/Our Day at school</p> <p><b>Poetry - Nursery Rhymes</b> – Use a range of nursery rhymes linked with the children's interests</p> <p><b>Key focusses:</b></p> <ul style="list-style-type: none"> <li>Dominant hand</li> <li>Tripod grip</li> <li>Mark making</li> <li>Name Writing</li> <li>Giving meaning to marks</li> </ul>	<p><b>Texts as a Stimulus:</b>  <b>Narrative –The Three Little Pigs (Journey story)</b> - Sequence the story.</p> <p><b>Non-Fiction</b> – Letter to Santa</p> <p><b>Poetry</b> – I'm a Snowflake, By Anon</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>Name writing</li> <li>Labelling using initial sounds.</li> <li>Story scribing</li> <li>Retelling stories in writing area</li> </ul>	<p><b>Texts as a Stimulus:</b>  <b>Narrative – We're going on a Bear Hunt</b> – Retell the story/Sequence the story/Character Description</p> <p><b>Non-Fiction</b> – Weather Forecast Writing</p> <p><b>Poetry</b> - We Can Play, By Michael Rosen</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>Labelling/Caption Story writing.</li> <li>Innovation of familiar texts</li> <li>Character description – The Bear</li> </ul>	<p><b>Texts as a Stimulus:</b>  <b>Narrative – Sam Plants a Sunflower</b> – Retell the story/Creating new version of the story</p> <p><b>Non-Fiction – Lifecycle</b> – Sunflower Diary/Lifecycle Wheel</p> <p><b>Poetry – Nursery Rhymes</b> – Use a range of nursery rhymes linked with the children's interests</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>Writing CVC words,</li> <li>Labels using CVC, CVCC, CCVC words.</li> <li>Labelling/Caption Story writing.</li> </ul>	<p><b>Texts as a Stimulus:</b>  <b>Narrative - The Hungry Caterpillar, By Eric Carle (Cumulative)</b> – Retell the story/Creating new version of the story</p> <p><b>Non-Fiction - Fact File</b> – Caterpillar/Butterfly Fact File</p> <p><b>Poetry</b> – Caterpillar Garden, By Anon</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>Labelling &amp; creating own story maps</li> <li>Writing simple sentences.</li> <li>Writing short sentences to accompany story maps.</li> </ul>	<p><b>Texts as a Stimulus:</b>  <b>Narrative – Narrative – Dear Dinosaur: T.Rex on Tour, By Chae Strathie</b> – Retell the story/Creating new version of the story/Describe each place</p> <p><b>Non-Fiction</b> - Write a Postcard/Holiday Recount.</p> <p><b>Poetry – Nursery Rhymes</b> – Use a range of nursery rhymes linked with the children's interests</p> <p><b>Key Focusses:</b></p> <ul style="list-style-type: none"> <li>Using familiar texts as a model for writing own stories.</li> <li>Writing for a purpose in role play using phonetically plausible attempts at words.</li> </ul>	





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		<ul style="list-style-type: none"> <li>• Labelling</li> <li>• Shopping lists</li> <li>• Writing initial sounds and simple captions.</li> <li>• Use initial sounds to label characters/images.</li> <li>• Names Labels</li> <li>• Captions Lists</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions for bread making.</li> <li>• Help children identify the sound that is tricky to spell.</li> <li>• Sequence the story.</li> <li>• Write a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Writing CVC words,</li> <li>• Labels using CVC, CVCC, CCVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• Labels and captions – Life Cycles of a Sunflower</li> <li>• Guided writing based around developing short sentences in a meaningful context.</li> </ul>	<ul style="list-style-type: none"> <li>• Labels and captions – Life Cycles of a Caterpillar</li> <li>• Begin to write sentences using a range of tricky words that are spelt correctly.</li> <li>• Beginning to use full stops, capital letters and finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write sentences using a range of tricky words that are spelt correctly.</li> <li>• To use full stops, capital letters and finger spaces.</li> <li>• Form lower-case and capital letters correctly. <ul style="list-style-type: none"> <li>• Rhyming words.</li> <li>• Acrostic poems</li> </ul> </li> <li>• Write three sentences – B, M &amp; E.</li> </ul>
<p><b>Mathematics Foundation 1</b></p>	<p><b>Colours</b></p> <ul style="list-style-type: none"> <li>• Recognising, naming and matching colours.</li> </ul> <p><b>Sorting</b></p> <ul style="list-style-type: none"> <li>• Sorting by various attributes.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Continuing AB patterns.</li> </ul>	<p><b>Size</b></p> <ul style="list-style-type: none"> <li>• Using the language of size.</li> </ul> <p><b>Counting Principles</b></p> <ul style="list-style-type: none"> <li>• One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle.</li> </ul> <p><b>Comparing</b></p> <ul style="list-style-type: none"> <li>• Comparing amount of objects.</li> </ul>	<p><b>Number One</b></p> <ul style="list-style-type: none"> <li>• Exploring and understanding number 1.</li> </ul> <p><b>Number Two</b></p> <ul style="list-style-type: none"> <li>• Exploring and understanding number 2.</li> </ul> <p><b>Number Three</b></p> <ul style="list-style-type: none"> <li>• Exploring and understanding number 3.</li> </ul>	<p><b>Number Four</b></p> <ul style="list-style-type: none"> <li>• Exploring and understanding number 4.</li> </ul> <p><b>Number Five</b></p> <ul style="list-style-type: none"> <li>• Exploring and understanding number 5.</li> </ul> <p><b>Number Six</b></p> <ul style="list-style-type: none"> <li>• Exploring and understanding number 6.</li> </ul>	<p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>• Focus on properties of shapes.</li> </ul> <p><b>My Day</b></p> <ul style="list-style-type: none"> <li>• Ordering events of the day.</li> </ul> <p><b>Length and height</b></p> <ul style="list-style-type: none"> <li>• Long, short, tall and comparing lengths</li> </ul>	<p><b>Weight</b></p> <ul style="list-style-type: none"> <li>• Light and heavy and comparison.</li> </ul> <p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>• Full, half full, empty and comparison.</li> </ul> <p><b>Positional language</b></p> <ul style="list-style-type: none"> <li>• Using language related to position and direction.</li> </ul>	
<p><b>Mathematics Foundation 2</b></p>	<p><b>Match, Sort &amp; Compare (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• I understand how to match physical objects with other physical objects.</li> <li>• I understand how to match objects with pictures.</li> <li>• I understand a group of objects makes a set.</li> <li>• I understand collections of objects can be sorted based on type.</li> <li>• I understand how to sort objects and discuss how they have sorted them.</li> <li>• I understand how to create sorting rules.</li> <li>• I understand sets can be compared and ordered using the language 'more' and 'fewer'.</li> </ul>	<p><b>It's Me 1, 2, 3 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• I know how to find different representations of 1, 2 &amp; 3.</li> <li>• I understand how to subitise 1, 2 and 3.</li> <li>• I understand how to create different representations of 1, 2 and 3.</li> <li>• I begin to understand that as I count, each number is 1 more than the previous number (with numbers 1, 2 &amp; 3).</li> <li>• I begin to understand that as I count back, each number is 1 less than the number before (with numbers 1, 2 &amp; 3).</li> <li>• I understand that 1, 2 &amp; 3 are made up of smaller numbers, and these are referred to as the parts of the number.</li> </ul>	<p><b>Alive in 5 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• I understand the concept of zero represents 'nothing there', 'none' or 'all gone'</li> <li>• I understand how to use my knowledge of zero to find an amount to five, including zero.</li> <li>• I understand how to subitise zero objects instantly and recognise up to 5 objects.</li> <li>• I understand how to represent the numbers 0-5 in many ways and in different practical contexts.</li> <li>• I understand how to recognise '1 more' with numbers 0-5 and understand zero can be a starting point for counting on 1 more.</li> <li>• I understand '1 less' using numbers 0 -5 and recognise</li> </ul>	<p><b>Length, Height and Time (1 week)</b></p> <ul style="list-style-type: none"> <li>• I understand how explore and begin to use the language of length (long, not long, short, not short) to describe objects.</li> <li>• I understand how to use specific vocabulary such as 'longer than, shorter than' to make comparisons.</li> <li>• I begin to understand how to use the language 'short &amp; tall' to explore the height of objects.</li> <li>• I understand how to use using the language 'tallest', 'shortest', 'taller' and 'shorter' to make comparisons.</li> <li>• I understand how to talk about time talk about time in more detail by discussion</li> </ul>	<p><b>Curriculum expectations statements to be confirmed in March 2024 – Due to new scheme being created by WRM</b></p> <p><b>To 20 and beyond (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Build numbers beyond 10 (10-13)</li> <li>• Continue patterns beyond 10 (10-13)</li> <li>• Build numbers beyond 10 (14-20)</li> <li>• Continue patterns beyond 10 (14-20)</li> <li>• Verbal counting beyond 20</li> <li>• Verbal counting patterns</li> </ul> <p><b>How many now? (1 week)</b></p> <ul style="list-style-type: none"> <li>• Add more</li> <li>• How many did I add?</li> <li>• Take away</li> <li>• How many did I take away?</li> </ul>	<p><b>Curriculum expectations statements to be confirmed in March 2024 – Due to new scheme being created by WRM</b></p> <p><b>Sharing and grouping (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Explore sharing</li> <li>• Sharing</li> <li>• Explore grouping</li> <li>• Grouping</li> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> </ul> <p><b>Visualise, build and map (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• Identify units of repeating patterns</li> <li>• Create own pattern rules</li> <li>• Explore own pattern rules</li> <li>• Replicate and build scenes and constructions</li> </ul>	



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	<p><b>Talk about measure and patterns (2 weeks)</b></p> <ul style="list-style-type: none"> <li>● I understand objects can be compared and ordered by size.</li> <li>● I understand objects can be compared and ordered by their mass.</li> <li>● I understand objects can be compared and ordered by their capacity.</li> <li>● I understand the word and concept pattern.</li> <li>● I understand how to copy and continue simple patterns (AB patterns).</li> <li>● I understand how to create my own simple AB patterns with objects.</li> </ul>	<p><b>Circles and triangles (1 week)</b></p> <ul style="list-style-type: none"> <li>● I know circles and triangles are all around them and begin to describe their properties.</li> <li>● I understand how to talk about the properties of the shapes</li> <li>● and to explain how they know it is the same shape, even if the orientation or the size is different.</li> <li>● I know circles and triangles are in the classroom, outside and on walks around the local area and talk about the properties.</li> <li>● I understand how to use positional language such as 'in', 'on', 'under', 'over', 'beside', 'between', 'in front of', 'around', 'through' and 'behind' to describe how items are positioned in relation to other items.</li> </ul> <p><b>1, 2, 3, 4, 5 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>● I understand how to find different representations of 4 and 5.</li> <li>● I understand how to subitise 4 and 5.</li> <li>● I understand how to create different representations of 4 &amp; 5.</li> <li>● I begin to understand that as I count, each number is 1 more than the previous number (with numbers 4 &amp; 5).</li> <li>● I begin to understand that as I count back, each number is 1 less than the</li> </ul>	<p>that when counting back, zero can be used after 1.</p> <ul style="list-style-type: none"> <li>● I understand all numbers are made up of smaller numbers and that this can include zero.</li> <li>● I understand how to recognise sets of numbers within other sets, such as seeing 2 and 3 in 5 without counting them.</li> </ul> <p><b>Mass and Capacity (1 week)</b></p> <ul style="list-style-type: none"> <li>● I understand how to make more exact comparisons using different units.</li> <li>● I understand different objects balance and can explain why.</li> <li>● I understand how non-standard units can be used to measure capacity. I understand how to make comparisons by pouring from one container to another.</li> </ul> <p><b>Growing 6, 7, 8 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>● I understand how to find different representations of 6, 7 and 8</li> <li>● I understand how to find matching numerals and quantities of 6, 7 and 8 by making my own representations.</li> <li>● I understand '1 more' with numbers up to 8 and begin to understand that counting forwards 1 more increases the number by 1.</li> <li>● I understand '1 less' with numbers up 8 and begin to notice as we count backwards, the numbers get smaller.</li> <li>● I understand the composition of numbers to 8 and use</li> </ul>	<p>what is happening tomorrow, next week or at the weekend.</p> <ul style="list-style-type: none"> <li>● I understand how to discuss time and then progress to order/sequence simple events.</li> </ul> <p><b>Building 9 and 10 (3 weeks)</b></p> <ul style="list-style-type: none"> <li>● I understand how to match the verbal number names to numerals and quantities to 10.</li> <li>● I understand I can use one-to-one correspondence to make comparisons with numbers and amounts to 10.</li> <li>● I understand I can represent 9 and 10 in different ways.</li> <li>● I understand I can use subitising to identify a whole quantity within 10 by subitising the smaller groups that make up that number.</li> <li>● I understand that as I count on, each number is 1 more than the previous number.</li> <li>● I understand that as I count back, each number is 1 less than the previous number.</li> <li>● I understand numbers to 10 are made up (composed) of smaller numbers, and am able to explore partitioning in different ways.</li> <li>● I understand number bonds to 10 can be made up of 2 parts and can use real objects to build 10.</li> <li>● I understand 10 can be made up in different arrangements.</li> <li>● I understand number bonds to 10 can be made up of 3 parts and can use real objects to build 10.</li> </ul>	<p><b>Manipulate, compose and decompose (2 weeks)</b></p> <ul style="list-style-type: none"> <li>● Select shapes for a purpose</li> <li>● Rotate shapes</li> <li>● Manipulate shapes</li> <li>● Explain shape arrangements</li> <li>● Compose shapes</li> <li>● Decompose shapes</li> <li>● Copy 2D shape pictures</li> <li>● Find 2D shapes within 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>● Visualise from different positions</li> <li>● Describe positions</li> <li>● Give instructions to build</li> <li>● Explore mapping</li> <li>● Represent maps with models</li> <li>● Create own maps from familiar places</li> <li>● Create own maps and plans from story situations</li> </ul> <p><b>Make connections (1 week)</b></p> <ul style="list-style-type: none"> <li>● Deepen understanding Patterns and relationships</li> </ul>
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		<p>number before (with numbers 4 &amp; 5).</p> <ul style="list-style-type: none"> <li>• I understand that 4 &amp; 5 are made up of smaller numbers, and these are referred to as the parts of the number.</li> <li>• I understand numbers (1-5) are made up of smaller numbers, and confidently talk about the parts they can see.</li> </ul> <p><b>Shapes with 4 sides (1 week)</b></p> <ul style="list-style-type: none"> <li>• I know squares and rectangles are all around them and begin to describe their properties.</li> <li>• I understand squares and rectangles can be combined to make different sizes of squares and rectangles.</li> <li>• I know squares and rectangles are in the classroom, outside and on walks around the local area and talk about the properties.</li> <li>• I can begin to understand and talk about the difference between the key events in their daily routine.</li> </ul>	<p>subitising or counting to represent numbers to 8.</p> <ul style="list-style-type: none"> <li>• I begin to understand that a pair is two and notice that some quantities have an odd one left over.</li> <li>• I begin to understand the concept of doubling and that this means 'twice as many'.</li> <li>• I understand how to physically make doubles using resources and mark-making.</li> <li>• I begin to understand how to combine two groups to find how many there are altogether.</li> </ul> <p>I understand how to identify a whole quantity by subitising the smaller quantities.</p>	<ul style="list-style-type: none"> <li>• I understand the concept of doubling to 10 and that this means 'twice as many'.</li> <li>• I understand how to physically make doubles to 10 using resources and mark-making.</li> <li>• I understand two equal groups are even numbers and those which have two unequal groups are odd numbers.</li> </ul> <p><b>Explore 3D shapes (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• I understand 3-D shapes are solid objects and can recognise and name cubes, cuboids, cylinders, pyramids, cones and spheres.</li> <li>• I understand the 2-D shapes are flat faces on 3-D shapes and can find these.</li> <li>• I understand which 3D shapes are best for tasks such as rolling or stacking.</li> <li>• I understand 3D shapes are in the environment and can identify these.</li> <li>• I understand and identify elements of complex patterns (such as ABC, AABB).</li> <li>• I understand how to copy and continue complex patterns such as ABC, ABCD, AABB, AAB and ABB.</li> <li>• I understand complex patterns are in the environment and can talk about these patterns.</li> </ul>		
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<p><b>Understanding the World</b></p> 	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family.</li> <li>Can draw similarities and make comparisons between other families.</li> <li>Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Can talk about what they have done with their families during Christmas' in the past.</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</li> <li>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm.</li> <li>Explore a range of jungle animals. Learn their names and label their body parts.</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> <li>Building a 'Bug Hotel'</li> </ul>	<ul style="list-style-type: none"> <li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</li> <li>Create opportunities to discuss how we care for the natural world around us.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons.</li> <li>Explore the world around us and see how it changes as we enter Summer.</li> <li>Provide opportunities for children to note and record the weather.</li> <li>Draw children's attention to the immediate environment.</li> <li>Encourage interactions with the outdoors to give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how they got to school and what mode of transport they used.</li> <li>Introduce the children to a range of transport and where they can be found.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Can children differentiate between land and water.</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Nocturnal Animals Making sense of different environments and habitats.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>
<p><b>RE LTP/Opportunities</b></p>	<p><b>Belonging: Who are we and how do we belong?</b></p>	<p><b>Our wonderful world: how can we care for living things and the earth?</b></p>	<p><b>Which people are special and why?</b></p>	<p><b>What times are special and why?</b></p>	<p><b>Which stories are special and why?</b></p>	<p><b>What places are special and why?</b></p>



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<p><b>Expressive Arts and Design</b></p> 	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sing call-and-response songs, so that children can echo phrases of songs you sing.</li> <li>• Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</li> <li>• Exploring sounds and how they can be changed, tapping out of simple rhythms.</li> <li>• Provide opportunities to work together to develop and realise creative ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different textures and materials to make houses for the 3 little pigs.</li> <li>• Listen to music and make their own dances in response.</li> <li>• Firework pictures</li> <li>• Christmas decorations &amp; cards</li> <li>• Christmas songs/poems</li> <li>• The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</li> <li>• The Nativity play</li> </ul>	<ul style="list-style-type: none"> <li>• Puppet shows: Provide a wide range of props for play which encourage imagination.</li> <li>• Different settings pictures, collage, shading by adding black or white. (Grass, river, snowstorm, wood, cave)</li> <li>• Colour mixing – different settings pictures.</li> <li>• Making lanterns, Chinese writing, puppet making</li> <li>• Chinese music and composition</li> <li>• Shadow Puppets</li> </ul>	<ul style="list-style-type: none"> <li>• Make different textures.</li> <li>• Make patterns using different colours.</li> <li>• Children will explore ways to protect the growing of plants by designing scarecrows.</li> <li>• Collage animals'</li> <li>• Pastel drawings, printing, patterns on Easter eggs.</li> <li>• Life cycles</li> <li>• Flowers-Sunflowers</li> <li>• Mother's Day crafts</li> <li>• Easter crafts</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Animal prints</li> <li>• Designing homes for hibernating animals.</li> <li>• Symmetrical butterflies</li> <li>• Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</li> <li>• Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>• Artwork themed around Eric Carle &amp; The Seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a traditional African song and dance and perform it. Encourage children to create their own music.</li> <li>• Junk modelling, houses, bridges boats and transport.</li> <li>• Exploration of other countries – dressing up in different costumes.</li> <li>• Retelling familiar stories Design and make rockets.</li> <li>• Design and make objects they may need in space, thinking about form and function.</li> <li>• Creating outer of space pictures</li> <li>• Father's Day Crafts</li> </ul>
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