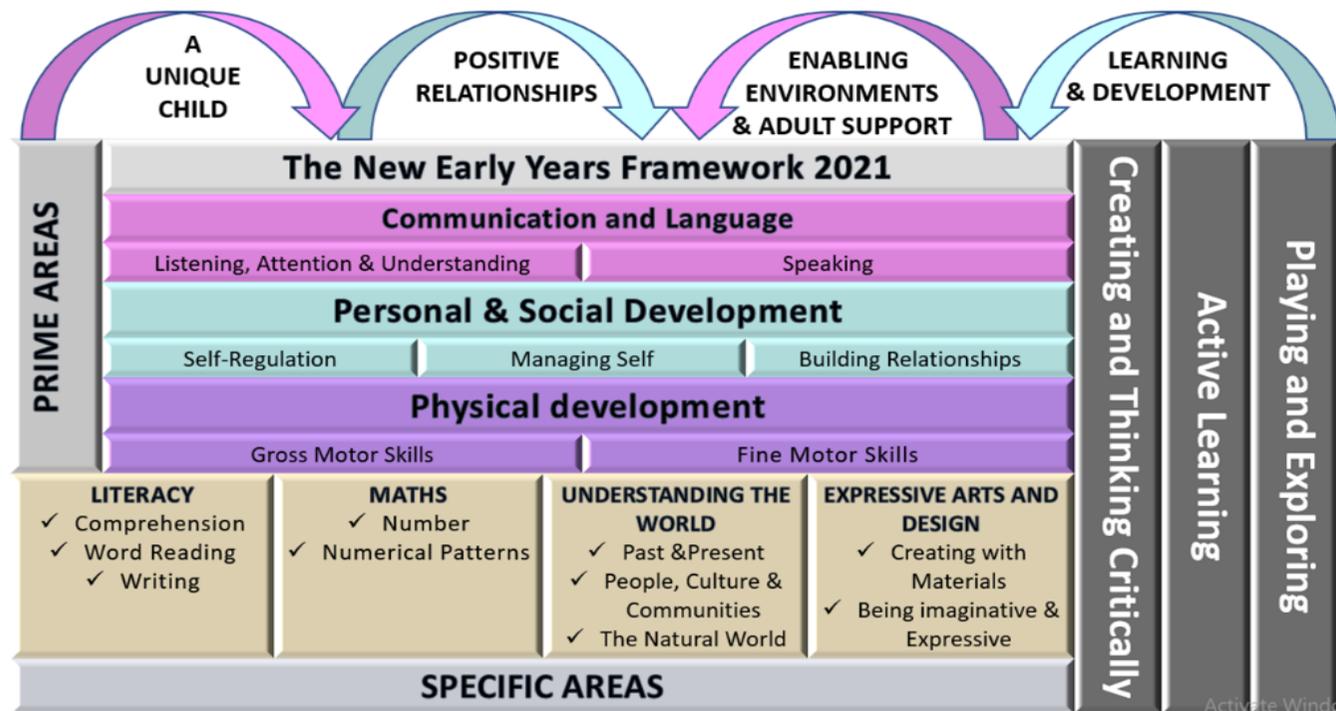


Early Years Long Term Curriculum Planner 2022-2023



Within our Foundation Stage, you will see children who are inquisitive, creative and growing in independence. Adults who nurture the children to be their very best, by fostering and inspiring children's love of learning. A calm, inviting and engaging environment where children can wonder, explore and investigate.



Each topic is meticulously planned out, to encompass a wide range of opportunities for all children to develop, progress and thrive. Children will be taught about the world around them and will be encouraged to develop into confident, curious and independent thinkers. The units of learning are planned 'loosely' to ensure adults are allowing children to develop their own interests and build upon knowledge taught. To supplement this long term plan, staff will develop knowledge organisers that will provide detailed overviews for each half term relating to the knowledge, skills and experiences children will gain throughout the year. These knowledge organisers (along with the children's own keen interests) will feed into the team's weekly planning for directed teaching and provision. Our Foundation Stage checkpoints, skills progression documents and yearly maths plans support teachers with their knowledge of the expectations at each stage of the F1 and F2 year. This helps teachers to plan directed teaching and activities throughout the year that are suitable to the development of all learners.

FS1 Long Term Plan - Over View

Identity & Social Justice

How we grow, all about me, who am I, how have I changed since I was a baby
Seasonal changes, celebrations.

In this unit children will learn more about themselves and who they are as a unique individual.

They will celebrate themselves, their family and what is special about their life. They will also touch upon where they live, places they like to visit (or even where their family come from if not the UK).

Children will look at celebrations that are important to them and learn how and why they celebrate such events.

Power, Leadership, Invasion

(Right & wrong, making the right choice, sharing, see/hear/feel, floating & sinking)

In this unit, children will be continuing to develop their turn taking, sharing and communication skills. Most children will have been in Nursery a term by this point and will be beginning to understand the world beyond themselves.

They will be growing their understanding of sharing the resources and provision in Nursery; how to negotiate and use manners with their peers and adults and managing their feelings when things don't always go how they want them to.

To help support this topic, children will be exploring various classical tales and texts that promote a range of social/moral stories. Children will look at the characters within the stories to help makes sense of their own world and learn how to negotiate different situations.

Sustainability & Impact on our World

(Food & farming, animals, nature plants & habitats)

In this unit children will develop their understanding of the world. They will be shown and explain the concepts of growth, change and decay with natural materials. Through the unit 'Food and Farming' children will explore where food comes from, such as fruit and vegetables growing in and above the ground and animal produce.

Children will:

- Plant seeds and bulbs so they can observe growth and decay over time
- Observe an apple core going brown and mouldy over time
- Help to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or eggs/chicks.

Teachers will plan and introduce new vocabulary related to the exploration. Children will be encouraged to use it within their discussions, as they care for living things. Children will learn to refer to books, wall displays and online resources to help build up their knowledge.

FS2 Long Term Plan - Over View

Identity & Social Justice

What is family/history, seasons, animals & habitats.
Locality: shops, school, park & library

This unit builds upon early understanding of self, family and children's own home from Nursery.

Within this unit children will unpick and explore knowledge about the past, looking at which family members were born before them and which (if any) after them.

Children will learn about where they live. Looking at the types of homes in the village where they live and other buildings in the local area. They will start to build early knowledge of maps using pictures and labels to create aerial/birds eye view drawings of the area.

Children will look back on prior knowledge from Nursery where they learnt about celebrations that are important to them. They will build upon this by looking at other celebrations around the world and learn why different cultures celebrate different events.

Power, Leadership & Invasion

Why do we need rules, school & class rules.
People who help us. Right or wrong

In this unit, children will learn more about the Golden Rules of Carr Lodge Academy:

- Keep Everyone Included
- Keep Everyone Safe
- Keep Everyone Learning
- Keep Everyone's Property Safe
- Keep being Honest

They will learn why we have rules and why they are important for everyone to have a happy experience. They will learn 'rules' we have to keep us healthy in body and mind. They will delve deeper into different occupations and look at the people within our community that keep us safe such as: police officers, doctors, fire fighters and teachers.

Children will link back to their learning from Nursery where they explored various social and moral classical stories.

Sustainability & Impact on our World

Litter, waste, materials, nature, creatures

In this unit of learning, children will consider the environment in which they live, evolving into early conversations about sustainability from a composting to recycling perspective. Children will become keen litter pickers within their own outdoor environments, learning why it is so important to keep our planet clean and thinking of ways to promote this to the wider community.

Children will also build upon previous knowledge where they cared for living creatures in Nursery. They will look further about the types of animals living in our gardens - and what we can do to help protect them; looking at their environment and what conditions they need to survive.

Children will explore the seasons throughout the year building about some of their previous learning on growing and farming to consider what environment different things need to grow well.

FS1 Long Term Plan - Themes & Texts

	Identity & Social Justice I wonder... What makes me wonderful?	Power, Leadership, Invasion I wonder... What adventure awaits?	Sustainability & Impact on our World I wonder... What I might find down on the farm?
General Themes	<p>My favourite... colours, food, toys My family My friends My home Bonfire night Halloween Birthdays Christmas</p>	<p>Traditional Tales Exploring viewpoints linked to actions of story characters – right/wrong/why?</p>	<p>Exploring the great outdoors Plants & Flowers Weather Planting beans/seeds Caring for creatures Where is my food from / food tasting</p>
High Quality Texts	<p>You Choose The Colour Monster Annika's Worry Brown Bear, Brown Bear Owl Babies Peppa's Birthday Pumpkin Soup Gingerbread Man Dear Santa</p>	<p>Jack & the Beanstalk Red Riding Hood Goldilocks & the Three Bears The three little pigs The squirrels who squabbled Your turn my turn The tiger who came to tea</p>	<p>Jasper's Beanstalk Oliver's Vegetables Sam Plants a Sunflower Hungry Caterpillar Sam's Sandwich The Giant Jam Sandwich</p>
Enrichments	<p><i>Visit from a baby – how to care for a baby? How have I changed since then?</i> <i>Initial stay and play</i> <i>Forest Friday / Making & Baking</i> <i>Christmas concert</i></p>	<p><i>PJ/Story day</i> <i>Stay & Play – T4W performance</i> <i>Forest Friday / Making & Baking</i></p>	<p><i>Visit to a farm / farm into school</i> <i>Hatching eggs</i> <i>Growing our own cress</i> <i>Sports day</i> <i>Leaving event</i></p>

FS2 Long Term Plan - Themes & Texts

	Identity & Social Justice I wonder... All about the wider world	Power, Leadership, Invasion I Wonder... Who can help up?	Sustainability & Impact on our World I wonder... What might we find at the bottom of the garden?
General Themes	My extended family What makes me individual How have I grown/ changed? Different types of families - diversity Exploring homes all over the world Exploring and creating own maps Celebrations around the world What do other cultures celebrate? Exploring Diwali	Looking at different professions Special people from the past The job of a principle at a school Who are the people that help to keep us safe? What could we do to help people? What profession might we want to go into? Why do we need to keep safe? How can we keep safe and happy? What things can we do to keep our minds happy?	Different habitats around the world Why must we keep our planet free of rubbish? How can we help get rid of rubbish? How do different plants grow? How can we care for creatures? Bug hunts Recycling Litter picking
High Quality Texts	Mrs Wishy Washy Its ok to be different 5 minutes peace The family tree Peace at last Elmer A place called home Me and my map Diwali Stick Man	Ness the Nurse Superhero Daisy Supertato Firefighter (Non Fiction) Emergency I am an artist	Michael recycle Commotion in the ocean Litter bug Doug Billy's Sunflower Very busy spider Mad about mini beasts
Enrichments	<i>The Nativity</i> <i>Initial stay and play – Xmas craft event</i>	<i>Visit from professionals</i> <i>Police</i> <i>Nurse</i> <i>Air ambulance</i> <i>Visit from the Principle</i>	<i>Sports Day</i> <i>Growing our own sunflower</i> <i>Foundation Graduation</i> <i>YWP visit – mini beast talk</i> <i>Bug Ball</i>

The Educational Programme for PSED

Children's personal, social & emotional development is crucial for children to lead healthy & happy lives, & is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm & supportive relationships with adults enable children to learn how to understand their own feelings & 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 & wait for what they want & direct attention as necessary. Through adult modelling & guidance, they will learn how to look after their bodies, including healthy eating, & manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate & resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school & in later life.

FS1 Long Term Plan - Personal, Social & Emotional Development

	Autumn	Spring	Summer
Unit of Learning	I wonder... What makes me special?	I wonder.. What adventure awaits?	I wonder... What I might find down at the farm?
Key Vocabulary	Share Wait Friend My turn Your turn Mine Yours Choose Use Tidy Routine Rules	Right Wrong Teamwork Feelings Independent Confident	Change Grow Develop Respect Care Living
Managing Self Self-regulation Making relationships	<p>Children will:</p> <ul style="list-style-type: none"> • Separate from parents & carer's • Develop relationships with Key Person & other staff • Settle to school routines • Develop focus & attention through circle times & self-chosen activities • Play in parallel with other children • Share with support from key people • Embed 'Choose it, Use it, Tidy it away;' mantra of the class. • Show greater independence with routines & responsibilities • Adapt behaviour to different situations – circle times, group times, free-choice time, indoor, outdoor etc with support • Begin to manage conflicts & disagreements during play with support and modelling 	<p>Children will:</p> <ul style="list-style-type: none"> • Develop a sense of what is 'right' & 'wrong' & why this may be • Learn how to understand the viewpoints of others • Develop a sense of responsibility, self-confidence & role-modelling • Develop teamwork & negotiation – role-play • Understand the cause & effect of our actions • Extend focus & attention during circle times & self-chosen activities • Develop confidence to share ideas in front of the whole class & to respect the ideas of others • Show an awareness of others feelings • Share, turn-taking with minimal adult support 	<p>Children will:</p> <ul style="list-style-type: none"> • Nurture a strong sense of confidence in the setting & of their own personal identity • Understand how they have changed, grown & developed during their lifetime so far • Explore possibilities for their futures – I can do anything! • Respect our world & community • Show compassion for all living things – plants, insects, animals & humans • Develop personal understanding of others emotions & actions • Show self-confidence to solve conflicts amicably & fairly for both parties
<p>End of Nursery Goals:</p> <ul style="list-style-type: none"> • Will confidently play alongside other children & build upon play using social cues. • Will take part in pretend play with different roles. • Have confidence in new social situations • Will begin to find solutions for conflicts. • Confidently follows the rules & routines expected of them. • Can manage personal needs with minimal support – putting on coat, changing shoes, toileting etc 			

FS2 Long Term Plan – Personal, Social & Emotional Development

	Autumn	Spring	Summer
Unit of Learning	I wonder... All about the wider world	I wonder... Who can help us?	I Wonder...What might we find at the bottom of the garden?
Key Vocabulary	Where who how what why Listen Answer Take turns Relationships Celebrate Wonder	Listening Turn taking Co- operate Occupations Thought Imagine Adult	Recognise Emotions Understand Mistakes Problem solve Recycle Creatures Habitat Life cycle
Managing Self Self regulation Making relationships	<p>Children will:</p> <ul style="list-style-type: none"> • Will begin to share with peers in provision time. • Will begin to answer questions asked by adults when working in small groups. • Begin to listen in small groups. • Build constructive relationships • Listen in to their peers as well as staff. • Will follow one step instructions from an adult • May recognise their own feelings such as happy sad and angry • Begin to take independence in washing hands 	<p>Children will:</p> <ul style="list-style-type: none"> • Develop a sense of what is 'right' & 'wrong' & why this may be • Explore the viewpoints of others • Develop a sense of responsibility, self-confidence & role-modelling • Develop teamwork & negotiation – role-play • Understand the cause & effect of our actions • Extend focus & attention during circle times & self-chosen activities • Develop confidence to share ideas in front of the whole class (Story Journals) & to respect the ideas of others • Show an awareness of others feelings • Share, turn-taking with minimal adult support 	<p>Children will:</p> <ul style="list-style-type: none"> • Manage their own needs more such as making their own decisions about healthy foods. • Know how to keep their teeth clean and healthy. • Know how to express emotions appropriately towards others. • Recognise emotions in others and how we can support them • They will know how to solve problems & understand that mistakes are an important part of learning & it is not failure. • Learn how to stay calm when frustrated & know why it is important, we take turns. • Understand rules & why is it important to behave correctly
<p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly. • Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate. • Give focussed attention to what the teacher says, respond appropriately even when engaged in activity & show an ability to follow instructions involving several ideas/ actions. • Be confident to try new activities & show independence, resilience & perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong & try to behave accordingly. • Manage their own basic hygiene & personal needs, including dressing going to the toilet & understanding the importance of healthy food choices. • Work & play cooperatively & take turns with others. • Form positive attachments to adults & friendships with peers. • Show sensitivity to their own & to others' needs. 			

The Educational Programme for C&L

The development of children's spoken language underpins all seven areas of learning & development. Children's back-and-forth interactions from an early age form the foundations for language & cognitive development. The number & quality of the conversations they have with adults & peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, & echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, & engaging them actively in stories, non-fiction, rhymes & poems, & then providing them with extensive opportunities to use & embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling & role play, where children share their ideas with support & modelling from their teacher, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures.

FS1 Long Term Plan – Communication & Language

	Autumn	Spring	Summer
Unit of Learning	I wonder... What makes me special?	I wonder.. What adventure awaits?	I wonder... What I might find down at the farm?
Key Vocabulary	Talk look sitting Routine Eyes looking Give me 5	Explain Because And	Instruction Use why how when where in statements and questions
Listening, Attention & Understanding	<p>Children will know how to:</p> <ul style="list-style-type: none"> Learn rhymes, poems & songs. Understand how to listen carefully & why listening is important. Extend language – developing up to six words in phrases & sentences Answer questions about rhymes & stories Communicate with peers Talk about familiar experiences - family routines & special occasions Listen to others Follow instructions (settling in, daily routines) Engage in talk routines through the day. For example, arriving in school: “Good morning, how are you?” 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Engage with Story Journals – inventing our own stories & acting them out on ‘stage’ Listen & respond to stories Develop the language & vocabulary of stories Retell familiar stories through small world & role play Explain to me Notice, comment, wonder & explain what they see – floating & sinking Explain their thoughts, opinions & thinking to different audiences – 1-1 with adult, with peers, in a group situation etc Develop use of tenses – ‘I think this will...’/‘When I did this, X happened’ 	<p>Children will know how to:</p> <ul style="list-style-type: none"> Recount an event Plan, make decisions, achieve personal goals during choice times Follow longer instructions with more steps & detail to tend to the garden & to plant seeds & bulbs Extend sentences to add in words such as ‘because’ & ‘and’ etc Develop language & extend vocabulary linked to creatures & habitats Answer simple ‘why’ questions? Create funny stories & changes to songs & rhymes
Speaking	<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech & language interventions etc</p>		
Daily story time using high quality texts	<p>End of Nursery Goals:</p> <ul style="list-style-type: none"> Answer simple ‘why’ questions? Use longer sentences joined up with words like ‘because’ & ‘and’. Follow a simple two-part instruction. Use talk to organise themselves & their play & enjoy make believe play. Have mostly clear speech & be easily understood by others. (May have difficulty with a few sounds) Listen to longer stories & answer questions about a story they have just heard. Start to like simple jokes – though often their own jokes make little sense. 		

FS2 Long Term Plan – Communication & Language

	Autumn	Spring	Summer
Unit of Learning	I wonder... All about the wider world	I wonder.. Who can help us?	I wonder... What I might find at the bottom of the garden?
Key Vocabulary	Expectations Eye contact Why How Who What When	Connect Understand Clarify	Discussion Attentive Predict
Listening, Attention & Understanding	Children will learn to: <ul style="list-style-type: none"> • Learn more words all the time. • Taught direct vocab continually • Answer a range of questions including why? & how? • Develop two-channelled attention. • Can listen & do & beginning to maintain attention for longer periods. • Understand & carries out instructions with 2 or more parts. • Use talk to organise themselves & their play & enjoy make believe play. • Have mostly clear speech & be easily understood by others. (May have difficulty with a few sounds at this stage) 	Children will learn to: <ul style="list-style-type: none"> • Understands stories without pictures. • Understands instructions with 3 parts • Talk about things that have already happened or will happen in the future with a good understanding of time. • Use longer sentences with more detail. • Communicate with friends & adults & be understood easily. • Take turns in conversations & stay on the same topic. • Maintain attention & stays at an activity without reminders. 	Children will learn to: <ul style="list-style-type: none"> • Use sentences that are well formed & put longer sentences together. • Able to describe the meaning of words & ask what words mean. • Re-tell short stories they have heard & use language that makes it sound like a story & make up their own stories. • Usually, others can understand what is being said. They correctly use most speech sounds. May have difficulties with multisyllabic words. • Ask relevant questions or make relevant comments. • Understand words that describe sequences such as first/next & longer list of instructions. • Use talk to take on different roles in imaginative play, to interact & negotiate with people & take turns in longer conversations
Speaking	<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech & language interventions etc</p> <p>Daily story time using high quality texts</p> <p>SALT referral will be complete at this stage for children who needs this service.</p> <p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to & during whole class discussions & small group interactions. • Make comments about what they have heard & ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher & peers. • Express their ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes & poems when appropriate; • Participate in small group, class & one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 		

The Educational Programme for PD

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy & active lives. Gross & fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations & the development of a child's strength, co-ordination & positional awareness through tummy time, crawling & play movement with both objects & adults. By creating games & providing opportunities for play both indoors & outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination & agility. Gross motor skills provide the foundation for developing healthy bodies & social & emotional well-being. Fine motor control & precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated & varied opportunities to explore & play with small world activities, puzzles, arts & crafts & the practice of using small tools, with feedback & support from adults, allow children to develop proficiency, control & confidence.

FS1 Long Term Plan – Physical Development

	Autumn	Spring	Summer
Unit of Learning	I wonder... What makes me special?	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Pencil Pen Hold Balance Move Sort Pinch	Weave Pinchy Fingers Scissor grip Construct	Combine Punch Race Track Thread
Gross Motor Skills	Children will learn to: <ul style="list-style-type: none"> • Develop movement linked to large-scale marks • Use both arms together • Develop core strength & balance • Create self-portraits for progress wall • Use chunky brushes & large-scale resources for mark-making (mops, brooms, wheels etc) 	Children will learn to: <ul style="list-style-type: none"> • Use three fingers for holding & using pencils • Develop scissor skills through beanstalk making, mask making & box modelling • Create large-scale houses, courses & traps for the story characters using crates, planks, blocks, pegs & tarpaulins • Weave their own Goldilocks basket 	Children will learn to: <ul style="list-style-type: none"> • Draw using more detail (eyes, legs, hands) • Create detailed drawings of plants and animals • Engage in 'Fitness Fortnight' • Engage with gardening – digging, raking, sweeping • Extracting seeds with tweezers • Move like insects – Bug Ball • Copy and trace names clearly and more independently • Engage in Forest Fridays – rope ladders, climbing, hammocks, den building • Hole punch leaves – Hungry Caterpillar • Create and thread Spiders Webs • Sports day practise & Event
Fine Motor Skills	End of Nursery Goals: <ul style="list-style-type: none"> • Catches a large ball. • Stands on one foot for a few seconds. • Runs & turns skilfully. • Cuts along a straight line. • Writes swirls, spirals & diagonal lines. • Copies recognisable letters in their name. 		

FS2 Long Term Plan – Physical Development

	Autumn	Spring	Summer
Unit of Learning	I wonder...About the world around me	I wonder... Who can help us?	I Wonder...What I might find at the bottom of the garden?
Key Vocabulary	Pencil Pen Hold Balance Move Sort Pinch	Weave Pinchy Fingers Scissor grip Construct	Combine Punch Race Track Thread
Gross Motor Skills	Children will learn to: <ul style="list-style-type: none"> • Rides trike using pedals. • Hits a ball with bat. • Draw recognisable pictures with a level of detail • Copy patterns - O / \ X U Δ • Cuts around a picture or shape with scissors • Forms some letters correctly 	Children will learn to: <ul style="list-style-type: none"> • Ride a trike with good awareness of space, turning skillfully • Catch & bounce a large ball • Moves & creates movement to music • Can now form most letters correctly • Copy still life pictures and can draw detail seen 	Children will learn to: <ul style="list-style-type: none"> • Skips & hops forwards with good balance • Move with rhythm to music • Climb a wide range of equipment safely & competently • Balance independently along a narrow line • Cuts skilfully along curved line with correct scissor grip • Uses correct letter formation with dynamic tripod grip • Uses cutlery confidently and independently • Forms the majority of letters accurately using the correct formation and starting position
Fine Motor Skills	Early Learning Goals: <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip • Use a range of small tools, including scissors, paint brushes & cutlery • Begin to show accuracy & care when drawing • Negotiate space & obstacles safely, with consideration for themselves & others • Demonstrate strength, balance & coordination when playing • Move energetically such as running, jumping, dancing, hopping, skipping & climbing 		

The Educational Programme for Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension & word reading. Language comprehension (necessary for both reading & writing) starts from birth. It only develops when adults talk with children about the world around them & the books (stories & non-fiction) they read with them, & enjoy rhymes, poems & songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) & the speedy recognition of familiar printed words. Writing involves transcription (spelling & handwriting) & composition (articulating ideas & structuring them in speech, before writing).

FS1 Long Term Plan - Literacy

	Autumn	Spring	Summer
Unit of Learning	I wonder... What makes me special?	I wonder... What adventure awaits?	I Wonder...What might I find down at the farm?
Key Vocabulary	Sound Listen/Hear Loud/Quiet Beep/thud Fast/Slow Same/Different Tap/pat/clap Draw Trace	Straight/curved Write Side to side High low Rythem beat Blend Pattern	Segment Phoneme Copy Read Grapheme
Word Reading Comprehension Writing	<p>Children will learn to: Foundations for Phonics. Phase 1: Environmental Sounds Instrumental Sounds Alliteration</p> <p>Writing: Draw & represent freely through exploratory marks Engage in the sensory experience of 'making our make' Extend range of marks (lines, circles etc) linked to Write Dance focus – on a smaller scale. Ascribe meaning to marks – 'this says ding, ding ding' 'This is mummy'</p>	<p>Children will learn to: Foundations for Phonics. Phase 1: Rhythm & Rhyme Voice Sounds Oral Blending Phase 2 – Children who are ready</p> <p>Writing: Trace patterns Use more detail & control to create a range of patterns – circles, crosses, zig-zags etc Write emergently for meaning – creating posters to keep the wolf away or a 'sorry' letter from Goldilocks Trace detailed patterns Use more detail & control to create a range of patterns on a smaller scale– slanted lines, triangle & squares etc Trace initial letter in name – focus on correct formation & direction</p>	<p>Children will learn to: Foundations for Phonics. Phase 1: Oral Blending and Segmenting Phase 2 – Children who are ready</p> <p>Writing Trace & copy letters in first name using name card Use letter-like shapes to convey meaning – labels for plants & seeds, plant diary etc Copy letters in name using name card Use some graphemes to convey meaning – both emergently and matched to phoneme e.g. S for spider etc</p>
<p>End of Nursery Goals:</p> <p>Comprehension: Understands the key concepts of print / Print has meaning / Print has different purposes / We read English text from left to right, top to bottom / To name the different parts of a book / Page sequencing / Engages in conversations about stories, learning new vocabulary</p> <p>Early pre word reading skills: Spot & suggest rhymes / Count/ clap syllables in words / Recognise words with the same initial sound / Learn to recognise single letter sounds</p> <p>Writing: Forms some / all letters in their name with the support of a name card. / Uses their knowledge of letters in early writing. / Beginning to form some initial sounds for purpose e.g 'm' for mummy to label a picture or create a pretend shopping list.</p>			

FS2 Long Term Plan – Literacy

	Autumn	Spring	Summer
Unit of Learning	I wonder... All about my wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden
Key Vocabulary	Blend Read Segment Phoneme Song Sing	Poem Rhyme	Full stop Punctuation Finger Space Capital
Word Reading Comprehension Writing	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Read some individual letters by saying the sounds for them. • Orally blend sounds. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. CVC words. • Read a few common exception words. • Engage in conversation & can answer questions when reading wordless fiction & nonfiction books. • Respond to ‘who’, ‘where’ ‘what’ & ‘when’ questions linked to text & illustrations. • Talk about events, feelings, main characters, where a story is set & recognise links to own life experiences • Forms letters within their name without name card to support • Children apply the correct GPC for phase 2 sounds, forming initial sounds in words. They use known phonemes explore medial & end sounds in CVC words • Confidently write initial sounds for words e.g. labels pictures with sounds. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Read some letter groups that each represent one sound & say sounds for them. • Read 3 & 4 sound words. • Read simple phrases & sentences made up of words with known letter–sound correspondences & increasing number exception words. • Retell stories in the correct sequence, draw on language patterns of stories. • Say how they feel about stories & poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings & why. • Independently access the features of a non-fiction book. • Apply phonetic knowledge to segment & write CV & CVC words. • Be able to form a simple caption independently. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Read some tricky words from Phase 4 e.g. said, like, have, so. • Fluently read 3 sound words. • Read simple phrases & sentences made up of words with known letter–sound correspondences & increasing number exception words. • Recall the main points in text in the correct sequence, using own words & include new vocabulary. • Talk about themes of simple texts e.g. perseverance, good v evil. • Composes own ideas for writing using phonetically plausible attempts at words. • Evidence of key word application & finger spaces • Writes first name & some of their surname • Use digraphs in spellings (chn, sh,th,ng,nk,qu) • Beginning to use full stops.
	<p>Early Learning Goals:</p> <p>Word Reading - Say a sound for each letter in the alphabet & at least 10 digraphs</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences & books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary;</p> <ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories; • Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play • Write recognisable letters, most of which are correctly formed including capital letters. <p>Writing: Spell words by identifying sounds in them & representing the sounds with a letter or letters.</p> <ul style="list-style-type: none"> • Write simple phrases & sentences that can be read by others. • Re-read what they have written. • Use capital letters & full stops. 		

The Educational Programme for Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them & the patterns within those numbers. By providing frequent & varied opportunities to build & apply this understanding- such as using manipulatives, including small pebbles & tens frames for organising counting- children will develop a secure base of knowledge & 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 & measures. It is important that children develop positive attitudes & interests in mathematics, look for patterns & relationships, spot connections, 'have a go', talk to adults & peers about what they notice & not be afraid to make mistakes

FS1 Long Term Plan – Mathematics

	Autumn	Spring	Summer
Unit of Learning	I wonder... What makes me special?	I wonder... What adventure awaits	I Wonder...What might I find down at the farm?
Key Vocabulary	Colour Sort Match Count	Counting subitise Order Capacity Length Height Short Small Tall Long Thin	Less More 3D 2D Day Night Time
Number Numerical Patterns	<p>Children will learn to: Number Songs / Colours / Matching / Sorting / Pattern / Number 0, 1, 2</p> <ul style="list-style-type: none"> Recognise, name, match & sort by colour. Sort by other attributes e.g. size Rote count through songs & rhymes Develop everyday maths vocabulary Subitise to 2 	<p>Children will learn to: Number 3, 4, 5, 6 / Length Height Mass / Capacity</p> <ul style="list-style-type: none"> Rote counting to 10 Develop 1-1 correspondence to 5 Use numeral & formation rhymes Subitise to 3 Represent 4 on 5 frame, on fingers etc Order numerals 1 – 5 	<p>Children will learn to: More/Fewer / One more / One Less / 2D shape 3D shape / Number composition / Night Day / Positional Language</p> <ul style="list-style-type: none"> Number 0-5 more & less Order numerals 1 – 5 Find 5 objects & position on number line, Represent 5 on 5 frame Recognise 2D shape Use numeral & formation rhyme to 5 Represent 5 - marks, pictures, fingers Match numerals & quantities Understand the composition of 5 My Day /Capacity/ Positional Language Order daily events Understand and apply Long Short Tall Understand and apply Light and heavy - comparing Understand and apply Full/half-full/empty and comparing Use language relating to position and direction
	<p>End of Nursery Goals:</p> <ul style="list-style-type: none"> Children are able to subitise to 3. Children are able to name & recognise some numbers up to 5. Children are able to represent numbers 0-5 in various different ways. Children are to know & be able to discuss properties of some 2D & 3D shape using informal language. Children are able to use specific shape for purpose (use triangle for roof). Children are able to copy & continue a simple ABAB pattern. 		

FS2 Long Term Plan – Mathematics See more detailed long-term maths plan

Unit of Learning	Autumn	Spring	Summer
Key Vocabulary	Whole, part, altogether, how many...?, the same as, equal to, more than, fewer than, subitising, shape, sides, corners, first, next, then, count, equals More then, fewer than, count, subitise, one more, one less, numeral, faces, shape, 2D, 3D	2D, 3D, sides, corners, Double, more than, fewer than, equal to, part, whole, now, before, later, soon, after, then, next, yesterday, today, tomorrow One, two, three, four, five, six, what comes next?, more, zero, none, smaller, greater, fewer, one more, first, second, third, before, after	Part, whole, more than, less than, double, equal, altogether, total, makes, Same, different, ABBC pattern, repeating patterns, direction, position, count, count back, subitise, float, sink
Number Numerical Patterns	<p>Children will learn to:</p> <p>Number Match and sort Compare amounts Shape, Measure and Spatial Thinking Compare size, mass and capacity. Exploring Pattern Representing 1, 2 & 3 Comparing 1, 2, & 3 Composition of 1, 2 & 3 Shape, Measure and Spatial Thinking Circles and triangles Positional language Number Representing numbers of 5. One more and less. Shape, Measure and Spatial Thinking Shapes with 4 sides. Time</p>	<p>Children will learn to:</p> <p>Number Introducing zero Comparing numbers to 5 Composition of 4 & 5 Shape, Measure and Spatial Thinking Compare mass Compare capacity Number 6, 7 & 8 Making pairs Combining 2 groups Shape, Measure and Spatial Thinking Length & height Time Number 9 & 10 Comparing numbers to 10 Bonds to 10 Shape, Measure and Spatial Thinking 3D shapes Patterns</p>	<p>Children will learn to:</p> <p>Number Adding more Taking away Shape, Measure ... Spatial reasoning Compare and decompose Number Building numbers beyond 10 Counting patterns beyond 10 Shape, Measure ... Spatial reasoning Match, rotate, manipulate Number Deepening understanding Patterns and relationships Shape, Measure ... Spatial reasoning Mapping Number Doubling Sharing & grouping Even and odd Shape, Measure ... Spatial reasoning Visualise and build</p>
	<p>Early Learning Goals:</p> <ul style="list-style-type: none"> •Have a deep understanding of number to 10, including the composition of each number. •Subitise (recognise quantities without counting) up to 5. •Automatically recall (without reference to rhymes, counting or other aids). Number bonds up to 5 (including subtraction facts) & some number bonds to 10, including doubles •Verbally count beyond 20, recognising the pattern of the counting system. •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. •Explore & represent patterns within numbers up to 10, including evens & odds, double facts & how quantities can be distributed equally. 		

The Educational Programme for Understanding the World

Understanding the world involves guiding children to make sense of their physical world & their community. The frequency & range of children's personal experiences increases their knowledge & sense of the world around them – from visiting parks, libraries & museums to meeting important members of society such as police officers, nurses & firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes & poems will foster their understanding of our culturally, socially, technologically & ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching & widening children's vocabulary will support later reading comprehension.

FS1 Long Term Plan – Understanding the World

	Autumn	Spring	Summer
Unit of Learning	I wonder... What makes me special?	I wonder... What adventure awaits	I Wonder...What might I find down at the farm?
Key Vocabulary	Like Dislike Family Baby Friends Body – Sense	Right Wrong Job Choice Happy Sad	Care Wonder Farm Animals Plants Seeds Food Eat Grow
Past & Present People, Culture & Communities The Natural World	<p>Children will learn to:</p> <ul style="list-style-type: none"> Use their senses to explore & will develop vocabulary linked to their experiences Learn about personal attributes & identify features (eyes, hair, skin) Learn about personal likes & dislikes (colours, food, clothing, toys) <p>HISTORY LINKS:</p> <ul style="list-style-type: none"> Make sense of their own lives and their family history <p>GEOGRAPHY LINKS:</p> <ul style="list-style-type: none"> Learn that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Celebrate the different ethnicities in the class and relationship make ups in the class) Know that nursery is part of a bigger school in CLA Look at and understand the map of the school Know that objects go on a journey. (Children to bring items from home to school – photos, transitional objects) Learn where they live– houses, homes, local area <p>RE LINKS:</p> <ul style="list-style-type: none"> Learn about a range of celebrations – Birthdays, Halloween, Christmas <p>SCIENCE LINKS:</p> <ul style="list-style-type: none"> Begin to explore their natural environment and natural phenomena through Forest school sessions. Talk about changes they notice - Ice, melting, frost. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Discuss and explore choices made by story characters in e.g. Jack stealing from the Giant & vice-versa What is 'right', 'wrong' and why? through stories, about different occupation, ways of life, homes etc. – Woodcutter, wolf, Grandma <p>GEOGRAPHY LINKS</p> <ul style="list-style-type: none"> Children will learn how to create a simple map to Grannies house. <p>SCIENCE LINKS:</p> <ul style="list-style-type: none"> Children will learn that things can float and/or sink, and how can they make things float well/sink faster? Looking at properties of the 3 pigs houses. Explore how things work. Explore and talk about different forces they can feel (introduce magnets and look at how they work). 	<p>Children will learn to:</p> <p>GEOGRAPHY & SCIENCE LINKS</p> <ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Learn that not all countries have the same environments Plant seeds and care for growing plants. Understand the key features of the life cycle of a plants and animal. <p>(Hatch our own chicks)</p> <ul style="list-style-type: none"> Show interest in different occupations- farmer, food production Explore how things work- mechanical farming equipment Explore and respond to different natural phenomena in their setting and on trips (farm visit/trip)
	<p>End of Nursery Goals:</p> <ul style="list-style-type: none"> Children will explore & talk about different forces they can feel Children will talk about changes they notice Children will understand the need to respect & care for the environment & living things Children will talk about what they see, hear & feel, using a wide vocabulary 		

FS2 Long Term Plan – Understanding the World

	Autumn	Spring	Summer
Unit of Learning	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Same Different Live Map House Home Draw Touch Feel Smell Family History	Occupation Job Nurse Police Fire Fighter Map Draw Label Nature Natural	Hygiene Town City Place Senses Materials Recycle
Past & Present People, Culture & Communities The Natural World	<p>Children will learn to:</p> <ul style="list-style-type: none"> Children will identify similarities & differences between themselves & their peers <p>GEOGRAPHY LINKS:</p> <ul style="list-style-type: none"> Children will their school & village & how they travel to school Children will know the concept of a map is a drawing of a place. Know the concept of a map based on story mapping - Rosie's Walk, Gruffalo,. Know the concept of a map is a drawing of a place. Know that a map from above and this is called a bird's eye view Build a map of the journey from home to school – Photos of the journey - home, park, school To beginning to look at ariel photos of Carr Lodge and start to see that on a map. <p>HISTORY LINKS:</p> <ul style="list-style-type: none"> Know they have changed since they were a baby & know about members of their wider family. Children will know their life timeline from a baby to a child. <p>RE LINKS:</p> <ul style="list-style-type: none"> Learn about a range of celebrations – and how they are celebrated around the world Look and learn about Diwali <p>SCIENCE LINKS:</p> <ul style="list-style-type: none"> Children will be given the freedom to touch, smell and hear the natural world around them during hands-on experiences. (Forest School) Recognise some environments that are different from the one in which they live. The different seasons within the year and can recall some of the seasonal changes. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Identify people who help us & their role in society and understand the need for rules in different contexts Be able to identify the role of police/ fire station/ doctors/nurses <p>GEOGRAPHY LINKS</p> <ul style="list-style-type: none"> Create a simple map physically and with big paper Children to start to understand that maps are produced from above – Map of home to School <p>SCIENCE LINKS:</p> <ul style="list-style-type: none"> Observe and interact with natural processes, such as sound causing a vibration, light travelling through transparent material, an object casting a shadow, 	<p>Children will learn to:</p> <ul style="list-style-type: none"> How to keep their teeth clean and healthy – looking at the occupation of a dentist. A variety of healthy and unhealthy foods. <p>GEOGRAPHY LINKS</p> <ul style="list-style-type: none"> Know that we live in the village of Balby and the closest City is Doncaster. Be able to compare homes from around the world to those in the UK. <p>SCIENCE LINKS</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Explore the natural world around them with freedom and wonder Understand the effect of changing seasons on the natural world around them Understand the properties of a range of materials (metal, wood, plastic, glass) and how we can sort them for recycling
	<p>Early Learning Goals:</p> <p>Talk about the lives of the people around them & their roles in society; - Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class; - Understand the past through settings, characters & events encountered in books read in class & storytelling</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, & maps; - Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class; - Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & – when appropriate – maps.</p> <p>Explore the natural world around them, making observations & drawing pictures of animals & plants; - Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class; - Understand some important processes & changes in the natural world around them, including the seasons & changing states of matter.</p>		

The Educational Programme for Expressive Arts and Design

The development of children's artistic & cultural awareness supports their imagination & creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore & play with a wide range of media & materials. The quality & variety of what children see, hear & participate in is crucial for developing their understanding, self-expression, vocabulary & ability to communicate through the arts. The frequency, repetition & depth of their experiences are fundamental to their progress in interpreting & appreciating what they hear, respond to & observe.

FS1 Long Term Plan – Expressive Arts and Design

	Autumn	Spring	Summer
Unit of Learning	I wonder... What makes me special	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Pen Pencil Paint Draw Sing	Rehearse Perform Detail Craft Colour	Scissor Control Tape String Connect Confident Explain
Creating with Materials Being Imaginative & Expressive	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Explore making marks with pens pencils and paint • Create their own pictures and representations of themselves and their family • Learn how to sold scissors safety • Learn how to use a wide range of materials such as – glue, sequins and tape • Make a simple Christmas card – with adult support • Begin to sign and learn some nursery rhymes 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Sing and rehearse a range of nursery rhymes • Begin to make more meaningful marks • Use some simple detail within their pictures e.g. drawing 2 circles for eyes of a face • Combine two colors to make a new one 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use scissors effectively (with less support) • Know that tape and glue can be used to combine media and materials • Know that they can cut out around simple objects and shapes • Be able to explain their art work and start to explain how they got to the desired effect
<p>End Nursery Goals:</p> <ul style="list-style-type: none"> • Safely use tools like scissors, tape and playdough cutters. • Sing a range of nursery rhymes and songs by heart. • Draw with increasing complexity such as using a circle for a face and drawing features within it. 			

FS2 Long Term Plan – Expressive Arts and Design

	Autumn	Spring	Summer
Unit of Learning	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Draw Write Paint Mark Make Sing Dance Move	Wonder Imagine Role Play Act Observe	Perform Describe Construct Combine
Creating with Materials Being Imaginative & Expressive	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use a range of tools safety and for purpose • Learn how to connect materials with a variety of resources • Discuss how they have created their art pieces • Begin to become confident when sharing dances/songs/rhymes with the class • Begin to use role play props to act out scenarios 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Role play the different occupations they have seen through their topic using expressive language • Paint pictures of who they want to be when they grow up • Be confident in singing a wide range of songs and rhymes related to the occupations topic • Be able to use scissors effectively and skillfully 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Draw detailed pictures using a wide range of materials • Be confident to perform in front of a large group • Know the names of various different common instruments • Create their own narrative within play situations • Describe the texture of materials and explain the functions and uses for each • Draw detailed pictures of the animals or creatures observed • Construct and create their own creature using a wide range of resources.
<p>Early Learning Goals: Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function; Share their creations, explaining the process they have used; Make use of props & materials when role playing characters in narratives & stories; Invent, adapt & recount narratives & stories with peers & their teacher; Sing a range of well-known nursery rhymes & songs; Perform songs, rhymes, poems & stories with others, & – when appropriate try to move in time with music.</p>			