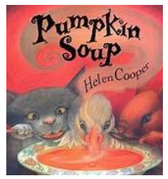
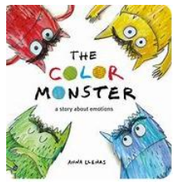
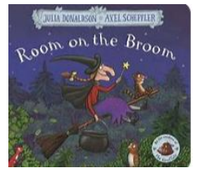
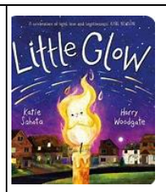
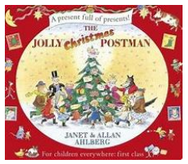
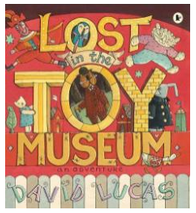
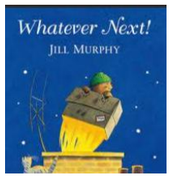
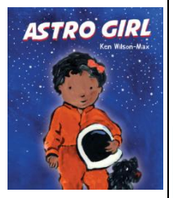
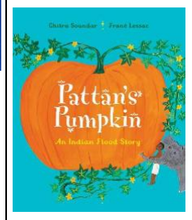
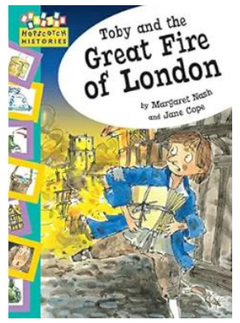
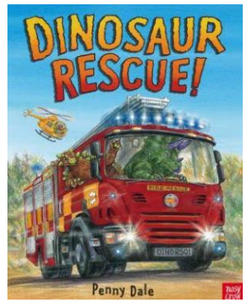
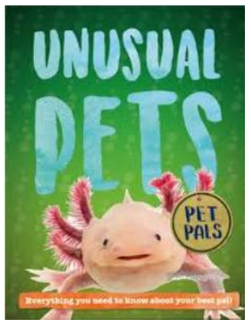
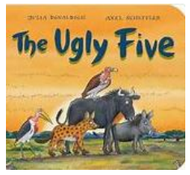
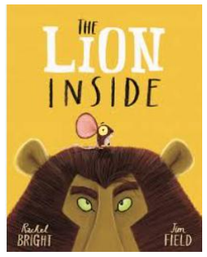
EYFS Long Term Plan 2026-27

	Autumn 1 – This is Me!	**Autumn 2 – Let's Celebrate!**	**Spring 1 – To Infinity, and Beyond**	**Spring 2 –Once Upon a Time…**	**Summer 1- Emergency!**	**Summer 2 – What a Wonderful World**
	Including: children sharing information about themselves, talking about family members, hobbies and their favourite objects through 'Show and Tell'. Start developing communication skills and peer relationships. Year 1 Geography: What can I find in my school and street? *Classroom/School/Significant Buildings eg. All Saints Church, Claverley.* Year 1 Science: Animals, including Humans: Humans	Including: children exploring different cultures and religions and the celebrations they enjoy. Celebration through music and within expressive arts and design. Developing their understanding of the world and the people in it. Year 1 History: How have toys changed over time? Year 1 Science: Seasonal Changes	Including: children engage in fun practical activities through enhanced provision, learning about the role of an astronaut as they explore 'our Solar System!' Children engage in role play in our Space themed role play area. Develop their reading and writing skills through both fiction and non-fiction texts. Year 1 History: Who were Mae Jemison and Valentina Tereshkova? Year 1 Science: Everyday Materials	Including: children will have the opportunity to hear traditional tales and stories, act out and retell familiar stories through drama, hot seating. Develop their reading and writing skills through familiar stories. Year 1 Geography: How does the weather change in Claverley? Year 1 Science: Plants	Including: Explore the important role that firefighters play in keeping us safe as part of our emergency services. Take a step back in time as children explore 'The Great Fire of London' and the key events. Explore the disastrous consequences of not having firefighters in the past and the impact that this had on our capital city, London. History: What was the Great Fire of London? Year 1 Science: Animals, including Humans: Animals	Including: Immerse themselves in other cultures as we explore Kenya in Africa. Learn about the animals in Africa. First hand experience of potentially coming face to face with a variety of animals through enrichment opportunities. Explore poetry from other cultures. Learn about life in other cultures and cultural differences. Year 1 Geography: How is Kenya different to Claverley? Year 1 Science: Seasonal Changes
Enrichment Activities	Walk to Claverley for Harvest Festival Church Service at All Saints Church, Claverley Walk around the school environment. First Forest School experiences. Local area walk- Claverley	Nativity Performance Christmas Jumper/Dinner Day Santa Dash Pantomime Trip to Theatre Severn-Sleeping Beauty Walk to Claverley to post letters to Father Christmas Diwali- Celebration Day *Understanding the World Enrichment Activity: Parent Partnership- inviting the childrens' extended family over a variety of generations, to share their experiences and photographs of their toys growing up. (Pre-recorded videos, Tapestry, visitors in to school, photographs).*	Lunar New Year-Celebration Day Making pancakes *Understanding the World Enrichment Visit – Thinktank Birmingham Science Museum (visit to the museum itself or mobile planetarium visit to school).*	Story book 'crime scenes' Easter Service at All Saints Church Claverley *Understanding the World: children planting and growing flowers, fruits and vegetables, harvesting them and using them within foods. Measuring as they grow and develop, talking about the changes they see. Encouraging them to try new things and developing their appreciation and care of the natural world and care of living things.*	*Understanding the World Enrichment Activity: Exploring fire and observing how quickly it can spread (pre-recorded video not on the school premises).* *Understanding the World Enrichment Activity: Children explore fire lighting (Forest School).*	Eid-Celebration Day *Animals in Hands in school visit* ***or*** *Potential locations for a visit externally include: Hoo Zoo, Exotic Zoo, WILD zoological Park (to be confirmed)*

Books	  	  	  	  	  	  
Communication and Language Communication and Language underpins all seven areas of learning and development. Communication and Language is developed throughout the year through high quality interactions in a language rich environment. Through conversation, storytelling and role play,	**Listening, Attention and Understanding** Children will understand how to listen carefully and know why it is important. Children will engage in daily story time, rhymes and songs, joining in with repeated phrases and actions.	**Listening, Attention and Understanding** Children will learn simple rhymes, poems and songs. Children will follow instructions with 2 parts in a familiar situation. **Speaking**	**Listening, Attention and Understanding** Children will listen to and talk about stories to build familiarity and understanding, Children will engage in non-fiction books and use new vocabulary in different contexts Children understand why listening is important and will	**Listening, Attention and Understanding** Children will listen carefully to rhymes and begin to recognise rhyming patterns. Children will make predictions and think of alternative endings to stories. Children will retell and role play a story to demonstrate their understanding.	**Listening, Attention and Understanding** Children will understand and respond to who, what, when, why and how questions. Children will listen to, understand and respond to instructions while busy with another task.	**Listening, Attention and Understanding** Children will listen and respond with relevant questions, comments, or actions demonstrating their understanding. Children will make comments and clarify thinking and understanding with questions.

children share their ideas with support and modelling from adults. Adults comment on what children are interested in doing, or echo back what they say with new vocabulary added to build on children's language. Children are read to daily, actively engaging in stories, non-fiction, rhymes and poems.	Children will begin to focus attention for short periods at tasks and during carpet times. Children will follow 1 step instructions. Children will establish expectations and routines using a visual timetable. **Speaking** Children will ask and answer 'what' questions in relation to themselves Children will talk about themselves, their families and their likes and dislikes- adults to model/ re-model well-formed sentences. Children will use social phrases as part of their daily routines eg. "good morning" and "how are you?" Children will use sentences (4-6 words) Children will use talk to organise play.	Children will talk in front of small groups and their teacher offering their own ideas and sharing their own experiences of celebrations. Children will start a conversation with peers and familiar adults and continue for many turns. Children will use new vocabulary related to celebrations. Children will describe events in some detail.	maintain attention in different contexts. . **Speaking** Children will ask and answer 'who' and 'when' questions. Children will use present tense and past tense. Children will ask questions to find out more and to check they understand what has been said to them. Children will use talk to explain their problem solving process. Children will articulate their ideas and thoughts in well-formed sentences. Children will consider the listener and take turns when talking. Children will use talk to organise/stand for something else in play. Children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Children will share stories and non-fiction texts about space.	Children will share their thoughts and ideas through story telling. Children will learn new vocabulary related to traditional tales. Children will listen to a range of traditional stories, joining in with repeated refrains, retelling and role-playing stories. **Speaking** Children will use talk to help solve problems and organise thinking and activities, explain how things work and why they might happen. Children will articulate their ideas and thoughts in well-formed sentences. Children will connect one idea to another using a range of connectives, e.g. and, because. Children will ask and answer 'where' questions. Children will use talk to work out problems and organise thinking, explaining how things work and why they might happen. Children will recite simple rhymes, poems and songs.	Children will maintain their activity while listening. Children will become familiar with non-fiction texts **Speaking** Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events in detail. Children will express ideas about feelings and experiences. Children will articulate their ideas and thoughts in well-formed sentences. Children will use language to reason. Children will use talk to describe what they observe in the natural world. Children will learn and use new vocabulary related to the natural world and animals.	**Speaking** Children will ask and answer 'where' questions. Children will have conversations with adults and peers with back-and-forth exchanges. Children will use talk to explain how things work and why they might happen in order to solve problems. Children will talk using their acquired knowledge and vocabulary in a range of tenses. Children will attend to others in play. Children will speak in well-formed sentences with detail. Children will use new vocabulary in different contexts. Children will use past, present, and future tenses in conversation with peers and adults. Children will use conjunctions to extend and articulate their ideas eg. and, so, but, because Children will sequence stories/real life events in detail. Children will use time connectives when sequencing events/stories eg. first, next, then etc.
	End of Year Assessment Points					

	<u>Listening, Attention and Understanding:</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.** **<u>Speaking</u>: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.** **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.** **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.**					
Personal, Social and Emotional Development Personal, Social and Emotional Development is crucial for children to lead happy and happy lives and is fundamental to their cognitive development. Through weekly 'Family Group' time, children will be supported to understand and manage their emotions, develop a positive sense of 'self' and have confidence in their abilities and the valuable contributions they make. Our Church school motto <u>'to encourage one another and build each other up'</u> (1 Thessalonians 5:11)' reflects our vision to empower all to flourish and support them to fulfil their God given potential inspired by the life and teachings of Jesus. Our vision is achieved through our mission in practice in the 4 positive action statements that form the basis of the Claverley code:	**Self-Regulation** Children will begin to follow one step instructions. Children will talk about their own feelings. Children welcome distractions when upset. Children will recognise different emotions eg. happy, sad, angry, calm, fear. Children will focus during short whole class activities. Children will increasingly follow rules. Children know their own likes and dislikes. Children will communicate freely about home life. Children can tolerate delay when needs are not immediately met. **Managing Self** Children will select their own resources.	**Self-Regulation** Children will talk about how they are feeling and to consider others feelings. **Managing Self** Children are confident in different social situations eg. assembly, school trips, Children will take on responsibility, including class jobs eg. milk monitor register monitor and fruit monitor. Children will build constructive and respectful relationships with an understanding for the need to have rules. Children will independently choose where they would like to play. **Building Relationships** Children are aware of their own and others feelings, understanding that words and actions can affect others feelings. Children will begin to independently take turns and share resources.	**Self-Regulation** Children will be able to focus during longer whole class activities. Children will show pride in their achievements. Children will show an understanding of the behavioural expectations of the setting. Children understand and can explain right from wrong and try to behave accordingly. **Managing Self** Children will develop independence when dressing and undressing. Children will manage their own needs eg. toileting, handwashing. **Building Relationships** Children can identify acts of kindness. Children will be able to use taught strategies to support in turn taking independently. Children will find a compromise with peers.	**Self-Regulation** Children will identify and moderate their own feelings socially and emotionally. Children will make choices and communicate what they need. Children will express preference of activity with reasoning. Children will describe self in positive terms and talk about abilities Children will confidently try new things **Managing Self** Children will begin to show resilience and perseverance in the face of a challenge. Children will reflect on the work of others and self-evaluate their own work. **Building Relationships** Children will listen to the ideas of other children and agree on a solution and compromise. Children will keep play going by co-operating, listening, speaking, and explaining.	**Self-Regulation** Children will be able to control their emotions using a range of techniques. Children will talk about their own abilities positively. Children will show resilience and perseverance Children will talk confidently when speaking in familiar groups and will talk about their ideas and choose the resources they need for their chosen activities Children will adjust their behaviour to different situations and can adapt with a new routine. **Managing Self** Children will confidently try new activities Children will say when they need or don't need help. Children will manage their own basic needs independently eg. washing hands, toileting and dressing consistently.	**Self-Regulation** Children will be able to follow instructions of three steps or more. Children can identify and moderate own feelings. Children see themselves as a unique and valued individual **Managing Self** Children can seek out a challenge and enjoy the process. Children will show resilience and perseverance in the face of a challenge. Children will have an understanding of the different factors that all contribute towards a healthy lifestyle. **Building Relationships** Children will have the confidence to communicate with adults around the school. Children will work cooperatively as a group, taking turns and sharing with others.

Believe that we can change things for the better (Hope) r**E**spect our environment and each other (Dignity) **S**upport our friends and community (Community) **T**ake every opportunity to learn (Wisdom)	Children will independently organise belongings in the morning. Children will learn to wash their hands independently. Children will begin to understand the importance of healthy food choices. **Building Relationships** Children will takes turns, shares resources with peers with support. Children will form good relationships and include others in play i.e. sharing. Children will demonstrates friendly behaviours, initiating play and conversation with peers, building on activities with other children. Children will begin to build constructive and respectful relationships. Children will seek support from adults and gain confidence to speak to peers and adults.	Children will continue to build constructive and respectful relationships. Children will begin to negotiate and solve problems appropriately and beginning to work as part of a group following rules. Children will solve their own problems, working as a group.	Children are confident to speak about their own needs/opinions, understanding their actions affects others. Children will seek out others to share activities and experiences.	Children will know that some behaviour is unacceptable.	**Building Relationships** Children will work cooperatively as a group, taking turns and sharing with others. Children will others ideas in their activity. Children begin to know that other children think and respond in different ways to them.	Children will demonstrate sensitivity to other children's needs and feelings and will form positive relationships with other children.
	End of Year Assessment Points **<u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.** **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.** **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.** **<u>Managing Self</u>: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** **Explain the reasons for rules, know right from wrong and try to behave accordingly.** **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**					

	<u>Building Relationships</u>: Work and play cooperatively and take turns with others. **Form positive attachments to adults and friendships with peers.** **Show sensitivity to their own and to others' needs.**					
Physical Development Physical activity is vital in children's all round development. Children have daily access to our outdoor environment, providing opportunities to develop their core strength, stability, balance, special awareness, co-ordination and agility. Children are also provided with the opportunity to develop their fine motor control through varied opportunities including daily 'Funky Fingers' activities, small world, puzzles, using small tools, transient art, mark making, drawing and writing.	**Gross Motor** <u>Fundamentals</u> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • running • climbing Children will develop their balancing skills whilst stationary and on the move Children will develop their running and stopping skills. Children will learn to change speed and direction when travelling. Children will explore different ways to travel Children will show spacial awareness when moving Children will understand the effect activity has on their body. Children will develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. **Fine Motor** Children will use a dominant hand. Children will mark make using different shapes.	**Gross Motor** <u>Dance</u> Children will progress towards a more fluent style of moving with developing control. Children will explore different body parts and how they move and remember and repeat actions. Children will express and communicate ideas through movement exploring directions and levels. Children will move with control and coordination, linking, copying and repeating actions. Children will know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, having a good sleep routine, being a safe pedestrian. **Fine Motor** Children will develop a tripod grip when holding a pencil to establish a comfortable writing position. Children will accurately draw lines, circles and shapes to draw pictures. Children will begin to use anticlockwise movement and retrace vertical lines.	**Gross Motor** <u>Gymnastics</u> Children will move safely in a variety of ways including, walking, jumping, hopping, running, skipping negotiating space with others. Children will copy and create shapes with their body. Children will create shapes whilst on apparatus. Children will develop balancing skills and taking weight on different body parts Children will develop jumping skills and landing safely. Children will confidently and safely use a range of large and small apparatus. Children will climb on equipment safely using alternate hands and feet. Children will copy and create short sequences linking actions together **Fine Motor** Children will hold scissors correctly and cut along a curved line. Children will show accuracy and care when drawing. Children will hold a pencil effectively in preparation for	**Gross Motor** <u>Ball Skills</u> Children will roll a ball to a target. Children will stop a rolling ball. Children will develop accuracy when throwing to a target. Children will bounce and catch a ball. Children will dribble a ball with their feet. Children will kick a ball. Children will demonstrate co-ordination and agility. **Fine Motor** Children will hold scissors correctly and cut out large shapes. Children will independently use a knife, fork and spoon to eat a range of meals.	**Gross Motor** <u>Striking and Fielding Games</u> Children will develop underarm throwing and catching. Children will develop overarm throwing. Children will strike a ball using the centre of a racket. Children will use two hands to collect a ball. Children will develop accuracy when throwing to a target. Children will develop rolling and tracking a ball. . Children will refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Children will progress to a more fluent way of moving, with developing control and grace. Children will confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	**Gross Motor** <u>Athletics</u> Children will move at different speeds over varying distances. Children will refine their balancing skills. To explore different ways to travel using equipment. Children will develop their ability to change direction quickly. Children will develop throwing from a distance. **Fine Motor** Children will hold scissors correctly and cut various materials Children will create drawings with details. Children will use a tripod grip.

	Children will begin to use a tripod grip when using mark making tools. Children will hold scissors correctly and make snips in paper. Children will hold a fork and spoon correctly Children will explore large mark making to develop cross the mid-line movements. Children will put on their coat independently. .	Children will hold scissors correctly and cut along a straight and zigzagged lines. Children will chop with a knife.	fluent writing- using the tripod grip in almost all cases. Children will use a knife and fork to cut.		Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. **Fine Motor** Children will paint using thinner paintbrushes. Children will hold scissors correctly and cut out small shapes.	
	End of Year Assessment Points **<u>Gross Motor:</u> Negotiate space and obstacles safely, with consideration for themselves and others.** **Demonstrate strength, balance and coordination when playing.** **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.** **<u>Fine Motor:</u> Hold a pencil effectively in preparation for fluent writing** **Using the tripod grip in almost all cases.** **Use a range of small tools, including scissors, paint brushes and cutlery.** **Begin to show accuracy and care when drawing.**					
Literacy Children participate in daily RWI phonics lessons to develop their sound knowledge, ability to blend sounds together to read words and ability to segment words for spelling. As part of our daily phonics lessons children will also practise letter formation before writing	**Comprehension** Children will independently look at a book, hold it the correct way and turn pages. **Word Reading** Read Set 1 single letter sounds. Children will learn to blend: Word Time 1.1 to 1.4 Blend sounds into words orally.	**Comprehension** Children will engage and enjoy an increasing range of books. **Word Reading** Read all set 1 single letter sounds speedily. Children will blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5	**Comprehension** Children will be able to talk about the characters in the books they are reading. **Word Reading** Children will blend sounds to read words. Children will read short ditty stories.	**Comprehension** Children will act out stories using recently introduced vocabulary. **Word Reading** Children will read set 1 special friends. Children will read Red story books. Children will review Set 1 sounds speedily	**Comprehension** Children will retell a story using vocabulary influenced by their book. **Word Reading** Children will read Set 2 sounds and matching Phonics Green Words including longer words.	**Comprehension** Children will be able to answer questions about what they have read. **Word Reading** Read first 6 of the set 2 sounds. Read Green story books. Children will read Set 2 sounds and matching Phonics Green Words including longer words.

words linked to the sounds we are learning. Children will be given a reading book to take home that is matched to their phonics ability as well as having the option to choose a 'reading for pleasure' book to enjoy with their grown-ups.	Children will spell using Fred Fingers **Writing** Children will give meanings to the marks they make. To copy their name. To copy taught letters. To write initial sounds.	Children will spell using Fred Fingers. **Writing** Children will begin to form lower case letters. Children will write their name. To begin to write CVC words using taught sounds.	Children will read Set 1 Special Friends. Children will read Word Time 1.6 words (words with Special Friends). Children will review Word Time 1.1 to 1.5. Children will read 3-sound nonsense words. Children will spell using Fred Fingers. Children will recognise taught digraphs in words and blend the sounds together. **Writing** Children will continue to develop lowercase letters. Children will begin to write labels and captions using taught sounds.	Children will read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Children will review Word Time 1.1 to 1.6. Children will read 3 and 4 sound nonsense words. Children will spell using Fred Fingers. **Writing** Children will form lowercase letters correctly. Children will write sentences using finger spaces. Children will spell some taught red words correctly. Children will apply their phonic knowledge when writing sentences.	Children will review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words. Children will read nonsense words. Children will spell using Fred Fingers Children will read 4 double consonants. Children will read Green story books. **Writing** Children will write lowercase letters using the correct letter formation and control the size of their letters. Children will form capital letters correctly. Children will re-read what they have written to check it makes sense. Children will begin to write longer words which are spelt phonetically. Children will use finger spaces and full stops when writing a sentence. Children will spell some taught red words correctly.	Children will review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words. Children will read nonsense words Children will spell using Fred Fingers. Children will read Green or Purple story books. **Writing** Children will use a capital letter and full stops to punctuate their sentences. Children will form lowercase and capital letters correctly. Children will begin to write longer words and compound words which are spelt phonetically. Children will spell some taught red words correctly. Children will read their work back and check it makes sense.

End of Year Assessment Points

<u>Comprehension</u>: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

<u>Word Reading</u>: 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.** **<u>Writing</u>: 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.** **Write simple phrases and sentences that can be read by others.**					
	Getting to Know You Positional language, Days of the week, Times of the day/ daily routines (visual timetable), Number songs and rhymes. **Match, Sort and Compare** Through matching and sorting we introduce 1:1 correspondence. **Talk about and measure patterns** Compare objects by size (big, little, large, small). Compare objects by mass (heavy, light). Compare capacity (hold the most/ least, full empty). Explore patterns- A repeated unit (visual and auditory). Introduce AB patterns. **It's Me 1, 2, 3** Explore representations of 1, 2,3. Begin to subitise 1, 2, 3. Match representations of 1, 2, 3 to numerals. Represent 1, 2, 3 using objects. Introduce 1 more and 1 less using up to 3 objects. Composition of 1, 2, 3- introduce the concept that numbers are made of smaller parts.	**It's Me 1, 2, 3** Explore representations of 1, 2,3. Begin to subitise 1, 2, 3. Match representations of 1, 2, 3 to numerals. Represent 1, 2, 3 using objects. Introduce 1 more and 1 less using up to 3 objects. Composition of 1, 2, 3- introduce the concept that numbers are made of smaller parts. **Circles and Triangles** Name circles and triangles, recognise them in the environment and to know the properties. Compare the sizes of circles and triangles. Use positional language in, on, under, over, beside, between, in front of, around, through, behind to describe how shapes are positioned. **1, 2, 3, 4, 5.** Explore different representations of 4 and 5. Count objects 1-5. Subitising 4 and 5. Create own representations of 4 and 5 and match to numerals. Introduce 1 more and 1 less using up to 5 objects. Composition of 1, 2, 3, 4, 5- introduce the concept that numbers are made of smaller parts. **Shapes with 4 sides.**	**Alive in 5!** Introduce zero. Find 0-5. Subitise 0-5. Represent 0-5. 1 more, 1 less. Composition of numbers to 5. Mass and Capacity **Mass and Capacity** Compare mass. Find a balance. Explore capacity. Compare capacity. **Growing 6, 7, 8.** Find 6, 7, 8. Represent 6, 7 and 8. 1 more. 1 less. Composition of 6, 7 and 8. Make pairs- Odd and Even. Double to 8 (find a double). Double to 8 (make a double). Combine two groups. Conceptual subitising.	**Length, height and time** Explore length. Compare length. Explore height. Compare height. Talk about time. Order and sequence time. **Building 9 and 10** Find 9 and 10. Compare numbers to 10. Represent 9 and 10. Conceptual subitising to 10. 1 more. 1 less. Composition of numbers to 10. Bonds to 10 (2 parts). Make arrangements of 10. Bonds to 10 (3 parts). Doubles to 10 (find a double). Doubles to 10 (make a double). Explore even and odd.	**Exploring 3D shapes** Recognise and name 3D shapes. Find 2D shapes within 3D shapes. Use 3D shapes for tasks. 3D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment. **To 20 and Beyond** Build numbers beyond 10 (10-13). Continue patterns beyond 10 (10-13). Build numbers beyond 10 (14-20). Continue patterns beyond 10 (14-20). Verbal counting beyond 20. Verbal counting patterns. **How many now?** Add more. How many did I add? Take away. How many did I take away? **Manipulate, Compose and Decompose** Select shapes for a purpose. Rotate shapes. Manipulate shapes. Explain shape arrangements. Compose shapes. Decompose shapes. Copy 2D shape pictures. Find 2D shapes within 3D shapes.	**Sharing and Grouping** Explore sharing. Sharing. Explore grouping. Grouping. Even and odd sharing. Play with and build doubles. **Visualise, Build and Map** Identify units of repeating patterns. Create own patterns rules. Explore own patterns rules. Replicate and build scenes and constructions. Visualise from different positions. Describe positions. Give instructions to build. Explore mapping. Represent maps with models. Create own maps from familiar places. Create own maps and plans from story situations. **Make Connections** Deepen understanding. Patterns and relationships. Consolidation.

		Notice squares and rectangles and know their properties. Describe the properties of shapes. Investigate how shapes can be combined to make new shapes. Identify squares and rectangles in the environment. Consolidation.				

End of Year Assessment Points

<u>Number</u>: 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) and some number bonds to 10, including double facts.

<u>Numerical Patterns:</u> 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 and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World Understanding the World involves guiding children to make sense of their physical world and their community. Children are guven the opportunity to listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world.	**Past and Present** Children will know about their own life story and how they have changed. Children will talk about members of their immediate family. Children will name and describe people who are familiar to them. **People, Culture and Communities** Children will know that simple symbols are used to identify features on a map. Children will recognise that some places are special to members of their community. Children will know that Collective Worship is part of the life of the school community.	**Past and Present** Children will comment on images of familiar situations and events in the past. Children will know about the past through settings, characters and events encountered in books read in class and storytelling. Children will know some similarities and differences between things in the past and now. **People, Culture and Communities** Children will recognise that people have different beliefs and celebrate special times in different ways. Children will talk about the Christmas Story and how it is celebrated.	**Past and Present** Children will know about figures from the past. **People, Culture and Communities** Children will have a growing understanding of the wider world and draw comparisons between own local environment and other places. Children will talk about Lunar New Year. Children will know that there are many countries around the world. **The Natural World** Children will notice, observe and talk about seasonal changes. Children will know about and recognise the signs of Winter.	**Past and Present** Children will compare and contrast characters from stories. Children will know about the past through settings, characters and events encountered in books read in class and storytelling in the context of traditional tales. **People, Culture and Communities** Children will know that people around the world have different religions. Children will know that Christians celebrate Easter. **The Natural World** Children will make observations about plants, discussing similarities and differences. Children will recognise the signs of Spring.	**Past and Present** Children will talk about the lives of people in their community and the important roles that they play. **People, Culture and Communities** Children will know about people who help us within the local community, **The Natural World** Children will demonstrate a good general knowledge about living things and the natural world and can recall features of different plants and animals. Children will make observations about animals, discussing similarities and differences.	**Past and Present** Children will be able to talk about similarities and differences between things in the past and now. **People, Culture and Communities** Children will make comments about different places within stories and are beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. Children will know that people in other countries may speak different languages. **The Natural World** Children will know some important processes and changes in the natural world,

	Children will know about family structures and talk about who is part of their family. Children will identify similarities and differences between themselves and peers. Children will know the name of the village the school is in. Children will know about features of their immediate environment. **The Natural World** Children will explore the natural world and talk about out the things that are noticed. Children will ask questions about the natural environment. Children will respect and care for the natural environment.	**The Natural World** Children will explore the natural world around them describing what they can see, hear and feel. Children will know about and recognise the signs of Autumn.	Children will know some important processes and changes in the natural world including states of matter (freezing). Children will know about features of the world and Earth.	Children will observe the growth of seeds and talk about changes. Children will know how to care for growing plants.	Children will know how to care for animals.	including the effects of changing seasons on the natural world around them. Children will know about and recognise the signs of Summer. Children will know about features of their own immediate environment and how they might vary from another.
	End of Year Assessment Points **<u>Past and Present</u>: Talk about the lives of the people around them and their roles in society.** **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.** **Understand the past through settings, characters and events encountered in books read in class and storytelling.** **<u>People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **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.** **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.** **<u>The Natural World:</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.** **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.** **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**					

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. Children are provided with regular opportunities to engage with a variety of open ended media and materials to explore their own imagination and creativity. Children use loose parts to create their own transient art. Children are encouraged to create their own props to support their role play. Children engage in weekly music sessions where they are given the opportunity to explore a range of musical instruments and the sounds they make. Children are actively encouraged to sing nursery rhymes and songs as part of their daily routine. Children are given the opportunity to listen to music and respond to what they hear through movement and art.	**Being Imaginative** Children will listen carefully and talk about music, expressing their feelings and responses. Children will join in with singing in a familiar group. Children will sing and perform nursery rhymes. Children will join in with whole school singing assemblies. Children will experiment with different instruments and their sounds **Creating with Materials** Children will name colours. Children will experiment with mixing colours. Children will create simple representations of people and objects. Children will explore different construction materials. Children will use some cooking techniques (chopping vegetables)	**Being Imaginative** Children will sing in a group or on their own, increasingly matching the pitch and following the melody. Children will begin to develop storylines in their play. **Creating with Materials** Children will use a range of different techniques and variety of materials, e.g. paint, collage, experimenting with different textures. Children will use a paintbrush to form lines and circles. Children will use colours for a particular purpose.	**Being Imaginative** Children will move in time to the music. Children will create musical patterns using un-tuned instruments Children, along with others, collect resources to develop own role play storylines. **Creating with Materials** Children will safely explore different techniques for joining materials. Children will use some cooking techniques (spreading, cutting) – Sandwiches, Children will share their creations.	**Being Imaginative** Children will play a range of instruments following a simple beat. Children will act out well know stories. **Creating with Materials** Children will make some independent choices about the resources needed and talk about creations. Children will share creations and talk about the process. Children will know which prime colours you mix together to make secondary colours Children will begin to plan what they are going to make (construction, junk modelling). Children will draw more detailed pictures of people and objects.	**Being Imaginative** Children will use instruments to compose their own music patterns. Children will create narratives based around stories. **Creating with Materials** Children will use different techniques and materials to achieve the desired effect and can talk about what has been created. Children will plan what they are going to make (construction, junk modelling). Children use a range of tools and equipment and selects the most appropriate tool or joining material for the job. Children will adapt work where necessary.	**Being Imaginative** Children will engage in music making and dance, performing their piece solo or in groups. Children will create their own narratives **Creating with Materials** Children will share creations, talk about process and evaluate their work. Children will know some similarities and differences between materials. Children will safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.

End of Year Assessment Points

<u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher.
Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

<u>Creating with Materials:</u> 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