



## Year R (EYFS) Long Term Overview 2025-2026

### EYFS VISION


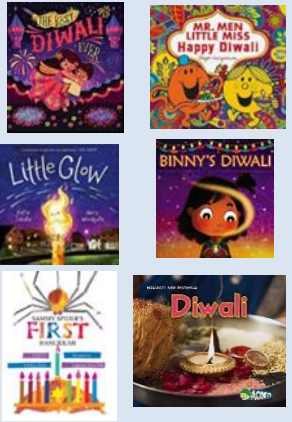









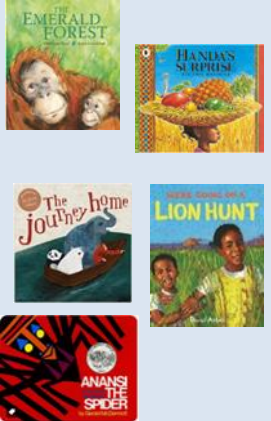
***With love, nurture and challenge we will support our early years children to be the best version of themselves. We will encourage them to follow their interests, take risks, show determination and make good choices as respectful citizens of our school, local community and the wider world.***

<p>Our aspirations are based on the needs of our cohort of children. They link to our school values and learning pillars, Characteristics of Effective Learning and the pedagogy of child development.</p>	<p><b>Aspiration 1: TRUST Sustainability and Change</b> We will foster a love and care for nature through outdoor education and an environment rich in bugs, birds, plants and growing, where we compost our waste and grow vegetables that we can eat. We will be earth warriors and recognise the impact of our footprint on the planet.</p> <p>We will plan, grow and look after an insect friendly garden, and talk about the visiting wildlife, and changes observed over time.</p>	<p><b>Aspiration 2: RESPECT - Diversity and Equality</b> We will respect and compare ideas about different faiths and festivals, understanding similarities and differences. We will identify that “light” is a common link between faiths and by respecting each faith we will contribute to a peaceful and tolerant society.</p> <p>We will understand what makes a celebration special and will work collaboratively to explore, plan, create and take part in a celebration.</p>	<p><b>Aspiration 3: DETERMINATION Aspiration and Wellbeing</b> We will develop our spoken language and a love of stories through rich texts, role play and small world play opportunities.</p> <p>We will be able to retell our favourite stories and talk positively about books.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>BIG question</b>	<b>Who am I?</b>	<b>How do we celebrate?</b>	<b>How has it changed?</b>	<b>How can we help?</b>	<b>How does it grow?</b>	<b>Where do we live?</b>
<b>INTENT</b> What do we want our children to be able to know, remember and be able to do?	To develop my own personality, recognising what makes me special. Appreciate that everyone is unique and their differences and similarities can be celebrated.	To develop my knowledge and sense of the world by talking about events and celebrations which are important to me and my community.	To develop an understanding of how things change over time. To recognise characters and artefacts from the past.	To develop an understanding and respect for people who help us. Identify special roles and responsibilities.	To recognise that plants and animals grow and that the life cycles differs for each one. Show care and attention to the needs of a range of living things.	To compare different places animals and humans live. Explore the sea and the land in different countries. Read simple maps.
<b>IMPLEMENTATION</b> How will we achieve our intent? *** Consider cultural capital – what do they bring to the cohort? ***	Share own scrapbooks, key person and home visit gallery photos alongside stories that celebrate the unique child. Ensure learning environment (focus on home corner and construction) has resources that reflect children’s interests.	Invite families to share own cultural celebrations and what this looks like in their home. Share books which explore celebrations from different faiths. Ensure the learning environment reflects varying cultures, faiths and celebrations including books and photos.	Through stories, videos, artefacts and visitors children will make comparisons between items from the past and items they recognise now.	Explore role of scientists who are saving the world. Understand the principle of all taking responsibility for the safety of the planet. Take responsibility for RRR in school. We are eco heroes.	Involve children in the care of eggs and chicks, frog spawn and tadpoles, seeds and sunflowers, seedlings and vegetables. Ensure the environment is rich in visual prompts and books to show different species of plants and animals. Re-visit areas within school to observe seasonal changes.	Through stories, photos, videos and own experiences, compare the similarities and differences of places. Ensure environment has visual prompts and books to celebrate different homes. Invite families and children to share experiences of different places.
<b>IMPACT</b> What will children be able to do?	To identify familiar people in their lives and talk about themselves in a positive way.	To understand and talk about events and celebrations that are important in their lives and similarities to those in other families.	To have a sense of past and understand how things change over time.	To talk about how they can impact on the world in which they live.	To identify similarities and differences in the natural world including seasonal changes, growth and lifecycles.	To explain some similarities and differences between habitats and life in this country and life in other countries.

The Early Years objectives below build upon the Educational 'Programmes (EYFS Statutory Framework 2021). However, as stated in Development Matters "Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line, therefore these objectives cannot be seen as a tick list and children will develop at different rates. *"In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately."* The context for teaching and learning these objectives reflects the Statutory Framework's characteristics of effective teaching and learning (CoETL) include playing and exploring, active learning, and creating and thinking critically). We recognize that young children's learning is often driven by their interests and therefore plans need to be flexible, as well as the importance of enabling depth in learning which is much more important than covering lots of things in a superficial way. We aim to use a mix of different approaches to teaching and learning, where children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. This is supported by a well-planned learning environment, inside and outside, which offers rich potential for learning. Children will holistically:-

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Show interest in new words introduced through variety of books shared and begin to use in own conversations.</p> <p>Show a strong attachment to particular books and growing love of stories and books</p> <p>Begin to make own books, e.g. family books and show understanding that words have meaning and work from left to right, top to bottom.</p> <p>Begin to remember and join in with book language e.g. story markers "once upon a time", "one day" and anticipate what comes next.</p> <p>Look for, and join in with rhymes and repetitive phrases .e.g. Shark in the Park, blow his house down.</p> <p>Notice letters from their name and an increasing number of common exception words.</p> <p>Children know that written print carries meaning including thoughts, ideas and feelings (through discussion/modelling)</p> <p>Show interest in new words introduced through variety of books shared and begin to use in own conversations.</p>		<p>Show growing interest in a wider variety of books including bringing books into play for a purpose e.g. cookery books home area, building information book in construction.</p> <p>Talk about and ask questions about different images, characters, and events in books.</p> <p>Distinguish between different characters by taking on voices, tones e.g. giant big booming Story telling – use language of story telling to tell simple story and ask for this to be scribed (Helicopter stories link)</p> <p>Act out stories through role play, small world play and puppets.</p> <p>Open book correctly, know how to turn pages – point to words left to right remembering how a book flows. Talk about the features of books including title, author, illustration and other features.</p>		<p>Can think, reflect and talk about what they have heard and seen in a range of books</p> <p>Curious to be introduced to new ideas in books and show understanding they can be used to make sense of the world. Distinguish between characters in stories, including diversity of characters and their experiences</p> <p>Show an instinctive sense of a developing story through questions asked or anticipation and prediction. Use and answer questions to improve understanding of what is happening in a story.</p> <p>Use an increasing range of words and phrases they have been introduced to through books which they do not normally hear in every day speech.</p> <p>Show an awareness of how to make the text come alive by using voices, exaggerated facial expressions and body movements to tell the story.</p> <p>Act out stories, including those scribed by other children through acting or puppets.</p>	
English Golden Threads	Diversity/ Representation	Poetry	Non-Fiction	Fiction	Heritage/ Archaic Language

Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Big Question: Who am I?  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Head, Shoulders, Knees and Toes</b></p> 	<p>Aspiration 2: Faiths            Big Question: How do we celebrate?  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Non-fiction</b></p> 	<p>Aspiration 1: RSPB Birdwatch  <b>Fiction</b>  <b>Non-fiction</b></p> 	<p>Aspiration 1: Earth Warriors  <b>Fiction</b>  <b>Non-fiction</b>  <b>Row, row, row your boat</b></p> 	<p>Aspiration 1:  <b>Fiction</b>  <b>Non-fiction</b></p> 	<p>Big Question: Where do we live?  <b>Non-fiction</b>  <b>London Bridge</b>  <b>Frere Jaques</b></p> 
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Aspiration 3: Loving books  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Heritage/ Archaic Language</b></p> 	<p>Aspiration 1: Nature and Seasons  <b>Fiction</b>  <b>Non-fiction</b></p> 	<p>Aspiration 1: Nature  <b>Fiction</b>  <b>Non-fiction</b>  <b>Hey Diddle Diddle</b></p> 	<p>Aspiration 2: Faiths  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Non-fiction</b></p> 	<p>Aspiration 1: Nature Bugs            Big Question: How does it Grow?  <b>Fiction</b>  <b>Non-fiction</b>  <b>Little Miss Muffet</b>  <b>Incy Wincy Spider</b></p> 	<p>Big Question: Where do we live? Africa  <b>Fiction</b>  <b>Non-fiction</b>  <b>Diversity/Representation</b></p> 

<p><b>Learning Journey 3</b></p> <p>Aspiration 1: Nature  <b>Fiction</b>  <b>Non-fiction</b>  <b>Ring, O Ring Roses</b></p>	<p><b>Learning Journey 3</b></p> <p>Aspiration 2: Faiths  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Twinkle Twinkle Little Star</b></p>	<p><b>Learning Journey 3</b></p> <p>Aspiration 2: Faiths  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Non-fiction</b></p>	<p><b>Learning Journey 3</b></p> <p>Aspiration 3: Loving books  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Heritage/ Archaic Language</b></p>	<p><b>Learning Journey 3</b></p> <p>Aspiration 1: Nature  Big Question: How does it grow?  <b>Fiction</b>  <b>Non-fiction</b>  <b>Little Bo Peep</b></p>	<p><b>Learning Journey 3</b></p> <p>Big Question: Where do we live? India  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Non-fiction</b></p>
<p><b>Learning Journey 4</b></p>	<p><b>Learning Journey 4</b></p>	<p><b>Learning Journey 4</b></p>	<p><b>Learning Journey 4</b></p>	<p><b>Learning Journey 4</b></p>	<p><b>Learning Journey 4</b></p>
		<p>Big Question: How has it changed?  <b>Diversity/Representation</b>  <b>Fiction</b>  <b>Rock a bye baby</b>  <b>I'm a Little Teapot</b></p>			

## Educational Programmes

Communication and Language	Personal, Social and Emotional Development	Physical Development	
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>

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Children will holistically:-

**C & L – L&A**



[Link to Universally Speaking Ages and Stages of Communication Development](#)

Understand words and phrases used in school that they may not have heard at home. E.g. line up, packed lunch and talk to your partner, etc.

Listen to and follow simple instructions involving routines, e.g. put your coat on.

Be able to shift attention when involved in one thing, sometimes with prompts (e.g. calling name first).

Engage actively when reading familiar stories and songs and rhymes together.

Learn new rhymes, poems and songs and join in with increasing confidence.

Talk about sounds heard, what is making the sound and their interpretation of these (including environmental sounds).

Use recently introduced vocabulary in a range of contexts inside and outside.

Begin to get the idea of time? E.g. *"Mummy will be here after lunch. after lunch we will read a story"*

Hear rhyming words, and words with same starting letter sounds. Clap out the number of syllables in a word. Hear the first or last sound in a word.

Understand who, what and where questions

Listen for instructions while they are busy with something else. E.g. Ask them to get their coat and shoes while they are playing.

Begin to understand and follow a two part question. E.g. Put your coat on and wait at the door.

Listen to and talk about stories demonstrating familiarity and understanding. Use small world play and role play to tell familiar events/stories, beginning to show understanding of sequencing.

Begin to respond appropriately to "how" and "why" questions e.g. I wonder why the leaves have holes, why has the puddle turned to ice?

Engage in non-fiction books relating to individual and class interests. Begin to talk about the content, showing an awareness and deepening understanding of information shared. Talk about meaning of specific vocabulary.

Listen to other children in play, keeping playing going with "serve and return" interactions.

Hear and combine the separate sounds in a word to say a word.

Understand a longer list of instructions without needing to watch another child. E.g. *"First get your lunchbox, then sit at the red table."*

Understand spoken instructions without stopping what they are doing to look at the speaker.

Listen to other children share their ideas in group discussions and show understanding of their ideas.

Understand how to listen carefully in a range of situations and know why listening is important.

Understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'.

Understand words that describe sequences such as *"first we are going to the shop, next we will play in the park"*

Understand why and how questions and respond appropriately.

**C & L Sp**

Use social phrases which will help to form positive relationships and communicate their needs Would you like to play...? Please can I ....

Show interest and talk about resources and experiences within the language rich environment.

Have frequent back and forth interactions and include vocabulary to add meaning with peers and adults.

Beginning to articulate their ideas and thoughts in simple sentences with prompts.

Have conversations to share information, to seek out social interactions and to make own friends.

Demonstrate increasing vocabulary in play and discussions.

Think about the meanings of words, such as describing the meaning of simple words or asking what a new word means

Begin to make up own games, and communicate how to play these.

Take turns in much longer conversations

Use sentences that are well formed, for example, *"I had spaghetti for tea at Jamilia's house"*

Re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story

Use most speech sounds. However, they may have some difficulties with more difficult words such as

	<p>Describe familiar events in some detail e.g. a visit to the park, a birthday celebration.</p> <p>Know that non-fiction books can provide information and talk about some of the features of a non-fiction book.</p> <p>Show interest in the opportunities available within the continuous provision and begin to develop new vocabulary to describe resources.</p> <p>Use talk to organise themselves and their play “Lets go on a bus.. you sit there.. I’ll be the driver.”</p>	<p>Tell own stories of increasing length with a growing awareness of the sequencing of ideas and use of descriptive (helicopter stories)</p> <p>Retell stories in own way, through imaginative play including role play, small world play.</p> <p>Show enjoyment when listening to stories, songs and rhymes and will start to make up their own</p> <p>Use introduced vocabulary to explain how they are feeling.</p>	<p>‘scribble’ or ‘elephant’ and some speech sounds such as ‘r’ and ‘th’ may still be difficult</p> <p>Ask relevant questions or make relevant comments in relation to what they have heard</p> <p>Use talk to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations.</p> <p>Use talk to help work out problems to organise their thinking and take part in discussions.</p>
<p><b>PSED</b></p> <p><small>Personal, Social and Emotional Development</small></p> <p><small>Children generally begin to understand the concept of PSSED in play and to learn to deal with their feelings and to negotiate their relationships. They begin to understand the concept of PSSED in play and to learn to deal with their feelings and to negotiate their relationships. They begin to understand the concept of PSSED in play and to learn to deal with their feelings and to negotiate their relationships.</small></p> <ul style="list-style-type: none"> <li>• <b>Emotions</b></li> <li>• <b>Sense of Self</b></li> <li>• <b>Relationships</b></li> </ul> <p><a href="#">CBeebies: How to talk to your child about emotions.</a></p> <p><a href="#">Feeling Better:</a> short videos about different feelings, using puppets</p> <p><a href="#">The Age of Emotions:</a> podcast discussion on emotion culture, with psychotherapist Philippa Perry</p> <p><a href="#">What are feelings?</a> Dealing with feelings, and recognising others’ feelings</p>	<p>During home visits, and visits to settings talk about strengths including the things people love and admire about them, what makes them happy and how they like to be supported (with support from parent/carer).</p> <p>Separate from parent/carer and begin to show trust in new adults and children, with the help of familiar resources e.g. transition objects, stories, photographs of families/carers, all about me books.</p> <p>Be familiar with the daily routine and use visual aids to talk about now and next.</p> <p>Begin to express feelings to familiar adults, using visual aids to support this where necessary.</p> <p>Begin to recognise and name emotions with the support of an attuned adult.</p> <p>Know strategies and begin to understand how these help to deal with uncomfortable feeling, helping to make sense and process these emotions.</p> <p>Know where to find a safe, quiet space when time is needed to reflect upon and process feelings, sometimes with the support of an attuned adult.</p> <p>Be familiar with class rules and that these help us to keep safe with visual support.</p> <p>Willing to have a go at something new or more challenging.</p>	<p>Communicate self expression through independent choices in stories, drawing, crafts, role play and general play.</p> <p>Use stories and visual supports to talk about and name and increasing range of feelings.</p> <p>Follow expectations for behaviour and demonstrate awareness of boundaries.</p> <p>Know the importance of following rules and that these keep them safe.</p> <p>Independently select, use and combine resources creatively during play.</p> <p>Talk about risky play and how to make safe choices e.g. slippery surfaces.</p> <p>Can challenge themselves in their learning through play and is curious – taking part in the experiences on offer.</p> <p>Beginning to try different ways of asserting themselves.</p> <p>Talks about their community and the special people in their lives including parents, carers, families and other special people.</p> <p>Cooperates with other children, and uses strategies to solve conflicts, sometimes with support.</p>	<p>Name, express, begin to understanding and regulate emotions using modelled strategies including resources.</p> <p>Cooperate and resolve conflicts peaceably.</p> <p>Begin to develop comparative language to compare their emotions with others and show empathy with them.</p> <p>Begin to explore themselves in relation to others, using an increasingly wide vocabulary to describe a range of emotions.</p> <p>Be able to wait for what they want, controlling impulses. E.g. turn taking in a game, sharing a bike.</p> <p>Work and play cooperatively.</p> <p>Show sensitively to own and others needs.</p> <p>Form positive relationships with peers and adults.</p>
<p><b>PD</b></p>	<p>Show increasing control over core strength, stability, balance, spacial awareness, coordination and agility.</p> <p>Show confidence in their physical capabilities</p>	<p>Become increasingly well coordinated when engaging in physical activities with equipment and other children.</p> <p>Engage in weight bearing skills and show increasing upper arm strength.</p>	<p>Move in different ways, controlling their movement including fine motor skills.</p> <p>Demonstrate agility and flexibility, as well as co-ordination and balance.</p>

<p><b>Physical Development</b></p> <p>Physical activity is vital to children's overall development, enabling them to become healthy, confident and active. Gross and fine motor experience develop progressively through early childhood, starting with simple activities and the manipulation of a wide range of materials and gradually becoming through running, jumping, crawling and fine movement with both objects and adults. To ensure parents are providing support that is safe both indoors and outdoors, which can support children in developing their own strength, ability, balance, posture awareness, coordination and skills. Gross motor skills provide the foundation for developing healthy habits and good movement patterns, being the motor control and posture skills which have an effect on balance, which is essential to many things. Parents and other professionals should be aware of the signs of children, such as, difficulty with the process of using cutlery, with buttons and support their coats, other children with learning difficulties, autism and conditions.</p> <ul style="list-style-type: none"> <li>• <b>Core strength and coordination</b></li> <li>• <b>Gross Motor</b></li> <li>• <b>Fine Motor</b></li> </ul> <p><a href="#">Physical activity guidelines for children under 5</a></p> <p>Has ideas for outdoors activities</p> <p><a href="#">Learning through landscapes</a></p> <p>Has ideas for outdoor activities</p>	<p>Maintain attention as they negotiate spaces and other children</p> <p>Show enthusiasm for outside, rigorous play</p> <p>Lift, transport and organise own resources. E.g. den building, blocks, knowing how to carry objects safely</p> <p>Engage in small world activities including puzzles, arts and crafts and use of small tools with support and encouragement of adults.</p> <p>Show curiosity in manipulating materials with increasing dexterity including natural and manmade. E.g. weaving, transient art</p> <p>Use gross and fine motor skills with increasing confidence during everyday routines and experiences e.g. preparing snack, tidying up, sweeping leaves.</p>	<p>Demonstrate increasing mobility, control and balance. E.g. hanging from climbing equipment or lifting and manipulating large, heavy and awkward objects.</p> <p>Show enthusiasm and increasing stamina for physical challenge</p> <p>Use increasing precision in activities which require hand-eye coordination including cooking, gardening, sewing, fixing and making things with tools and small movements.</p> <p>Talk about risk and how to keep safe when lifting and coordinating movements involving equipment within spaces.</p> <p>Show enthusiasm for being outside and increasing confidence in physical capabilities.</p>	<p>Motivated to take part in physical activity</p> <p>Develop muscular and core strength.</p> <p>Take well intentioned, safe risks</p> <p>Self regulate during physical activity including attempt of movements that they are less confident with, asking for support when necessary.</p> <p>Demonstrate proficiency, control and confidence in fine motor activities.</p> <p>Hold a pencil effectively for drawing, mark making and writing.</p>
<p><b>Literacy</b></p> <p>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).</p> <p><a href="#">Booktrust</a> has suggested children's books and book lists, advice and games.</p> <ul style="list-style-type: none"> <li>• <a href="#">BBC Nursery songs</a> is a bank of songs and nursery rhymes that focus on comprehension.</li> <li>• <a href="#">The Centre for Literacy in Primary Education</a> has activities that are suitable for early years.</li> </ul> <p>Resources from <a href="#">Love my books</a> helping parents and young children enjoy sharing books together</p>	<p>Show interest in new words introduced through variety of books shared and begin to use in own conversations.</p> <p>Show a strong attachment to particular books and growing love of stories and books</p> <p>Show curiosity in stories in a different home language told by parent visitors.</p> <p>Begin to make own books, e.g. family books and show understanding that words have meaning and work from left to right, top to bottom.</p> <p>Begin to remember and join in with book language e.g. story markers "once upon a time", "one day" and anticipate what comes next.</p> <p>Look for, and join in with rhymes and repetitive phrases .e.g. Shark in the Park, blow his house down.</p> <p>Notice letters from their name and an increasing number of common exception words.</p> <p>Children know that written print carries meaning including thoughts, ideas and feelings (through discussion/modelling).</p> <p>Begin to behave as a writer, attributing meaning to mark making including wavy lines and distinct separate marks in child initiated play progressing to use of known graphemes as these become embedded. Show an interest in writing. Attempting to write familiar letters, for example from their name, For example when</p>	<p>Show growing interest in a wider variety of books including bringing books into play for a purpose e.g. cookery books home area, building information book in construction.</p> <p>Talk about and ask questions about different images, characters, and events in books.</p> <p>Distinguish between different characters by taking on voices, tones e.g. giant big booming Story telling – use language of story telling to tell simple story and ask for this to be scribed (Helicopter stories link)</p> <p>Act out stories through role play, small world play and puppets.</p> <p>Open book correctly, know how to turn pages – point to words left to right remembering how a book flows. Talk about the features of books including title, author, illustration and other features.</p> <p>Develop hand and finger strength to hold writing tools with control (chunky where necessary). Begin to show awareness of how to hold a pencil correctly and form letter which starts and move in right direction (size may still be large, requiring large paper etc).</p> <p>Begin to segment to spell to communicate meaning through writing for a purpose using growing phonic knowledge (sounds taught).</p>	<p>Can think, reflect and talk about what they have heard and seen in a range of books</p> <p>Curious to be introduced to new ideas in books and show understanding they can be used to make sense of the world.</p> <p>Distinguish between characters in stories, including diversity of characters and their experiences</p> <p>Show an instinctive sense of a developing story through questions asked or anticipation and prediction. Use and answer questions to improve understanding of what is happening in a story.</p> <p>Use an increasing range of words and phrases they have been introduced to through books which they do not normally hear in every day speech.</p> <p>Show an awareness of how to make the text come alive by using voices, exaggerated facial expressions and body movements to tell the story.</p> <p>Act out stories, including those scribed by other children through acting or puppets.</p> <p>Demonstrate upper strength and control in core, upper body, hands and fingers when writing, developing an effective pencil grip.</p>

	<p>writing a label for a model or plausible attempts at capturing some sounds they hear in words.</p>		<p>Show interest in writing to communicate in a range of contexts, e.g., instructions/recipe, lists, labels, message, drawing on phonic knowledge and mostly correctly formed graphemes.</p>
<p><b>Maths</b></p> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;"> <p style="text-align: center; margin: 0;"><b>Mathematics</b></p> <p style="font-size: 8px; margin: 0;">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 ten 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.</p> </div>	<p>Shows positive attitude and interest in maths.</p> <p>Progress from knowing some number words, to saying one number for each object as well as the number of the whole group.</p> <p>Arrange objects in familiar patterns to aid counting (manipulatives e.g. pebbles, ten frames), for example, lining up and touching to count accurately.</p> <p>Use spatial language, for example on the top, underneath, left or right.</p> <p>Use mathematical vocabulary to describe the features of shapes.</p> <p>Continue and copy a simple repeated pattern</p> <p>Tackles problems involving prediction and discussions of comparisons of length, weight, or capacity, paying attention to fairness and accuracy</p> <p>Becomes familiar with measuring tools in everyday experiences and play</p> <p>Order and sequence events using everyday language related to time</p> <p>Beginning to experience measuring time with timers and calendars</p>	<p>Is willing to have a go and talk to adults and peers about thinking.</p> <p>Use one to one correspondence when counting (assigning one number word to each object), and find "How many" and knows that the last number tells you how many there are.</p> <p>Begin to use ten frames to organise counting</p> <p>Can look for and talk about patterns, relationships and connections. Use reasoning - "But if this one gets two more, it will win, because it will have more"</p> <p>predicting addition, e.g. "If two more people vote for that one, then it will have eight"</p> <p>Create repeated patterns and identify the unit of repeat.</p> <p>Say the number sequence</p> <p>Begin to subitise small collection of objects in familiar arrangements</p> <p>Use positional language, e.g. on top of, next to, underneath, in front of, behind, between, left, right, etc.</p> <p>Sort shapes according to their properties.</p> <p>Develop spatial reasoning skills by selecting, rotating and manipulating shapes.</p> <p>comparing more and less and being able to say "This has more than that one" and compare numbers, e.g. "This has more because it has eight and that one only has six" and say which numbers are more or less than others.</p> <p>Use language of estimation</p> <p>Share practically using one to one and many to one</p> <p>Know that halves mean to equal parts of a whole</p>	<p>Counts confidently, showing a deep understanding of the numbers to 10, the relationships between them and the terms within those numbers including evens, odds, double facts and how quantities can be distributed equally.</p> <p>Subitises by instantly recognising how many without counting, including small collections of objects in familiar and unfamiliar arrangements.</p> <p>Subitises small collections of objects within a larger group of objects, e.g. seeing three within five or making groups of 3s without counting 3 in each group</p> <p>Counts groups of objects in 2s, 5s or 10s</p> <p>Shows part-whole awareness by talking about numbers being made up of other numbers and numbers within a number, e.g. "I knew there were three because there's two and there's one."</p> <p>Recalls number bonds to 10.</p> <p>Accurately use the relative terms 'yesterday' and 'tomorrow' and order a short sequence of events.</p> <p>Use comparative language to compare length, weight and capacity.</p> <p>Compose and decompose shapes e.g. finding 2D shapes within 3D shapes.</p> <p>Match numerals to amounts, or recording amounts formally</p> <p>Understand how "dealing" results in equal shares and the same number each.</p>

<p><b>Utw</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> <p style="text-align: center; font-size: small;">Understanding the World</p> <p style="font-size: x-small;">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, plays and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this expands their fluency with words that support understanding across domains. Enriching and extending children's vocabulary will support later reading comprehension.</p> </div> <p><a href="https://homerton.cambs.sch.uk/information-for-practioners/ict-in-the-early-years/">https://homerton.cambs.sch.uk/information-for-practioners/ict-in-the-early-years/</a></p>	<p>Talk about members of their immediate family and community Name and describe people who are familiar to them.</p> <p>Show interest in and talk about different occupations within own experience, and through introduced experiences e.g. visiting emergency services, or shared stories e.g. vet, farmer.</p> <p>Show interest in seeds in the environment and seeds in fruit snack, talk about how they might plant and care for growing plants</p> <p>Show curiosity in exploring the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Explain how things work, for example through exploring wind up toys, pulleys in the environ</p> <p>Knows that information can be retrieved from digital devices and the internet</p> <p>Plays with a range of materials to learn cause and effect e.g. makes a string puppet using dowels and string to suspend the puppet</p> <p>Completes a simple program on electronic devices</p>	<p>Continue to develop positive attitudes about the differences between people e.g. children talk positively about different appearances, skin colours and hair types</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Show interest and talk about images of familiar situations in the past</p> <p>Understand the key features of the life cycle of a plant and an animal e.g. caterpillars or chick eggs</p> <p>Explore and talk about different forces they can feel e.g. magnetic attraction and repulsion</p> <p>Talk about the differences between materials and changes they notice e.g. sinking and floating, melting, investigating shadows.</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p>
<p><b>EAD</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> <p style="text-align: center; font-size: small;">Expressive Arts and Design</p> <p style="font-size: x-small;">The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> </div> <p><a href="https://www.eureka.org.uk/eureka-at-home/">https://www.eureka.org.uk/eureka-at-home/</a></p>	<p>Develop colour-mixing techniques to enable them to match the colours they see and want to represent</p> <p>Explore different ways of artistically representing ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song</p> <p>Develop storyline in their pretend play</p> <p>Show interest in the creations and music of visiting artists and musicians.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Use an increasing range of vocabulary to define colours, shapes, texture and smells in the natural world</p> <p>Develop techniques to join materials, such as how to use adhesive tape and different sorts of glue</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists</p> <p>Makes music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</p> <p>Discuss changes and patterns as a piece of music develops</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups (e.g. stage in continuous provision with props and instruments)</p>	<p>Develops their own ideas through experimentation with diverse materials e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms e.g. movement, dance, drama, music and the visual arts</p> <p>Choreograph their own dance moves, using some of the steps and techniques they have learnt</p> <p>Uses combination of art forms e.g. moving and singing, making and dramatic-play, drawing and talking, constructing and mapping</p> <p>Responds imaginatively to art works and objects e.g. "This music sounds like dinosaurs. Chooses particular movements, instruments, sounds, colours and materials for their own imaginative purposes</p>

<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring – engagement – the ‘skill’ to get engaged</b></p> <p><b>Finding out and exploring</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> <li>• </li> </ul> <p><b>Playing with what they know</b></p> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> <li>• </li> </ul> <p><b>Being willing to ‘have a go’</b></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a ‘can do’ attitude</li> <li>• Taking a risk, engaging in new experiences, and learning from trial and error</li> </ul>	<p><b>Active Learning – motivation – the ‘will’ to keep going</b></p> <p><b>Being involved and concentrating</b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul> <p><b>Keeping on trying</b></p> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul> <p><b>Enjoying achieving what they set out to do</b></p> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards</li> </ul>	<p><b>Creating and thinking critically – thinking – the ‘thrill’ of discovery</b></p> <p><b>Having their own ideas</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul> <p><b>Making links</b></p> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, problem-solve and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>
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<p><b>Music</b></p>	<p><b>Exploring Sound</b>          To explore using voices to make a variety of sounds.          To explore how to use our bodies to make sounds.          To explore the sounds of different instruments.          To identify sounds in the environment and differentiate between them.          To use voices to imitate nature sounds.</p>	<p><b>Celebration Music</b>          To know that there are special songs we can sing to celebrate events.          To know that there are special songs we can sing to celebrate events.          To know that moving to music can be part of a celebration.          To recognise that different sounds can be long or short.          To recognise music that is 'fast' or 'slow'.</p>	<p><b>Music and Movement</b>          To understand why songs have actions. and learn some simple Makaton signs to accompany a song.          To explore beat through body movement and express feelings and emotions through movement to music.          To explore beat through body movement and express feelings and emotions through movement to music.          To explore pitch and tempo through scarf dancing and body movement and express feelings and emotions through movement to music.          To perform action songs to a small audience.</p>	<p><b>Musical Stories</b>          To listen to the lyrics and melody and recall part of the story.          To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.          To talk about how a piece of music makes you feel and use actions to retell a story to music.          To sing and perform a group song.          To learn how instruments can represent a certain mood, character or action          To experiment with the sounds of different instruments.          To create a musical story based upon a familiar routine, use instruments to represent moods or actions and play an instrument as part of a group story.</p>	<p><b>Transport</b>          To explore creating sound effects.          To explore making sounds at different speeds.          To explore moving to different tempos.          To interpret symbols to show a change in speed.          To interpret a simple score to show tempo changes.</p>	<p><b>Big Band</b>          To know that an orchestra is a big group of people playing a variety of instruments together.          To know that music often has more than one instrument being played at a time.          To understand that performing means playing a finished piece of music for an audience.</p>
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<p><b>Physical Education (consider how the outdoor environment supports skill progression)</b></p>	<p><b>Gymnastics</b> Explore different ways of travelling across a bench or a mat.</p> <p>Perform a simple jump when jumping from an object and land on two feet, mostly without hands.</p> <p>Crawl, climb, travel using small apparatus in a safe and balanced manner.</p> <p>Hold different 1 and 2 point balances.</p> <p>Link three movements into a routine. Sometimes complete a log roll, bean roll and forward roll with correct technique.</p> <p>To move small equipment demonstrating correct posture and technique.</p>	<p><b>Dance</b> Travel around the room in a variety of ways sometimes coordinating both feet together or one at a time i.e. hopping, skipping, galloping. Copy simple movements to music demonstrating an understanding of timing.</p> <p>To link simple movements and include shapes (gesture).</p> <p>Copy movements that require different levels.</p>	<p><b>Games</b> Roll a ball in the general direction desired. Understands the technique to throwing under arm and over arm. Demonstrate an understanding of the force needed to push, throw, and slide an item (beanbag) to hit or land in a target. Defend a target using their hands and feet to intercept a large, moving ball. Chase and sometimes stop a ball with their feet. Catch a large and medium sponge ball with their hands. Kick a ball at an aimed for target.</p>	<p><b>Athletics</b> Run at different speeds.</p> <p>Take off with two feet and land with two feet (standing long jump).</p> <p>Change speed while running which is suitable to the task.</p> <p>Understands what is required when throwing an object at distance.</p> <p>Passes the baton or other relevant items whilst moving to someone who is static.</p>	<p><b>Striking and Fielding</b> Roll a medium sized ball away and retrieve the ball using their hands to stop it.</p> <p>Hit a bouncing sponge size ball with both hands on the racquet.</p> <p>Kick a large sponge ball bouncing towards them.</p> <p>Able to scoop/field a small sponge ball coming towards them using their hands.</p> <p>Use one hand to hit a small sponge ball with the palm of their hand.</p>	<p><b>Continous Provision</b> Engage in activities from different positions e.g. standing, sitting, lying on stomachs.</p> <p>Mark make or build on a large scale using a range of materials and tools.</p> <p>Pour and transport water e.g. using sponges, squeezey bottles and buckets.</p> <p>Fill, carry and transport items of different sizes. Run, hop, skip and stop at different speeds.</p> <p>Climb in and out of spaces, jump on and off objects and explore different surfaces at different heights.</p> <p>Push and pull objects e.g. tyres, logs and their own body weight.</p> <p>Develop spatial awareness and whole-body co-ordination. Take risks and learn about safety.</p> <p>Learn to dress and undress themselves in meaningful, motivating play activities, e.g. role-play.</p> <p>Develop physical skills and an awareness of health within everyday routines, e.g. snack time.</p>
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