



# EYFS at Godinton Primary

## Our School Vision

At Godinton Primary School, our team works hard to provide every child with a well-rounded education, enabling them to reach their full potential and succeed wherever their strengths and skills may lie. We strive for academic excellence in our pupils but believe that this should be delivered alongside an enriching and creative curriculum.



## Our EYFS Vision

Our Early Years Team work hard to ensure that every child develops a genuine love of learning and achieves their full potential. We have built a holistic, creative curriculum which endeavours to foster an enthusiastic, curious and creative community of learners who embrace challenge, are resilient and have high expectations of themselves and of others. We believe that happy children who are active, confident, resilient, creative and curious will be successful in all areas of their life. We value the unique needs and interests of every child and ensure that our curriculum holds their ideas at its heart. Our weekly 'I wonder' sessions reflect the child's voice and ensure that their questions and interests are interwoven into our curriculum.

We use the creative arts to inspire and embed a love of learning. Our cross-curricular approach ensures that the 'Prime Areas of Learning' underpin all activities and experiences. A balance of child and adult initiated tasks embed and reinforce skills and knowledge through an exciting and holistic approach. Children are encouraged to use language creatively and confidently, they develop strong fine and gross motor skills through a range of practical, first hand experiences and have many opportunities to develop a strong sense of self and establish excellent relationships with others in a caring and nurturing environment.

Our EYFS curriculum has been carefully designed so that it embraces the children's developing needs and interests. Progression in knowledge, skills and concepts is planned and tailored to inspire every child's love of learning and ensures that coverage of the EYFS framework is achieved. Our cross-curricular approach enables children to make links in their learning and revisit prior teaching.

Children in the Foundation Stage at Godinton Primary are provided with a wealth of experiences, knowledge and skills which leads to a smooth transition into Key Stage One and prepares them for future success. We strongly believe that learning should be fun, meaningful and memorable so that children can continue to build upon their knowledge and skills which they retain for life-long learning.

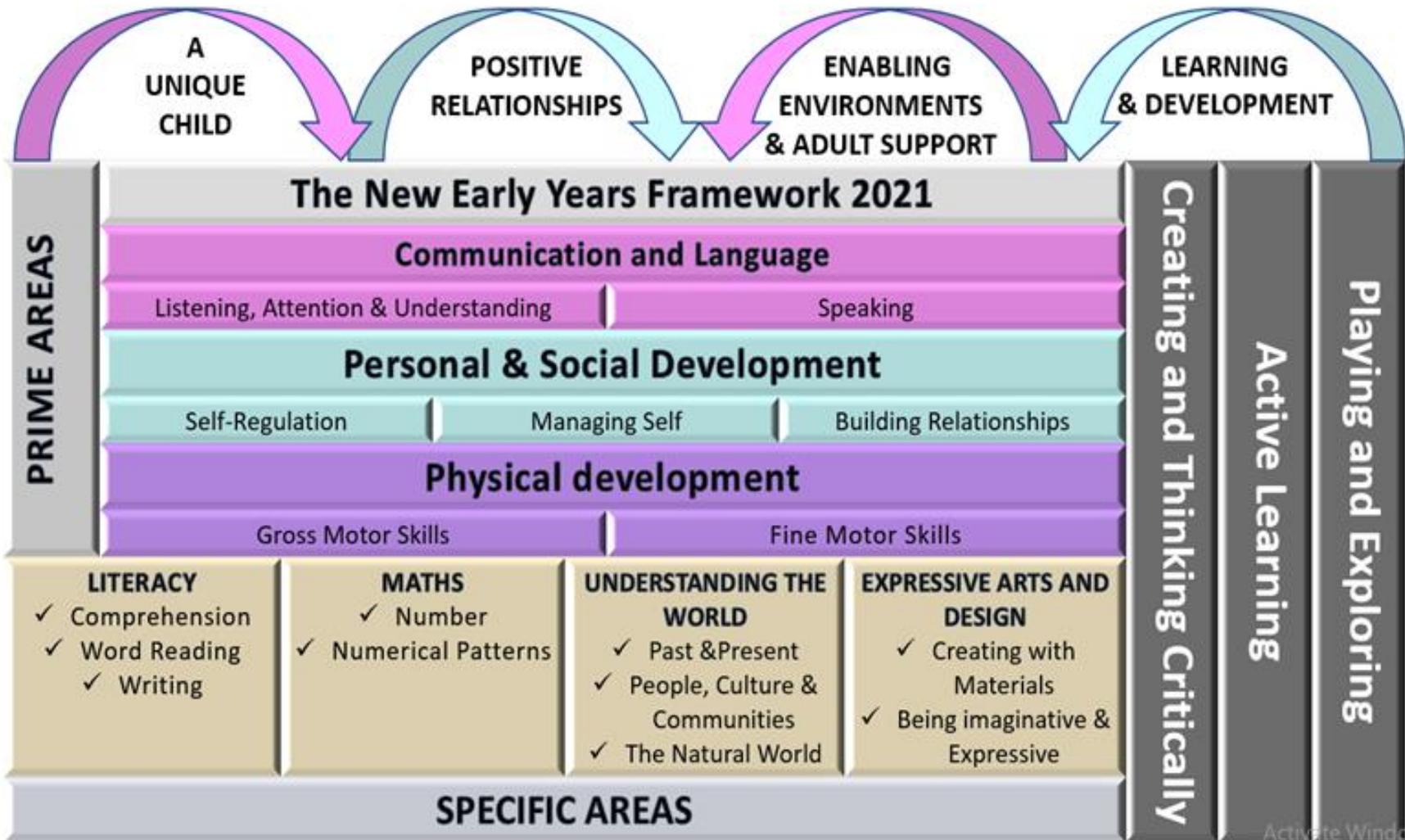
We are committed to equality and aim for every child to fulfil their potential, no matter what their needs are. We value diversity and ensure that our curriculum content is inclusive and accessible for all learners, in line with the SEN code of practice.

At Godinton Primary School, the Early Years Team continue to draw upon their expertise and ensure that research underpins their teaching so that the curriculum evolves and changes as the children grow. We regularly review our provision in order to enrich the education of every child.

'Magical Moments' are embedded within the curriculum which are exciting and develop children's zest for learning. We value and encourage children to recognise their individual strengths, ambitions, skills and dreams so that...

**'Together we shine and reach for the stars'.**

# Our EYFS Vision



# OUR EYFS CURRICULUM – LONG TERM PLAN



	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
<b>General Themes</b>  <b>NB:</b> <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<b>Marvellous Me!</b> Starting school / My new class / New Beginnings Superheroes People who help us / Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe  <b>YEAR GROUP HERO – DAVID ATTENBOROUGH</b>	<b>Hello Autumn!</b> Seasonal change Diwali Christmas Firework Night British Woodland Animals Tree Boggarts Happy Habitats Animal Movements Animal Patterns Festivals The Nativity /Christmas fairy wishes  <b>YEAR GROUP HERO – DAVID ATTENBOROUGH</b>	<b>It's Cold Outside!</b> Polar Regions Explorers Northern Lights Arctic Animals Chinese New Year Jack Frost New Beginnings  <b>YEAR GROUP HERO – ANTHONY BROWNE</b>	<b>Come Outside!</b> Plants & Flowers Weather / seasons The great outdoors Planting seeds Looking after the planet Magical creatures (Bog Babies) Jack and the Beanstalk  <b>YEAR GROUP HERO – ANTHONY BOWNE</b>	<b>A Royal Adventure!</b> The Queen's Jubilee Story settings Map making Imaginary Stories Dragons and Knights  <b>YEAR GROUP HERO – KELLY HOLMES</b>	<b>To Infinity and Beyond!</b> Fly me to the moon! On a magic carpet ride A journey around the world (linked to Snail and the Whale). Transition to Year 1 A journey back in time to visit the dinosaurs? (linked to children's interests)  <b>YEAR GROUP HERO – KELLY HOLMES</b>
<b>Texts that we may share....</b>	The Colour Monster Colour me happy The lion inside Elmer All are Welcome The Rainbow Fish Funny Bones The Big Book of Families You Choose Super-Duper You Supertato Dogger Giraffe's can't dance	Stickman The Gruffalo Fox Makes a Friend Owl Babies Aghh Spider! The Jolly Postman Ferdie's Falling Leaves Pumpkin Soup The Best Diwali Ever! The squirrels who squabbled Father Christmas Needs a Wee	The Emperors Egg Here Comes Jack Frost The Lights that Dance in the Night Diamond in the Snow Tacky the Penguin Lost and Found The Penguin who wanted to Fly The Coldest Tundra Up and Down The Polar Bear and the Snow Cloud	Jack and the Beanstalk Jaspers Beanstalk Bog Babies Tidy Bunny Love Story The Very Hungry Caterpillar The Tiny Seed Through the magic mirror and other texts from Anthony Browne Spring texts Fletcher and the Springtime Blossom Moles in Love Moles Babies	Zog Zog and the Flying Doctors Dragon Post The Queens Knickers George and the Dragon The Princess and the Pea Rapunzel Paperbag princess The Princess and the wizard The Princess and the Peas The Worst Princess The Odd Egg	You can't take an elephant on the bus. Whatever Next? How to catch a star The way back home Here come the aliens Aladdin The Snail and the Whale The day the crayons quit Journey 3 Billy Goats Gruff Little Red Riding Hood Mr Gumpy's motor car/Chitty Chitty Bang Bang film clip Mrs Armitage on wheels Room on the Broom Emma Jane's aeroplane
<b>Magical Moments</b>	We find some footprints in the classroom....  Nurse / police / dentist / Firefighter visit Harvest Time	A visitor from the deep dark woods appears. Who could it be? Guy Fawkes / Bonfire Night Remembrance Day Christmas Time / Nativity Diwali Autumn Walk The Christmas Wish Fairy Christmas Parties	A penguin mysteriously appears in the classroom....  Chinese New Year Internet Safety Day	We find some magic beans in the classroom. Who do they belong to?  Mother's Day 27.3.22 Pancake Day 1.3.22 Red Nose Day 18.3.22	A mystery egg is found in the classroom. What could it be?  Queen's Jubilee A Jubilee Street Party	We have an adventure on a magical carpet. Where does it take us to?  Exciting transition activities.



# OUR EYFS CURRICULUM

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GENERAL THEMES	Marvellous Me! 	Hello Autumn! 	It's Cold Outside! 	Come Outside! 	A Royal Adventure! 	To Infinity and Beyond! 
CHARACTERISTICS OF EFFECTIVE LEARNING	<b>Characteristics of Effective Learning</b> <b>Playing and exploring:</b> – Children investigate and experience a range of activities, 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. <b>Active learning:</b> – Children concentrate and persevere 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. <b>Creating and thinking critically:</b> – 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.					
	<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <b>Positive Relationships:</b> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. <b>Enabling Environments:</b> Children flourish and make good progress with their learning and development in safe and secure environments where routines are established and adults respond to their individual needs and passions, helping them to build upon their learning over time. <b>Learning and Development:</b> Children develop and learn at different rates and their varying needs are recognised and supported effectively throughout the year.					
OVER ARCHING PRINCIPLES	<b>PLAY:</b> At Godinton Primary School, we understand that children learn best when they are absorbed, interested and active. We also recognise that active learning for a child involves other children and adults as well as interesting objects, ideas, stimuli and events that aim to engage and involve them for sustained periods of time. We believe that Early Years education should provide children with as many first hand experiences as possible and therefore, we are proud that our EYFS setting has an ethos of ‘learning through play’. Play is essential for children’s development across all areas of learning and builds children’s confidence and self-esteem as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children at Godinton Primary School are provided with many opportunities to lead their own play alongside adults who enrich and develop their understanding and use of language.  <i>We will ensure that all children make excellent progress with their learning and development and are kept healthy and safe at ALL times.</i>					





# EYFS CURRICULUM

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## OUR GUIDING STARS

(LEARNING SKILLS)

Our Guiding Stars are the key 'life skills' that we want our children to use in order to be successful in their learning. The guiding stars look at developing the children's abilities to work with others, achieve their personal best and to aim high in all areas. They encourage our children to be active learners and to develop resilience if they should find something tricky. Guiding stars are derived from our school values.





# EYFS - MEDIUM TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	<b>Marvellous Me!</b> 	<b>Hello Autumn!</b> 	<b>Its' Cold Outside!</b> 	<b>Come Outside!</b> 	<b>A Royal Adventure!</b> 	<b>To Infinity and Beyond!</b> 
<b>COMMUNICATION AND LANGUAGE</b> <small>We speak to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.</small>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and providing them with extensive opportunities to use and embed new words in a range of contexts, provides children with many opportunities to thrive. Through conversation, story-telling and role play, children share their ideas with support, sensitive questioning and modelling from their class teacher, enabling them to elaborate and become comfortable using a rich range of vocabulary.</p>					
<b>Whole EYFS Focus.</b> C&L is developed throughout the year through high quality interactions, daily group discussions, circle time sessions, PSHE times, stories, singing, speech and language interventions and weekly interventions.  <b>DAILY STORY TIME</b>	<b>Welcome to EYFS</b> 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 Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	<b>Tell me a story!</b> Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Taking part in discussion. Understanding how to listen carefully and why listening is important. Use new vocabulary throughout the day. Visits to the woods. Books that will develop their vocabulary.	<b>Tell me why!</b> 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.	<b>Talk it through!</b> Describe events in detail - time connectives Discovering Passions Understand how to listen carefully and why listening is important. Sustained focus when listening to a story. Spring time walks outside. Story telling.	<b>What happened?</b> 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. A range of role play opportunities. Developing questioning skills - can they ask and answer a range of questions?	<b>Time to share!</b> Show and tell Weekend news Discovering Passions Reading aloud books to children that will extend their knowledge of the world and illustrate a current topic. Books are selected that contain photographs and pictures, for example, places in different weather conditions and seasons. Transition activities in readiness for Year 1. Sharing their wishes for the future.



# EYFS -MEDIUM TERM PLAN

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GENERAL THEMES	<b>Marvellous me!</b> 	<b>Hello Autumn!</b> 	<b>It's Cold Outside!</b> 	<b>Come outside!</b> 	<b>A Royal Adventure!</b> 	<b>To Infinity and Beyond!</b> 

**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 are 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 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	'Being me in my World'	'Dreams and Goals'	'Differences and Relationships'	'Celebrating Differences and Relationships'	'Healthy Me'	'Changing Me'
	<p>Daily PSHE sessions regarding settling into school, new school routines, rules, making friends and cause and effect as a result of their choices and actions through play, stories and discussions.</p>	<p>I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I know how to develop friendships with others. I can solve problems when they arise with friendships. I can use kind words to encourage people. I can understand that being different makes us all special. I can identify something that I am good at and understand that everyone is good at different things. I am starting to understand the impact of unkind words to others. I understand the importance of online safety.</p>	<p>I know that we are all different but the same in some ways e.g. families, common characteristics and differences, through picture books and role play. I can tell you why I think that my home is special to me e.g. looking art houses from around the world and thinking about how they are different or the same; considering what is special about the children's bedrooms and homes to them; creating homes for teddies in role play and talking about them. I can use kind words to stand up for myself when somebody does or says something unkind.</p>	<p>I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me. I know how to keep my teeth healthy.</p>	<p>I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception</p>

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

- ✓ Controlling own feelings and behaviours
- ✓ Applying personalised strategies to return to a state of calm
- ✓ Being able to curb impulsive behaviours
- ✓ Being able to concentrate on a task
- ✓ Being able to ignore distractions

- ✓ Behaving in ways that are pro-social
  - ✓ Planning
  - ✓ Thinking before acting
  - ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.



# EYES MEDIUM TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me! 	Hello Autumn! 	It's cold outside! 	Come Outside! 	A Royal Adventure! 	To Infinity & Beyond! 
PHYSICAL DEVELOPMENT	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
FINE MOTOR  Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES THROUGH DOUGH GYM / FUNKY FINGERS SESSIONS & CIA PROVISION	<p>Daily Dough Gym session for targeted children who need to develop muscle tone and hand strength.</p> <p>Weekly pen disco session exploring the following patterns both in the air and on paper/chalkboards/shaving foam etc.</p> <p>Daily Funky Fingers activities that include threading, cutting, manipulating objects, using tools such as tweezers and different materials such as bands, squeezey tennis balls, push pins etc.</p> <p>Continue to develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp Pencil Grip.</p>	<p>Daily Dough Gym session for targeted children who need to develop muscle tone and hand strength.</p> <p>Weekly pen disco session exploring the following patterns both in the air and on paper/chalkboards/shaving foam etc.</p> <p>Daily Funky Fingers activities that include threading, cutting, manipulating objects, using tools such as tweezers and different materials such as bands, squeezey tennis balls, push pins etc.</p> <p>Continue to develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand.</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Daily Dough Gym session for targeted children who need to develop muscle tone and hand strength.</p> <p>Continue Pen Disco moving on to specific letter formation to be taught in letter families:</p> <p>Daily Funky Fingers activities that include threading, cutting, manipulating objects, using tools such as tweezers and different materials such as bands, squeezey tennis balls, push pins etc.</p> <p>Begin to form letters correctly.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Daily Dough Gym session for targeted children who need to develop muscle tone and hand strength.</p> <p>Continue Pen Disco, creating letter shapes in the air and on paper:</p> <p>Daily Funky Fingers activities that include threading, cutting, manipulating objects, using tools such as tweezers and different materials such as bands, squeezey tennis balls, push pins etc.</p> <p>Hold pencil effectively with comfortable grip.</p> <p>Form recognisable letters, most correctly formed.</p>	<p>Daily Dough Gym session for targeted children who need to develop muscle tone and hand strength.</p> <p>Continue Pen Disco, creating letter shapes in the air and on paper:</p> <p>Daily Funky Fingers activities that include threading, cutting, manipulating objects, using tools such as tweezers and different materials such as bands, squeezey tennis balls, push pins etc.</p> <p>Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle.</p> <p>Draw a cross.</p>	<p>Daily Dough Gym session for targeted children who need to develop muscle tone and hand strength.</p> <p>Continue Pen Disco, creating letter shapes in the air and on paper:</p> <p>Daily Funky Fingers activities that include threading, cutting, manipulating objects, using tools such as tweezers and different materials such as bands, squeezey tennis balls, push pins etc.</p> <p>Form letters correctly.</p> <p>Copy a square Begin to draw diagonal lines, like in a triangle.</p> <p>Start to colour inside the lines of a picture /start to draw pictures that are recognizable.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego.</p>



# EYFS MEDIUM TERM PLAN

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GENERAL THEMES	Marvellous Me! 	Hello Autumn! 	It's Cold Outside! 	Come Outside! 	A Royal Adventure! 	To Infinity & Beyond! 
PHYSICAL DEVELOPMENT	Cooperation games i.e. parachute games. Climbing – outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills– throwing and catching. Crates play–climbing. Skipping ropes in outside area. Dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two–wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.	Ball skills– aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics ./ Balance	Balance– children moving with confidence dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
GROSS MOTOR	<p style="text-align: center;">From Development Matters 20':</p> <p>Revise and refine the fundamental movement skills they have already acquired: – rolling – crawling – walking – jumping – running – hopping – skipping – climbing</p> <p style="text-align: center;">Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body–strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



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GENERAL THEMES	<b>Marvellous Me!</b> 	<b>Hello Autumn!</b> 	<b>It's Cold Outside!</b> 	<b>Come outside!</b> 	<b>A royal adventure!</b> 	<b>To infinity and beyond!</b> 
LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Enjoying favourite stories/rhymes. 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</p> <p>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 new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Retelling of stories and creating story maps and orally retelling new 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 letter-sound correspondences. Enjoys an increasing range of books.</p>	<p>Making up stories. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words.</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area - book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, author and title.</p>
WORD READING	<p>We will be following the 'Monster Phonics' DfE validated phonics scheme.</p>					



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GENERAL THEMES	<p>Marvellous Me!</p> 	<p>Hello autumn!</p> 	<p>It's cold outside!</p> 	<p>Come outside!</p> 	<p>A royal adventure!</p> 	<p>To infinity and beyond!</p> 
WRITING	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell.</p> <p>Sequencing stories.</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Character descriptions.</p>	<p>Write new versions of stories. Writing recipes, and lists.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptions.</p>
TEXTS USED TO CREATE EXCITING WRITING OPPORTUNITIES THROUGH TEACHER DIRECTED AND CI ACTIVITIES .						



# EYFS MEDIUM TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	Marvellous Me! 	Hello Autumn! 	It's Cold Outside! 	Come Outside! 	A Royal Adventure! 	To Infinity and Beyond! 
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, ‘<b>have a go</b>’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p> <p><i>Mathematics Mastery</i></p>	<p><b>Early Mathematical Experiences</b> Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. <b>Pattern and early number</b> Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p><b>Numbers within 6</b> Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six <b>Addition and subtraction within 6</b> Explore zero •Explore addition and subtraction <b>Measures</b> Estimate, order compare, discuss and explore capacity, weight and lengths <b>Shape and sorting</b> Describe, and sort 2-D &amp; 3-D shapes •Describe position accurately <b>Calendar and time</b> Days of the week, seasons •Seuence daily events</p>	<p><b>Numbers within 10</b> Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less <b>Addition and subtraction within 10</b> Explore addition as counting on and subtraction as taking away <b>Numbers within 15</b> Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p><b>Grouping and sharing</b> Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing <b>Numbers within 20</b> Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer <b>Doubling and halving</b> Doubling and halving &amp; the relationship between them</p>	<p><b>Shape and pattern</b> Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns <b>Addition and subtraction within 20</b> Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving <b>Money</b> Coin recognition and values •Combinations to total 20p •Change from 10p <b>Measures</b> Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p><b>Depth of numbers within 20</b> Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards <b>Numbers beyond 20</b> One more one less •Estimate and count •Grouping and sharing</p>



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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.

## UNDERSTANDING THE WORLD

ENCOURAGE INTERACTIONS WITH THE OUTDOORS TO FOSTER CURIOSITY AND GIVE CHILDREN FREEDOM TO TOUCH, SMELL AND HEAR THE NATURAL WORLD AROUND THEM DURING HANDS-ON EXPERIENCES.

<p>Talk about immediate family and the things they do with their family / places they have been. Comment on pictures of their immediate family, naming them and saying what relation they are.</p> <p>Bring in baby photos and explore how we have changed as we have grown older.</p> <p>Read fictional stories about families.</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>Look at David Attenborough documentaries to find out about British wildlife and animals from other countries.</p> <p>Explore animal habitats in local environment (forest area). How do animals move? Why do they look the way they do?</p> <p>How do people around the world celebrate Diwali/Christmas/Bonfire Night? How do you celebrate?</p> <p>Explore how our immediate environment changes with the seasons.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Explore how animal footprints differ using our forest area and creating imprints with dough and plastic animal toys.</p>	<p>Explore what 'cold' means. How does it feel, look etc?</p> <p>Explore how magical 'cold' can be (northern lights, look at magnified images of frost, snowflakes and spider webs).</p> <p>Explore how our immediate environment changes with the seasons.</p> <p>Find out about Inuit people and how they live. Try to create our own igloos using polystyrene blocks and sugar cubes.</p> <p>Explore what happens to materials / objects when they are frozen and then exposed to heat.</p> <p>Find out about animals who live in cold places. Where in the world (use globe and maps)? What do they eat? How do they stay warm?</p> <p>Polar Preet – first woman of colour to complete solo trek to the South Pole.</p> <p>Explore how Chinese communities celebrate Chinese New Year (food, clothing, dragon dances, wishing tree).</p> <p>Explore what happens when you add water to bath fizzers.</p> <p>Introduce children to computers and the ICT suite – mouse skills and Purple Mash.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p>	<p>Start to learn about features of plants and flowers and what they need to grow.</p> <p>Children to help develop the outside area by planting bulbs and creating bug hotels.</p> <p>Children to start using beebots on simple maps. Can children use navigational language?</p> <p>Explore our immediate environment for signs of spring.</p> <p>Our class hero, Anthony Browne, comes from Canterbury. Explore where this is in relation to our school. Can we find our school on google maps?</p> <p>Can we listen to stories and place events from them in chronological order? (links well to Jack and the Beanstalk).</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Look closer at our Queen and where she lives. Show pictures of past jubilee celebrations. How have things changed?</p> <p>What is the role of a Beefeater? Look at costumes etc.</p> <p>Make links to our own culture.</p> <p>Look at the Queen's home and the homes of fictional characters such as princesses and knights. How do they differ from our own homes?</p> <p>Explore how ingredients are combined and how they change when heated to make jam tarts.</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p>	<p>Create a simple map to show where the snail goes on his travels.</p> <p>Explore maps – can children differentiate between land and water?</p> <p>Look at close up images of the moon and ask questions about it.</p> <p>Pretend to be astronauts and try space food.</p> <p>Create volcanoes from the Snail and the Whale book.</p> <p>How can we better protect our oceans? Look at litter etc.</p> <p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Materials: Floating / Sinking – boat building .</p>
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GENERAL THEMES

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.*



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	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. 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>Self –portraits using mirrors.</p> <p>The Dot / Kandinsky / concentric circles / printing with duplo, bubblewrap etc</p> <p>Create superhero costumes for fruit and veg.</p> <p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Begin to explore musical instruments – can you follow the beat?</p> <p>Copy clapping patterns.</p> <p>Role play and Imaginary Play opportunities linked to stories.</p>	<p>Create Boggarts on trees using outdoor materials.</p> <p>Select tools and techniques needed to create leaf people and stick men.</p> <p>Use clay to create Gruffalo models.</p> <p>Use junk modelling to create animal homes.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems.</p> <p>Singing autumn songs and rhymes (Cauliflower's Fluffy, Dingle Dangle Scarecrow).</p> <p>Collage owls.</p> <p>Listen to music and make their own dances in response.</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Nativity.</p> <p>Perform Nativity songs in front of an audience.</p> <p>Create autumnal trees.</p>	<p>Explore colour by using chalks and pastels to create northern lights (smudge, waves, shimmer) and polar animals using charcoal.</p> <p>Select tools and techniques needed to assemble materials create their own Jack Frost. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Explore painting onto different materials such as ice, foil etc.</p> <p>Movement to music to represent snowflakes / Chinese Dragon / to tell a story.</p> <p>Create dragon masks, Chinese lanterns.</p>	<p>Symmetrical butterflies.</p> <p>Cherry blossom paper plates using tissue, cotton wool and paint.</p> <p>Matisse's Snail</p> <p>Use watercolours to paint flowers and plants.</p> <p>Andy Goldsowrthy</p> <p>Make different textures; make patterns using different colours.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts / Easter crafts</p> <p>Artwork themed around Eric Carle / The Seasons</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Make castles on a large scale using junk and other materials. Work together as a team to create.</p> <p>Make crowns and tiaras.</p> <p>Design and make shields.</p> <p>Bake jam tarts.</p> <p>Provide children with a range of materials to construct with.</p>	<p>Designing and making rockets.</p> <p>Creating outer space pictures.</p> <p>Shadow puppets.</p> <p>Create pictures of space using different techniques.</p> <p>Use a range of techniques to create art that reflects the different places the snail visits.</p> <p>Design your own magic carpet.</p> <p>Fathers Day Crafts</p> <p>Make snails out of clay and use paint to decorate.</p> 

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## EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></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><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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><b>ELG: Managing Self</b></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><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</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><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></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><b>ELG: Writing</b></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><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></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><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using 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><b>ELG: The Natural World</b></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 around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>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><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and 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>