

Starfish Class Long Term Plan 2 year rolling programme

Reception and Pre-school Early Years Foundation Stage

“At St Weonards we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS Framework ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.’

During the foundation stage we prioritise learning opportunities that are diverse and meaningful to our children and that allow the growth of transferrable skills. Throughout the foundation stage teaching is designed to help children remember their learning long term. New concepts taught through discreet teaching are then revisited through carefully planning of continuous provision and through practitioner knowledge and questioning of the children. Staff are skilled in scaffolding children allowing them to progress from secured learning to something new and/or more challenging.”

This is our foundation and we adjust to the needs of our cohort on a day to day (minute by minute) basis!

Characteristics of Effective Learning	Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents and carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. At St Weonards Academy, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. Play is essential for children’s development across all areas it builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team We will ensure that all children learn and develop well and are kept healthy and safe at all times.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry Cycle A (2023-24)	‘On the farm’ Farm animals Tractors Harvest Autumn	‘All about me’ Own identity What makes me special? Oral health Family Changes growing up	‘Celebrations’ Chinese New Year Joys of winter Christmas / New Year Birthdays Valentines	‘Superheroes’ Heroes of all types How to achieve own dreams People who help us Special animals- guide dogs	‘Are we nearly there yet?’ Trains Space Types of travel Journeys	‘Nature detectives’ Minibeasts and their habitats Natural world Rainforests
Cycle B (2024-25)	‘Food glorious food’ Where our food comes from Healthy diet Oral health Harvest Autumn	‘Sparkle and shine’ Bonfire night Diwali Remembrance Night time Winter Christmas	‘Once upon a time’ Traditional tales and stories	‘On the move’ How bodies move How animals move Types of transport/ History	‘How does your garden grow?’ How plants grow Gardening / planting Lifecycles	‘Summer holidays’ Types of holidays Seaside Under the sea Hot climates
Communication and Language	Enjoy singing, music and toys that make sounds. Copy you gestures and words. Make themselves understood, and can become frustrated when they are not. Constantly babble and use single words during play. Understand single words in context- ‘cup’, ‘milk’, ‘daddy’. Understand frequently used words such as ‘all	Understands simple instructions like “give to Nanny” or “stop”. Uses intonation, pitch and changing volume when ‘talking’. Listen to other peoples talk with interest, but can easily be distracted by other things. Recognise and point to objects if asked about them.	Use speech sounds p, b, m, w. Pronounce: -l/r/w/y -s/sh/ch/dz/j -f/th - multi-syllabic words such as ‘banana’ and ‘computer’. Identify familiar objects and properties for practitioners when they are described. For example, ‘Katie’s coat’, ‘blue car’.	Understand simple questions about ‘who’, ‘what’, and ‘where’ but not generally ‘why’. Develop pretend play: ‘putting baby to sleep’ or ‘driving to the shops’. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.	Understands and act on longer sentences like ‘make teddy jump’ or ‘find you coat’. Listens to simple stories and understand what is happening, with the help of the pictures. Listen and respond to simple instructions.	Start to develop conversation, often jumping from topic to topic. Start to say how they are feeling, using words as well as actions.

	gone’, ‘no’, and ‘bye-bye’.					
	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Sing a large repertoire of songs.	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.
	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise and to stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	• Learn new vocabulary • Listen carefully to rhymes and songs, paying attention to how they sound. • Use new vocabulary in different contexts • Use new vocabulary through the day • Learn rhymes, poems, and songs					

Area of Learning	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2		
Personal, Social and Emotional Development	Expresses preferences and decisions. They also try new things and start establishing their autonomy. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.				Learn to use the toilet with help, and then independently. Develop friendships with other children. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.				Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Talk about their feelings in more elaborate ways; “I’m sad because...” or “I like it when...”. Safely explore emotions beyond their normal range through play and stories.		
	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’				Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.				Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Talk with others to solve conflicts. Make healthy choices about food, drink, activity and toothbrushing.		
	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.				Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.				Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.		
	Kapow: self-regulation- my feelings and Building relationships- special relationships				Kapow: Managing self- taking on challenges and self-regulations- listening and following instructions				Kapow: building relationships-my family and friends and Managing self- my wellbeing		
	Kapow: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year. Values: Determination, Resilience, Equality, Appreciation, Mindfulness British Values: These statements have not been split for extra focus, but all will apply on an ongoing basis throughout the Reception year. Democracy: making decisions together - sharing views, valuing each other’s views, talking about feelings. Individual Liberty: freedom for all - develop positive self-image, increase confidence by taking risks. Rule of Law: understanding rules matter - understanding own behaviour and that of others, distinguishes between right and wrong. Mutual Respect and Tolerance: treat others as you want to be treated - be tolerant towards others, especially faith, culture, race. Share celebrations, traditions and experiences Provide resources that challenge gender, culture and race stereotyping.										
Religious Education Herefords hire Agreed Syllabus	Key question F4: Being special: where do we belong?	Key Question F2: Why is Christmas special for Christians?			Key Question F1: Why is the word God so important to Christians?			Key question F3: Why is Easter special for Christians?	Key Question F5: Which places are special and why?	Key Question F6: What times/ stories are special and why?	

Physical Development Squiggle Whilst You Wiggle Dough Disco Cosmic Yoga	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	Walk, run, jump and climb – and start to use the stairs independently. Develop manipulation and control.	Build independently with a range of appropriate resources. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Start eating independently and learning how to use a knife and fork.	Spin, roll and independently use ropes and swings. Sit on a push-along wheeled toy, use a scooter or ride on tricycle.	Clap and stamp to music. Enjoy starting to kick, throw and catch balls. Explore different materials and tools.
	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Show a preference for a dominant hand.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Start taking part in some group activities which they make up for themselves, or in teams. Use a comfortable grip with good control when holding pens and pencils.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Use a comfortable grip with good control when holding pens and pencils.
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

				Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	fast, accurate and efficient.	
	Multi Skills	Multi Skills	Ball Skills Unit 1	Games Unit 1	Ball Skills Unit 2	Games Unit 2
	Fundamental Movement Skills		Gymnastics Unit 1 / 2		Dance Unit 1 / 2	
	- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. - Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, co-ordination, and agility. - Detailed fine motor development on ‘Physical Development’ skills plan.					
Area of Learning	Autumn		Spring		Summer	
Literacy	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhymes, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sings songs and says rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.		Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.		Notice some print, such as the first letter of their own name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “that says mummy.” Make marks on their picture to stand for their name.	
	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary.		Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.		Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Write some or all of their name. Write some letters accurately.	
Phonics	General sound discrimination – environmental sounds	General sound discrimination – instrumental sounds	General sound discrimination – body percussion	Rhythm and rhyme	Alliteration Voice sounds	Voice sounds Oral blending and segmenting
Literacy Reading	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a	Comprehension: Experience and respond to different types of books, e.g., story books, factual, non-fiction and real-world books. Rhyming and non-rhyming stories, realistic and fantasy stories. Use Eloquent Oracy to respond to ‘who’, ‘where’, ‘what’, ‘would’ and ‘when’ questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, story spoons, story stones and pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence; draw on language patterns of stories. With some initial prompting,	Comprehension: Correctly sequence a story or event using pictures and or captions. Make simple, plausible suggestions about what	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Make changes and or introduce new ideas to a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.

	beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.			show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Make changes and or introduce new ideas to a well-known story with support.	will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
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	Word Reading: Hear general sound discrimination and be able to begin to orally blend and segment.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic scheme.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic scheme.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics Floppy Phonics	Environmental sound stage Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Begin Set 1 teaching: s, a, t, p, i, n, m, d, g, o, c, k	Set 1 Know grapheme phoneme correspondence of 20 sounds. Continue Set 1 teaching: ck, e, u, r, h, b, f, l, ll, le, ss Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know the tricky words: the, l, no, to, go, into. Begin to recognise digraph ck, le as well as the consonant endings - ff, ll, ss	Set 2 Consolidate skills as in Autumn 2. Begin teaching Set 2 sounds starting with the grapheme -phoneme correspondence for: j, v, w, x, y, z, qu Know tricky words: he, she we, me, be Begin to know the next sets of tricky words (your, are, is, she, me). Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Set 2 Continue teaching Set 2 sounds and consolidate segmenting and blending skills. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Set 3 Consolidate and apply Set 2 sounds. Begin teaching set 3 sounds starting with the vowel sounds: ai, ee, igh, oa, oo Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Set 3 Continue teaching Set 3 sounds. Consolidate and apply all taught sounds. Read CVCC words Read approximately 25 tricky words from memory and begin to write these. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.

					Know tricky words you, all, are, her, was, they, me	
Literacy Writing	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	Emergent writing: Use phonic knowledge to write some sounds that match their spoken sound.	Emergent writing: Build on their phonic knowledge to write words that match their spoken sound.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Emergent writing: Show awareness of different audiences for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
	Composition: Use talk to organise, describe events and experiences.	Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Composition: Orally compose a sentence and hold it in memory before attempting to write it.	Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.	Composition: Begin to write a few simple sentences, possibly some with a full stop and capital letters.	Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written.
	Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.	Spelling: Spell to write VC and CVC words independently using Set 1 graphemes. Spell some irregular common (tricky) words e.g. the, I, no, of, my independently.	Spelling: Spell to write VC, CVC and CVCC words independently using Set 1 and 2 graphemes. Continue to spell some irregular	Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible	Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Set 3 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

				common (tricky) words from Set 1 and 2 independently .	attempts when writing more complex unknown words.	
	Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Core Texts T4R/ T4W(2 weeks) Cycle A (2025-26)	Farmyard Hullabaloo Farmer Duck Mr Grumpy's Outing Little Red Hen <i>Rosie's Walk</i> Pig's Egg	<i>Hug</i> Owl babies Everyone is different? You Choose All About Families (NF) The First Christmas (Nativity)	Six Dinner Sid You must bring a hat One Snowy Night Bird watch - Lucky Duck + Bouncy Blackbird (NF) <i>Panda Bear, Panda Bear, What do you see?</i> The Great Race (Chinese Zodiac) All about Diversity (NF)	<i>The Gruffalo</i> Supertato (2 weeks) Superworm The Smartest Giant in Town	<i>The Train Ride</i> <i>Whatever Next!</i> Mrs Armitage on Wheels Air, Land and Sea transport books (NF) Hairy Maclary	<i>Billy's Beetle</i> What the Ladybird Heard Mad About Minibeasts (poetry) Norman the Slug with a Silly Shell Crunching Munching Caterpillar The Very Lazy Ladybird
	<i>The Enormous Turnip</i> Handa's Surprise The Very Hungry Caterpillar Oliver's Vegetables	<i>How to Catch a Star</i> Dipal's Diwali story (NF) We are all different Goodnight Moon Just Imagine	<i>Three Little Pigs</i> Goldilocks and the Three Bears Jack and the Beanstalk Little Red Riding Hood Brown Bear, Brown Bear Shhh!	<i>The Gingerbread man</i> We're going on a Bear Hunt 100 Decker Bus Transport texts (NF)	<i>Three Billy Goats Gruff</i> Jasper's Beanstalk (NF) Stuck! How to Grow a Dinosaur life cycles- seeds to sunflowers (NF)	<i>Rainbow Fish</i> Snail and the Whale Sharing a Shell/ Shark in the Park (poetry) Around the world with max and lenon (2 weeks)(NF) Pirates love underpants
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Mathematics	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Count in everyday contexts, sometimes skipping number. “1-2-3-5”	Take part in finger rhymes with numbers. Compare amounts saying ‘lots’, ‘more’ or ‘same’.	Notice patterns and arrange things in patterns. Complete an inset puzzle.	Compare sizes, weights etc. using gesture and language- ‘bigger /little/ smaller’, ‘high/low’, tall’, ‘heavy’. Climb and squeeze themselves into different types of spaces.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	React to changes of amount in a group of up to three items. Build with a range of resources.
	Experiment with their own symbols and marks as well as numerals. Sort objects in different ways based on size, colour or shape. Explore and match objects which are the same. Say number names in order.	Make comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Compare quantities using language: ‘more than’, ‘fewer than’	Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Say one number for each item in order: 1,2,3,4,5.	Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

						Use informal language like 'pointy', 'spotty', 'blobs' etc Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	
	Count objects, actions, and sounds. Subitise.	Explore the composition of numbers to 10. Subitise. Automatic recall number bonds 0 -10.		Explore the composition of numbers to 10. Subitise. Automatic recall number bonds 0 -10.		Explore the composition of numbers to 10. Subitise. Automatic recall number bonds 0 -10.	Explore the composition of numbers beyond 10. Subitise. Automatic recall number bonds 0 -10.
	Matching. Sorting & Comparing. Comparing amounts. Comparing size, mass & capacity. Exploring pattern - making simple.	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	Numbers 7, 8, 9. Making pairs. Combining groups. Number bonds. 3D shapes. Pattern.	Number 10 and beyond including subitising, counting, sorting, matching, comparing and ordering.
		Adding more Taking away Number bonds Shape – spatial reasoning		Doubling Sharing and grouping Even and odd Patterns and relationships			

							Composition of numbers to 10 and beyond. Counting patterns to 10 and beyond. Spatial reasoning. 3D shape. Match, rotate, and manipulate.		
Ongoing throughout the year	• Link the number symbol with its cardinal number value. • Count beyond ten. • Compare numbers • Understand the ‘one more/one less than’ relationship between consecutive numbers. • Compare length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy, and create repeating patterns. • Number formation								
Area of Learning	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2	
Understanding the World	Explore natural materials, indoors and outside.	Explore materials with different properties.		Make connections between the features of their family and other families.	Repeat actions that have an effect.	Explore and respond to different natural phenomena in their setting and on trips.		Notice differences between people.	
	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.	Explore collections of materials with similar and/or different properties.		Explore how things work Talk about the differences between materials and changes they notice. Begin to make sense of their own life-story and family’s history.	Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people.	Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		Show interest in different occupations. Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants.	
	History: Timelines and Enquiry- Comment on images of familiar situations in the past.	History: Timelines and Enquiry Timelines and Enquiry Talk about and understand changes in their own lifetime, by creating a personal timeline. Name and describe people who are familiar to them. Talk about members of their immediate family and the relationship to them. Use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.		History: Timelines and Enquiry Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	History: Describe images of familiar situations in the past using books such as stories by Shirley Hughes.	History: Timelines and Enquiry Recount an event, orally, pictorial and or with captions. Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.		History: Timelines and Enquiry Order experiences in relation to themselves and others, including stories. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.	

		Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers.				
	Respect: Themselves, special things in their own lives.	Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.	Respect: Animals and know how to care for an animal/pets	Respect: Understand that some places are special to members of their community.
	Mapping: Use technology e.g. a BeeBot, computer mouse, interactive whiteboard pen and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.	Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica. Enquiry: Use technology and appropriate IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Enquiry: Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre	Mapping: Draw information from a simple map and identify landmarks of our local area walk. Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.	Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.	Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, story map around school, seating maps, nature area map and read commons signs and logos.
	- Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past using available books. - Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. - Observation: Explore the natural world around them by taking part in forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Show attention to sounds and music. Respond emotionally and physically to music	Anticipate phrases and actions in rhymes and songs, like 'peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.	Explore a range of sound-makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and tools.	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone.

Artist study inspiration see: https://www.messylittlemonster.com/2016/04/Exploring-famous-artists-inspired-art-projects-for-kids.html	when it changes. Move and dance to music. Enjoy and take part in action songs, such as 'Twinkle, twinkle, little star.'					
	Take part in simple pretend play, using an object to represent something else even though they are not similar Explore colour and colour-mixing. Listen with increased attention to sounds.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Respond to what they have heard, expressing their thoughts and feelings.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them.	Join different materials and explore different textures Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the pitch of a tone sung by another person ('pitch match').	Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.
	Portrait skills - drawing themselves, observational work. Develop storylines in their pretend play. Artist Study – Andy Goldsworthy (A) Leaves Jackson Pollock (B)	Sing in a group or on their own, increasingly matching the pitch and following the melody. Artist study – Picasso (A) Faces Giuseppe Arcimboldi (B) Faces	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Artist Study - Van Gough (A) Starry Night Kandinsky (B) Circles	Create collaboratively sharing ideas, resources, and skills. Artist Study – Paul Klee (A and B) Scratch art and Easter Eggs	Listen attentively, move to and talk about music, expressing their feelings and responses. Artist Study – Henri Rousseau (A) Jungle art Van Gogh (B) Sunflowers	Watch and talk about dance and performance art, expressing their feelings and responses. Artist Study – George Seurat (A) Pointillism Matisse (B) Snails

Kapow Reception units of work, 2 year cycle

Cycle A 2025-26	Autumn 1 On the farm	Autumn 2 All about me	Spring 1 celebrations	Spring 2 Superheroes	Summer 1 Are we nearly there yet?	Summer 2 Nature Detectives
Art	Paint my World- painting and collage linked to Autumn (6 weeks)	Marvelous Marks- mark making with a variety of tools linked to drawing faces (6 weeks) <i>*There will also be mark making opportunities in provision all year round in both cycles</i>		1 lesson- salt dough decorations (Easter)	1 lesson- salt painting	Sculpture and 3D- clay and playdough linked to animals (6 weeks)
D/T			Textiles- Bookmarks threading and weaving (5 weeks)		Structures- creating and testing boats (6 weeks)	
Music	Exploring Sound (5 lessons)	Nativity songs Celebration music Lessons 3 and 5	Music and Movement (5 lessons)	Easter songs Musical stories (5 lessons)	Transport (5 lessons)	Big Band (5 lessons)
History		Peek into the past- Lessons 1-3	Adventures through time- Lessons 1-2 (<i>lesson 2 only this cycle due to cohort</i>)		Adventures through time- Lesson 5	
Geography			Outdoor Adventures (lesson 6) <i>*There will be extra opportunities in Forest school/ seasonal lessons to revisit through both cycles</i>	Outdoor Adventures (lessons 7) Sustainability <i>*There will be extra opportunities in Forest school/ seasonal lessons to revisit through both cycles</i>	Around the world (6 lessons)	
Science	Changing seasons- lesson 1	Changing seasons- lesson 2	Changing seasons- lesson 3	I am a Scientist unit (5 lessons)	Changing seasons- lesson 5	Animal Adventures unit (5 lessons) Changing seasons lesson 6

Cycle B 2026-27	Autumn 1 Food Glorious Food	Autumn 2 Sparkle and Shine	Spring 1 On the Move	Spring 2 Once upon a Time	Summer 1 How does your garden Grow?	Summer 2 Summer Holidays
Art	1 lesson- Autumn Wreaths	1 lesson- threaded snowflakes		1 lesson- egg threading	Craft and Design- cutting and paper crafts linked to flowers (6 weeks)	1 lesson- suncatchers
D/T	Cooking and Nutrition- Soup making (6 weeks)		Structures- Junk Modelling (6 weeks)	1 lesson- Spring Flower Threading	1 lesson- design a summer salad (option to then make in another lesson)	

Music	Exploring Sound (5 lessons)	Nativity songs Celebration music Lessons 3 and 5	Music and Movement (5 lessons)	Easter songs Musical stories (5 lessons)	Transport (5 lessons)	Big Band (5 lessons)
History	Peek into the past- Lessons 4-5	Peek into the past- Remembrance		Adventures through time- Lessons 3-4		
Geography		Outdoor Adventures (lessons 1-5) *There will be extra opportunities in Forest school/ seasonal lessons to revisit through both cycles				Explore maps (6 lessons)
Science	Changing seasons- lesson 1	Changing seasons- lesson 2	Changing seasons- lesson 3	Changing seasons- lesson 4	Changing seasons- lesson 5 Our Beautiful Planet unit (5 lessons)	Changing seasons- lesson 6