

Grove Road Primary School EYFS Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What makes me super?	What Are We Celebrating?	What Can I find in the Ice?	What can I find in the egg?	What do I do if I need help?	Where In The World Are We Today?
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school My new class New Beginnings My family	Celebrations, both religious and secular Different interpretations of the same event: weddings, birthdays My family and celebrations	Weather & seasons Animals from cold places Under the sea Climates / Hibernation Night and day animals Animal patterns David Attenborough Happy Habitats	Eggs and Life Cycles (Birds) Dinosaurs Reptiles and Crocodile Eggs Mini-beasts and Insects (Butterfly Eggs) Oviparous Animals (What lays eggs?) Dragons and Fantasy Eggs Easter and New Life	Asking for Help / Emotional Literacy (kind hands, kind words) People Who Help Us at School (teachers, caretakers, office staff) Police and Firefighters Doctors, Nurses, Hospitals Dentists, Opticians, Pharmacists Vets and Animal Care Community Helpers: Post, Shopkeepers, Librarians	Around the Town Off on holiday - clothes Where in the world shall we go? How do I get there? Where in the world have you been? Animals from around the world Where do we live in the UK / world? Vehicles past and Present Design your own transport
Power of Reading & Sentence Stacking Units	Hello, Friend! by Rebecca Cobb (POR) The Giant Jam Sandwich by John Vernon Lord & Janet Burroway (SS)	Happy Birthday Maisy by Lucy Cousins (POR) Chocolate Mug Cake by Michael Rosen (SS)	Blue Penguin by Petr Horáček (POR) Meet The Weather by Caryl Hart (SS)	Errol's Garden by Gillian Hibbs (POR) The Tiny Seed (SS)	The Gruffalo by Julia Donaldson (POR) Pigs Might Fly by Jonathan Emmett and Steve Cox (SS)	Splash, Anna Hibiscus! By Atinuke (POR) Handa's Surprise by Eileen Browne (SS)
Possible Texts	<i>Five Minutes Peace</i> by Jill Murphy <i>My Mum and Dad Make Me Laugh</i> by Nick Sharratt <i>Hair Love</i> by Matthew Cherry <i>Can I build Another Me?</i> By Shinsuke Yushitak <i>The Colour Monster</i> by Anna Llenas <i>Rainbow Fish</i> by by Marcus Pfister	<i>The Story of Diwali</i> by Katie Daynes <i>Kipper's Birthday</i> by Mick Inkpen Happy Birthday Jamila by Niki Daly <i>The Scarecrows' Wedding</i> by Julia Donaldson <i>The Crayon's Christmas</i> by Drew Daywalt and Oliver Jeffers <i>Father Christmas Needs a Wee</i> by Nicholas Allan	<i>The Snowflake</i> by Benji Davies <i>Winter Sleep: A Hibernation Story</i> by Alex Morss & Sean Taylor & Cinyee Chiu <i>The Lights that Dance in the Night</i> by Yuval Zommer <i>The Big Freeze</i> by Pippa Curnick <i>Over and Under the Snow</i> by Kate Messner & Christopher Silas Neal <i>The Emperor's Egg</i> by Martin Jenkins & Jane Chapman <i>Robin's Winter Song</i> by Suzanne Barton <i>Immi</i> by Karin Littlewood <i>There's A Bear On My Chair</i> by Ross Collins	📖 Week 1: <i>The Odd Egg</i> – Emily Gravett 📖 Week 2: <i>Dinosaur Roar</i> – Paul & Henrietta Stickland / <i>Tom and the Dinosaur Egg</i> – Ian Beck 📖 Week 3: <i>The Enormous Egg</i> – Oliver Butterworth (excerpts) / <i>Croc and Bird</i> – Alexis Deacon 📖 Week 4: <i>The Very Hungry Caterpillar</i> – Eric Carle 📖 Week 5: <i>Chickens Aren't the Only Ones</i> – Ruth Heller 📖 Week 6: <i>Zog and the Flying Doctors</i> – Julia Donaldson (fantasy eggs link) 📖 Week 7: <i>We're Going on an Egg Hunt</i> – Laura Hughes	📖 Week 1: <i>Ruby's Worry</i> – Tom Percival 📖 Week 2: <i>Miss Polly Had a Dolly</i> (song, rhyme focus) 📖 Week 3: <i>Cops and Robbers</i> – Janet and Allan Ahlberg 📖 Week 4: <i>Zog and the Flying Doctors</i> – Julia Donaldson 📖 Week 5: <i>Topsy and Tim Visit the Dentist</i> – Jean & Gareth Adamson 📖 Week 6: <i>Mog and the V.E.T.</i> – Judith Kerr 📖 Week 7: <i>The Jolly Postman</i> – Janet and Allan Ahlberg	<i>The Lighthouse Keeper's Lunch</i> by David Armitage <i>Tiddler</i> by Julia Donaldson <i>The Snail & The Whale</i> by Julia Donaldson <i>The Naughty Bus</i> by Jan & Jerry Oke <i>World Atlases</i> <i>Plus any stories from other cultures and countries</i>

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			<i>Can We Really Help The Polar Bears?</i> By Katie Daynes			
‘Wow’ moments / Enrichment Weeks	Harvest Time Birthdays Favourite Songs Talent show Black History Month What do I want to be when I grow up? Video for parents	Guy Fawkes Bonfire Night Christmas Time Nativity Diwali Hannukah Remembrance day	Weather experiments Weather Forecast videos Under the Sea – singing songs and sea shanties	Hatching ducklings Visit to Kew Gardens Planting seeds Easter time Nature Scavenger Hunt Easter Festival Easter Egg Hunt	Storytelling workshop Creating their own tales based on stimulus and acting these out	Post a letter Food tasting – different cultures Map work - Find the Treasure Trip to Hobbledown
Characteristics of Effective Learning	<p>Playing and exploring: 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>Active learning: 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>Creating and thinking critically: 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 of the EYFS	<p>Unique Child: Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.</p> <p>Learning and Development: We recognise the importance of learning and development. Children develop and learn at different rates.</p>					
Grove Road Curriculum Principles	<p>Healthy Body & Mind: This starts in our Early Years Foundation Stage by staff developing positive relationships with parents/ carers and children and exploring children’s interests, using these to engage and motivate them. We ensure children feel safe by developing their understanding of routines, expectations and behaviour and teach them how to stay healthy e.g. washing their hands, making healthy lunch choices. We Support the children to recognise their emotions and understand how to deal with them in a suitable manner, building self-confidence to talk about themselves in positive terms and to show sensitivity to other’s needs and feelings.</p> <p>Life-Long Skills: Adults support our children to become independent, modelling and supporting the development of important skills like using cutlery, changing clothes and washing hands. Reading is placed at the heart of all topic work with key texts shared regularly to help children explore themes. A love of books is promoted and encouraged. Children have opportunities to share their favourite stories regularly. All staff are committed to developing children’s vocabulary and introducing new words at every opportunity. Phonics, maths and writing is regularly and explicitly taught at different times throughout the day and both teacher-led and self-initiated opportunities to challenge thinking, explore ideas and try again are crafted.</p> <p>Global Citizens: Using the children’s own experiences as a starting point for learning and then deepening and developing their understanding by providing a range of activities will give children a broad knowledge and understanding of the world around them including people, animals, places, transport, cultures, materials and weather. Staff have the confidence to adapt teaching and learning within a theme to follow the children’s interests and the lines of enquiry they create. There are planned opportunities for the children to share what is important to them and supporting them to understand that friends might have different interests.</p> <p>Live Our School Values: Staff develop and stretch children’s vocabulary at every opportunity so they are able to confidently talk about their surroundings and question things that are happening. Children are given opportunities to self-initiate their learning and make choices about the equipment they will use to explore their ideas, where adults allow children to have the opportunities to explore their own ideas with carefully timed intervention to move learning forward. Children are encouraged to ask questions, having question words explicitly taught and modelled by adults in the setting.</p> <p>Appreciate The Arts: Carefully planned opportunities for the children to use their senses to explore experiences, materials and objects are throughout every topic. Children are given opportunities to explore music through singing, playing instruments and performing for their peers. Children have access to a stage area in the outdoor learning environment and a variety of musical instruments. Children are given regular opportunities to listen and respond to music using movement, and are given access to art materials at all times so they can independently select which media to use whilst being supported to use it in new and unusual ways</p>					
Our School Values	Initiative Independently select resources and equipment from the	Resilience Try again even when a task might be tricky	Empathy We think about how our actions and words affect our friends	Self-confidence We try new things and can say what we are good at	Curiosity We take time to explore the world around us	Creativity it’s time to add some personal flair or just be creative with what we have

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	environment to achieve a desired outcome.					
Assessment Opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Tapestry	On going assessments Pupil progress meetings Parents evening EYFS team meetings In house moderation	GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening EYFS team meetings Tapestry data	Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings End of year reports GLD Data
Parental Involvement	Harvest Assembly	Christmas Production Parents Evening	Phonics Workshop	Easter Assembly Parents Evening	Stay and Learn	EYFS Assembly Sports Day
Communication & Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Daily Story Time Aims	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in school and saying ‘Good morning, how are you?’	Tell Me A Story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Take part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	Tell Me Why! Using language well Ask how and why questions Discovering Passions Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs.	Talk it through! Describe events in detail - time adverbials Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
PSED	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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Managing Self & Self-Regulation Jigsaw PSHE	Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself How to deal with anger	Dreams & Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety Give children strategies for staying calm in the face of frustration	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Show resilience and perseverance in the face of challenge.	Changing Me Changes in me Changes since being a baby Linking growing and learning Coping with change Transition Taking part in sports day Winning and losing

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		Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Achieving goals Identify and moderate their own feelings socially and emotionally Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Get Set 4 PE Unit Indoor PE			Fundamentals: Unit 1 Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	Fundamentals: Unit 2 Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	Dance: Unit 1 Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Gymnastics: Unit 1 Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items Button Clothing Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Form recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines and colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Cooperation games i.e. parachute games. Climbing on outdoor equipment Different ways of moving to be explored with children	Ball skills - throwing and catching. Crates play - climbing. Skipping ropes in outside area Dance related activities	Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs.	Balance - children moving with confidence Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	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.	Races / team games involving gross motor movements Dance related activities Allow less competent and confident children to spend time initially

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	Acknowledge and praise their efforts.	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	Provide a wide range of activities to support a broad range of abilities. Dancing and moving to music		Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	observing and listening, without feeling pressured to join in.
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)					
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of 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. Enjoy an increasing range of books	Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.	<ul style="list-style-type: none"> ☐ Predicting story endings ☐ Sequencing events ☐ Making connections (life cycles, animals) ☐ Understanding new vocabulary (e.g., oviparous, hatch, life cycle) ☐ Identifying key characters and settings ☐ Discussing key messages (growth, change, new life) ☐ Answering how/why questions 	<ul style="list-style-type: none"> ☐ Predicting what will happen next ☐ Asking and answering questions about unfamiliar roles ☐ Retelling key events from stories ☐ Discussing feelings and choices characters make ☐ Exploring how characters help others and how we can help ☐ Comparing different helpers and their jobs ☐ Using new vocabulary in context (emergency, uniform, equipment, medicine) 	Stories from other cultures and traditions Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, know that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	Phonic Sounds: RWI Differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	Phonic Sounds: RWI Differentiated groups Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.	Phonic Sounds: RWI Differentiated groups Reading: Non-fiction texts, Internal blending Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Transition work with Year 1 staff

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Writing See focus texts at start of document	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	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	📄 Week 1: Label diagrams of eggs/birds 📄 Week 2: Write simple dinosaur fact files 📄 Week 3: Write descriptive sentences about reptiles 📄 Week 4: Sequence and caption life cycle pictures (butterfly) 📄 Week 5: Create a class book: 'Animals that lay eggs' 📄 Week 6: Write a fantasy egg description (what's inside?) 📄 Week 7: Easter cards; write messages	📄 Week 1: Writing about feelings / writing a 'helping hand' promise 📄 Week 2: Write thank you cards to school helpers 📄 Week 3: Simple police/fire emergency scenarios (If I see a fire... I call...) 📄 Week 4: Write about who helps us when we are poorly 📄 Week 5: Write a dental hygiene poster or caption pictures of the dentist 📄 Week 6: Write a 'lost pet' poster for a missing animal 📄 Week 7: Write letters to Postman / create shopping lists / library cards	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description Write three sentences - B, M & E.
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding- such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Maths – No problem! Coverage	Number: Counting up to 10 Comparing numbers and groups Identifying representations of 5 Numerical Patterns: Matching by function, number and other properties Sorting, identifying sets and matching amounts Comparing and ordering based on height, lengths and time AB patterns	Number: Subitise to 5 Composition of numbers up to 5 Numerical Patterns: Ordering days of the week, events in the day 2D shapes Positional Language	Number: Understanding and visualising zero 1 fewer, 1 more Counting forwards and backwards Adding to 5 and 10 Adding by counting on Using a ten frame Subitise to 5 Sharing Number bonds to 6 Numerical Patterns: Position in a queue Cardinality Conservation of number Comparing quantities	Number: Number bonds to 7 8, 9, 10 Partitioning Numerical Patterns: Recognise, describe, create and extend a pattern Spot mistakes in patterns Measuring lengths and heights Capacity – empty, full, half full, nearly full, nearly empty Comparing and estimating capacity 2D shapes 3D shapes	Number: Counting to 20 Making numbers 1-20 Different representations of numbers 11-20 Numerical Patterns: Counting sequences Counting on Counting backwards Finding an unknown amount 1 more 1 less Ordering numbers Double Equal sharing Halving Odd and even	Numerical Patterns: Sharing money and giving change Collecting data Tally charts Word problems Mass Measuring mass with non-standard units Volume and capacity Recognising coins

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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.					
Snap Science Units	Our Changing World: Autumn		Chemistry: Objects & Materials Our Changing World: Winter	Biology: Animals & Plants Our Changing World: Spring	Physics: Light, space, electricity & movement	Our Changing World: Summer
	Identifying their family Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Long ago – How time has changed. Using cameras.	Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.	Listening to stories and placing events in chronological order. What can we do here to take care of animals in the arctic? Compare animals from a cold setting to those on a farm. Explore a range of arctic animals. Learn their names and label their body parts. Nocturnal Animals Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. What is best to wear in the cold? How do things melt? What melts. Mixing things, sieving and separating	School trip - discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. 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.	Recognise similarities and differences between story settings and their own lives Understand how the school library and local library work and experience selecting books based on preferences and enjoyment Recognise key important figures in stories such as police officers Understand stranger danger and what to do to keep ourselves safe What happens at night and what is in the sky What makes thing move	Use Handa’s Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes Making sense of different environments and habitats for animals Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water.

				Look for children incorporating their understanding of the seasons and weather in their play. After close observation, draw pictures of the natural world, including animals and plants		Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
Jigsaw RE	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What Are My Favourite Things?	What Are We Celebrating?	What Can I find in the Ice?	What Can I find in the egg?	Will You Read Me A Story?	Where In The World Are We Today?
Expressive Arts & Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians 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.					
Kapow Art Units	Drawing: Marvellous Marks Craft & Design: Let's Get Crafty		Sculpture: Creation Station		Painting & Mixed Media: Paint My World	
Kapow D&T Units		Structures: Junk Modelling		Cooking & Nutrition: Soup	Textiles: Book Marks	Structures: Boats
	Join in with songs, join in with role play games and use resources available for props Sing call-and-response songs, so that children can echo phrases of songs you sing. Exploring sounds and how they can be changed, tapping out of simple rhythms. Begin to mix colours, build models using construction equipment. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas.	Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play parties and celebrations Role Play of The Nativity	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Puppet making, Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	<ul style="list-style-type: none"> ☐ Junk modelling nests / habitats for egg-laying animals ☐ Create papier-mâché dinosaur eggs ☐ Design and make 3D insects from recycled materials ☐ Build mini animal homes (construction kits, blocks) ☐ Create and decorate fantasy dragon eggs ☐ Design and make Easter baskets 	<ul style="list-style-type: none"> ☐ Junk modelling: build emergency vehicles ☐ Construct hospitals / police stations / fire stations with blocks ☐ Create simple first aid kits in role play ☐ Make healthy snacks (linked to dentists / doctors) ☐ Design posters about road safety / fire safety ☐ Create uniforms for dolls / small world people ☐ Design and make a post box / post van 	Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing underwater pictures. Learn a traditional African song and dance and perform it Exploration of other countries – dressing up in different costumes