

Nursery

All About Me	Let's Celebrate	Superheroes	Nature Explorers	All Aboard	Pirates and Princesses
					

Key Texts

Nursery? Not Today! So Much Family and Me Let's Wash Our Hands Dear Zoo Little Red Hen	Kipper's Birthday Binny's Diwali First Festival: Diwali Brown Bear, Brown Bear Gingerbread Man Little Owl and the Christmas Star	A Superpower Like Mine My Mum is Fantastic / My Dad is Brilliant Ouch! I Need a Plaster Busy People: Firefighter Cinderella Mog and the VET	A Good Place The Very Hungry Caterpillar The Girl Who Loves Bugs The Enormous Turnip Usborne Lift the Flap: Nature Snail Trail	The Three Little Pigs Meg's Car We Catch the Bus Mr. Gumpy's Outing Lift and Look: Trucks Train is on Track	Octopants, the Missing Pirate Pants A New Home for a Pirate Five Little Pirates Ocean Animals Rapunzel I Want My Potty!
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Reception

Marvellous Me	Light and Dark	Out of this World	Down on the Farm	Hot and Cold Adventures	Castles, Knights and Dragons
					

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Key Texts

Elma Our class is a Family Goldilocks and the Three Bears The Great Big Book of Families Super duper you Elmer Olivers vegetables	Owl Babies Hovis the Hedgehog Autumn Sleeping Beauty The Light in the Night We're Going on a Bear Hunt	Whatever Next! Astro Girl Look Inside Space How to Catch a Star The Great Race Beegu	Rosie's Walk Jack and the Beanstalk What the Ladybird Heard Farmer Duck From Egg to Chicken Supertato	Handa's Surprise Old Mikamba dad a Farm We're Going on a Lion Hunt Snow White and the Seven Dwarves Poles Apart Penguins	The Princess and the Pea Zog Small Knight and George Castles
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Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

'It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.'
(143 p31 *Ofsted Early Years Inspection Handbook*, Sept 2019)

Celebrating Religious Festivals

The EYFS values the role that festivals and celebrations play in supporting children's learning and development in every area of learning. Celebrating festivals support children in beginning to understand the commonalities of human values that are shared by all cultures and religions. It helps children to understand the different cultures and beliefs of one and other in a world that is diverse and vibrant.

A family focus

In the EYFS we support young children develop an understanding of religious festivals through the context of family experiences. This acknowledges and affirms the culture and beliefs of individual children. Sharing such information helps pictures in books 'come to life' for children, making them meaningful and memorable. Children will learn that members of families of all religions and worldviews (or those with no religion) love one another and that they show this in different ways. For example, they may prepare special food and exchange gifts. The context of receiving and giving gifts can be used to explain to children that families of all religions (or of none) make others happy by taking the time to choose appropriate presents. Another valuable lesson in this context is that of voluntary service and charitable giving. Through religious festivals, children can also learn that families of different

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religions and worldviews may pray at home and attend places of worship where they meet other people to pray. They thank their God for everything in the world and think about how to be kind to one another. Children will relate to the events told in festival stories and to the moral of a story.

Sense of wonder

Many festivals are perfectly attuned to children's sense of wonder at the natural world and their need to sometimes be tranquil. Many stories told at festival time emphasise a reverence for nature. Such stories are ideal for giving children opportunities to be "curious, enthusiastic, engaged and tranquil, so developing a sense of inner-self and peace.

Special occasions

Special Occasions encourage children to look for, and to talk about, kindness in others, and celebrate one another's achievements. Events which give everyone pleasure, and ways to celebrate them are celebrated. Family members from various countries should be encouraged to visit and share information about their customs for celebrating birthdays and festivals.

Building self-confidence

An imaginative approach to helping children experience festivals and celebrations can support their learning in many areas. When a child explains to others how they celebrate a festival or take part in a celebration, they develop their self-confidence and self-esteem. This also nurtures children's awareness of, and respect for, others' beliefs. Listening to stories at festival time can help children develop a sense of right and wrong, as they re-tell and re-enact the stories. By offering children the opportunity of sharing the joy of others' festivals and celebrations, we give them a gateway into a world of mutual understanding and shared human values.

Festivals, Celebrations and Significant events

Autumn	Spring	Summer
September Starting school Harvest Festival 23 rd September – International Day of Sign Language 22 nd – 28 th Recycling Week October Black History Month	January Jan-Feb Big School Birdwatch 13 th Lohri 18 th Jan World Religion Day February 31 st Jan – 8 th National Story Telling Week 6 th NSPCC Number Day 10 th Safer Internet Day	May National Walking Month 15 th Endangered Species Day 8 th Outdoor Classroom Day 20 th World Bee Day 19 th -23 rd Walk to School Week 23 rd – 31 st National Children's Gardening Week 26 th – 30 th Eid-al-Adha

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International Walk to School Month 2nd National Poetry Day 4th World Animal Day 5th Grandparents Day 20th Diwali November 5th Bonfire night 6th Outdoor Classroom Day 11th Remembrance Day 14th Children In Need 10th – 14th World Nursery Rhyme Week 10th – 14th Anti Bullying week 10th Odd Sock Day 16th – 22nd Road Safety Week 30th St. Andrew’s Day December 12th Christmas Jumper Day Christmas Nativity Christingle		14th Valentine’s day 17th Lunar New Year 17th Shrove Tuesday 20th Love your Pet Day 17th start of Ramadan March 1st St. David’s Day 5th World Book Day 4th Holi 15th Mothering Sunday 17th St. Patrick’s Day 18th Global Recycling Day 18th end of Ramadan 19th-20th Eid Al-Fitr 20th Red Nose Day 22nd World Water Day 29th Palm Sunday April 5th Easter Day 13th Vaisakhi 15th World Art Day 22nd Earth Day 23rd St. George’s Day		June 30 Days Wild Month 5th World Environment Day 6th Butterfly Awareness Day 6th – 14th Great Big Green week 10th – 14th Healthy Eating Week 18th – International Picnic Day 21st Father’s Day 22nd – 28th Insect Week July 3rd International Plastic Bag Free Day 6th – 12th National school sports week Sustainable goal links Outdoor/ physical links Religious Festivals Thematic links/ Other	
Wow Moments - Trips and Visitors Linked with Thematic Overviews					
Visit from a baby - N Local community worker visits – N&R Dog visit - R Local area walk – R	Evening story in pjs with hot chocolate - R	Fire Service – N	Ash End Farm – R Living Eggs Chicks – R Caterpillars – N	Beach Day – N Twycross Zoo - R Farm visit R	Forest School - R 

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EYFS Parental Engagement Opportunities

Harvest Festival Service – N&R Grandparents Day Afternoon Tea – N&R Parents Evening – N&R Reading Café – N&R	Phonics Workshop – R Remembrance Service – N&R Maths Workshop N&R Tree Trim Event – N&R Nativity Performance – N&R	National Story Telling Week Activities – N&R 	Chocolate Bingo! – N&R Reading Café – N&R	Parents Evening – N&R Phonics Worship – N	Sports Day – N&R St. Bart's Got Talent N&R Summer Fun Day – N&R Family picnic - N Graduation –R
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Prime Areas

Communication and Language Intent and Curriculum Goals

Intent

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

Curriculum Goals

At the end of EYFS our children will:

- Talk confidently to adults and peers in well-formed sentences about their learning and interests
- Use talk to interact and negotiate as part of extended conversations
- Ask questions to find out more and express my point of view
- Use an increasingly diverse range of vocabulary in meaningful contexts
- Use a range of language structures
- Actively join in with stories and retell known stories and rhymes

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- Engage in back-and-forth conversations using the correct tenses with familiar adults and peers
- Develop an increasing confidence to share learning with others, including a range of audiences
- Interact with members of the general public and visitors when on trips or during special event days
- Say hello in a range of languages

Skills – interact, converse, listen, engage, respond, elaborate, tell stories, role play, express ideas and feelings

ELG - Listening Attention and Understanding

- 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.



SHREC Research Supported

ELG - Speaking

- 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.

Voice 21 Research Supported



Language Screening Tools and Interventions

Language Link is an online package that enables schools to identify and support children who have mild to moderate speech and language needs, using a standardised screening assessment and tiered levels of intervention support.



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Oracy			
Physical	Linguistic	Cognitive	Social and Emotional
Nursery			
• Turn your body towards the speaker for an appropriate amount of time • Speak to be heard clearly by others	• Use talk in play to practise new vocabulary • Join phrases with words such AND	• Begin to understand how and why questions. • Use 'and' to link their ideas • Describe events currently happening and what might happen next	• Listen to others • Take turns to speak
Reception			
• Use gesture to support meaning in play • Speak audibly be heard and understood	• Use talk in play to practice new vocabulary • Join phrases with words such as 'if' 'because' 'so' 'could' 'but'	• Ask questions • Wonder about ideas • Use 'because' to develop their ideas • Describe events that have happened to them in detail	• Listen attentively in a pair or small group • Take turns to speak with a partner independently
Personal, Social and Emotional Development Intent and Curriculum Goals			
Intent Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life Curriculum Goals At the end of EYFS our children will:			

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- Know how to be a good friend and take turns
- Look after and share resources and work as a team to tidy away
- Be independent and challenge ourselves, know about goals and how to set them
- Learn how to manage new situations, people and ideas with courage and interest
- Focus attention in a range of situations
- Show an ability to follow instructions involving several ideas or actions.
- Name feelings and emotions and self-regulate emotions
- Understand and follow school rules to keep ourselves and others safe
- Manage own personal hygiene
- Know how to be healthy and look after our bodies

Skills – communicate feelings and emotions, form relationships with others, co-operate, negotiate, set goals, persist, wait, focus attention, manage own needs, self regulate

ELG - Self Regulation

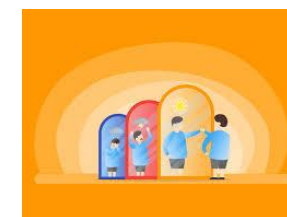
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

ELG – Managing Self

- 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.

ELG – Building Relationships

- 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.



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PSHE Schemes

Nursery

Me & My Relationships • Marvellous me • I'm special • People who are special to me	Valuing Difference • Me and my friends • Friends and family • Including everyone • People who are special to me	Keeping Safe • People who help me and keep me safe • Safety indoors and outdoors • What's safe to go into my body?	Rights & Respect • Looking after myself • Looking after others • Looking after my environment	Being My Best • What does my body need? • I can keep trying • I can do it!	Growing & Changing • Growing and changing in nature • When I was a baby • Girls, boys and families
Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours

Reception

Me & My Relationships • All about me • What makes me special • Me and my special people • Who can help me? • My feelings	Valuing Difference • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend	Keeping Safe • What's safe to go into my body? • Keeping myself safe • Safe indoors and outdoors • listening to my feelings • keeping safe online • people who help to keep me safe	Rights & Respect • Looking after my special people • Looking after my friends • Being helpful at home caring for our classroom • Caring for our world • Looking after money	Being My Best • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep	Growing & Changing • Seasons • Life stages – plants, animals, humans • Life stages – who will I be? • Where do babies come from? • Getting bigger • Me and my body – girls and boys
Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours	Zones of Regulation Protective Behaviours  	Zones of Regulation Protective Behaviours

Physical Development Intent and Curriculum Goals

Intent

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

Curriculum Goals

At the end of EYFS our children will:

- Put on items of clothing independently
- Engage in team games demonstrating ball skills
- Demonstrate developed balance and co-ordination
- Move in a variety of ways and negotiate space
- Ride a range of scooters and a balance bike
- Join a sequence of movements to be able to perform a simple dance or gymnastics routine
- Say how to keep themselves healthy and happy
- Describe the effects of exercise on our bodies
- Hold a pencil using a tripod grip
- Draw pictures including people and landscapes with added detail
- Use cutlery effectively
- Use scissors and other tools effectively and safely

Skills – control, confidence, fine motor skills, gross motor skills, core strength, co-ordination, positional and spatial awareness

ELG – Gross Motor Skills

- 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.

ELG – Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Gross Motor Skills Schemes

PE Hub Fun at the Forest 	PE Hub Fun at the Forest	PE Hub Fun at the Forest 	PE Hub Fun at the Forest Fun at the Forest https://ltl.org.uk/free-resources/swoof/age-early-years/	PE Hub Fun at the Forest	PE Hub Fun at the Forest  EEF Research Supported
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Fine Motor Skills Handwriting Scheme — Letter Join

Dough Disco Revisit/ teach 'Pre-cursive patterns'	Introducing easy letters <i>i, l, t, u, w, e, c, o, a, d, n, m, h</i>	Introducing harder letters <i>j, y, g, q, b, p, k, v, s, r, f, z</i>	Revisiting easy letters & harder letters	Introduce easy words 	Introduce harder words Additional practice
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Specific Areas

Literacy Intent and Curriculum Goals

Intent

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves

both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Curriculum Goals

At the end of EYFS our children will:

- Read phonics books with fluency and expression and talk about what they have read, asking appropriate questions
- Decode unfamiliar words with confidence
- Know how to retrieve information from books
- Enjoy reading and listening to stories for pleasure
- Know the characters and settings from a range of familiar stories
- Retell three traditional tales and recite five nursery rhymes
- Make predictions of what might happen in a story
- Retell familiar stories in the right order including key vocabulary
- Be confident to 'have a go' at writing words that cannot be phonetically decoded
- Write simple sentences and phrases that I can read and that can be read by others
- Enjoy writing for a range of purposes including drawing club



EEF Research Support

Skills – comprehension of language, spoken and written, recognising rhyme, repetition, alliteration, oral blending and segmenting, fluency in reading and decoding, fine motor skills for writing, composition, transcription, re reading for meaning

ELG: Comprehension

- 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,

ELG: Word Reading

- Children at the expected level of development will: - 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.

ELG: Writing

- Children at the expected level of development will
- 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

non-fiction, rhymes and poems and during role-play.		
Phonics		
Nursery		
This Nursery programme teaches children to read letter-sounds and words – alongside developing a love of reading through poetry and story times. Each aspect contains three strands: tuning into sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing), talking about sounds (developing vocabulary and language comprehension). Activities for each aspect aim to develop children's awareness of sounds and their uses in speech and language. Aspect 1 General sound discrimination – environmental: The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Aspect 2 General sound discrimination - instrumental sounds: This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Aspect 3 General sound discrimination - body percussion: The aim of this aspect is to develop children's awareness of sounds and rhythms. Aspect 4 Rhythm and rhyme: This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Aspect 5 Alliteration: The focus is on initial sounds of words. Aspect 6 Voice sounds: The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Aspect 7 Oral blending and segmenting Summer Term Read, Write Inc: Set 1: End of Nursery Phonics expectations 1. Recognition of production of syllables		

2. Recognition and production of initial sounds
3. Recognition and production of final sounds
4. Blending phonemes
5. Phonemic segmentation
6. Phonemic manipulation (addition and deletion)
7. Rhythm and rhyme Continue a rhyming string / identify words that rhyme
8. Alliteration Identify words with the same initial sound
9. Oral blending and segmenting
10. Beginning to orally blend and segment CVC words
11. Know some Read, Write Inc Set 1 single sounds
12. Segment and blend to read CVC words using the sounds known

Reception

Reading

The children:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Work well with partners
- Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- Learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- Learn to write words by using Fred Talk
- Learn to build sentences by practising sentences out loud before they write

Talking

The children work in pairs so that they:

- Answer every question
- Practise every activity with their partner
- Take turns in talking and reading to each other
- Develop ambitious vocabulary

Set 1 Sounds

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v,

Set 2 sounds

ay, ee, igh, ow (as in blow), oo (as in zoo), oo

Set 3 Sounds.

ea (as in tea), oi (as in spoil), a-e (as in cake), i-e

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w, th, z, ch, qu, x, ng, nk	(as in look), ar, or, air, ir, ou (as in out), oy	(as in smile), o-e (as in home), u-e (as in huge), aw (as in yawn), are (as in care)
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Nonsense words/Alien words - What a load of nonsense!

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening Check in the summer term. These words provide endless opportunities for children to apply and practice their thinking in a range of different contexts. Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp. Children use sound-blending (Fred Talk) to read short ditties. Within all the RWI sessions/books children will be exposed to **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable ("You can't Fred a red") and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.

Order of Story books:

Children will follow the order listed below. The expectation is that all children will leave Year One as confident, speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and will receive timely intervention.

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One



Mark Making & Writing

Nursery

Our Nursery children are welcomed to Scribble Club, an immersion in the joy of scribbling and its role within co-play! Scribble Club is aimed at 2,3 and 4 year olds and is an exploration of scribbling, a way of delighting in its process, and is a way to show children the massive joy of mark making

Reception

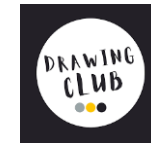
Drawing Club is a true adventure and perfect for our Reception children. Drawing club is a time for children to be creative with their imagination. Children use key texts both fiction and non-fiction to go on an adventure with words, actions and descriptive drawings. The children



within the hum and buzz of co-play. Scribble Club explores how to add an extra layer of joy to the day through scribbling's powerful link to invention, magic and story.



use their imagination and knowledge of texts to create a theme, object or character from the story and they use their stories as a conversation starter to talk about what their picture means to them. They then choose a 'code' letters and words to bring magic into the drawing with their creative ideas! As children progress through the year this develops into phrases and short sentences and simple re-telling of stories.



Mathematics Intent and Curriculum Goals

Intent

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Curriculum Goals

At the end of EYFS our children will:

- Confidently count to 20 and beyond
- Match numerals with number values and write numbers to 10
- Count by subitising and using 1-1 correspondence
- Have an in-depth knowledge of numbers to 10, including number bonds, odd and even numbers and doubles
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Name 2D and 3D shapes and make patterns
- Have a go at solving mathematical problems and not to be afraid to make mistakes
- Explain mathematical thinking and ideas using mathematical language and concepts
- Know the days of the week, months of the year and the seasons

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- Simply compare the weight, length and capacity of an object
- Know that money is used to buy things

Skills – counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking

ELG: Number

- 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

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different context, 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

Nursery

White Rose Maths Overview

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Pattern 1	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

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Reception

Mastering Number

Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.



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Mastering Number

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.



Mastering Number

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.



Reception White Rose Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you	Match, sort and compare Free trial VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW	Circles and tri... VIEW	1, 2, 3, 4, 5 VIEW	Shapes with 4 ... VIEW					
Spring term	Alive in 5 VIEW	Mass and capa... VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW						
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connecti... VIEW	Consolidation					

Understanding the World Intent and Curriculum Goals

Intent

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and festival poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Curriculum Goals

At the end of EYFS our children will:

- Draw a simple map of places that they know
- Explain some similarities and differences between the natural world making comparisons with Africa and Antarctica
- Know about cultures and traditions from other countries
- Understand that people have different values and beliefs and be respectful of these
- Know some Christian values, stories and traditions and why they are important
- Know about other religions
- Talk about their past using appropriate vocabulary
- Talk about how life has changed from when their parents/ grandparents were little
- Talk about sequences such as the school day and be able to sequence stories
- Talk about famous people from the past
- Observe and comment on the differences in the seasons and weather and compare to other hot and cold countries
- Carry out simple scientific investigations to answer a question and understand some important processes and changes
- Explore a range of materials and states of being and say how they have changed over time
- Know that plants grow from a seed and discuss changes
- Know what plants need to grow
- Know that animals live in different habitats
- Begin to understand and ask questions about our natural world

Skills – explain, predict, explore, investigate, respect, be curious, make connections, try things in different ways, question, apply skills, concentrate,

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ELG: Past and Present • 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	ELG: People, Culture and Communities • 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	ELG: The Natural World • 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
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Significant People

Nursery – Noel Fitzpatrick,

Reception – Florence Nightingale, Mary Seacole, Guy Fawkes, Neil Armstrong, Helen Sharman (first British woman in space), King Charles III

Exploring Seasons

Exploring changing seasons in Early Years education plays a crucial role in the overall development of children. Here are some reasons why exploring changing seasons is beneficial for children's development:

- **Sensory Stimulation:** Each season brings a unique set of sensory experiences. Exploring the sights, sounds, textures, and even smells associated with different seasons provides rich sensory stimulation. This, in turn, aids in the development of the child's sensory processing abilities.
- **Cognitive Development:** Observing and understanding the changes in nature across seasons promotes cognitive development. Children learn to recognise patterns, make comparisons, and categorise information. This cognitive engagement lays the foundation for critical thinking skills.
- **Language Acquisition:** Describing the characteristics of each season, discussing weather changes, and using seasonal vocabulary during activities contribute to language development. Children expand their vocabulary and learn to articulate their observations and experiences.
- **Emotional Well-Being:** Connecting with nature and experiencing the beauty of changing seasons has positive effects on emotional well-being. Outdoor activities and nature walks provide opportunities for relaxation, reducing stress, and promoting a sense of calm and happiness.

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- **Adaptability and Resilience:** Experiencing seasonal changes teaches children about adaptability. Witnessing the natural world go through cycles helps them understand the concept of change and builds resilience in the face of transitions.
- **Environmental Awareness:** Understanding seasonal changes fosters environmental awareness from an early age. Children develop a sense of responsibility and appreciation for the natural world, laying the groundwork for future environmental consciousness.
- **Cultural Understanding:** Exploring changing seasons allows for the introduction of cultural celebrations and traditions associated with each season. This exposure broadens children's cultural understanding and appreciation for diversity.
- **Curiosity and Inquiry Skills:** The ever-changing nature of seasons naturally sparks curiosity. Encouraging children to ask questions, explore, and seek answers cultivates a mindset of inquiry and lifelong learning.

Science Focus

Nursery

All About Me Simple body parts	Let's Celebrate Explore changing shape using squashing and stretching – diva lamps	Superheroes Magnets	Nature Explorers Life cycles – Caterpillars	All Aboard Floating and sinking	Pirates and Princesses Materials
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Reception

Marvellous Me Hand washing	Light and Dark Experiment with torches/ dark tent – Shadows Changes in state freezing and melting – ice	Out of this World Pushes and pulls	Down on the Farm Growing beanstalks Chicks	Hot and Cold Adventures Melting chocolate Healthy Eating	Castles, Knights and Dragons Materials Recycling
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Geography & History Focus

Nursery

All About Me My nursery environment	Let's Celebrate	Superheroes What has already happened in own life	Nature Explorers My local area	All Aboard	Pirates and Princesses
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	Birthdays - getting older changes from being a baby			Talk about things seen in different environemnt - beach	What is happening today and already happened
Reception					
Marvellous Me What has happened, is happening today and happening tomorrow Significant popele – Florence Nightingle & Mary Seacole Observe and describe my school community and local area	Light and Dark Then and now Significant people - Guy Fawkes	Out of this World Then and now Significant people - Neil Armstrong & Helen Sharman Observe and descibe different environment – space	Down on the Farm Observe and descibe different environment - farm	Hot and Cold Adventures Contrasting localiaites – Africa and Antarctica Fidning places on simple world maps Reading and drawing very simple maps	Castles, Knights and Dragons Then, now, past, present Ordering chronoligally – first, next, after that Significant people – King Charles III
Reception Religion and Worldviews Coventry and Warwickshire Agreed Syllabus & Understanding Christianity					
F1 How can people show they belong together? - Personal Responsibility UCF2 Why do Christians perform nativity plays? - Incarnation	F2 Who are the people in scared (special) stories and why might they still be important today? – Wisdom and Guidance UCF3 Why do Christians put a cross in the Easter garden? – Salvation		F3 How do people know how to treat each other? – Personal Responsibility UCF3 Why is the word God so important to Christians? – God and Creation		

Expressive Arts and Design Intent and Curriculum Goals

Intent

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

Curriculum Goals

At the end of EYFS our children will:

- Know how to mix colours to make new pictures
- Make observational drawings and paintings of people, landscapes and animals
- Select the appropriate tools and materials required for given tasks
- Be inspired by the work of famous artists
- Make a model using malleable materials such as clay
- Know how to join materials such as paper card and junk model materials
- Be able to design, plan and make a model using construction or junk modelling materials
- Confidently sing a range of familiar songs and nursery rhymes
- Keep a beat by clapping and using musical instruments
- Join a sequence of movements to be able to perform a simple dance routine
- Engage in creative role play and small world play using props to act out their own and familiar stories

Skills – imagine, create, explore, observe, participate, express, communicate, interact, interpret, appreciate, engage, motor control, competence, co operate, experiment, share, explain, sing, move, dance,

ELG: Creating with Materials

- 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

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs

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Make use of props and materials when role playing characters in narratives and stories		Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
Art Projects & Artists to Explore				
Nursery				
Drawing The Snail by Matisse – Nature Explorers Transport drawings – All Aboard	Printing Yinka Ilori Simple shapes and patterns– Pirates & Princesses	Sculpture Sculptures - Superheroes	Collage Autumn Pictures – All About Me	Painting Night Sky - Let’s Celebrate
Reception				
Drawing Self-portrait – Marvellous Me Space by Alma Thomas – Out of this World	Printing Printing simple patterns using fruit/vegetables – Hot and Cold Adventures	Sculpture Sculptures of animals – Down on the Farm	Collage Fireworks collage – Light & Dark	Painting Composition with Red, Blue and Yellow by Mondrian – Castles, Knights & Dragons
Design Projects				
Nursery				
Cooking & Nutrition Bread – All About Me Milkshakes – Superheroes Fairy cakes – Pirates and Princesses		Structures Diva pots – Let’s Celebrate Mini-beasts – Nature Explorers Transport – All Aboard		
Reception				
Cooking & Nutrition Porridge – Marvellous Me Cookie – Down on the Farm		Structures Hedgehog – Light and Dark Rocket – Out of this World		

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Fruit skewers covered in melted chocolate – Hot and Cold Adventures			Castle – Castles, Knights and Dragons		
Reception Music Scheme - Kapow					
Introduction to music	Nativity Songs	Exploring Sound	Music and Movement	Musical Stories	Big Band