

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					
	Daily story time	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Colour Monsters Shared stories All about me! Model talk routines through the day. For example, arriving at school: “Good morning, how are you?”	Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Taking part in discussions Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary	Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons

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)								
	Word reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letters – sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – Using T4W strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letters –sound correspondences and, where necessary, a few exception words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/events/setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ events / settings in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to the front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.			
	Phonics: Floppy phonics	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 Consolidate Week 6 Oxford Level 1+ Book 3 /k/ c /k/ c /k/ k /k/ k Consolidate	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 /ff/ ff /ff/ ff Consolidate Week 5 Oxford Level 1+ Book 6 /l/ l /l/ l /ll/ ll /ll/ ll Consolidate Week 6 Oxford Level 1+ Book 6 /ul/ -le /ul/ -le /s/ -ss /s/ -ss Consolidate.	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 6 Oxford Level 2 Book 9 /kw/ qu /ch/ ch /ch/ ch 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 5 Oxford Level 2 Book 12 ngk/ -nk /ng/ -ng / ngk/ -nk Consolidate Revise Week 6 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 15 /ur/ ur /ur/ ur Consolidate Revise	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 /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 1+ independently from this point.	Children can start reading Floppy’s Phonics decodable readers Oxford Level 2 independently from this point.	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	Texts as a Stimulus: Nursery Rhymes Starting School Once There Were Giants The Colour Monster Ten Little Fingers and Ten Little Toes by Mem Fox	Texts as a Stimulus: The baddies Room on the broom Stickman The Smelly Sprout Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Texts as a Stimulus: The Selfish Crocodile Zog the Flying Doctor The Jolly Postman I'm The Fire Engine Driver Mr Men and Little Miss Police station Supertato The Bog Baby Wild! Paddington Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Texts as a Stimulus: Aliens Love Underpants Beegu Man on the Moon The Way Back Home The Smed and the Sooms Whatever Next? Writing some of the Helpful Words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a storyboard.	Texts as a Stimulus: Jack and the Beanstalk The Three Little Pigs Gingerbread Man Goldilocks and Three Bears Three Billy Goats Gruff Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – Character descriptions. Write 2 sentences	Texts as a Stimulus: Dear Zoo Meerkat Mail Marvelous Minibeasts The snail and the whale Tiddler Dear Greenpeace Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptionWrite three sentences – B, M & E.
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 Composition of 1 - 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 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	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) Doubles to 10 (make a double) Explore even and odd	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? Take away How many did I take away?	Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Consolidation

	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 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	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 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.					
		<i>Why is the word God so important to Christians?</i> Christian <u>Unit R.1 - Why is the word God so important to Christians</u>		<i>Why do Christians perform Nativity plays at Christmas?</i> Christian <u>Unit R.2 - Why do Christians perform Nativity plays at Christmas</u>		<i>Why do Christians put a cross in an Easter Garden?</i> Christian <u>Unit R.3 - Why do Christians put a cross in an Easter Garden</u>	
	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 and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity	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 Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	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 – underwater pictures. Collage owls / symmetrical butterflies
	DT	Junkbox modeling using	Plan and prepare a Fruit	Junk Box modelling - design	Design and make	Design and make houses	Rousseau's Tiger / animal

		resources within the Continuous Provision	Salad Baking a Christmas treat for parents. Design and make a Christmas tree decoration Design and make a mobile decoration	and make houses, bridges, boats and other forms of transport.	spaceships. Design and make objects they may need in Space - thinking about form and function.	for the Three Little Pigs and bridges for the Three Billy Goats	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	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects,	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square

		Draw lines and circles using gross motor movements Hold pencil/paintbrush beyond whole hand grasp Pencil Grip	on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	grip Forms recognisable letters most correctly formed	Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	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	Introduction for Pe: Unit 1	Introduction to PE unit 2	Dance Unit 1	Dance Unit 2	Gymnastic unit 1	Gymnastic unit 2
	Physical education	Fundamentals Unit 1	Fundamentals Unit 2	Ball skills Unit 1	Balls skills Unit 2	Games unit 1	Games unit 2 Swimming
Trips, visitors and experiences:		Walk around school grounds Visit from baby	School kitchen	Policeman Nurse Doctor Fire fighter Library Walk around local area Road Safety workshop		Library	Grufallo trip
Outcome/final pieces:			Nativity	Create a map of Hullbridge			

Early learning goals

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
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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 tenses and making use of conjunctions, with modelling and support from their teacher.	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: 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.	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, paint brushes 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 representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	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 ca	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, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. 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 t	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
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