

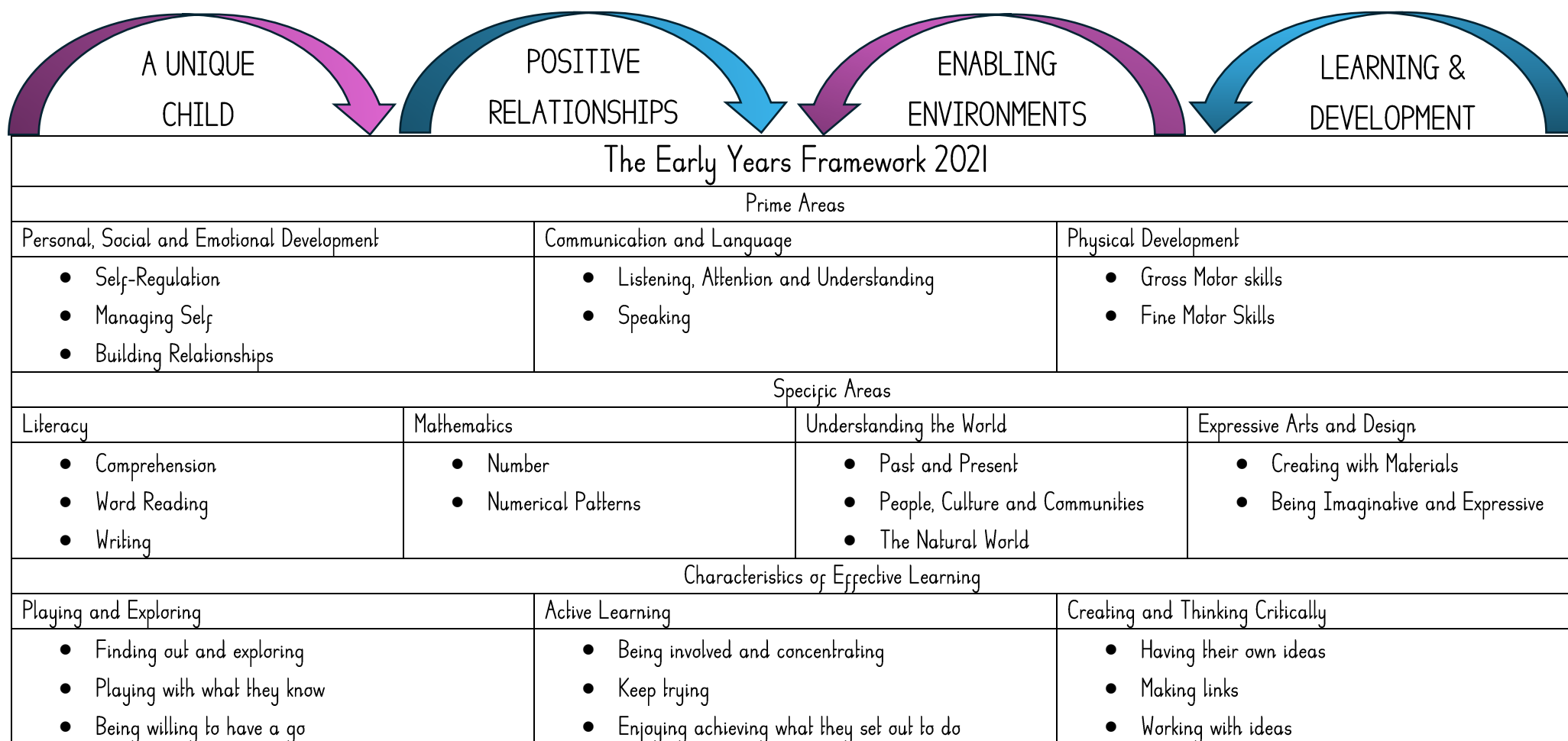
St. Thomas More Catholic Primary School







EYFS Long Term Planning
2025-2026

Curriculum framework overview- EYFS

Curriculum Statement: Children will be given an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests. We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At St. Thomas More, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationship that we develop with parents throughout this vital year.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School theme and topic focus	'Lights, Camera, Action' Television		'A Step Back in Time' Dinosaurs		'Colourful Cultures' United Kingdom	
Key questions	What do I like? Do we like the same? What makes me special?		How have I changed? How has the world changed? What will it be like in the future?		Where do I live? Where can I go? What is it like?	
COEL	<p><u>Playing and exploring</u> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><u>Active learning</u> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><u>Creating and thinking critically</u> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching principles	<p><u>Unique Child</u> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><u>Positive Relationships</u> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><u>Enabling environments</u> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><u>Learning and Development</u> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					
Religious Education RECD	<p><u>Creation and Covenant</u></p>  <p>Begin to share what</p>	<p><u>Prophecy and Promise</u></p>  <p>Begin to share what</p>	<p><u>Galilee to Jerusalem</u></p>  <p>Begin to share what</p>	<p><u>Desert to Garden</u></p>  <p>Begin to share what</p>	<p><u>To the Ends of the Earth</u></p>	<p><u>Dialogue and Encounter</u></p>

they have seen and heard about the creation story through the activities and discussion and of how God made them and the world e.g. they might include some of the detail of the scripture story in their play.



Begin to share how they are beginning to think and feel about this through their play, conversations and questions – e.g. through their play and conversations they might ask wondering questions about how God made them and the world.



Begin to show how what they have learned has influenced them through beginning to act in different ways – e.g. wondering how they can

they have seen and heard about the story of Jesus' birth through the activities and discussion e.g. they might include some of the detail of the scripture story in their play.



Begin to share how they are beginning to think and feel about this through their play, conversations and questions – e.g. through their play and conversations they might ask wondering questions about how God came to earth and how He came to save us.



Begin to show how what they have learned has influenced them through beginning to act in different ways – e.g. wondering how they can get ready for Jesus' birth in advent.

they have seen and heard about the story of The Wise Men and of Jesus welcoming the children and feeding the crowd - through the activities and discussion e.g. they might include some of the detail of the scripture story in their play.



Begin to share how they are beginning to think and feel about this through their play, conversations and questions – e.g. through their play and conversations they might ask wondering questions about how the Magi travelled so far or How Jesus performed the miracle.



Begin to show how what they have learned has influenced them through beginning to act

they have seen and heard about the story of Jesus in the desert, The Good Samaritan, Jesus' entry into Jerusalem, Death on the Cross and Resurrection- through the activities and discussion - e.g. they might include some of the detail of the scripture story in their play.



Begin to share how they are beginning to think and feel about this through their play, conversations and questions – e.g. through their play and conversations they might say that it was sad when Jesus died, or happy when Jesus rose from the dead or exciting when he rode into Jerusalem.



Begin to share what they have seen and heard about the story of Jesus' Ascension, Pentecost and The Early Church- through the activities and discussion - e.g. they might include some of the detail of the scripture story in their play



Begin to share how they are beginning to think and feel about this through their play, conversations and questions – e.g. through their play and conversations they might say that the Apostles were scared when Jesus left, or happy when the Holy Spirit came or excited when new people joined them.





Children will begin to engage with another Catholic tradition by exploring a range of pictures of Jesus from a non-European tradition – The Catholic Coptic church icons.



Children will hear about some of the stories, traditions, celebrations, art, artefacts, worship etc of this faith.



Invite children to hear more about another faith tradition that they encounter in their daily lives – e.g. the faith of a class or school member or one that is prevalent in the local area.

	look after the world around them.		in different ways –e.g. wondering how they can welcome others in their lives.	 <p>Begin to show how what they have learned has influenced them through beginning to act in different ways –e.g. wondering how they can be kind to others in Lent or speak to Jesus more in Lent.</p>	 <p>Begin to show how what they have learned has influenced them through beginning to act in different ways –e.g. wondering how it feels to be part of the school and parish family.</p>	
<p>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)</p>						
	<p>Hears and says the initial sounds in words. Can segment the sounds in simple words. Gives meaning to the marks they make. Recognise rhythm in words. Phase 1 and 2 phonics.</p>	<p>Continue a rhyming string. Links some sounds to letters. Begins to read short words. Uses vocabulary which reflects the experience of books. Experiences a range of books. Can segment the sounds in simple words and blend them together.</p>	<p>Begins to read simple sentences. Links sounds to letters. Enjoys an increasing range of books. Blends words with growing confidence. Knows that information can be retrieved from books. Represents some sounds correctly and in sequence. Writes labels, captions, etc.</p>	<p>Reads simple sentences. Names and sounds the letters of the alphabet. Uses a range of vocabulary which they have gained from books. Re read books. Use phonics knowledge to write words in ways which match the spoken sounds. Re read what they have written. Phase 3 phonics</p>	<p>Writes some common irregular words. Attempts to write short sentences in meaningful contexts. Reads and understands simple sentences. Reads some common irregular words Form lower case and upper case correctly. Re read what they have written and check it makes sense. Phase 4 phonics</p>	<p>Retells stories and narratives using own words and new vocabulary. Anticipate key events in stories. Use and understand new vocabulary. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words and sentences using phonics knowledge including</p>

		Uses some clearly identifiable letters to communicate meaning. Writes own name. Phase 2 phonics.	Phase 3 phonics.			some common exception words. Write recognisable letters, mostly formed correctly. Spell words using phonics. Write simple phrases that can be read by themselves or others. Phase 4 phonics
	Genre- Adventure, recount, poetry	Genre- Character description, instructions.	Genre- adventure, information text, poetry.	Genre- Diary, character description	Genre- Tradition tales, Letters	Genre- Traditional tales, postcards
Key texts						
						
						

			<u>Supporting texts</u> Mr Wolf's Pancakes Dinosaur Roar The Dinosaurs Diary Tyrannosaurs Drip	<u>Supporting texts</u> Dear Dinosaur Harry and the Bucket Full of Dinosaurs 1,2,3 Do the Dinosaur Dinosaur Poems	<u>Supporting texts</u> Paddington Bear Big Dreams- King Charles Maisy Goes to London The Big Book of the UK Katie in London	<u>Supporting texts</u> The Tower Bridge Cat The Kings Crown If I Were King The Cat and the King Little Red Riding Hood Goldilocks & the 3 Bears
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	<u>Supporting texts</u> Santa's New Reindeer How Many Sleeps until Christmas The First Christmas The Christmas Story	Joins in with number songs and rhymes.	Recognises representations Recognise numbers of personal significance	Recognise representations and compare them Counts objects to 10	Estimating how many objects and checks Creates own representations Creates own representations Solves mathematical problems







<p>Count objects by saying one number after another</p> <p>Recognising representations</p> <p>Using balancing scales</p> <p>Number Blocks (NCTEM) 0,1,2,3</p> <p>White Rose</p> <p>Matching objects</p> <p>Matching pictures</p> <p>Identifying a set</p> <p>Sort objects by type</p> <p>Explore sorting techniques</p> <p>Create sorting rules</p> <p>Comparing amounts</p> <p>Compare size, mass and capacity</p> <p>Explore simple patterns</p> <p>Compare and continue simple patterns</p> <p>Create simple patterns</p>	<p>Counts objects that can not be moved</p> <p>Count objects from a larger group</p> <p>Ordering numbers</p> <p>Builds models with shapes</p> <p>Use language of more and fewer to compare</p> <p>Ordering routines</p> <p>Number Blocks (NCTEM) Numbers 4,5</p> <p>White Rose</p> <p>Find 1,2,3</p> <p>Compare 1,2,3</p> <p>Represent 1,2,3</p> <p>1 more, 1 less</p> <p>Identify and name circles and triangles</p> <p>Compare circles and triangles</p> <p>Notice shapes in the environment</p> <p>Describe position</p> <p>Find 4,5</p> <p>Subitize 4,5</p> <p>Represent 4,5</p> <p>Composition of 1-5</p> <p>Identify 4 sided shapes</p>	<p>Count an irregular arrangement</p> <p>Start estimating</p> <p>Recognise 2d shapes and describe them</p> <p>Number Blocks</p> <p>Numbers 6,7,8</p> <p>White Rose</p> <p>Introduce 0</p> <p>Find 0-5</p> <p>Subitize 0-5</p> <p>Represent 0-5</p> <p>1 more, 1 less</p> <p>Composition</p> <p>Conceptual subitizing to 5</p> <p>Compare mass</p> <p>Find balance</p> <p>Explore capacity</p> <p>Compare capacity</p> <p>Find 6,7,8</p> <p>Represent 6,7,8</p> <p>Composition of 6,7,8</p> <p>Make pairs- odd/even</p> <p>Double to 8</p> <p>Combine 2 groups</p> <p>Explore length</p> <p>Compare length</p> <p>Explore height</p>	<p>Records using marks they can interpret and explain</p> <p>Number Blocks (NCTEM) Numbers 9,10</p> <p>White Rose</p> <p>Find 9 and 10</p> <p>Compare numbers to 10</p> <p>Represent 9 and 10</p> <p>conceptual subitising to 10</p> <p>1 more, 1 less</p> <p>Composition to 10</p> <p>Number bonds to 10</p> <p>Making arrangements of 10</p> <p>Doubles to 10</p> <p>Explore odd and even</p> <p>Sorting and matching</p> <p>Comparing and ordering</p> <p>Name 3D shapes</p> <p>2D shapes in 3D shapes</p> <p>3D shapes for tasks</p> <p>3D shapes in the environment</p> <p>Identify complex patterns</p> <p>Copy and continue patterns</p>	<p>Counts reliably with numbers to 20 and recognises numerals</p> <p>Begin to identify mathematical problems</p> <p>Number Blocks (NCTEM) Numbers 11-20</p> <p>White Rose</p> <p>Build numbers 10-13</p> <p>Continue patterns 10-13</p> <p>Build numbers 14-20</p> <p>Continue patterns 14-20</p> <p>Verbal counting beyond 20</p> <p>Add more</p> <p>Take away</p> <p>Select shapes for purpose</p> <p>Rotate and manipulate shapes</p> <p>Explain arrangements</p> <p>Compose shapes</p> <p>Decompose shapes</p> <p>Copy 2D shapes in pictures</p> <p>2D shapes in 3D shapes</p>	<p>Count beyond 20</p> <p>1 more, 1 less to 20</p> <p>White Rose</p> <p>Explore sharing</p> <p>Explore grouping</p> <p>Even and odd sharing</p> <p>Build doubles</p> <p>Identify units of repeating patterns</p> <p>Create own pattern rules</p> <p>Explore own pattern rules</p> <p>Replicate and construct</p> <p>Visualise from positions</p> <p>Give instructions to build</p> <p>Explore mapping</p> <p>Represent maps with models</p> <p>Create maps of a familiar place</p> <p>Create story maps and plans</p> <p>Deepen understanding</p> <p>Patterns and relationships</p>
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		Combine 4 sided shapes Day and night	Compare height Talk about time Order and sequence time	Environmental patterns		
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.					
	Starting to maintain attention and concentration. Listens to others. Uses different language. Starting to extend vocabulary. Listen carefully to rhymes and songs. Join in with some.	Maintains attention and concentration. Uses language to imagine and recreate roles and experiences. Extends vocabulary, especially by grouping and naming. Listens to rhymes, poems and songs, paying attention to how they sound.	Sits quietly during appropriate activities. Uses language to imagine and recreate roles and experiences. Extends vocabulary by exploring the meaning and sounds of new words (dinosaurs). Engage in non – fiction books. Articulate ideas.	Listens to stories confidently. Introduces a storyline or narrative to their play. Talk about stories. Uses language to talk about experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Engage in non-fiction books. Ask questions. Beginning to connect sentences. Hold conversations.	Able to follow a story without pictures or props. Anticipates key events in stories. Introduces a storyline or narrative to their play. Retell a story. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Answer why questions. Show awareness of the listener. Beginning to use different connectives. Listen to and talk about non – fiction to develop a deep familiarity with new knowledge and vocabulary. Hold conversations with a variety of people.	Listens in a range of situations. Responds to what they hear with relevant comments, questions or actions. Retell a story with some repetition and some words their own. Asks questions to clarify understanding. Offers explanations. Answer how questions. Use past, present and future forms accurately. Recognise the listeners needs. Develop narratives or explanations. Use conjunctions. Uses full sentences. Makes use of recently introduced vocabulary. Hold back and forth conversations.

Expressive Arts and Design	<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> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Recognise colours (Elmer)</p> <p>Construct</p> <p>Creates simple representations of people (themselves, family, characters)</p> <p>Learn and sing nursery rhymes and action songs.</p> <p>Listen and respond to different styles of music</p> <p>Make – paper place faces, dingle dangle skeletons, fire engines, design a doctor's bag.</p>	<p>Construct with a purpose in mind</p> <p>Sing songs from memory.</p> <p>Create representations of events (link to visits and visitors)</p> <p>Play alongside others engaged in the same theme.</p> <p>Use voices and classroom instruments</p> <p>Make – trains, puppet decorations</p>	<p>Manipulate materials for desired effect (dinosaurs)</p> <p>Explore colours changing (butterflies)</p> <p>Explores the sounds of instruments (dinosaur song)</p> <p>Improvising</p> <p>Make – aliens, underpants, dinosaurs</p>	<p>Construct with a variety of materials.</p> <p>Build repertoire of dances (Dinosaur Stomp)</p> <p>Play cooperatively with others.</p> <p>Compare funk music</p> <p>Make – own world, life cycles with pasta.</p>	<p>Select appropriate resources (dragons)</p> <p>Use colours for a purpose.</p> <p>Introduce a storyline or narrative (small world – English tales)</p> <p>Recognise music from around the world</p> <p>Make – sock puppets, beanstalks, design dinners</p>	<p>Experiments with textures (houses)</p> <p>Adapt work where needed (houses)</p> <p>Select tools and techniques.</p> <p>Make own music (sea shanty)</p> <p>Represent their own ideas, thoughts and feelings - DT, art, music, dance, role play and stories.</p> <p>Make – houses, pigs, pirate boats, pirates.</p>
Physical Development	<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>					

	<p>Experiments with different ways of moving. Shows a preference for dominant hand Begins to use different movements with mark making objects. Dry and clean.</p>	<p>Navigates space. Use simple tools with support. Uses a pencil Begins to form recognisable letters. Eats healthy food and understands need for it (chef) Good control over large movements.</p>	<p>Travels with confidence – on, under, over etc (bear hunt) Holds pencil effectively Shows understanding of hygiene. Dresses independently. Combine different movements. Gaining posture and core strength.</p>	<p>Move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. Uses simple tools – scissors, cutlery. Shows understanding of exercise and sleep. Good control over small movements.</p>	<p>Shows increasing control over objects. Use a pencil effectively. Develop handwriting style. Shows understanding of safety. Shows understanding of transporting and storing equipment. Develop skills to manage the school day successfully. Moves in a variety of ways.</p>	<p>Uses simple tools effectively. Show accuracy and care when drawing. Considers and manages some risks. Form letters correctly and fluently. Practices safety measures. Negotiates space and obstacles. Demonstrate strength, balance and coordination. Moves confidently in a variety of ways. Sports day practice-races, skipping, hopping, throwing, catching, etc.</p>
	<p><u>Get Set for PE</u> <u>Introduction to PE</u> Move safely and sensibly in a space with consideration of others. Develop moving safely and stopping with control. To use equipment safely and responsibly.</p>	<p><u>Get Set for PE</u> <u>Fundamentals</u> Develop balancing while stationary and on the move. Develop running and stopping. Develop changing direction.</p>	<p><u>Get Set for PE</u> <u>Ball skills</u> Develop rolling a ball to a target. Develop stopping a rolling ball. Develop accuracy and throwing to a target. Develop bouncing and catching a ball.</p>	<p><u>Get Set for PE</u> <u>Gymnastics</u> Copy and create shapes with body. Create shapes whilst on apparatus. Develop balancing and taking weight on different body parts.</p>	<p><u>Get Set for PE</u> <u>Games</u> Work safely to develop running and stopping. Develop throwing and learn how to keep score. Play games showing an understanding of the different rules.</p>	<p><u>Get Set for PE</u> <u>Dance</u> Explore different body parts and how they move. Remember how to repeat actions. Express and communicate ideas through movement,</p>

	<p>To use different travelling actions while following a path.</p> <p>To work cooperatively with others and play as a group.</p> <p>Follow, copy and lead a partner.</p>	<p>Develop landing and jumping.</p> <p>Develop hopping and landing with control.</p> <p>Explore different ways to travel.</p>	<p>Develop dribbling a ball with your feet.</p> <p>Develop kicking a ball.</p>	<p>Develop jumping and landing safely.</p> <p>Develop rocking and rolling.</p> <p>Copy and create short sequences by linking actions together.</p>	<p>Follow instructions and move safely when playing games.</p> <p>Work cooperatively and learn to take turns.</p> <p>Work with others to play team games.</p>	<p>exploring directions and levels.</p> <p>Create movements and adapt and perform simple dance patterns.</p> <p>Copy and repeat actions showing confidence and imagination.</p> <p>Move with control an coordination, linking, copying and repeating actions.</p>
Personal, Social and Emotional Development	<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>Confident to talk about own needs.</p> <p>Understand their actions affect others.</p> <p>Initiate conversations.</p> <p>Use resources</p> <p>Begin to form relationships.</p> <p>Talk about how they and others show feelings.</p> <p>To begin to manage own needs.</p>	<p>Confident to talk about own wants (Christmas)</p> <p>Aware of boundaries set and rules.</p> <p>Take account of what others say.</p> <p>Select and use own resources</p> <p>Talk about their own and others behaviour.</p> <p>Respond to instructions with 1 part.</p>	<p>Confident to talk about own interests.</p> <p>Beginning to be able to negotiate and solve problems.</p> <p>Explain own knowledge (dinosaurs)</p> <p>Gaining more confidence with new activities.</p> <p>Form relationships – constructive and respectful.</p>	<p>Confident to talk about own opinions.</p> <p>Explain own understanding.</p> <p>Ask others questions.</p> <p>Beginning to solve conflicts.</p> <p>Take turns with encouragement.</p> <p>Understand what behaviour is unacceptable.</p>	<p>Can describe self in positive terms.</p> <p>Ask appropriate questions of others.</p> <p>Solve conflicts</p> <p>Form good relationships</p> <p>Take turns.</p> <p>Show sensitivity to others needs and feelings.</p> <p>Adjust their behaviour to different situations.</p>	<p>Talk about abilities.</p> <p>Confidently talk in familiar group.</p> <p>Say when they do or do not need help.</p> <p>Play cooperatively</p> <p>Take account of others ideas.</p> <p>Begin to regulate behaviour.</p>

		To recognise ways to be healthy.	Understand there are consequences. Respond to 2 part instructions. Understand and follow rules.	Take changes in their routine in their stride. Moderate own feelings socially and emotionally. Think about the perspectives of others.	Respond when engaged in activity. Knows right and wrong. To promote ways to be healthy.	Understands own feelings and others. Set and work towards goals. Wait for what they want. Give focused attention. Responds appropriately when engaged in an activity. Follows instructions. Try new activities. Show independence, resilience and perseverance. Know reasons for rules.
						
	Ten:Ten- Created and Loved by God -Religious Understanding -Me, My Body, My Health	Ten:Ten- Created and Loved by God -Emotional Wellbeing -Life Cycles	Ten:Ten- Created to Love Others -Religious Understanding -Personal Relationships	Ten:Ten- Created to Love Others -Keeping Safe	Ten:Ten- Created to Live in Community -Religious Understanding	Ten:Ten- Created to Live in Community -Living in the Wider World
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them — from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					

	<p>Talk about themselves (Funnybones)</p> <p>Describe people who are familiar to them.</p> <p>Compare differences (Elmer)</p> <p>Explore the natural world (Autumn walk)</p> <p>Talk about past and present events.</p>	<p>Recognise different celebrations (Christmas/ Diwali)</p> <p>Talk about the community (visitors)</p> <p>Knows what makes them unique.</p>	<p>Look at how our world is changing (Spring)</p> <p>Know that other children don't always like the same things.</p> <p>Know similarities and differences of objects (fossils)</p>	<p>Know similarities and differences of living things (life cycles)</p> <p>Make observations about plants and animals.</p> <p>Talk about things in the past (local history week)</p> <p>Draw information from maps (local history)</p> <p>Recognise some places are special to the community (local history)</p> <p>Explore the natural world (spring walk)</p>	<p>Learn about others customs (around the world flight)</p> <p>Look at how our world is changing (Summer)</p> <p>Sensitive to other children.</p> <p>Similarities and differences to places (flight around the world)</p> <p>Compare and contrast characters from stories (George and the Dragon)</p> <p>Draw information from maps (around the world)</p>	<p>Understand different traditions and cultures (universal picnic)</p> <p>Know similarities and differences of the world around them (houses)</p> <p>Recognise the effect of the changing seasons (forest school)</p>
Enrichment	<p>School faith week</p> <p>Fire engine visit</p> <p>Police visit</p> <p>Vet visit</p> <p>Dentist visit</p> <p>Nurse visit</p> <p>Home corner</p>	<p>Chef visit</p> <p>Walk to train station</p> <p>Theatre trip</p> <p>Bonfire night</p> <p>Christmas nativity</p> <p>Winter walk</p>	<p>Fossil hunt</p> <p>Dinosaur restaurant</p> <p>Dinosaur cave</p>	<p>Butterflies</p> <p>Mothers Day</p> <p>Diversity week</p> <p>Spring walk</p>	<p>Flight around the world</p> <p>Airport</p> <p>Travel agents</p> <p>Food tasting</p> <p>Map trail</p>	<p>Beach trip</p> <p>Diversity week</p> <p>Fathers Day</p> <p>Sports Day</p> <p>Summer walk</p>
Assessment opportunities	<p>Analyse Nursery Assessments</p> <p>In-house Baseline</p> <p>NFER Baseline</p> <p>Trust moderation of Baseline</p>	<p>On going assessments</p> <p>Baseline analysis</p> <p>Parents evening</p> <p>Trust moderation</p> <p>Data capture</p> <p>Interventions</p>	<p>On going assessment</p> <p>Trust moderation</p> <p>Interventions</p>	<p>On going assessment</p> <p>Trust moderation</p> <p>Parents evening</p> <p>Data Capture</p> <p>Interventions</p>	<p>On going assessment</p> <p>Trust moderation</p> <p>Interventions</p>	<p>On going assessment</p> <p>Trust EOY moderation</p> <p>EOY data</p> <p>Reports</p>

Parental involvement	Welcome Sessions Book and Biscuit Tapestry	Phonics sessions Parents evening Tapestry Nativity Curriculum celebration	Book and biscuit Tapestry	Parents evening Easter Celebrations Curriculum celebrations Tapestry Mother's Day	Tapestry Maths mornings	Reports Curriculum celebration Tapestry Book and biscuit Father's Day
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Themed Weeks

<p><u>Faith week</u> School saint Class saint Mission Statement Core Aims Virtues School prayer</p>	Healthy Me 1	Healthy Me 2	Healthy Me 3	<p><u>Hinduism</u></p> <ul style="list-style-type: none"> • Celebrations are special. • Diwali is a very special time for Hindu people. • The story of Rama and Sita. • When Hindus celebrate this story, they light little lights to remind them. • Diwali is a special time so everyone celebrates together. These celebrations include: buying new clothes, exchanging presents and letting off fireworks. 	<p><u>Judaism</u></p> <ul style="list-style-type: none"> • We do different things on different days of the week. • Hannukah is a time where Jewish people remember that God looked after them and made their Temple holy again. • Hannukah lamps are called Menorahs. • They have nine candle holders; the ninth one is called the 'servant light'. It is kept alight all the time and used to light all the other candles 	<p><u>Local History Week</u></p> <ul style="list-style-type: none"> • Our school is in Kettering in Northamptonshire. • It was known as a market town. • It has been known for making books and shoes for over 900 years. • The shoemakers in Kettering, Northamptonshire were in high demand as not everyone was a good at it. • Shoes and boots are still made around the area and sent all around the world to be sold. • Some shoes are made by hand and some are made by machines.
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- The design of shoes have changed over the years.
- Shoes are made for different purposes.

Early Learning Goals

Communication and language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>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</p> <p>ELG: Speaking</p>	<p>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.</p> <p>ELG: Managing Self</p>	<p>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.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>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.</p> <p>ELG: Word Reading</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitize (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.</p> <p>ELG: Numerical Patterns</p>	<p>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.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using</p>	<p>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.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and</p>

<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world</p>	<p>stories with peers and their teacher.</p> <p>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.</p>
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					<p>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.</p>	
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