

# FS1 Long Term Plan 2026-2027

## Arboretum Primary School Vision

We are privileged to work in a community where we have a positive impact on children's lives and future every day. Our children are entitled to the best in education so they have the powerful knowledge and skills to compete at the highest level.

This will be achieved by:

- A well-sequenced, **knowledge-rich** curriculum with reading at the heart
- Planning that takes into account, research into **cognitive science**
- Extending and enriching their **vocabulary** across and beyond the curriculum
- Planning **experiences** that widen the children's knowledge base
- Our commitment to staff **development**
- Supporting our pupils to 'Reach for the Stars'

We believe that for our children to compete at their highest level, we must guide them to 'reach for the stars'; providing them with the knowledge and skills to be sensational both now and in their future.

### Reach for the Stars

**S** - Safe  
**T** - Tenacious  
**A** - Ambitious  
**R** - Respectful  
**S** - Sensational

We want our children to know they can be what they want to be – there are no limitations!

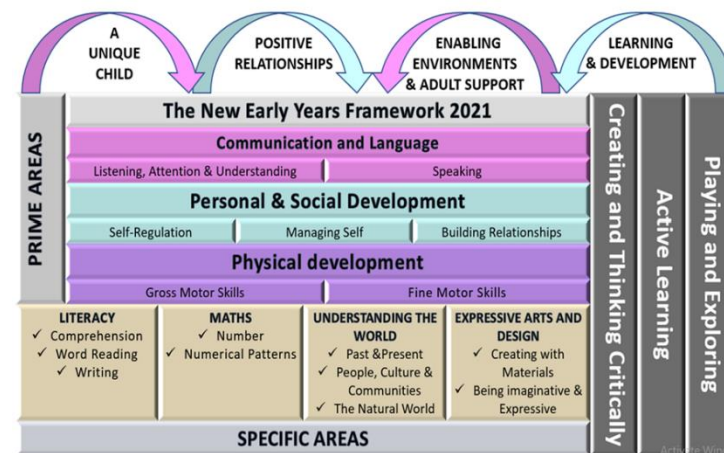
## Curriculum intent

In our EYFS unit we intend for children to be ready, respectful and safe. Ready for the next stage in their learning journey. Ready to be challenged and to challenge themselves.

We teach children to be respectful of others and of the many wonderful differences that make each child unique.

We support children to feel safe through our positive relationships and our stimulating environment. We aspire for all children to feel safe to explore, manage their own risks and to make safe choices.

We are determined for our children to be confident, independent and to believe in themselves.



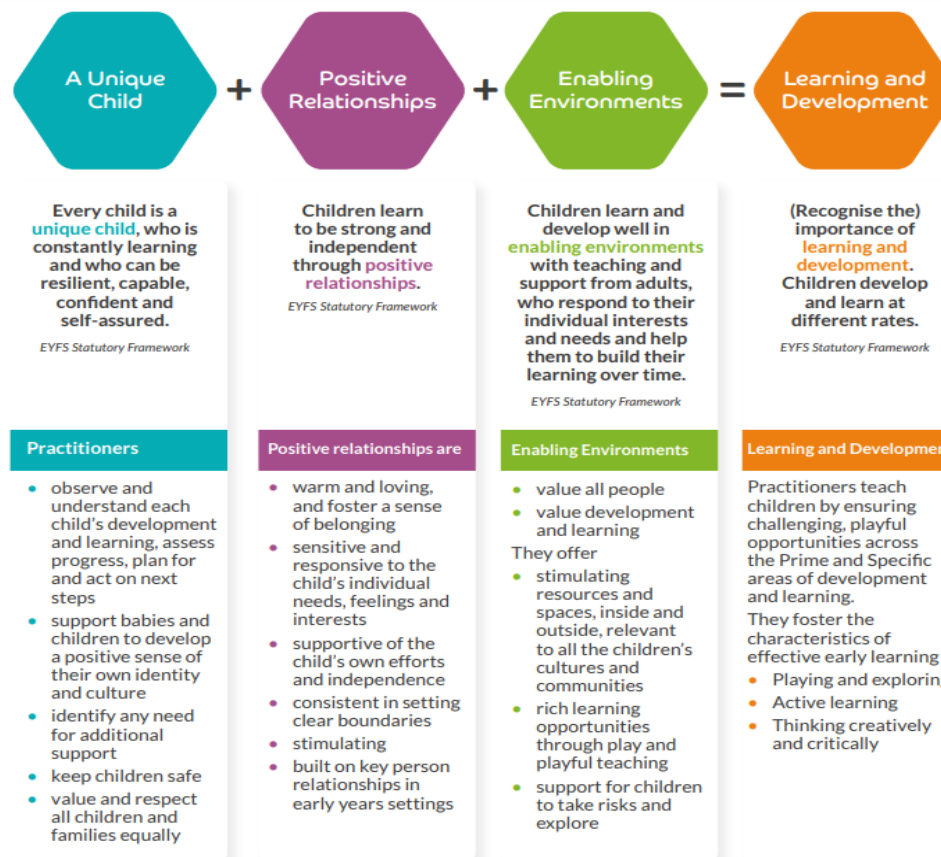
## FS1 – Long Term Plan

|                                                                                                                                                                            | Autumn 1                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                                                               | Summer 1                                                                                                                                                                         | Summer 2                                                                                                                                                      |
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| <b>Potential Themes and possible lines of enquiry</b><br>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision | <b>New Beginnings</b><br><i>Who am I?</i><br><i>What makes me special?</i><br><i>Who lives in my house?</i><br><i>Self portraits</i><br><i>My Family</i><br><i>Making friends</i><br><i>What makes a good friend?</i> | <b>Once Upon a Time</b><br><i>Traditional tales</i><br><i>Retelling stories and rhymes</i><br><i>Making up stories with small world models and props</i><br><i>Celebrations and traditions</i><br><i>Seasons</i> | <b>Down on the Farm</b><br><i>Who lives on the farm</i><br><i>Naming animals</i><br><i>Farming equipment</i><br><i>Jobs on the farm</i><br><i>Lifecycles - chicks/frogs/caring for caterpillars</i> | <b>Food, Glorious Food!</b><br><i>Where does food come from?</i><br><i>Planting and growing</i><br><i>Making healthy choices</i><br><i>Looking after our teeth</i><br><i>Food and drink from around the world</i><br><i>Cooking and tasting food</i><br><i>Seasons</i> | <b>Superheroes</b><br><i>Emotions</i><br><i>What makes a hero?</i><br><i>Real-life superheroes – people who help us</i><br><i>How can I make a difference?</i><br><i>Seasons</i> | <b>Are We Nearly There Yet?</b><br><i>Transport and Journeys</i><br><i>The Seaside</i><br><i>Looking after our world</i><br><i>Seasons</i><br><i>Holidays</i> |
| <b>Possible Celebrations &amp; Experiences</b>                                                                                                                             | Harvest<br>Halloween<br>Diwali<br>Black History Month<br><br><b>Storyteller Visit</b>                                                                                                                                 | Halloween<br>Guy Fawkes / Bonfire Night<br>Christmas<br>Remembrance day<br>Anti- Bullying Week<br>Nursery rhyme week<br><br><b>Parent Story Time session (bedtime stories)</b>                                   | Burns Night<br>Chinese New Year<br>Story Telling Week<br>Random Acts of Kindness Week<br>Valentine's Day<br>Internet Safety Day<br><br><b>Caring for caterpillars</b>                               | Lent<br>Easter<br>Mothers Day<br>Pancake Day<br>Eid<br><br><b>Cooking Club</b><br><b>Tooth brushing</b>                                                                                                                                                                | St George's Day<br>Eid al-Adha<br><br><b>Visit from emergency services</b>                                                                                                       | Father's Day<br><br><b>Matt's Minibeasts</b>                                                                                                                  |

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| <b>Focus Texts</b>                                  |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                         |                                         |                                         |                                         |
| <b>Linked Texts</b>                                 | Include Poems and Non-Fiction Texts<br> | Include Poems and Non-Fiction Texts<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Include Poems and Non-Fiction Texts<br> | Include Poems and Non-Fiction Texts<br> | Include Poems and Non-Fiction Texts<br> | Include Poems and Non-Fiction Texts<br> |
| <b>The Arboretum Promise 50 Things</b>              | 5. Listen to a storyteller                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4. Wear fancy dress costumes                                                                                              |                                                                                                                            | 6. Hold a tarantula                                                                                                        |                                                                                                                            |
| <b>Parental Involvement</b>                         | Stay and Play sessions<br>Sharing information and learning on Class Dojo                                                 | Parent Christmas craft afternoon<br>Parents Evening<br>Sharing information and learning on Class Dojo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Story time workshop – modelling how to share stories with children<br>Sharing information and learning on Class Dojo      | Parents Evening<br>Sharing information and learning on Class Dojo                                                          | Nursery Library<br>Sharing information and learning on Class Dojo                                                          | Father's day activities<br>End of year celebration<br>Parents Evening<br>Sharing information and learning on Class Dojo    |
| <b><u>CHARACTERISTICS OF EFFECTIVE LEARNING</u></b> |                                                                                                                          | <p><b>Playing and exploring:</b><br/>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.</p> <p><b>Active learning:</b><br/>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.</p> <p><b>Creating and thinking critically:</b><br/>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.</p> |                                                                                                                           |                                                                                                                            |                                                                                                                            |                                                                                                                            |

## PRINCIPLES OF THE EYFS

### *Birth to 5 Matters*



## COMMUNICATION AND LANGUAGE

### *Statutory Guidance from the EYFS Framework for Communication and Language:*

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

| Ongoing Communication and Language skills | Autumn 1       | Autumn 2         | Spring 1         | Spring 2             | Summer 1    | Summer 2                 |
|-------------------------------------------|----------------|------------------|------------------|----------------------|-------------|--------------------------|
|                                           | New Beginnings | Once Upon a Time | Down on the Farm | Food, Glorious Food! | Superheroes | Are We Nearly There Yet? |

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| developed throughout the year through high quality interactions, group discussions, Story Time, singing and weekly intervention | <ul style="list-style-type: none"><li>Children will continue to learn new vocabulary and its meaning.</li><li>Children will continue to use new vocabulary in conversations and discussions – with teachers and peers.</li><li>Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory</li></ul>                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                              |
| Listening, Attention and Understanding                                                                                          | Children will begin to:<br>Listen to stories and rhymes<br>Listen to instructions<br>Listen during adult led activities<br><br>Children understand what we use objects for e.g using scissors to cut with                                                                                                                                                                                                                                                                                                                                                                                                                                    | Children will listen to stories and rhymes<br><br>They will listen to others in one to one or small groups.<br><br>Children understand what we use objects for e.g using scissors to cut with | Children will continue to enjoy listening to stories and rhymes<br>They will begin to join in with repeated refrains<br><br>Children will listen to others and begin to continue a conversation, following on from what has been said.<br><br>Children will begin to understand instructions involving two parts                                                                                    | Children will continue to enjoy listening to stories and rhymes.<br>They will begin to pay increasing attention to what is happening in the stories being read.<br><br>Children will listen to others and begin to continue a conversation, following on from what has been said.<br><br>Children will begin to understand instructions involving two parts | Children will listen with increasing care and attention.<br>They will begin to understand why listening is important.<br><br>Children will begin to pay attention to more than one thing at a time.<br><br>Children will begin to understand 'why' and 'how' questions                                                                                                                                     | Children will listen to longer stories, join in with repeated refrains and be able to remember much of what happens.<br><br>Children will pay attention to more than one thing at a time.<br><br>Children will begin to understand 'why' and 'how' questions |
| Speaking                                                                                                                        | Children will learn new vocabulary<br>Children will begin to join in with familiar songs and rhymes<br>Children will begin to express their point of view                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                               | Children will use a wider range of vocabulary<br>Children will join in with familiar songs and rhymes<br>Children will use sentences of 4 words<br>They will be beginning to use a range of tenses<br>Children will express a point of view<br>They will use talk to initiate conversations<br>Children will be able to use talk to explain what is happening and anticipate what might happen next |                                                                                                                                                                                                                                                                                                                                                             | Children will know many rhymes, be able to talk about familiar books, and be able to tell a long story.<br>Children will know our core Nursery rhymes.<br>Children will use longer sentences of 4 to 6 words.<br>Children will say when they agree or disagree with a friend using words as well as actions<br>They will use talk to organise their play and pretend that objects stand for something else |                                                                                                                                                                                                                                                              |
| Story time                                                                                                                      | Children's language skills are developed through daily story time sessions. Children focus on a quality text (a variety of both fiction and non-fiction) over two weeks. Daily sessions encourage children to listen attentively, understand and use new vocabulary, story language and signs. Our Reading area is enhanced to provide opportunities for children to talk about the illustrations in the story, practise of key vocabulary and begin to sequence the key events in the story. There will be opportunities for them to use props and small world resources to retell and act out familiar stories both with adults and peers. |                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                              |

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| <b>Core Songs and Rhymes</b> | 1,2,3,4,5, Once I caught a fish alive, A Sailor Went To Sea, Baa, Baa, Black Sheep, Down at the Station, Hey, Diddle, Diddle, Hickory, Dickory Dock, Humpty Dumpty, Incy, Wincy, Spider, Jack and Jill, Mary, Mary, Quite Contrary, Miss Molly Had A Dolly, One, Two, Buckle My Shoe, Pat-a-cake, Ring-a-ring-a-roses, Round and Round the Garden, Row, Row, Row Your Boat, The Grand Old Duke of York, The Wheels on the Bus, Twinkle, Twinkle, Little Star, Wind The Bobbin Up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Implementation</b>        | <p>Adults will:</p> <ul style="list-style-type: none"> <li>- Model clear, simple and grammatically correct language throughout the day.</li> <li>- Introduce and repeat new vocabulary linked to children's experiences, interests and the curriculum.</li> <li>- Extend children's language by repeating what they say and adding one or two words.</li> <li>- Use open-ended questions to encourage children to explain, describe and share their ideas.</li> <li>- Give children plenty of time to think and respond without interrupting or answering for them.</li> <li>- Encourage children to listen to others and take turns in conversations.</li> <li>- Model and explicitly teach conversational skills such as listening, responding, asking questions and staying on topic.</li> <li>- Use songs, rhymes, poems and repetitive stories to develop children's vocabulary, attention and listening skills.</li> <li>- Read high-quality stories daily, pausing to discuss characters, events, vocabulary and predictions.</li> <li>- Revisit favourite stories regularly so children can join in with repeated phrases and retell familiar events.</li> <li>- Use props and models to support children to retell and sequence stories.</li> <li>- Introduce new words in context and revisit them regularly across different activities and areas of provision.</li> <li>- Encourage children to describe what they are doing during play and explain their ideas.</li> <li>- Provide opportunities for sustained shared conversations with individual children and small groups.</li> <li>- Narrate children's play and model appropriate language for different situations.</li> <li>- Support children to communicate their needs, feelings, ideas and experiences using words.</li> <li>- Encourage children to use increasingly complex sentences, including words such as because, and, but, then.</li> <li>- Use visual prompts, objects, gestures and real-life experiences to support children who need additional communication support.</li> <li>- Provide targeted support for children with speech, language and communication needs in partnership with the SENCO and families.</li> <li>- Encourage children to follow increasingly complex instructions, gradually reducing adult prompts.</li> <li>- Play listening games that encourage children to hear and say the sounds in words.</li> <li>- Reduce background noise and distractions when speaking to children or giving instructions.</li> <li>- Gain children's attention before speaking and use their name where appropriate.</li> <li>- Encourage children to listen carefully during group times while keeping sessions appropriately short and engaging.</li> <li>- Create a language-rich environment where children can see and hear new vocabulary throughout the provision.</li> <li>- Model language during routines such as snack, toileting, dressing, tidy-up time and transitions.</li> <li>- Encourage children to talk about past and future events, supporting them to use appropriate tense and sequencing language.</li> <li>- Give children opportunities to talk to adults and peers in pairs, small groups and whole-class situations.</li> <li>- Celebrate children's attempts to communicate and build their confidence to speak in different situations.</li> <li>- Observe children's communication closely and use assessment information to identify next steps and adapt adult interactions.</li> </ul> |

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

### **Statutory Guidance from the EYFS Framework for Personal, Social and Emotional Development:**

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.

|                               | Autumn 1                                                                                                                                                        | Autumn 2                                                                                                                                                   | Spring 1                                                                                                                                                                                | Spring 2                                                                                                                                                              | Summer 1                                                                                                                                                                                                                                                       | Summer 2                                                                                                                                        |
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|                               | New Beginnings                                                                                                                                                  | Once Upon a Time                                                                                                                                           | Down on the Farm                                                                                                                                                                        | Food, Glorious Food!                                                                                                                                                  | Superheroes                                                                                                                                                                                                                                                    | Are We Nearly There Yet?                                                                                                                        |
| <b>Self -regulation</b>       | Children begin to understand our school rules and begin to follow them with support<br>Children begin to express their feelings                                 | Children begin to learn about feelings and emotions through stories and songs                                                                              | Children begin to talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'                                                                                         | Children remember the rules of Ready, Respectful and Safe without being reminded<br>They increasingly follow our rules and begin to understand why they are important | Children begin to understand and talk about how others might be feeling.<br>They are beginning to understand how their behavior/actions can impact others                                                                                                      | Children show increasing control over their feelings and behavior.<br>They are able to talk about how they and other people are feeling and why |
| <b>Managing self</b>          | Children become increasingly confident in separating from their main carer.<br>Children use the toilet with some adult support although may have some accidents | Children use the toilet independently but may need reminders<br>Children develop a sense of responsibility and enjoy being a valued member of our Nursery. | Children are confident to take risks and try new things.<br>Children show increasing confidence in new situations<br>They can express their needs and ask adults for help if necessary. | Children can select and use activities and resources independently<br>Children begin to understand about foods that are healthy and unhealthy                         | Children are increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying hands thoroughly<br>Children making healthy choices about food, drink and activities.<br>Children are more outgoing towards unfamiliar people |                                                                                                                                                 |
| <b>Building relationships</b> | Children enjoy playing alone, alongside and with others<br>Children begin to take turns with others with                                                        | Children seek out companionship with adults and begin to share their experiences with other children                                                       | Children talk about their home life, family and talk to others when playing                                                                                                             | Children demonstrate friendly behavior and begin to form good relationships with adults and peers                                                                     | Children practice skills of assertion, negotiation and compromise and use adults to support them in                                                                                                                                                            | Children begin to find solutions to conflicts and may suggest other ideas                                                                       |

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|                       | support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  | resolving conflict with others. |  |
| <b>Implementation</b> | <p>Adults will:</p> <ul style="list-style-type: none"> <li>- Build warm, secure and responsive relationships with every child.</li> <li>- Greet children warmly and provide consistent emotional support throughout the day.</li> <li>- Model positive relationships, kindness, respect and empathy.</li> <li>- Support children to recognise and name their own emotions and begin to understand the feelings of others.</li> <li>- Use stories, models and role play to explore different emotions and social situations.</li> <li>- Model and teach strategies for managing strong feelings, such as taking a breath, finding a quiet space or talking to an adult.</li> <li>- Support children to increasingly manage their emotions and behaviour with less adult intervention.</li> <li>- Use consistent language and visual prompts to support children to understand expectations and boundaries.</li> <li>- Praise and reinforce positive behaviour and kind choices.</li> <li>- Help children understand the impact of their actions on others.</li> <li>- Model appropriate ways to express disagreement, frustration and disappointment.</li> <li>- Teach children to use words to solve problems and ask for help.</li> <li>- Encourage children to share, take turns and cooperate with others during play.</li> <li>- Support children to develop friendships and join in with the play of others.</li> <li>- Model and explicitly teach skills such as waiting, listening, negotiating and compromising.</li> <li>- Provide opportunities for children to work collaboratively in pairs and small groups.</li> <li>- Encourage children to develop confidence, independence and a positive sense of self.</li> <li>- Give children meaningful choices and opportunities to make decisions about their learning and play.</li> <li>- Encourage children to persevere when something is challenging and celebrate their efforts.</li> <li>- Model positive self-talk, such as "I can keep trying" and "I can ask for help."</li> <li>- Encourage children to take responsibility for simple classroom jobs and routines.</li> <li>- Support children to become increasingly independent with personal care and everyday tasks.</li> <li>- Prepare children for changes to routines and transitions using visual prompts and clear explanations.</li> <li>- Provide opportunities for children to talk about their families, experiences, interests and feelings.</li> <li>- Ensure children feel valued, listened to and included within the nursery community.</li> <li>- Work closely with families and other professionals to support children's individual social, emotional and personal development</li> </ul> |  |  |  |                                 |  |

## **PHYSICAL DEVELOPMENT**

### **Statutory Guidance from the EYFS Framework for Physical Development:**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time,

crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

| Gross motor skills | Autumn 1                                                                                                                                                                                            | Autumn 2                                                                                                                                                                              | Spring 1                                                                                                                                                                                                      | Spring 2                                                                                                                                 | Summer 1                                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                      |
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|                    | New Beginnings                                                                                                                                                                                      | Once Upon a Time                                                                                                                                                                      | Down on the Farm                                                                                                                                                                                              | Food, Glorious Food!                                                                                                                     | Superheroes                                                                                                                                                                                                                                                                                           | Are We Nearly There Yet?                                                                                                                                                      |
|                    | Children move their bodies in different ways, e.g. rolling, crawling, walking, jumping, hopping and skipping<br>Children can use large-muscle movements to wave flags, fabric, paint and make marks | Children can walk up and down steps and stairs, or use climbing apparatus using alternate feet. They can maintain balance when walking down steps or slopes whilst carrying an object | Children move around safely with awareness of others and can negotiate space successfully by adjusting speed or direction.<br>Children continue to develop their movement, balancing, riding and ball skills. | Children can travel in a variety of different ways using a wide range of body parts.<br>Children can skip, hop, and balance on one foot. | Children can kick a stationary ball with either foot.<br>They can throw a ball with increasing control<br>They can catch using two hands to grasp and release a ball, bean bag or an object<br>Children are able to use and remember sequences and patterns of movements relating to music and rhythm | Children match their skills to tasks or activities, e.g. they decide whether to crawl, walk or run<br>They work with others to manage large items, e.g. carrying large blocks |
| Fine motor skills  | Children will hold a pencil (fisted/digital pronate grip) to make marks<br>Children will turn pages in a book                                                                                       | Children will fit jigsaw pieces together<br>They will use a pincer grasp to pick up small objects<br>Children will use one handed tools and equipment, e.g.                           | Children will use tweezers with increasing control<br>They will use tools such as cutters and rollers in play dough effectively<br>Children can take off and put on their own                                 | Children will show increasing control over mark making tools<br>Children will grip a pencil using five or two fingers and                | Children will use a four finger grip to hold a pencil<br>They will use tweezers and threading equipment with increasing control and confidence                                                                                                                                                        | Children can use scissors effectively and safely to cut straight lines in paper<br>They begin to use three fingers (tripod grip) to hold pencils                              |

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| <b>Implementation</b> | <p>Adults will:</p> <ul style="list-style-type: none"> <li>- Provide daily opportunities for children to develop gross motor skills through climbing, balancing, running, jumping and negotiating obstacles.</li> <li>- Model and encourage safe movement around the indoor and outdoor environment.</li> <li>- Provide opportunities to develop core strength, balance, coordination and spatial awareness.</li> <li>- Encourage children to use large and small movements with increasing control and confidence.</li> <li>- Support children to develop ball skills through throwing, catching, kicking, rolling and aiming.</li> <li>- Provide regular opportunities for dancing, action songs, movement games and physical challenges.</li> <li>- Use activities such as Dough Disco, Squiggle While You Wiggle and finger rhymes to strengthen muscles needed for writing.</li> <li>- Provide opportunities to develop fine motor skills through threading, puzzles, construction, playdough and manipulating small objects.</li> <li>- Model and support children to use a range of one-handed tools safely and effectively.</li> <li>- Encourage children to develop a comfortable and effective pencil grip through drawing and mark-making opportunities.</li> <li>- Provide a range of writing and mark-making experiences across the provision.</li> <li>- Encourage children to develop increasing independence with dressing, undressing, coats, shoes and fastenings.</li> <li>- Support children to use the toilet independently and follow appropriate hygiene routines.</li> <li>- Encourage children to wash and dry their hands independently and understand when this is necessary.</li> <li>- Model healthy lifestyle choices, including eating a balanced diet, drinking water and being physically active.</li> <li>- Talk to children about how their bodies feel before, during and after physical activity.</li> <li>- Teach children about staying safe when using equipment and moving around the environment.</li> <li>- Provide appropriate challenges that allow children to take manageable risks and develop confidence.</li> <li>- Adapt physical activities and equipment to ensure all children can participate successfully.</li> <li>- Observe children's physical development and provide targeted opportunities to practise emerging skills.</li> <li>- Praise effort, persistence and improvement rather than simply successful outcomes.</li> </ul> |                                   |                                                                                                                            |                    |  |  |

## **LITERACY**

### **Statutory Guidance from the EYFS Framework for Literacy:**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with

them and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.)

|  | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                    | Term 2           |                      | Term 3      |                          |
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|                                                                                  | New Beginnings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Once Upon a Time                                                                                                                                                                                                                                   | Down on the Farm | Food, Glorious Food! | Superheroes | Are We Nearly There Yet? |
|                                                                                  | Daily Rhyme Time session with a focus on:<br>Listening • Syllables • Rhyming • Alliteration • Sound knowledge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Daily Rhyme Time sessions alongside Tuning into Sounds <i>at least</i> twice per week:<br>Learn the sound: What's in the box? • Practise the sound: Sound game • Blend with the sound: Blend from the box • Practise blending: Oral blending games |                  |                      |             |                          |
| Little Wandle Nursery Rhymes                                                     | 1,2,3,4,5, Once I caught a fish alive, A Sailor Went To Sea, Baa, Baa, Black Sheep, Down at the Station, Hey, Diddle, Diddle, Hickory, Dickory Dock, Humpty Dumpty, Incy, Wincy, Spider, Jack and Jill, Mary, Mary, Quite Contrary, Miss Molly Had A Dolly, One, Two, Buckle My Shoe, Pat-a-cake, Ring-a-ring-a-roses, Round and Round the Garden, Row, Row, Row Your Boat, The Grand Old Duke of York, The Wheels on the Bus, Twinkle, Twinkle, Little Star, Wind The Bobbin Up                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                    |                  |                      |             |                          |
| Story time                                                                       | Children's language skills are developed through daily story time sessions. Children focus on a quality text (a variety of both fiction and non-fiction) over two weeks. Daily sessions encourage children to listen attentively, understand and use new vocabulary, story language and signs. Our Reading area is enhanced to provide opportunities for children to talk about the illustrations in the story, practise of key vocabulary and begin to sequence the key events in the story. There will be opportunities for them to use props and small world resources to retell and act out familiar stories both with adults and peers.                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                    |                  |                      |             |                          |
| Core Nursery Rhymes                                                              | <u>Our Core Nursery Rhymes</u><br><br>Autumn 1 – If You're Happy and You Know It<br>Autumn 2 – Little Miss Muffet<br>Spring 1 – Old MacDonald Had A Farm<br>Spring 2 – Pat a Cake<br>Summer 1 – Jack and Jill<br>Summer 2 – The Wheels on the Bus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                    |                  |                      |             |                          |
| Implementation                                                                   | <u>Adults will:</u><br><br><ul style="list-style-type: none"><li>– Read high-quality stories, poems and rhymes daily and encourage children to join in.</li><li>– Revisit familiar stories regularly to build understanding, vocabulary and confidence.</li><li>– Model a love of reading by sharing books with enthusiasm and enjoyment.</li><li>– Encourage children to handle books carefully and understand how books work.</li><li>– Model reading behaviours, including following text, noticing illustrations and talking about what is happening.</li><li>– Provide opportunities for children to retell familiar stories using props and models</li><li>– Develop phonological awareness through songs, rhymes, rhythm, alliteration and listening games.</li><li>– Encourage children to notice and identify sounds in the environment.</li><li>– Play games involving identifying, copying and distinguishing sounds.</li></ul> |                                                                                                                                                                                                                                                    |                  |                      |             |                          |

- Draw attention to words that rhyme and encourage children to generate their own rhyming words.
- Support children to hear and identify the initial sounds in familiar words.
- Introduce and revisit new vocabulary from stories and across the curriculum.
- Provide opportunities for children to talk about characters, settings, events and their own experiences.
- Use open-ended questions to develop children's comprehension and encourage them to explain their thinking.
- Support children to make predictions, recall events and discuss what might happen next.
- Introduce letter sounds through Little Wandle sessions
- Provide opportunities for children to recognise and talk about familiar letters, particularly those in their name.
- Encourage children to recognise and write their own name.
- Provide a language-rich writing environment with meaningful reasons to write
- Model writing during everyday experiences, such as making lists, writing signs, taking messages and recording ideas.
- Encourage children to give meaning to their marks and talk about what they have written.
- Provide a wide range of mark-making materials indoors and outdoors.
- Support children to develop correct pencil control through drawing, painting and writing experiences.
- Encourage children to develop the fine motor strength needed for writing through threading, playdough, tweezers and construction.
- Model letter formation and encourage children to practise letters that are meaningful to them.
- Celebrate children's attempts at reading and writing and encourage them to become confident, motivated learners

## MATHEMATICS

### Statutory Guidance from the EYFS Framework for Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

|  | Term 1                                                                                                                   |                                                                                                    | Term 2                                                                                       |                                                                                                        | Term 3                                                                                       |                                                                              |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
|                                                                                    | New Beginnings                                                                                                           | Once Upon a Time                                                                                   | Down on the Farm                                                                             | Food, Glorious Food!                                                                                   | Superheroes                                                                                  | Are We Nearly There Yet?                                                     |
|                                                                                    | More than, fewer than, same<br>Explore and build with shapes and objects<br>Explore repeats<br>Hear and say number names | Begin to order number names<br>I see 1, 2, 3<br>Join in with repeats<br>Explore position and space | Show me 1, 2, 3<br>Move and label 1, 2, 3<br>Explore position and routes<br>Explore patterns | Take and give 1, 2, 3<br>Match, talk, push and pull<br>Talk about dots<br>Compare and sort collections | Lead on own repeats<br>Start to puzzle<br>Making patterns together<br>Make games and actions | Show me 5<br>My own pattern<br>Stop at 1, 2, 3, 4, 5<br>Match, sort, compare |
| Implementation                                                                     | Adults will:                                                                                                             |                                                                                                    |                                                                                              |                                                                                                        |                                                                                              |                                                                              |

- Develop children's mathematical understanding through everyday routines, play and meaningful experiences.
- Use mathematical language consistently throughout the day.
- Model counting accurately, using one number name for each object.
- Encourage children to count objects carefully and understand that the final number represents how many there are.
- Provide frequent opportunities to count real objects, actions, movements and sounds.
- Encourage children to recognise small quantities without counting where appropriate.
- Provide opportunities to compare quantities using language such as more, fewer, less, same.
- Encourage children to notice and talk about numbers in their environment.
- Provide opportunities to match numerals to quantities.
- Develop children's understanding of the number system through songs, rhymes and number games.
- Model and encourage subitising through dice, dot patterns, fingers and small groups of objects.
- Provide opportunities for children to explore composition of numbers using practical resources.
- Encourage children to solve simple mathematical problems using objects and real-life situations.
- Use questions such as *"How do you know?"*, *"How many more do we need?"* and *"What would happen if...?"*
- Encourage children to explain their mathematical thinking rather than simply giving an answer.
- Develop positional language through play, including under, over, next to, behind, in front of and between.
- Provide opportunities to explore and name 2D and 3D shapes.
- Encourage children to notice and describe the properties of shapes.
- Provide opportunities to sort objects according to different characteristics such as colour, shape, size or type.
- Encourage children to create, copy and continue simple patterns.
- Develop understanding of size and measurement through practical experiences.
- Use vocabulary such as big, small, tall, short, long, heavy, light, full, empty, more and less.
- Provide opportunities to compare and order objects by size, length, weight or capacity.
- Explore time through daily routines and language such as first, next, later, yesterday, today and tomorrow.
- Use cooking, water play, sand, construction and outdoor activities to develop mathematical understanding.
- Encourage children to notice and solve mathematical problems during child-initiated play.
- Provide appropriately challenging mathematical experiences based on children's individual starting points.
- Revisit mathematical concepts regularly in different contexts so children can apply their understanding independently.

## UNDERSTANDING THE WORLD

### Statutory Guidance from the EYFS Framework for Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

|                                 | Term 1                                                                                                                                                                                                                               |                  | Term 2                                                                                                                                                                                                                                                                                                              |                      | Term 3                                                                                                                                            |                          |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|                                 | New Beginnings                                                                                                                                                                                                                       | Once Upon a Time | Down on the Farm                                                                                                                                                                                                                                                                                                    | Food, Glorious Food! | Superheroes                                                                                                                                       | Are We Nearly There Yet? |
|                                 | Past and Present                                                                                                                                                                                                                     |                  |                                                                                                                                                                                                                                                                                                                     |                      |                                                                                                                                                   |                          |
|                                 | Remembers and talks about significant events in their own life and in the lives of those close to them                                                                                                                               |                  | Remembers and talks about significant events in their own life and in the lives of those close to them                                                                                                                                                                                                              |                      | Remembers and talks about significant events in their own life and in the lives of those close to them                                            |                          |
| People, culture and communities | Shows interest in the lives of people who are familiar to them<br><br>Recognises similarities and differences between themselves, friends and family                                                                                 |                  | Enjoys joining in with family customs and routines                                                                                                                                                                                                                                                                  |                      | Shows interest in different occupations and ways of life indoors and outdoors<br><br>Begins to compare their own experiences with those of others |                          |
| The natural world               | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world<br><br>Talks about why things happen and how things work                                                    |                  | Developing an understanding of growth, decay and changes over time<br><br>Shows care and concern for living things and the environment                                                                                                                                                                              |                      | Begin to notice the impact and understand the effect their behaviour can have on the environment                                                  |                          |
| ICT                             | Knows how to operate simple equipment<br><br>Shows an interest in technological toys with knobs or pulleys, real objects such as photographic equipment, and touchscreen and voice control devices such as mobile phones and tablets |                  | Selects from a range of materials to learn cause and effect, eg makes a string puppet using dowels and string to suspend the puppet, or makes and flies a range of simple kites<br><br>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images |                      | Knows that information can be retrieved from digital devices and the internet                                                                     |                          |

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| Implementation | <p>Adults will:</p> <ul style="list-style-type: none"> <li>– Provide opportunities for children to explore, investigate and ask questions about the world around them.</li> <li>– Encourage children to notice changes in their environment and talk about what they observe.</li> <li>– Model curiosity by wondering aloud and thinking about possible answers.</li> <li>– Provide hands-on experiences with natural materials, plants, animals, water, sand and other resources.</li> <li>– Encourage children to explore similarities, differences and changes in the natural world.</li> <li>– Support children to develop an understanding of growth and life cycles through planting and caring for plants and observing animals.</li> <li>– Provide opportunities for children to observe seasonal changes and discuss how these affect people, animals and the environment.</li> <li>– Encourage children to care for their environment and understand the importance of looking after living things.</li> <li>– Provide opportunities to talk about children's families, homes and experiences.</li> <li>– Support children to recognise that families and communities can be different and equally valued.</li> <li>– Use photographs, stories and real-life experiences to develop children's understanding of their own history and experiences.</li> <li>– Provide opportunities to explore different cultures, celebrations, traditions and ways of life.</li> <li>– Encourage children to talk about similarities and differences between themselves and others.</li> <li>– Develop children's understanding of their local environment</li> <li>– Introduce simple maps, photographs and representations of familiar places.</li> <li>– Provide opportunities to explore technology and develop an understanding of how everyday technology is used.</li> <li>– Teach children to use appropriate technology safely and responsibly.</li> <li>– Provide opportunities to explore cause and effect through practical investigations.</li> <li>– Encourage children to predict what might happen and talk about what they discover.</li> <li>– Introduce appropriate scientific vocabulary and model its use during investigations.</li> <li>– Support children to develop skills such as observing, comparing, sorting, predicting and explaining.</li> <li>– Use stories, non-fiction books and real-life experiences to broaden children's knowledge and understanding.</li> <li>– Follow children's interests and use these as opportunities to deepen their understanding of the world.</li> </ul> |
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## EXPRESSIVE ARTS AND DESIGN

### Statutory Guidance from the EYFS Framework for Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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.

| Creating with materials | Term 1                                                |                  | Term 2                                                                                       |                      | Term 3                           |                          |
|-------------------------|-------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------|----------------------|----------------------------------|--------------------------|
|                         | New Beginnings                                        | Once Upon a Time | Down on the Farm                                                                             | Food, Glorious Food! | Superheroes                      | Are We Nearly There Yet? |
|                         | Enjoys joining in with moving, dancing and ring games |                  | Continues to explore moving in a range of ways, eg mirroring, creating own movement patterns |                      | Taps out simple repeated rhythms |                          |

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|                                         | <p>Uses various construction materials, eg joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Develops an understanding of how to create and use sounds intentionally</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Sings familiar songs, eg pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Uses tools for a purpose</p>                                                                                                                            | <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Continues to explore colour and how colours can be changed</p> |
| <b>Being imaginative and expressive</b> | <p>Notices and mirrors what other children and adults do, adding variations and then doing it spontaneously</p> <p>Engages in imaginative play based on their ideas or first-hand or peer experiences</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Uses movement, sound and materials to express experiences, ideas and feelings</p> <p>Plays alongside other children who are engaged in similar themes</p> <p>Experiments with movement and creates dance in response to music, stories and ideas</p> | <p>Uses available resources to create props to support play</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Sings to self and makes up simple songs</p>                                                                    |
| <b>Implementation</b>                   | <p><i>Adults will:</i></p> <ul style="list-style-type: none"> <li>– Provide a wide range of open-ended resources to encourage creativity and imagination.</li> <li>– Allow children time to explore materials and develop their own ideas without an expectation of a specific end product.</li> <li>– Model creative techniques while allowing children to make their own choices.</li> <li>– Provide opportunities for drawing, painting, printing, collage, cutting, sticking and modelling.</li> <li>– Encourage children to experiment with different tools, materials, textures, colours and techniques.</li> <li>– Introduce and revisit creative vocabulary such as texture, pattern, shade, mix, shape, line, smooth and rough.</li> <li>– Support children to explore colour mixing and encourage them to describe the colours they create.</li> <li>– Provide opportunities for children to develop increasing control when using pencils, paintbrushes, scissors and other tools.</li> <li>– Encourage children to talk about their creations and explain what they have made.</li> <li>– Value the process of creating rather than focusing on the finished product.</li> <li>– Provide opportunities for children to explore music through singing, instruments, movement and listening.</li> <li>– Sing regularly throughout the day and encourage children to join in with familiar songs and rhymes.</li> <li>– Encourage children to experiment with sounds, rhythm, tempo and dynamics.</li> <li>– Provide opportunities to create and copy simple rhythms using instruments and body percussion.</li> <li>– Encourage children to move in different ways in response to music.</li> <li>– Provide opportunities for imaginative play, role play and small-world play.</li> <li>– Support children to develop storylines and use objects symbolically within their play.</li> <li>– Model imaginative ideas without taking over children's play.</li> <li>– Provide props, costumes and real-life resources to enrich role play.</li> <li>– Encourage children to work collaboratively on creative projects and performances.</li> </ul> |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |

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|  | <ul style="list-style-type: none"><li>- Expose children to a range of artists, musicians, artwork, music and cultural experiences.</li><li>- Encourage children to respond to and talk about music, artwork, dance and performances.</li><li>- Provide opportunities for children to revisit and develop their creative skills over time.</li><li>- Celebrate children's individual ideas, creativity and self-expression.</li></ul> |
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As well as the planned learning above there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.