

Grove CE Primary School Foundation Stage

Long Term Plan 2025 to 2026

		Autumn term 1 My life so far...	Autumn term 2 Light and Dark	Spring term 3 Our Wonderful World	Spring term 4 Once Upon a Time...	Summer term 5 Amazing Animals	Summer term 6 Fun at the Seaside!
KEY THEMES AND CELEBRATIONS		Getting to know the children: homes, families, interests, school rules Local area study Superheroes Real life superheroes in the community: People Who Help Us Healthy eating Harvest/ Autumn	Old and New Toys Bonfire Night Diwali What happens at night? Space travel- What is out there in the night sky? Birthdays Christmas	Continents- Where do we live? Antarctica compared to here. Chinese New Year - China Valentine's Day	Traditional tales- Fairy Tales and stories from other cultures- Compare. Plant life cycle- Beanstalk World Book Day Shrove Tuesday/ lent International Women's Day Mother's Day Easter Ramadan?	Farm animals Life cycles- hatch eggs African animals Minibeasts Australian animals Under the sea St George's Day May Fair Summer Solstice	Dinosaurs- How do we know about them? Pirates and mermaids Seaside- compare Transition Growing and changing- letting our lights shine! Father's Day Sports Day
Child-led topic possibilities		TO BE ADDED WHEN WE GET TO KNOW THEM •Fairies Transport, dragons, knights, castles, Old and New Toys					
Possible trips/visitors/wow moments		Superheroes dress up Visits from people who help us- fire service, police, nurse, dentist	After dark hot chocolate and explore with parents Carol concert <b>Vale And Downland Museum toy visit</b>	Chinese Banquet	Pancake making Fairy Tale dress up day 'the ball' Easter Egg hunt	Life Cycles- hatching eggs <b>Farm visit- Farmer Gow's</b>	<b>Museum Workshop</b> Beach themed day-ice cream and sprinklers
Communication and Language	KEY AND SUPPORTING TEXTS Listening attention and understanding	TTS: SuperTato Superworm Burglar Bill OTHER: Starting School When a Dragon Goes to School Our Class Is A Family Same but different too Super Duper Me! The Colour Monster  <u>Development Matters 3+4</u> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	TTS: Owl Babies Aliens Love Underpants One Snowy Night Dogger OTHER: The Scarecrow's Wedding Dipal's Diwali Sparks in the Sky Look Up! How To Catch A Star Lost in the Toy Museum  <u>Development Matters Reception</u> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound.	TTS: Lost And Found Handa's Hen  Other: The Emperors Egg Poles Apart The Magic Paintbrush- Julia Donaldson and Oak Academy Twinkl Dragons in the City The Wheels On The Tuktuk Teatime Around The World  <u>Development Matters</u> • Ask questions to find out more and to check they understand what has been said to them. • Listen to and talk about stories to build familiarity and understanding. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<u>Mr Wolf's Pancakes</u> , 3 little pigs, Goldilocks and the three bears, 3 billy goats gruff, Jack and the Beanstalk, Magic Porridge Pot, Anansi stories  <u>Development Matters</u> • Learn new vocabulary. • Use new vocabulary through the day. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding.	TTS: Handa's Surprise Farmer Duck Rainbow Fish Tiddler OTHER: On The Farm- from egg to chicken Actual Size, Rumble in the jungle. Commotion in the ocean,  <u>Development Matters and ELG</u> • Use new vocabulary through the day. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • 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.	<u>Talk Through Stories</u> The Lighthouse Keeper's Lunch The Giant Jam Sandwich Gigantosaurus Other: Prehistoric Actual Size Dinosaur Roar 10 Little Dinosaurs The Dinosaur that Pooped... Granny's Magic Bag And The Pirates  <u>Early Learning Goals</u> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

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Speaking	<p>Share photos of family member- who are they? Who lives in your house? Describing houses.</p> <p><u>EXISTING VOCABULARY:</u> Family Kind help</p> <p><u>INTRODUCED VOCABULARY:</u> Rules Routine Recognition Special respect senses superpowers unique</p> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying:                     <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh</li> <li>- multisyllabic words such as ‘pterodactyl’</li> </ul> </li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<p>Talk about how the baby owl’s are feeling whilst waiting for their Mummy. Talk about experiences of firework night. Join in with the Owl Babies story. Christmas performance</p> <p><u>EXISTING VOCABULARY:</u> Old/ new Night/ day space</p> <p><u>INTRODUCED VOCABULARY:</u> Diwali Diva Fireworks Celebrate Modern Old-fashioned Vintage Nocturnal/ Diurnal Solar System Earth Planets Advent Christmas Nativity Jesus Traditions</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>	<p>Retelling The Great Race story from Chinese Zodiac. Retell The Magic Paintbrush Investigate the process of melting and freezing Anna Hibiscus’ song- what makes you happy?</p> <p><u>EXISTING VOCABULARY:</u> World Earth Planet country</p> <p><u>INTRODUCED VOCABULARY:</u> North/South Pole Continent Oceans Freezing Melting Emperor China Celebration Zodiac</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>	<p><u>EXISTING and INTRODUCED VOCABULARY:</u> <b>Fairy tale</b> <b>Traditional</b> <b>Once upon a time</b> <b>Happily ever after</b> <b>Resolution</b> <b>problem</b> Traditional, fairy tale, characters, past, present, Nursery Rhymes, Fortunes Sturdy strong weak chimney huff and puff destroyed (revisit) build lazy hard-working Trip trap Lush grass Troll Valley Gobble Graze “Who’s that trip-trapping over my bridge?” Cloak Nightdress Axe Deep dark "What big [eyes/ears] you have," "All the better to [see/hear] you with," Greedy curious Delicious Scrumptious Too salty too sweet Just right perfect middle sized biggest smallest huge tiny Beanstalk Giant Harp tricked Bellowed Fe-fi-fo-fum</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>	<p><u>EXISTING VOCABULARY:</u> Animal home</p> <p><u>INTRODUCED VOCABULARY:</u> Mammal Habitat Life cycle endangered extinct Herd Trunk Ivory Tusks Embryo Egg-tooth Shell Yolk Minibeast</p>	<p>Photos of the seaside to share and talk about</p> <p><u>EXISTING VOCABULARY:</u></p> <p><u>INTRODUCED VOCABULARY:</u></p> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>

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			<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> </ul>				
<b>PSED: Personal, Social, Emotional Development</b>	SCARF PSHE lessons	<b>SCARF PSHE Unit: Me and My Relationships</b>	<b>SCARF PSHE Unit: Valuing Differences</b>	<b>SCARF PSHE Unit: Keeping Myself Safe</b>	<b>SCARF PSHE Unit: Rights and Responsibilities</b>	<b>SCARF PSHE Unit: Being My Best</b>	<b>SCARF PSHE Unit: Growing and Changing</b>
	Self-Regulation, Managing Self, Building Relationships	Classroom rules Behaviour expectations Managing behaviour Zones Of Regulation  Healthy living- teeth brushing  <u><b>Development Matters 3+4</b></u> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> </ul>	Managing behaviour Zones Of Regulation Making friends ELSA groups for some children. Feelings of the Owls in Owl Babies- what makes you scared? Who can help?  <u><b>Development Matters Reception</b></u> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> - Personal hygiene	Zones Of Regulation ELSA groups for some children.  Perspectives of others- Lost and Found boy and penguin What makes you happy? What makes others happy? How can we make others happy?  <u><b>Development Matters Reception</b></u> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> </ul>	Zones Of Regulation ELSA groups for some children. <u><b>Development Matters Reception</b></u> <ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing:                             <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul>	Zones Of Regulation ELSA groups for some children. <u><b>Development Matters Reception</b></u> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> </ul>	Zones Of Regulation ELSA groups for some children. <u><b>Early Learning Goals</b></u> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>					<ul style="list-style-type: none"> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
Physical development	Gross motor	<p>Complete PE: Locomotion- walking Gymnastics- moving Sitting for writing</p> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<p>Complete PE: Ball Skills- Hands 1 Gymnastics- High, Low, Over, Under</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running – skipping - crawling - jumping - hopping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>	<p>Complete PE: Ball Skills- Feet Dance- Dinosaurs</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<p>Complete PE: Ball Skills- Hands 2 Dance: Nursery Rhymes</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	<p>Complete PE: Locomotion- Jumping Dance: May Fair Dancing</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p>Complete PE: Attack v Defence: Games For Understanding Rackets, bats, balls and balloons</p> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>

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		<ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>					
	Fine motor	<p>Opportunities to develop shoulder, elbow, wrist &amp; fingers in prep for writing through fine motor activities.</p> <p>Letter formation- single sounds.</p> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<p>Letter formation- single sounds.</p> <p>Morning fine motor activities</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> </ul> </li> </ul>	<p>Daily handwriting</p> <p><b>Development Matters Reception</b></p>	<p>Daily handwriting</p> <p><b>Development Matters Reception</b></p>	<p>Daily handwriting</p> <p>Morning jobs</p> <p><b>Development Matters Reception</b></p>	<p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
Literacy	Comprehension	<p>Initial assessments</p> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print: <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> </ul> </li> </ul>	<p>Identify characters, setting, problem and how it is fixed</p> <p>Comprehension questions about key events in stories.</p> <p>Order story points.</p> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<p>Identify characters, setting, problem and how it is fixed- Lost And Found, The Magic Paintbrush</p> <p>Comprehension questions about key events in stories.</p> <p>Order story points.</p> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<p>Identify characters, setting, problem and how it is fixed</p> <p>Comprehension questions about key events in stories.</p> <p>Order story points.</p> <p><b>Development Matters - Reception</b></p> <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>Identify characters, setting, problem and how it is fixed</p> <p>Comprehension questions about key events in stories.</p> <p>Order story points.</p> <p>Rumble in the jungle- learn sections and perform</p> <p><b>Development Matters - Reception</b></p> <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>Identify characters, setting, problem and how it is fixed</p> <p>Comprehension questions about key events in stories.</p> <p>Order story points.</p> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> </ul>

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	- count or clap syllables in a word • Engage in extended conversations about stories, learning new vocabulary.					• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word reading	<p>Whole class phonics- pictures Moving onto daily sound and writing. Fred Talk games. Speed picture name rehearsal moving onto speed sounds when 5 learnt. Throughout the day.</p> <p>RWI- Know most single letter Set 1 Sounds and begin to blend. Phase 1 aspect 7 (rhyming and alliteration)</p> <p><b>Development Matters 3+4</b> - recognise words with the same initial sound, such as money and mother</p> <p><b>Development Matters Reception</b> • Read individual letters by saying the sounds for them.</p>	<p>Phonics groupings Speed sounds pinny time throughout the day. Fred talk games.</p> <p>Know single letter Set 1 Sounds and be able to blend orally (Set 1 Sounds Group C) Read green words.</p> <p><b>Development Matters Reception</b> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme.</p>	<p>Phonics groupings Speed sounds pinny time. Pinny time: Speedy green words once onto red.</p> <p>1:1 readers RWI- reading Photocopy Ditties 1-20</p> <p><b>Development Matters Reception</b> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>RWI- Phonics groupings Pinny time: Speedy green words once onto red.</p> <p>1:1 readers reading Red Ditty Storybooks. Set 1 digraphs (special friends) Set 2.</p> <p><b>Early Learning Goals</b> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.</p>	<p>RWI- reading Green Storybooks set 2 sounds Phonics groupings 1:1 readers Phase 3 spelling Tricky words</p> <p>Introduce set 2 special friends to everyone as a 'sound of the week'- Sh, th, qu, ch, nk, ng, ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy</p> <p><b>Development Matters Reception</b> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>RWI- reading Green/Purple Storybooks Set 2 sounds. Phonics groupings 1:1 readers</p> <p><b>Early Learning Goals</b> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Writing	<p>Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Initial sounds, CVC words, Fine motor activities, hand strengthening.</p> <p><b>Development Matters 3+4</b> • Use some of their print and letter knowledge in their early writing. For example: writing a</p>	<p>Begin to write CVC words. Initial sounds and end sounds, CVC words. Some captions, dictated captions. Finger spaces.</p> <p><b>Development Matters Reception</b> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Missing middle sounds, Dictated captions and sentences. Capital letters, finger spaces, full stop. Story maps with CVC captions and sentences. Menu writing.</p> <p><b>Development Matters Reception</b> • Write short sentences with words with known letter-sound</p>	<p>Introduce handwriting sheets with sun, boat and sea letters. Own ideas for sentences. • Capital letters, finger spaces, full stop Use finger spaces between words. Write a simple sentence using phonic knowledge. Letter writing, lists, menus, retell stories Phase 3 spelling</p>	<p>• Some words spelt correctly, some phonetically plausible Read writing to others.</p> <p><u>Introduce everyone to sound of the week- special friends.</u></p> <p><b>Early Learning Goals</b> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and</p>	<p>Capital letters, finger spaces, full stop Read own writing back. Common exception words.</p> <p><b>Early Learning Goals</b> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

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		<p><i>pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <ul style="list-style-type: none"> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>		<p><i>correspondences using a capital letter and full stop.</i></p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<p><i>representing the sounds with a letter or letters.</i></p> <ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Mathematics</b>	Number	<p><b>Mastering number NCETM Weeks 1-5</b></p> <p>identify when a set can be subitised and when counting is needed</p> <ul style="list-style-type: none"> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> </ul> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul>	<p><b>Mastering number NCETM 6-10</b></p> <ul style="list-style-type: none"> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts</li> </ul> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> </ul>	<p><b>Mastering number NCETM 11-15</b></p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> </ul> <p><b>Development Matters Reception</b></p>	<p><b>Mastering number NCETM 16-20</b></p> <ul style="list-style-type: none"> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul> <p><b>Development Matters Reception</b></p>	<p><b>Mastering number NCETM 21-25</b></p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> </ul>	<p><b>Mastering number NCETM Weeks 26-30 Review and Assess</b></p> <ul style="list-style-type: none"> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek.</li> </ul> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul>

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		<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul>				
Numerical Patterns	<p>Measures and patterns White Rose</p> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>	<p>Mastering number NCETM Shapes White Rose</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<p>Mastering number NCETM Length, height and time Mass and capacity White Rose</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Recognise a shape can have other shapes within it, just as numbers can.</li> <li>Compare length, weight and capacity.</li> </ul>	<p>Mastering number NCETM 3D shapes White Rose</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>Compare numbers.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<p>Mastering number NCETM Manipulate, compose and decompose shapes White Rose</p> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p>Mastering number NCETM Make connections Visualise build and map White Rose</p> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>					
Understanding The World	Past and Present	<p>How have we changed since babies?</p> <ul style="list-style-type: none"> <li>✓ Begin to make sense of their own life-story and family's history.</li> <li>✓ Talk about members of their immediate family.</li> <li>✓ Name and describe people who are familiar to them.</li> <li>✓ Comment on images of familiar situations.</li> </ul> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> </ul>	<p>What did our Grandparents do in their childhood? Toys Bonfire Night and Diwali</p> <p>Birthdays- Why and how do we celebrate?</p> <ul style="list-style-type: none"> <li>✓ Know that their parents and grandparents were born before they were and have had experiences that were different to theirs</li> <li>✓ Know that dates tell us when something happened and be able to name some (birthdays etc)</li> <li>✓ Order basic events in chronological order</li> </ul> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p>Past &amp; Present: Ernest Shackleton, Amundsen and Scott</p> <ul style="list-style-type: none"> <li>✓ Know that some pictures show what happened a year ago or more</li> <li>✓ Comment on images of familiar situations.</li> </ul>	<p>Stories from the past Fairy Tales- lack of technology Nursery rhymes - link to the past (Why didn't Jack and Jill not just turn on the tap to get some water? Why didn't Wee Willie Winkie not just use a torch? Why didn't the Prince phone Cinderella? Hen not go to Tesco for some bread?) Compare Princes and Princesses in the stories to modern Royalty.</p> <ul style="list-style-type: none"> <li>✓ Compare and contrast characters in stories including figures from the past.</li> <li>✓ ELG Understand the past through settings, characters and events in books.</li> </ul>	<ul style="list-style-type: none"> <li>✓ ELG Talk about the lives of people around them and their roles in society.</li> <li>✓ Comment on images of familiar situations.</li> </ul>	<p>Dinosaurs and fossils.</p> <ul style="list-style-type: none"> <li>✓ know that dates tell us when something happened and be able to name some (birthdays etc)</li> <li>✓ Order basic events in chronological order</li> <li>✓ ELG Know some similarities and differences between things in the past and now.</li> </ul> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	The Natural World	<p>Harvest and Autumn Ogden Trust science lesson with book.</p> <ul style="list-style-type: none"> <li>✓ Know that the weather changes during the seasons and name them (all year)</li> <li>✓ Describe what they can hear, see and feel whilst outside.</li> </ul> <p><b>Development Matters 3+4</b></p>	<p>Nocturnal Animals Space Ogden Trust science lesson with books- Look Up! And Astro Girl.</p> <ul style="list-style-type: none"> <li>✓ Compare the seasons in regard to the weather (all year)</li> </ul> <p><b>Development Matters Reception</b></p>	<p>Natural World: Polar Habitats, melting/freezing, Migration/Hibernation, Winter Ogden Trust science lesson with book. Know that the weather changes during the seasons and name them (all year)</p> <ul style="list-style-type: none"> <li>✓ Explain how to care for the natural world</li> </ul>	<p>Spring time Ogden Trust science lesson with book.</p> <ul style="list-style-type: none"> <li>✓ Know that the weather changes during the seasons and name them (all year)</li> <li>✓ Explore the natural world around them.</li> </ul>	<p>Animals, plants, spring Ogden Trust science lesson with book- Elmer, Brown Bear Describe what they can hear, see and feel whilst outside.</p> <ul style="list-style-type: none"> <li>✓ Recognise some environments that are different to the one they live.</li> <li>✓ ELG Know some similarities and differences between</li> </ul>	<p>Seaside Ogden Trust science lesson with book- Archimedes' Bath, Ocean</p> <ul style="list-style-type: none"> <li>✓ ELG Understanding some important processes and changes to the natural world around them including the seasons and changing states of matter.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Name different environments, giving a brief description of them using simple terms: hot, cold, wet, dry, windy</li> </ul>		<p>the natural world around them and contrasting environments.</p>	<ul style="list-style-type: none"> <li>✓ ELG Explore the natural world around them making observations and drawing pictures.</li> </ul> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
People, Cultures and Communities	INCLUDING RE	<p>Community - immediate environment and Grove Harvest- why do we celebrate?</p> <ul style="list-style-type: none"> <li>✓ Draw information from a simple map.</li> <li>✓ Understand that some places are special to members of their community.</li> </ul> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p>Remembrance Diwali- What do other people celebrate? Christmas- why do we celebrate?</p> <ul style="list-style-type: none"> <li>✓ Recognise that people have different beliefs and celebrate special times.</li> </ul> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p>Chinese New Year</p> <ul style="list-style-type: none"> <li>✓ Recognise some similarities and differences between life in this country and life in other countries.</li> <li>✓ Know there are different countries in the world</li> <li>✓ Name some countries in the world other than the UK</li> <li>✓ Identify the UK on a map</li> </ul>	<p>Easter- Why do we celebrate?</p> <ul style="list-style-type: none"> <li>✓ ELG Know some similarities and differences between religions and cultures.</li> </ul>	<p>Name some countries in the world other than the UK</p> <ul style="list-style-type: none"> <li>✓ Identify the UK on a map</li> <li>✓ Explain how to care for the natural world</li> <li>✓ Name different environments, giving a brief description of them using simple terms: hot, cold, wet, dry, windy</li> <li>✓ ELG Explain similarities and differences between life in this country and life in other countries.</li> </ul>	<p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>

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		<b>Discovery RE</b> Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	<b>Discovery RE</b> Theme: Christmas Key Question: What is Christmas? Religions: Christianity Concept: Incarnation	<b>Discovery RE</b> Theme: Celebrations Key Question: How do people celebrate? Religions:	<b>Discovery RE</b> Theme: Easter Key Question: What is Easter? Religions: Christianity, Concept: Salvation	<b>Discovery RE</b> Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	<b>Discovery RE</b> Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
	Computing	Barefoot Computing- Busy Bodies	Barefoot Computing- Space	Barefoot Computing- Boats Ahoy!	Barefoot Computing- Spring		Barefoot Computing- Summer Fun
<b>Expressive Arts and Design</b>	Creating with Materials	<b>Understanding identity and exploring relationships:</b> Feeling connected Artist: PICASSO  Portraits, Colour mixing, transient art, design small worlds  ✓ Explore use and refine artistic effects  <b>Development Matters 3+4</b> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings,	Clay diva lamps, Rangoli - chalk, junk modelling, outdoor construction, Star collage, paint, papier mache planets  Artist: VAN GOGH- starry night  ✓ Return to and build on previous learning. <b>Development Matters Reception</b> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	<b>Exploring the power of creativity:</b> Making art  paper snowflakes, Artist: KANDINSKY and POLLOCK  ✓ Create collaboratively, sharing resources. ✓ Explore use and refine artistic effects	puppet story sequencing building houses  Junk modelling, construction, map design,  Artist: Architect  ✓ ELG Share their creations, explaining the process. ✓ ELG Make use of props and materials when role playing.	<b>Exploring the Natural world:</b> Being inspired by the world around us  Gardening, flower experiments, fruit face collage, drawing, rolling marbles Artist: STEVEN BROWN  ✓ ELG Safely use and explore variety of materials, tools and techniques	Junk modelling- lighthouse  Making salt dough fossils  ✓ ELG Share their creations, explaining the process. ✓ ELG Make use of props and materials when role playing. <b>Early Learning Goals</b> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

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		<p><i>like happiness, sadness, fear, etc.</i></p> <ul style="list-style-type: none"> <li>• Explore colour and colour-mixing.</li> </ul>					
Being imaginative and expressive	<p>Home corner role play People Who help us- police station, hospital, superhero headquarters</p> <p>✓ Listen attentively, move to and talk about music, expressing feelings and responses.</p> <p><b>Development Matters 3+4</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p>Role play toy shop, spaceship, dark tent, birthday party, Christmas workshop.</p> <p>✓ Sing in a group or on their own, matching pitch and melody.</p> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Role play Chinese restaurant, antarctica, igloo, shop</p> <p>✓ Explore and engage in music making a dance.</p>	<p>Role play cottage, castle, palace, forest, bakery Dance Festival</p> <p>✓ Watch and talk about dance and performance art, expressing feelings.</p> <p>✓ Develop storylines in pretend play.</p> <p>✓ ELG sing a range of well known nursery rhymes and songs.</p>	<p>Role play jungle, farm, under the sea</p> <p>Rumble in the jungle- learn sections and perform</p> <p>✓ Listen attentively, move to and talk about music, expressing feelings and responses.</p> <p>✓ Perform songs, rhymes, poems and stories with others.</p>	<p>Role play pirates and mermaids, dinosaurs, ice cream shop, beach</p> <p>✓ Sing in a group or on their own, matching pitch and melody.</p> <p>✓ ELG Invent, adapt and recount narratives.</p> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	

<p><b>Communication and Language</b></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>	<p><b>Listening, attention and understanding ELGs</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking ELGs</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>	<p><b>ELG’s</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>
<p><b>Physical Development</b></p>	<p>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>.</p>	<p><b>ELG’s</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Literacy</b></p>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>	<p><b>ELG’s</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>

		<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Mathematics</b>	<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>ELG's</p> <p>Number</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p>Numerical Patterns</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<b>Understanding The World</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>ELG's</p> <p>Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<b>Expressive Arts and Design</b>	<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>ELG's</p> <p>Creating With Materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> </ul>

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<ul style="list-style-type: none"><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>
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