Riverside Primary School
Long-Term Curriculum Coverage Planning Overview
EYFS

Area of learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:		**Marvellous Me!**	**Special days, special ways!**	**To the Rescue!**	**Supersonic Space**	**Once Upon a Time**	**Wiggle, Waggle and Roar!**
Stunning start:		**Starting school**	**Spookathon**	**Walk around the local area**	**Alien crash in classroom**	**Beanstalk in classroom**	**Noah's Ark news report**
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					
	Managing self **Self regulation**	**No outsiders** You Choose by Nick Sharratt and Pippa Goodheart I can choose what I like I can make my mind up and tell you things I like I can ask others what they think	**No outsiders** Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt It's ok to like different things I know my friends can like different things to me I know we can still be friends	**No outsiders** Hello, Hello by Brendan Wenzel To say hello I know in my class we are not all the same I know we are different I know I can make friends with different people I know how to make friends	**No outsiders** The Family Book by Todd Parr All families are different I know who is in my family I know all families are different	**No outsiders** Mommy, Mama and Me by Leslea Newman and Carol Thompson To celebrate family I know people in my family are special I can tell you who loves me	**No outsiders** Blue Chameleon by Emily Gravett To make a new friend I know everyone is different in my class I can make friends with anyone
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					
	Listening, Attention and Understanding	I know why listening is important. I can join in with whole class singing and rhymes. I can comment on something I have been told. I can demonstrate my understanding by following short instructions. I can answer questions 1:1		I can ask questions to clarify my understanding. I can demonstrate my understanding by following longer instructions. I can answer questions when asked in a group. I can describe events in some detail. I can tell stories. I can listen attentively in different scenarios.		I can hold conversation when engaged in back-andforth exchanges with my teacher and peers. I can answer questions when asked in a class. I can talk to the class about my ideas. I can use past, present and future tenses and conjunctions. I can express my opinions and justify them.	
	Speaking	I can talk to one person about my life and ideas. I can use full sentences when speaking. I can learn and use new vocabulary		I can talk to a small group about my ideas. I can make predictions. I can talk about my learning. I can learn and use new vocabulary		I can talk in grammatically correct full sentences. I can talk to a small group of children. I can talk about my ideas and explain my reasoning. I can use talk to work out my problems, explain how things work and what might happen. I can learn and use new vocabulary	
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)					

		Developing engagement and understanding Listen and respond to stories, non-fiction, rhymes and poems; Join in with repeated and familiar language; Talk about key events and characters; Discuss and begin to use newly introduced vocabulary; Retell familiar parts of stories with adult support.		**Developing retelling and prediction** Retell familiar stories and events increasingly in sequence; Talk about what characters are doing and feeling; Predict what might happen next; Answer and ask questions about what has been read; Use newly introduced vocabulary when discussing stories and information.		**Increasingly independent comprehension** Retell stories and narratives using their own words and recently Introduced vocabulary; Anticipate key events in familiar and unfamiliar stories; Explain their ideas and understanding of what has been read; Use and understand new vocabulary during discussion and role play; Make simple links between texts, events and their own experiences.	
	Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play	**Key texts** Nursery Rhymes Starting School Once There Were Giants The Colour Monster Ten Little Fingers and Ten Little Toes by Mem Fox Owl babies Leaf man	**Key texts** The baddies Room on the broom Stickman The Smelly Sprout The Bog Baby Wild! Paddington	**Key texts** The Selfish Crocodile Zog the Flying Doctor The Jolly Postman I'm The Fire Engine Driver Mr Men and Little Miss Police station Supertato	**Key texts** Aliens Love Underpants Beegu Man on the Moon The Way Back Home The Smed and the Smoos Whatever Next?	**Key texts** Jack and the Beanstalk The Three Little Pigs Gingerbread Man Goldilocks and Three Bears Three Billy Goats Gruff	**Key texts:** Dear Zoo Meerkat Mail Marvelous Minibeasts The snail and the whale Tiddler Dear Greenpeace
	Oral Composition	**Talk about what they want to say;** orally compose and rehearse a sentence before writing it; repeat and improve their sentence with adult modelling and support; use newly introduced vocabulary within their spoken sentences; say their sentence again before recording it; read back what they have written and check that it says what they intended.					
	Word reading: **Floppy phonics** ELG Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple	**Week 1** Oxford Level 1+ Book 1 /s/ s /s/ s /a/ a /a/ a Consolidate **Week 2** Oxford Level 1+ Book 1 /t/ t /t/ t /p/ p /p/ p Consolidate **Week 3** Oxford Level 1+ Book 2 /i/ i /i/ i /n/ n /n/ n Consolidate **Week 4** Oxford Level 1+ Book 2 /m/ m /m/ m /d/ d /d/ d Consolidate **Week 5** Oxford Level 1+ Book 3 /g/ g /g/ g /o/ o /o/ o	**Week 1** Oxford Level 1+ Book 4 /k/ -ck /k/ -ck /e/ e /e/ e Consolidate **Week 2** Oxford Level 1+ Book 4 /u/ u /u/ u /r/ r /r/ r Consolidate **Week 3** Oxford Level 1+ Book 5 /h/ h /h/ h /b/ b /b/ b Consolidate **Week 4** Oxford Level 1+ Book 5 /f/ f /f/ f /f/ -ff /f/ -ff Consolidate **Week 5** Oxford Level 1+ Book 6 l/ l l/ l /l/ -ll /l/ -ll	**Week 1** Oxford Level 2 Book 7 /j/ j /j/ j /v/ v Consolidate Revise **Week 2** Oxford Level 2 Book 7 /v/ v /w/ w /w/ w Consolidate Revise **Week 3** Oxford Level 2 Book 8 /ks/ -x /ks/ -x /y/ y Consolidate Revise **Week 4** Oxford Level 2 Book 8 /y/ y /z/ z /z/ z Consolidate Revise **Week 5** Oxford Level 2 Book 9 /z/ -zz /z/ -zz /kw/ qu Consolidate Revise	**Week 1** Oxford Level 2 Book 10 /sh/ sh /sh/ sh /th/ th Consolidate Revise **Week 2**Oxford Level 2 Book 10 /ng/ -ng /ng/ -ng Book 11 /j/ j -dge /j/ j -dge Consolidate Revise **Week 3** Oxford Level 2 Book 11 /v/ v -ve /w/ w wh /w/ w wh Consolidate Revise **Week 4** Oxford Level 2 Book 12 /ks/ -x -cks /ks/ -x -cks /ch/ ch -tch Consolidate Revise	**Week 1** Oxford Level 3 Book 13 /ai/ ai / /ai/ ai /ee/ ee -y Consolidate Revise **Week 2** Oxford Level 3 Book 13 /igh/ -igh -y /igh/ -igh -y /oa/ oa /oa/ oa Consolidate Revise **Week 3** Oxford Level 3 Book 14 short /oo/ -oo long /oo/ oo Consolidate Revise **Week 4** Oxford Level 3 Book 15 /ar/ ar /ar/ ar /or/ or Consolidate Revise **Week 5** Oxford Level 3 Book	**Week 1** Oxford Level 3 Book 16 /ou/ ow /ou/ ow /oi/ oi Consolidate Revise **Week 2** Oxford Level 3 Book 16 /oi/ oi /eer/ ear /eer/ ear Consolidate Revise **Week 3** Oxford Level 3 Book 17 /air/ air /air/ air /u/ -er Consolidate Revise **Week 4** Oxford Level 3 Book 17 /u/ -er /ur/ er /ur/ er Consolidate Revise **Week 5** Oxford Level 3 Book 18 /yoo/ -ue /yoo/ -ue long

	sentences and books that are consistent with their phonic knowledge, including some common exception words. Dictated words and simple captions.	Consolidate **Week 6** Oxford Level 1+ Book 3 /k/ c /k/ c /k/ k /k/ k Consolidate	Consolidate **Week 6** Oxford Level 1+ Book 6 /ul/ -le /ul/ -le /s/ -ss /s/ -ss Consolidate. Children can start reading Floppy's Phonics decodable readers Oxford Level 1+ independently from this point.	**Week 6** Oxford Level 2 Book 9 /kw/ qu /ch/ ch /ch/ ch Consolidate Revise	**Week 5** Oxford Level 2 Book 12 ngk/ -nk /ng/ -ng / ngk/ -nk Consolidate Revise **Week 6** Consolidate Revise Children can start reading Floppy's Phonics decodable readers Oxford Level 2 independently from this point.	15 /ur/ ur /ur/ ur Consolidate Revise	/oo/ -ue Consolidate Revise **Week 6** Oxford Level 3 Book 18 long /oo/ -ue /yoor/ -ure / chu/ -ture /yoor/ -ure / chu/ -ture Consolidate. Children can start reading Floppy's Phonics decodable readers Oxford Level 3 independently from this point. Revise
	Writing T4W used as stimulus across the year Texts may vary due to children's interests ELG Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others	I can copy handwriting patterns. I can copy my name. I can give meanings to marks I make. I can copy taught letters. I can write initial sounds.	I can write my name. I can use the correct formation of taught letters. . I can begin to write CVC words using taught sounds. I can begin to write a caption.	I can form lowercase letters taught correctly. I can begin to write captions using finger spaces. I can understand that sentences start with a capital letter and end with a full stop. I can spell words using taught sounds. I can spell some taught tricky words correctly.	I can form lowercase letters taught correctly I can write captions using finger spaces and full stops. I can spell words using taught sounds. I can spell some tricky words correctly. I can begin to use capital letters.	I can form lowercase and some capital letters correctly. I can write captions. I can begin to write a sentence. I can begin to use capital letters at the start of a sentence. I can spell some taught tricky words correctly. I can read back my work back.	I can form lowercase and some capital letters correctly. I can write captions. I can write simple sentences using finger spaces, full Stop and sometimes a capital letter. I can spell some taught tricky words correctly. I can read back my work and check it makes sense.
Maths		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.					
	Number	Opportunities for settling in. Early Mathematical Experiences Counting rhymes and songs. Compare amounts	Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5	Introduce 0 Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less	Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double)	Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns Add more How many did I add?	Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Consolidation

			Composition of 1 - 5	Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising	Doubles to 10 (make a double) Explore even and odd	Take away How many did I take away?	
	Numerical Patterns	Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Compare mass Find a balance Explore capacity Compare capacity Explore length Compare length Explore height	Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations
Understanding the world EYFS_History_focused_scheme_of_work.pdf		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.					
	Past and present **The natural world** **People, culture and communities**	**How have I changed since I was a baby?** **Understanding the world:** **Past and present:** They talk about members of their immediate family and community They can comment on images of familiar situations in the past They can compare and contrast characters from stories, including figures from the past	**Why do we wear different clothes at different times of the year?** **Understanding the world:** **Past and present** They talk about the lives of the people around them and their roles in society They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class They understand the past through settings, characters and events encountered in books read in class and storytelling **People, culture and communities** They describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps **The Natural World** They explore the natural world around them, making observations and drawing pictures of animals and plants	**What are our favourite celebrations each year?** **Understanding the world:** **Past and present** They talk about the lives of the people around them and their roles in society They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class They understand the past through settings, characters and events encountered in books read in class and storytelling **People, culture and communities** They describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps The natural world		

				They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter		They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
	RE	These lessons will be focussed on teaching through 3 different lenses. Theology, Philosophy and Human and Social Science. EYFS will just focus on the theology that covers the following 3 points of inquiry; Where beliefs come from - Give a simple recount of a story used by Christians. How beliefs relate to each other, Recognise connections between different Christian beliefs., How beliefs shape the way believers see the world and each other - Give an example of how Christian festivals and celebrations show their belief in God.					
		Why is the word God so important to Christians? **Christian** [Unit R.1 - Why is the word God so important to Christians]		*Why do Christians perform Nativity plays at Christmas?* **Christian** [Unit R.2 - Why do Christians perform Nativity plays at Christmas]		*Why do Christians put a cross in an Easter Garden?* **Christian** [Unit R.3 - Why do Christians put a cross in an Easter Garden]	
	Computing	Busy Bodies Tinkering Playing and exploring	Creating Creating, checking and fixing things	Collaboration Playing and working collaboratively Persevering and not giving up	Logic Anticipating and explaining is logical reasoning Pattern Grouping things, comparing, spotting similarities and differences, working out rules	Abstraction Naming and labelling, working out what is important, sticking to the main theme, ignoring what is not important, creating a summary	Algorithms and Decomposition Responding to instructions, ordering things, sequencing things, introducing storylines, working out different ways to do things, breaking problems down into steps
Expressive Arts and Design	Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion	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 into school 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.					
		Listen to music and make their own dances in response. Painting hands Drawing self portraits Mixing colours	Learn a traditional African song and dance and perform it / Encourage children to create their own music. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent	Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Mother's Day crafts Easter crafts Home Corner role play	Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with.	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing –

			and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity		Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.		underwater pictures. Collage owls / symmetrical butterflies
	DT	Junkbox modeling using resources within the Continuous Provision	Plan and prepare a Fruit Salad Baking a Christmas treat for parents. Design and make a Christmas tree decoration Design and make a mobile decoration	Junk Box modelling - design and make houses, bridges, boats and other forms of transport.	Design and make spaceships. Design and make objects they may need in Space - thinking about form and function.	Design and make houses for the Three Little Pigs and bridges for the Three Billy Goats	Rousseau's Tiger / animal prints / Designing homes for hibernating animals.
	Music **Charanga**	**Me!** Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers **Musical learning focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	**My Stories** Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song **Musical learning focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	**Everyone!** Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes **Musical learning focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	**Our World** Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey **Musical learning focus** Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place	**Big Bear Funk!** Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. **Musical learning focus:** Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	**Summer 2** This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
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.					
	Fine motor	I can use scissors safely. I can mark make. I can follow lines with a pencil. I can take part in Doh Disco. I can copy some letters.	I can begin to use a pencil with control. I know what a tripod grip is. I can take part in Doh Disco. I can copy shapes. I can write my name. I can draw my body	I can hold a paintbrush correctly. I can follow step-by-step drawing. I can draw my face. I am developing a tripod grip.	I can usually hold a pencil correctly using a tripod grip. I can use cutlery correctly. I can form lowercase letters correctly	I can show accuracy and care when drawing. I am working on tripod grip. I can form lowercase and capital letters correctly. I am developing my cutting skills.	I consistently hold a pencil correctly using a tripod grip. I can form lowercase and some capital letters correctly. I cut with accuracy using scissors.
	Handwriting: Pen Pals Foundation 2	**Term 1** 1 Dots and Straight lines and crosses 2 Circles and Waves 3 Loops and bridges and Joined straight lines 4 Angled patterns and Eights 5 Spirals and Left-to-right orientation 6 Mix of patterns and Review 1 Introducing long-legged giraffe letters: l 2 Practising long-legged giraffe letters: l, i 3 Practising long-legged giraffe letters: u, t 4 Practising long-legged giraffe letters: j, y 5 Practising all the long-legged giraffe letters: l, i, t, u, j, y		**Term 2** 1 Introducing one-armed robot letters: r 2 Practising one-armed robot letters: b, n 3 Practising one-armed robot letters: h, m 4 Practising one-armed robot letters: k, p 5 Practising all the one-armed robot letters: r, b, n, h, m, k, p 6. Practising all the long-legged giraffe and one-armed robot letters 1 Introducing curly caterpillar letters: c 2 Practising curly caterpillar letters: a, d 3 Practising curly caterpillar letters: o, s 4 Practising curly caterpillar letters: g, q 5 Practising curly caterpillar letters: e, f 6 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f		**Term 3** 1 Introducing zig-zag monster letters: z 2 Practising zig-zag monster letters: v, w, x 3 Practising all the zig-zag monster letters: z, v, w, x 4 Practising all the curly caterpillar and zig-zag monster letters 5 Reviewing all the curly caterpillar and zig-zag monster letters Revisit and review all letter families.	
	Gross motor **Physical education** ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	**Introduction for Pe: Unit 1** **Fundamentals Unit 1**	**Introduction to PE unit 2** **Fundamentals Unit 2**	**Dance Unit 1** **Ball skills Unit 1**	**Dance Unit 2** **Balls skills Unit 2**	**Gymnastic unit 1** **Games unit 1**	**Gymnastic unit 2** **Games unit 2** **Swimming**
Trips, visitors and		Walk around school grounds	School kitchen	Policeman		Library	Grufallo trip

experiences:		Visit from baby		Nurse Doctor Fire fighter Library Walk around local area Road Safety workshop			
Outcome/final pieces:			Nativity	Create a map of Hullbridge			

Early learning goals - End of reception assessment points

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future	**ELG: Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	**ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	**ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and	**ELG: Number** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**ELG: Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when	**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.

tenses and making use of conjunctions, with modelling and support from their teacher.	**ELG: Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		appropriate, maps. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	