

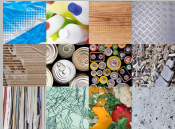
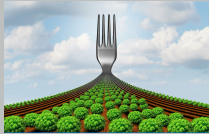
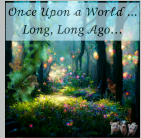








Foundation Stage - Progression Map 2024 to 25

Characteristics of Effective Learning

All of these aspects are interleaved throughout the year within all areas of the curriculum and form the basis of behaviour for learning throughout school.






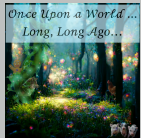
Play and Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> - Realise that their actions have an effect on the world, so they want to keep repeating them. - Plan and think ahead about how they will explore or play with objects. - Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. - Make independent choices. - Bring their own interests and fascinations into early years settings. - Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> - Participate in routines within and beyond the classroom. - Begin to predict sequences because they know routines. - Show goal-directed behaviour. - Begin to correct their mistakes themselves. - Keep on trying when things are difficult. - Begin to understand different aspects of the school's 5Rs - resourceful, reflective, risk-taking, resilience, relationships - the foundations for all behaviour for learning at Layton Primary School. 	<ul style="list-style-type: none"> - Take part in simple pretend play. - Sort materials and source materials for a specific purpose. - Review their progress as they try to achieve a goal. - Solve real problems: - Use pretend play to think beyond the 'here and now' and to understand another perspective. - Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. - Concentrate on achieving something that's important to them.

Year Group	Autumn 1 All about Me and My Family	Autumn 2 My Place in the World	Spring 1 Materials Matter	Spring 2 Animal Habitats Who lives Where?	Summer 1 Farm to Fork	Summer 2 Once Upon a World..... Long, long ago
						
<p>Why this learning?</p> <p>(Refer below to specific learning linked to seasonal changes throughout the year)</p>	<p>As children start Foundation Stage, they learn all about themselves and their role within the classroom as a learner. Explicit instruction of positive learning behaviours and self-regulation is given high priority as well as how to communicate successfully with the peers and adults in the classroom. Children develop confidence to access the classroom environment effectively.</p>	<p>As children gain confidence as a learner, learning attention focuses on their sense of community and how different and diverse we all are. Children learn about all the people who help us in the community whilst making sense of their place, and role, within the school community. Children develop an awareness of and mutual respect for celebrations and festivals from around the world and take part in their first performance to an audience.</p>	<p>Children develop knowledge and understanding of the world around them. Learning focuses on materials children experience in the environment and observe and predict scientific changes. Children learn about significant local landmarks and what they looked like in the past compared to the present. Children develop foundational geographical language and mapping skills.</p>	<p>Children develop an increasing knowledge and understanding of the lifecycles of plants and animals. Children learn through first hand experience of making a wormery, bird feeder and hatching and rearing chicks. Children learn about habitats and micro-habitats in the school grounds whilst developing a shared understanding of our responsibilities in taking care of the world around us.</p>	<p>Children develop their knowledge and understanding of how food is grown and make links to the food we eat and where it has come from. During a visit to the farm, children observe farm machinery from the past and present developing an awareness of how things have changed over time.</p>	<p>Children develop an understanding of the diversity of the world by comparing life in our country and other countries in the world. Children gain understanding of the similarities and differences between countries sprung the world. Children learn about transitioning to Year 1 and working with a new teacher.</p>





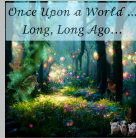
Year Group	Autumn 1 All about Me and My Family 	Autumn 2 My Place in the World 	Spring 1 Materials Matter 	Spring 2 Animal Habitats Who lives Where? 	Summer 1 Farm to Fork 	Summer 2 Once Upon a World..... Long, long ago 
<p>Lines of enquiry</p> <p>Critical thinking</p> <p>Analysing</p> <p>Problem solving</p> <p>Reasoning</p> <p>Decision making</p> <p>Evaluating</p>	<p>Who am I? Explain how you have changed over time. Can you describe what you like look like? Identify similarities and differences between ourselves and others? Can you explain what is a family and who is in yours? Describe how families different? Explain what I like compared to my grandparents? Can you make comparisons between yourselves and others? Where are we all from? (People, Culture and Communities) Where were you born? Links to past & present How can I use my senses to explore the world around us?</p>	<p>What is a community? Who is in a/our community? Where is our community? Can you identify the key places and landmarks in Layton in Blackpool? Can you explain what a map is and why we use them? Can you identify people that help us in our community and describe the places they work? Can you identify an important member of our community? Can you locate a special place in our community? Can you explain what a celebration is? How do we celebrate? Why do we celebrate the different celebrations? Links to past and present celebrations What is a religion?</p>	<p>Are all objects made from the same material? Can you predict which items float or sink? Can you test your prediction and explain what happened? Can you describe and test which material would be the best to build a house, boat or a den? Can you describe where in the world you live? Can you investigate how different countries are the same and different? Can you describe how food tastes and discuss the similarities and differences in the textures?</p>	<p>What is a lifecycle? What are the different stages in different animal life cycles? What is an environment? How are environments similar and different? How can we help look after our environment? Can you explain how things grow? What changes and grows? What is a habitat? Can you compare habitats? Can every animal live in the same habitat? Can you design a house for a mini beast? Can you assemble a bug house? Can you describe where food comes from?</p>	<p>Can you identify an adult and their young? Can you classify the vegetables that grown above and below the ground? What is the difference between a fruit and vegetable? Do all vegetables grow at the same time of year? Can all fruits be grown in England? Do you know where food products come from? Eg milk, cheese, eggs, meat Can you describe the role of a farmer in the community? Can you select the right tools to to make soup using the products we have grown?</p>	<p>Can you describe the differences between a countryside and a town? Can you explain where you would you prefer to live the countryside or the town? What cultural differences can you spot between the difference versions of the Goldilocks and Princess of the Pea stories? How have you changed in the first year at school? What is a city? What is the capital city of our country? Who is the King? What is a country? What is different in other countries?</p>
<p>Seasons and weather change</p>	<p>What is a season? Introduction to seasons and outdoor observations How can we recognise Autumn? What happens in Autumn? Discuss the day of the week and weather.</p>	<p>What seasonal changes can we observe? How do we know it is winter? How do we keep warm? Discuss the day of the week, weather, month of the year and season.</p>	<p>To know extreme weather types such as storm, thunder and lightning. Discuss the day of the week, weather and month of the year.</p>	<p>What seasonal changes can we observe? How can we recognise Spring? What happens in Spring? Discuss the day of the week (today and yesterday), weather, month and season.</p>	<p>How do we protect ourselves from the sun? How do shadows change throughout a day? Discuss the day of the week (today and tomorrow), weather, month and season.</p>	<p>What seasonal changes can we observe? How can we recognise summer? What happens in summer? How does temperature change over a day? Discuss the day of the week (today, yesterday and tomorrow), weather, month and season.</p>

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<p>Dialogic Teaching and Learning</p>	<p>Body language: Eye contact Listening and attending to the speaker</p> <p>Modelled language:</p> <p>Good morning Good morning (reciprocate)</p> <p>Please can you help me? Thank you for helping me.</p> <p>Do you want to play with me? Can I play with you?</p> <p>Talk partners/dialogic teaching :</p> <p>I know who my talk partner is.... I can look at my talk partner when they are speaking to me.....</p>	<p>Body language: Track the teacher at the front of the class Develop listening and attending skills</p> <p>Modelled language:</p> <p>Good morning How are you today? I am....How are you? (reciprocate)</p> <p>Please can I have a turn with the.....</p> <p>Do you want to play with me? Can I play with you?</p> <p>Talk partners/dialogic teaching:</p> <p>I can listen to my talk partner when they are talking to me..... I know that if I am asked a question..... I need to provide an answer I know the difference between true/false and agree/disagree</p>	<p>Body language: Continue to develop listening and attending skills by increasing the amount of time I can listen and attend.</p> <p>Modelled language:</p> <p>Good morning How are you today? I am....How are you? (reciprocate)</p> <p>What day is it today? What is the weather like today?</p> <p>Talk partners/dialogic teaching:</p> <p>I can take turns in a conversation with my talk partner. I can use the visual cue to show that I want to ...Agree, Build or Challenge...</p>	<p>Body language: Maintain eye contact with the person I am having a conversation with. Take turns to speak within a conversation.</p> <p>Modelled language:</p> <p>I can maintain a conversation on the same topic of conversation.</p> <p>What did you do last night?</p> <p>Talk partners/dialogic teaching:</p> <p>I can take turns in a conversation with my talk partner. I can use the visual cue to show that I want to ...Agree, Build or Challenge...</p>	<p>Body language: With adult support, work together to collectively explore/agree ideas.</p> <p>Modelled language:</p> <p>I can talk about an event I am looking forward to at the weekend. I can recall an event I did at the weekend.</p> <p>Talk partners/dialogic teaching:</p> <p>I can use sentence stems to agree, build and challenge a peer's idea. I agree with..... because..... I want to build on.....idea because..... I challengeidea because.....</p>	<p>Body language: With adult support, work together to collectively explore/agree ideas. Know that it is okay to change an opinion after collectively exploring ideas.</p> <p>Modelled language: I can express my thoughts and feelings regarding the transition from Foundation Stage to Year 1</p> <p>Talk partners/dialogic teaching:</p> <p>I can use sentence stems to agree, build and challenge a peer's idea. I agree with..... because..... I want to build on.....idea because..... I challengeidea because.....</p>
<p>Develop sentence structure</p> <p>Develop questioning skills to support children to find out more and check that they understand what is being said.</p> <p>Colourful semantics progression: Use colourful semantics to develop sentence structure</p>	<p>Can you say a sentence using 'and' and 'because'?</p> <p>Colourful semantics progression: Focused learning on the use of 'Who?' as a question stem</p>	<p>Can you begin to use grammatical words such as is, was, has, the and a?</p> <p>Colourful semantics progression: Who? What doing?</p>	<p>Can you place words into different tenses?</p> <p>Colourful semantics progression: Who? What doing? What?</p>	<p>Can you use personal and possessive pronouns?</p> <p>Colourful semantics progression: Who? What doing? What? Where?</p>	<p>What are you doing at the weekend?</p> <p>Colourful semantics progression: Can you ask a question using why?</p> <p>Who? What doing? What? Where? When?</p>	<p>Why are you using that tool? When did you last have pizza? When did you go in the garden?</p> <p>Colourful semantics progression: Can you ask a question using what and where?</p>

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<p>EYFS - Core texts (6 core books used in core lessons)</p> <p>(6 back-up books) read and re-read to encourage repetition of phrases and participation in books</p> <p>Edit</p>	<p>The Colour Monster Range of feelings - anger, happiness, kindness, sadness and scared (Fiction)</p> <p>The Colour Monster Goes to School - Anna Llenas Feelings and relationships - anger, happiness, kindness, sadness and scared (Fiction)</p> <p>The Great Big Book of Families Family, diversity (Fiction)</p> <p>Incy Wincy Spider Russel Punter Rhyme (Fiction)</p> <p>Honey for You, Honey for Me Michael Rosen Rhyme (Fiction)</p> <p>Five Little Pumpkins Growing in a Patch Charlie Lane Rhyme (Fiction)</p>	<p>It's a No Money Day Kate Milner Feelings and relationships, charity, hope (Fiction)</p> <p>Rama and Sita: The Story of Diwali Malachy Doyle Religion, diversity (Fiction)</p> <p>Luna Loves Library day Joseph Coelho and Fiona Lumbers Family, relationships, love of reading (Fiction)</p> <p>Burglar Bill Janet and Allan Ahlberg Classic text, family, honesty (Fiction)</p> <p>Fireman Sam: The Kite Relationship, risk-taking, loyalty, heroism (Fiction)</p> <p>Refuge by Anne Booth Feelings and relationships. Religion (Non-fiction)</p>	<p>Floating and Sinking My Science Library Science (Non-fiction)</p> <p>A Planet full of Plastic Neal Layton Environment Recycling in school (Non-Fiction) (Kindle)</p> <p>Naughty Bus Jan and Jerry Oke Reflective, Environment (Fiction)</p> <p>My Granny Went to Market Stella Blackstone Cultural diversity, geography, environment (Fiction)</p> <p>Handa's Surprise Eileen Browne Relationships, friendships, cultural diversity, ethnicity (Fiction)</p> <p>Great Explorer Chris Judge Risk taking, resourcefulness, geography, environment (Fiction)</p>	<p>Super Worm Relationships, friendship, heroism, survival, courage (Fiction)</p> <p>We're going on a Bear Hunt Michael Rosen Family, seasons and weather Classic text (Fiction)</p> <p>Farmyard Hullabaloo Giles Andreae Relationships, science (Fiction-rhyme)</p> <p>4 x Kipper's Stories Mick Inkpen Classic text, friendship, relationships, resilient. (Fiction)</p> <p>Tidy Emily Gravett Environment, friendship, relationships (Fiction)</p> <p>The Very First Easter The Beginners Bible (Kindle) Cultural, religion, ethnicity SR'S</p>	<p>What the Ladybird Heard? Julia Donaldson Classic Text (Fiction)</p> <p>The Extraordinary Gardener Sam Boughton Environment, resourceful, patience, (Fiction)</p> <p>Oliver's Vegetables Vivian French Environment, resourceful (Fiction)</p> <p>Farmer Falgu Goes to Market Chita Soundar Farmer Falgu goes to Kamba Mela Cultural diversity and Religion (Fiction)</p> <p>Hey water Antoinette Portis Environment, science, geography (Non-fiction)</p> <p>A Stroll through the Seasons Kay Barnham Environment (Non-fiction)</p>	<p>The Little Red Hen Ladybird First Favourite Tales Traditional Tales (Fiction)</p> <p>The Three Little Pigs Axel Scheffler Good versus evil, resilience Classic text (Fiction)</p> <p>Goldilocks and the Three Bears Amanda Askew Classic text (Fiction)</p> <p>Jack and the Beanstalk Samara Hardy Good versus evil Classic text (Fiction)</p> <p>???????? Classic Text (Fiction)</p> <p>Gingerbread Man Rone Randall Feelings and relationships Classic Text (Fiction)</p> <p>Mavis the Bravest Lu Fraser Relationships, friendship, courage (Fiction)</p>

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<p>Supporting Books</p> <ul style="list-style-type: none"> - Reading across the Curriculum - Laying the foundations for Science, Geography, History, Art, R.E. <p>Additional books linked to curriculum subjects are used within Continuous Provision e.g. construction, water area,</p>	 <p>Grandparents: A Global Album Cultural diversity, family, Tackling prejudices (Non-Fiction)</p> <p>Golden Domes and Lanterns Cultural diversity</p>	 <p>The Emperors Eggs Geography, environment Survival, empathy, courage (Non-fiction)</p> <p>Step into the Desert (Nonfiction) Geography, environment</p> <p>My name is not Refugee Politics, courage, survival, empathy, (Fiction)</p>	 <p>Floating and sinking (Non-Fiction) Metal, Wood, Glass (Non-fiction) Science</p> <p>Plastic, Rock, Paper (Non-fiction) Science</p> <p>Beginner's Bible Nativity story Religion (Kindle)</p> <p>Joy to the world: Christmas around the world Cultural diversity</p> <p>Beginner's Bible Nativity story Religion (Kindle)</p>	 <p>Yucky Worms (Non-fiction)</p> <p>Watch me Grow Butterfly (Non-fiction) Darling Kindersley</p> <p>We are going on a Lion Hunt Cultural (Fiction)</p> <p>Kippers Toy Box Kipper Kipper Birthday Kippers Snowy Day Where's the Elephant? Where's the Starfish? (Fiction)</p> <p>Ramadan Cultural, religion, ethnicity, empathy (Non-Fiction)</p>	 <p>How to be a good Farmer Environment, resourceful, Geography (Non-fiction)</p> <p>How did that get in my Lunch box? Healthy living (Non-fiction)</p> <p>Children's recipe book Healthy living (Non-fiction)</p> <p>Under the Bodhi Tree Cultural diversity and Religion, suffering, charity. (Fiction)</p> <p>A Cool Drink of Water Cultural diversity, Environment resourcefulness (Non-Fiction)</p> <p>The Black Rabbit Environment, UW (Fiction)</p>	 <p>Toys and Games (Non-fiction)</p> <p>The Ghanaian Goldilocks Traditional tale (Fiction) Race, crime</p> <p>The Princess and the Pea (Fiction) Rachel Isadora Feelings and relationships African Tale and Myth</p>
<p>Supporting books - diversity, inclusivity, gender, feelings, disabilities, families</p> <p>Personal Development core books</p> <p>Additional books linked to personal development are within Continuous Provision e.g. reading area</p>	<p>Spreading My Wings Nadiya Hussain and Ella Bailey Ethnicity</p> <p>My Heart is a Poem Various authors Managing Emotions</p> <p>Storm Goliath Managing Emotions James Sellick</p> <p>Be Brave Little Penguin Giles Andreae Bravery</p> <p>Can't You Sleep Little Bear Matin Waddell Managing emotions Courage</p>	<p>New Baby Sarah Shaffi/Isabel Otter Ethnicity, Emotions</p> <p>Eyes that Speak to the Stars Joanna Ho Ethnicity</p> <p>Love Makes a Family Sophie Beer Family diversity</p> <p>The Internet is Like a Puddle Shona Innes Online Safety</p> <p>Along Came A Different Tom McLaughlin Relationships</p>	<p>Hats of Faith Medeiros Cohan-Petrolino Cultural Diversity</p> <p>This is Me George Webster Physical disabilities</p> <p>Daddy, Pappa and Me Leslea Newman Diversity in families</p> <p>Simon Sock Sue Hendra Difference between friends</p> <p>The Jar of Happiness Alisha Burrows Managing emotions</p>	<p>Jabari Tries Gaia Cornwall Ethnicity</p> <p>Dadaji's Paintbrush Rashmi Sirdeshpande Ethnicity</p> <p>A Superpower Like Mine Dr Ranj Singh Physical disabilities</p> <p>A World for You and Me Usu Asika Celebrating Diversity</p> <p>The Lonely Giraffe Peter Blight Loneliness Empathy</p>	<p>I Love Me! Marvin Harrison Ethnicity, Emotions</p> <p>The Can Caravan Richard O'Neill Loyalty and Independence</p> <p>Amazing Steve Antony Physical disabilities</p> <p>The Perfect Fit Naomi Jones Celebration of diversity</p> <p>Inside my Heart and in My Head Libby Wolden Feelings</p>	<p>Love Corrinne Averiss Ethnicity, Emotions</p> <p>Fruits: A Caribbean Counting Poem Valerie Bloom Cultural Diversity</p> <p>Mole's Spectacles Julia Donaldson Visual impairment</p> <p>Loud Rose Robbins Hearing impairment</p> <p>Words and Your Heart Kate Jane Neal Feelings, Moral dilemma</p>



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Supporting Books - Seasonal Changes	 <p>The Weather Report Alison Hawes (non-fiction) Environmental, Science</p> <p>Rain Sam Usher</p>	 <p>One Snowy Night Nick Butterworth (fiction)</p> <p>Snow Sam Usher Environmental, Science</p>	 <p>Why do leaves fall? (Non-fiction) Science</p> <p>Winnie and Wilbur in Winter Valerie Thomas (Fiction)</p>	<p>Little Cloud Anne Booth (Fiction) Science, environment</p> <p>Storm Sam Usher</p>	 <p>A Stroll through the Seasons Kay Barnham Environment (Non-fiction)</p>	 <p>Sun Sam Usher</p>
Key Rhymes and Poems to enjoy and learn	<p>Learn to say and sing a wide range of nursery rhymes and counting rhymes including shape and space rhymes. e.g. Five Speckled Frogs, Incey Wincey Spider, The Square Poem</p>	<p>Focus on poems with rhyming words, onset-rime, word endings and grammar. A Yellow Poetry Paintbox Bingo Lingo - Supporting Literacy with Songs and Rhymes Tom Thumb - developing maths with songs and rhymes</p>	<p>Learn to say and sing a wide range of nursery rhymes and poems. Honey for You, Honey for Me - Michael Rosen Clap Your Hands - Bobby Shaftoe - new songs from old favourites</p>	<p>Focus on poems with rhyming words, onset-rime, word endings and grammar. A Yellow Poetry Paintbox Bingo Lingo - Supporting Literacy with Songs and Rhymes Tom Thumb - developing maths with songs and rhymes</p>	<p>Fantastic First Poems Musical Maths - counting, number, algebra and mental arithmetic. Spaced-learning and retrieval of all rhymes and poems</p>	<p>Fantastic First Poems Musical Maths - counting, number, algebra and mental arithmetic. Spaced-learning and retrieval of all rhymes and poems</p>
Enrichment Experiences	<ul style="list-style-type: none"> - Mum and baby visit - Grandparent/Grandfather visit - Visit to the library with parents/carers - Visit the whole school building/site of Layton Primary School - Fire pit - s'mores - Harvest 	<ul style="list-style-type: none"> - Local walk - Watch a Christmas Play performed by a different year group - Advent Calendar - Christingle oranges - Fire pit - rice pudding - Diwali - 20th October - Christmas 	<ul style="list-style-type: none"> - Trip around Blackpool landmarks in a 'naughty bus' - Whole school tour to understand the people who help us in school - Fire pit - baked fruit - Chinese New Year - 1st Feb 	<ul style="list-style-type: none"> - Library trip - Make a wormery - Caterpillar set - Farm visit - Shrove Tuesday /Ash Wednesday - Easter Sunday - Observing Tadpoles - Observing eggs hatch - Planting - Bug hunting and hotel - Fire pit - change colour of eggs - Shrove Tuesday - Ramadan 	<ul style="list-style-type: none"> - Grow and harvest vegetables in the school ground - Plant our own plants - cress - Trip to Cobble Hey Farm - Sheep shearing, planting and observing plants and trees - Trip to supermarket - Richard Shilling - Land Art for Kids 14.05.24/ 15.05.24 - Fire pit - omelette 	<ul style="list-style-type: none"> - Visit to Year 1 Classroom - Meet the teacher - Harvest vegetables planted - Role Models for new Foundation Stage cohort - Fire pit - porridge
Parental Visits	<p>Reading and Phonics Workshop</p> <p>Home Visit</p>	<p>Stay and Play Session</p>	<p>Library</p> <p>Rhyme Time Performance</p>	<p>Parents' Evening</p>	<p>Garden Stay and Play Session</p>	<p>Library</p>



EYFS Communication and Language Overview 2024 to 2025

The development of children's spoken language underpins all seven areas of learning and development in Foundation Stage and fully underpins the whole-school vision for the critical thinking curriculum and dialogic learning. The teachers plan their activities based upon objective and child-led planning so that the curriculum is adapted to meet each child's individual level of communication and language development. The grid below shows a generic long term overview of our communication and language curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready. The long-term overview changes each academic year to reflect information gathered prior to the children starting in Foundation Stage and baseline assessments. Key vocabulary is planned for in all curriculum areas and identified on the half-termly overviews. Key vocabulary taught via the core text, is identified on the weekly plan.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>0-3 years</p> <ul style="list-style-type: none"> - Use the speech sounds p, b, m, w. - Pronounce: • /r/w/y • /t/h • s/sh/ch/dz/j 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', 'shiny apple'. - Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. - Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') - 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. <p>3-4 years</p> <ul style="list-style-type: none"> - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - 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 • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - 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. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Reception:</p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day. - Ask questions to find out more and to check they understand what has been said to them. - Engage in storytimes. <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p>	<p>Children working at 0-3 years, continue to progress with the support of specific targets linked to Speech and Language targets and intervention.</p> <p>3-4 years</p> <ul style="list-style-type: none"> - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - 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 • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - 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. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Reception:</p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day. - Ask questions to find out more and to check they understand what has been said to them. - Engage in storytimes. <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p>	<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><i>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.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers.</i></p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>	<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> - Understand how to listen carefully and why familiarity and understanding. - Learn new vocabulary. - Use new vocabulary through the day. - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases. <p><i>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.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers.</i></p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>	<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><i>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.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers.</i></p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>	<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><i>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.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><i>Hold conversations when engaged in back and forth conversations with their teacher and peers.</i></p> <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary for stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>



EYFS Physical Development Overview 2024 to 2025

In Foundation Stage, the teachers plan their activities based upon objective and child-led planning so that the curriculum is adapted to meet each child's individual level of physical development. The grid below shows a generic long term overview of our Physical Development curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready. In addition to the targeted physical development activities provided in outdoor provision, children in Foundation Stage access a physical development lesson as per the PE Passport Curriculum delivered by the PPA teachers once per week.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>0-3 years:</p> <ul style="list-style-type: none"> Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. <p>3-4 years:</p> <ul style="list-style-type: none"> 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. 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. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. <p>Reception:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Disciplinary Skills - PE Passport: Fundamental Movement Skills - Transport</p> <ul style="list-style-type: none"> To travel in a variety of ways. To adjust speed and direction to avoid obstacles To show increasing control over an object pushing it. To perform a variety of gymnastic rolls To be able to throw for distance To revise fundamental movement skills covered in the unit. <p><i>Move energetically such as running, jumping, hopping, skipping and climbing</i></p>	<p>3-4 years:</p> <ul style="list-style-type: none"> 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. 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. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Reception:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. 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 spoons. <p>Disciplinary Skills - PE Passport: Fundamental Movement Skills - How to Catch a Star</p> <ul style="list-style-type: none"> To balance on small and large body parts in the shape of a star. To send a ball/ throwing equipment with increasing accuracy. To jump and land appropriately. To climb under, over and through climbing equipment. To practise throwing overarm. To revise fundamental movement skills covered in the unit. <p><i>Uses a range of small tools, including scissors, paintbrushes and cutlery</i></p>	<p>Consolidate - 3-4 years</p> <ul style="list-style-type: none"> 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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Reception:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. 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 spoons. <p><i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</i></p> <p><i>Uses a range of small tools, including scissors, paintbrushes and cutlery</i></p> <p>Disciplinary Skills - PE Passport: Fundamental Movement Skills - Minibeasts</p> <ul style="list-style-type: none"> To perform the basic skill of jumping To travel over, under and through climbing equipment. To travel over, under and through balance and climbing equipment. To catch a large sponge ball. To catch with increasing accuracy. To roll in a variety of ways. 	<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p><i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</i></p> <p><i>Uses a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>Demonstrate strength, balance and coordination when playing</i></p> <p><i>Move energetically such as running, jumping, hopping, skipping and climbing.</i></p> <p><i>Begins to show accuracy and care when drawing.</i></p> <p>Disciplinary Skills - PE Passport: Fundamental Movement Skills - Superworm</p> <ul style="list-style-type: none"> To perform the basic skill of jumping To travel in a variety of ways low to the ground To travel around the space hopping and skipping. To catch a large ball. To travel under, over and through balancing and climbing equipment. To pull themselves up on climbing equipment. To revise fundamental movement skills covered in the unit. 	<p>Children who need to continue to consolidate 3-4 years</p> <p>Reception:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. <p><i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</i></p> <p><i>Uses a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>Demonstrate strength, balance and coordination when playing</i></p> <p><i>Move energetically such as running, jumping, hopping, skipping and climbing.</i></p> <p><i>Begins to show accuracy and care when drawing.</i></p> <p>Disciplinary Skills - PE Passport: Fundamental Movement Skills - Jack and the Beanstalk To experiment with different ways of moving.</p> <ul style="list-style-type: none"> To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment To jump and land appropriately. To roll in a variety of ways. To roll a ball accurately. To climb up and down apparatus using alternate feet. To revise fundamental movement skills covered in the unit. 	



EYFS Personal, Social and Emotional Development Overview 2024 to 25

In Foundation Stage, the teachers plan their activities based upon objective and child-led planning so that the curriculum is adapted to meet each child's individual personal, social and emotional development. The grid below shows a generic overview of our Personal, Social and Emotional Development curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready. Integral to each individual's personal development at Layton Primary School, is the understanding of and subsequent use of our 5Rs: Resilience, Relationships, Resourceful, Risk-taking and Reflective.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children accessing 3-4 years:</p> <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal have chosen, or one which is suggested to them - Respond to children's increasing independent sense of responsibility. - 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 - Play with one or more other children, extending elaborating play ideas. - Find solutions to conflicts and rivalries. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to do them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling - Be increasingly independent in meeting their care needs. <p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships <p><i>Forms positive attachments to adults and friends with peers</i></p> <p><i>Works and plays cooperatively taking turns with other</i></p>	<p>Children accessing 3-4 years:</p> <ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to do them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling - Be increasingly independent in meeting their care needs, <p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. <p><i>Works and plays cooperatively taking turns with other</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly</i></p>	<p>Children accessing 3-4 years:</p> <ul style="list-style-type: none"> - Increasingly follow rules understanding why they are important. - Remember rules without needing an adult to do them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling - Be increasingly independent in meeting their care needs, <p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially emotionally. - Think about the perspectives of others. <p><i>Show an understanding of their own feelings and of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to follow instructions for what they want and control their immediate impulses when appropriate.</i></p> <p><i>Be confident to try new activities and show independence resilience and perseverance in the challenge.</i></p> <p><i>Manage their own basic hygiene and personal needs including dressing, going to the toilet.</i></p> <p><i>Shows sensitivity to their own and others needs.</i></p>	<p>Children accessing 3-4 years:</p> <ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling - Be increasingly independent in meeting their care needs, <p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual - Build constructive and respectful relationships - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially emotionally. - Think about the perspectives of others. - Manage their own needs - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian <p><i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instruction involving several ideas or actions</i></p> <p><i>Set and work towards simple goals, being able to follow instructions for what they want and control their immediate impulses when appropriate</i></p>	<p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially emotionally. - Think about the perspectives of others. - Manage their own needs - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian <p><i>Shows sensitivity to their own and others needs.</i></p> <p><i>Set and work towards simple goals, being able to follow instructions for what they want and control their immediate impulses when appropriate.</i></p> <p><i>Understands the importance of healthy food choices</i></p>	<p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially emotionally. - Think about the perspectives of others. - Manage their own needs - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian <p><i>Show an understanding of their own feelings and of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to follow instructions for what they want and control their immediate impulses when appropriate.</i></p> <p><i>Be confident to try new activities and show independence resilience and perseverance in the challenge.</i></p> <p><i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instruction involving several ideas or actions.</i></p> <p><i>Shows sensitivity to their own and others needs.</i></p>



EYFS Literacy Overview 2024 to 25



In Foundation Stage, the teachers plan their activities based upon objective and child-led planning so that the curriculum is adapted to meet each child's individual Literacy level. The grid below shows a generic overview of our Literacy curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready. To support acquisition of literacy skills, school advocate early intervention for speech and language by employing an in-house speech and language therapist three days per week.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All children complete Reception Baseline within first 6 weeks of starting Foundation</p> <p>Phonics - Stage 1 and Stage 2 taught in groups as per the needs of the individual</p> <p>Reading @ 3-4 years: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary. <p>Writing @ 3-4 years - 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. - Write some or all of their name. - Write the handwriting patterns to support cursive script.</p> <p>Children accessing reception: Reading @ Reception: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing @ Reception: - Form lower-case and capital letters correctly. - Anticipate key events in stories.</p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p>	<p>Phonics - Stages 2 and 3 taught in groups as per the needs of the individual</p> <p>Reading @ 3-4 years: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary. <p>Writing @ 3-4 years - 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. - Write some or all of their name. - Write the handwriting patterns to support cursive script.</p> <p>Children accessing reception: Reading @ Reception: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing @ Reception: - Form lower-case and capital letters correctly. - Anticipate key events in stories.</p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p>	<p>Phonics - Stages 2 and 3 taught in groups as per the needs of the individual Focus on 'blending' the sounds that they have learned to read and 'segmenting' sounds to support spelling.</p> <p>Reading @ 3-4 years: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary. <p>Writing @ 3-4 years - 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. - Write some or all of their name. - Write the handwriting patterns to support cursive script.</p> <p>Children accessing reception: Reading @ Reception: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing @ Reception: - Form lower-case and capital letters correctly. - Anticipate key events in stories.</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p>Phonics - Stages 2, 3 and 4 taught in groups as per the needs of the individual Focus on 'blending' the sounds that they have learned to read and 'segmenting' sounds to support spelling.</p> <p>Reading @ 3-4 years: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary. <p>Writing @ 3-4 years - 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. - Write some or all of their name. - Write the handwriting patterns to support cursive script.</p> <p>Children accessing reception: Reading @ Reception: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing @ Reception: - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p>Children accessing reception: Reading @ Reception: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing @ Reception: - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p>Children accessing reception: Reading @ Reception: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing @ Reception: - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>



EYFS Mathematics Overview

2024 - 2025

In Foundation Stage, the teachers plan their activities based upon objective and child-led planning so that the curriculum is adapted to meet each child's individual mathematical need. The grid below shows a generic overview of our Mathematics curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. By the end of Foundation Stage, children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and recognise the patterns within those numbers.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number: Children working @ 3-4 years</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match numerals up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. <p>Shape, Space and Measure: Children working @3-4 years:</p> <ul style="list-style-type: none"> 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'. 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'. Make comparisons between objects relating to size, length, weight and capacity. <p>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds Subitise – linked to 1 & 2 Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 1 & 2 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 1 & 2 <p><i>Verbally count beyond 20, recognising the pattern of the counting system</i></p>	<p>Number: Children working @3-4 years:</p> <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Count objects, actions and sounds. (Up to 10) Subitise (recognise quantities without counting) up to 5/10 Explore the composition of numbers to 5. <p>Shape, Space and Measure: Children working @3-4 years:</p> <ul style="list-style-type: none"> Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Select shapes appropriately: flat surfaces for building, triangular prism for a roof Combine shapes to make new ones: arch, bigger triangle Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. <p>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Subitise – linked to 3 & 4 Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 3 & 4 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 3 & 4 <p><i>Have a deep understanding of number to 10, including the composition of each number.</i> <i>Verbally count beyond 20, recognising the pattern of the counting system.</i> <i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i></p>	<p>Number: Children working @ reception:</p> <ul style="list-style-type: none"> Subitise (recognise quantities without counting) up to 10. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers using the vocabulary 'more than', 'less than', 'fewer than', 'the same as', 'equal to'. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and 10. <p>Shape, Space and Measure: Children working @ reception:</p> <ul style="list-style-type: none"> 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 (including AB, ABB and ABBC) Compare length, weight and capacity. <p>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 5 & 6 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 5 & 6 Automatically recall number bonds for numbers 0 to 5 <p><i>Have a deep understanding of number to 10, including the composition of each number.</i> <i>Verbally count beyond 20, recognising the pattern of the counting system</i> <i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i> <i>Subitise up to 5</i> <i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p>	<p>Number:</p> <ul style="list-style-type: none"> Subitise (recognise quantities without counting) up to 10. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Count verbally beyond twenty. Compare numbers using the vocabulary 'more than', 'less than', 'fewer than', 'the same as', 'equal to'. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. <p>Shape, Space and Measure:</p> <ul style="list-style-type: none"> 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 (including AB, ABB and ABBC) Compare length, weight and capacity. <p>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 7 & 8 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 7 & 8 Automatically recall number bonds for numbers 0 to 5 <p><i>Have a deep understanding of number to 10, including the composition of each number.</i> <i>Verbally count beyond 20, recognising the pattern of the counting system</i> <i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i> <i>Subitise up to 5</i> <i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p>	<p>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 9 & 10 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 9 & 10 Automatically recall number bonds for numbers 0 to 5 <p><i>Have a deep understanding of number to 10, including the composition of each number</i> <i>Verbally count beyond 20, recognising the pattern of the counting system</i> <i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i> <i>Subitise up to 5</i> <i>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts</i> <i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p>	<p>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 9 & 10 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 9 & 10 Automatically recall number bonds for numbers 0 to 5 <p><i>(Work beyond these objectives when the MN programme is complete to prepare children for accessing the Year 1 Mathematics National Curriculum)</i> <i>Have a deep understanding of number to 10, including the composition of each number</i> <i>Verbally count beyond 20, recognising the pattern of the counting system</i> <i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i> <i>Subitise up to 5</i> <i>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts</i> <i>Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally</i></p>



EYFS Understanding the World Long Term Overview 2024 to 25

The grid below shows a generic overview of our Understanding the World curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready. This area of learning lays the foundations for learning in Science, Geography, History and RE as the children prepare to progress to the National Curriculum.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Past and Present: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. <p>People, Culture and Communities: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Show interest in different occupations. - Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>The Natural World: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them in class.</i></p> <p><i>Understand the past through settings encountered in books read in class and storytelling.</i></p> <p><i>Explore the natural world around them.</i></p>	<p>Past and Present: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. <p>People, Culture and Communities: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Show interest in different occupations. - Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Children working @ reception:</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community - Name and describe people who are familiar to them. <p>The Natural World: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. <p>The Natural World: Children working @ reception:</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Talk about the lives of people around them and their role in society. <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.</i></p> <p><i>Explore the natural world around them making observations of plants.</i></p>	<p>Past and Present: Children working @ reception:</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities: Children working @ reception:</p> <ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - 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. <p>The Natural World: Children working @ reception:</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. <p><i>Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Knows some similarities and differences between religious and cultural communities in this country, drawing on experiences that they have read in class.</i></p>	<p>Past and Present: Children working @ reception:</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities: Children working @ reception:</p> <ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - 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. <p>The Natural World: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. <p><i>Talks about their lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and story telling</i></p> <p><i>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>	<p>Past and Present: Children working @ reception:</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities: Children working @ reception:</p> <ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - 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. <p>The Natural World: Children working @ reception:</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>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.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons.</i></p>	<p>Past and Present: Children working @ reception:</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities: Children working @ reception:</p> <ul style="list-style-type: none"> - Understand that some places are special to members of their community. - 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. <p>The Natural World: Children working @ reception:</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. <p><i>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.</i></p>



EYFS Expressive Arts and Design Overview 2024 to 25

In Foundation Stage, the teachers plan their activities based upon objective and child-led planning so that the curriculum is adapted to meet each child's individual Expressive Art and Design need. The grid below shows a generic overview of the Expressive Art and Design curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. <p>Imaginative Play: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <p>Performance: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. 	<p>Art: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear, etc. <p>Performance: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - 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. - Play instruments with increasing control to express their feelings and ideas. 	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Performance: Children working @ reception:</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups. <p style="text-align: center;"><i>Invent, adapt and recount narratives and stories with peers and their teachers.</i></p> <p style="text-align: center;"><i>Sings a range of well known nursery rhymes and songs.</i></p> <p style="text-align: center;"><i>Perform songs, rhymes, poems and stories with others, and (when appropriate) moves in time to music.</i></p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Performance: Children working @ reception:</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups <p style="text-align: center;"><i>Invent, adapt and recount narratives and stories with peers and their teachers.</i></p> <p style="text-align: center;"><i>Sings a range of well known nursery rhymes and songs.</i></p> <p style="text-align: center;"><i>Perform stories with others Make use of props and materials when role playing characters in narratives and stories.</i></p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <p>Performance: Children working @ reception:</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups. <p style="text-align: center;"><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p style="text-align: center;"><i>Share their creations, explaining the processes they have used.</i></p> <p style="text-align: center;"><i>Make use of props and materials when role playing characters in narratives and stories</i></p>	<p>Art: Children working @ reception:</p> <ul style="list-style-type: none"> - 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Laying the Foundations for the Key Stage One Curriculum

Science

EYFS	Animals - Including Humans	Seasonal changes	Everyday Materials	Plants
	<ul style="list-style-type: none"> - Observe/identify/describe changes as we grow. - Observe/identify/describe differences between each other. - Observe our teeth using magnifying glasses and know how to keep them clean. 	<ul style="list-style-type: none"> - Observe/identify/describe changes as the seasons change throughout the year. 	<ul style="list-style-type: none"> - Explore the natural world around them, using their senses. - Describe the feel of different materials e.g. rough, smooth, opaque etc - Explore and sort materials with similar and different properties. - Observe changing states of matter e.g. ice melting, water freezing, making jelly. - Investigate which materials float and sink. 	<ul style="list-style-type: none"> - Observe, and look after, seeds germinating and growing into plants - Explore some vegetables grow above or below the ground. - Observe first hand where different food products come from.

Geography

	Locational and Place Knowledge (knowing the location of continents, oceans, regions, countries, capital cities, global positions, compass directions, distances)	Human and Physical Knowledge (including physical and human features, diversity, physical and human processes)	Geographical Skills and Fieldwork (Techniques - fieldwork, using secondary geographical sources, using GIS)
EYFS	<p>Know they live in Layton and their school name is Layton Primary School on Lynwood Avenue in Blackpool.</p> <p>Explore through stories and videos places in the world that are different to where they live. e.g. food tasting in Handa's Surprise, videos when read Ghanaian Goldilocks etc.</p>	<p>Know that there are different weathers in different seasons and discuss the weather as a daily routine.</p> <p>Describe the changes in the seasons through hands on exploration and through story.</p> <p>Know, and describe, how children's lives in other countries may be similar or different (food they eat, how they get to school, where they live and the weather there)</p> <p>Know vocabulary that names different natural (physical) features and made by people (human features) in their local area and the world.</p> <p>Know the purpose of some of the buildings in Layton e.g. shop, library,</p>	<p>Know that an aerial view is taken from the sky.</p> <p>Draw a simple map e.g. The route of the Naughty Bus, What the Ladybird Heard</p> <p>Observe maps of familiar locations e.g. The Naughty Bus trip, Cobble Hey Farm</p> <p>Use simple positional cues.</p>

History

	All About Me	My Place in the World	Materials Matter	Animal Habitats - Who lives where?	Farm to Fork	Once Upon a Time....Long Ago
EYFS	Explore their own family dynamic and understand their life story.	Know and observe how two key local landmarks are similar/different to the past.	To experience conflict and how problems can be resolved.	Know that explorers discovered new places. Name two ways farming equipment has changed over time.	Know that traditional tales were told in the past.	Know that traditional tales have been shared within society over time.
<ul style="list-style-type: none"> - Use historical vocabulary to talk about what has happened in the past . - Observe and use pictures, photographs and artefacts to find out about the past. 						

Art and Design

Year Group	Develop Ideas	Master Practical Skills	Take Inspiration
EYFS	<p>Use words to help them describe what they like and dislike about artwork.</p> <p>Use words that can describe texture can be described as rough, smooth or bumpy.</p>	<p>Explore that play-doh, can be rolled, squashed, and shaped to make different forms.</p> <p>To know to use a thin brush to make a thin line and using a thick brush to create a thick line of paint.</p> <p>To know that colours can be mixed to make new colours.</p> <p>Mix colours to make new colours.</p> <p>Sculpt play doh/clay in different forms - roll, squash, squeeze and shape to make different forms.</p> <p>Use different tools to make different marks in play doh/clay.</p> <p>Use a variety of drawing equipment to draw a figure</p> <p>Use a variety of materials can be used for printing e.g. sponge, fruit, blocks</p>	To know there are famous artists.

Design Technology

Year Group	Investigates, disassemble, evaluate. Design, Make, Evaluate (including creating and testing prototypes) Technical Knowledge (including food and nutrition)		
EYFS	All About Me (Aut 1) My Place in the World (Aut 2)	Materials Matter (Spr 1) Habitats - Where do animals live? (Spr 2)	Farm to Fork (Sum 1) Once Upon a TimeLong Ago (Sum 2)
	<ul style="list-style-type: none"> - Know how to wash their hands independently before cooking activity. - Follow steps to make currant buns, pizza and bread including how to weigh ingredients - Know the vocabulary associated with different kitchen utensils e.g. chopping (knife), scooping (spoon), stirring (spoon) - Make healthy food choices within the classroom - Develop skills needed to use a knife and fork 	<ul style="list-style-type: none"> - Know the vocabulary associated with choosing a material for specific purpose. e.g. strong, flat, rigid - Know how to use tools to stir, mix, pour and blend. - Know how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. 	<ul style="list-style-type: none"> - Know how to make a structure stand tall or wide. - Know how to make a wind up toy, or a toy with a pulley, cogs etc move. - Know how to investigate the structure if an object e.g. the baby bear's chair.

Computing

Coding	Coummnicate	Connect	Collect
<p>Explore that 2 step instructions have to be completed in order they were given.</p> <p>Know some positional language - e.g. under, beneath, beside, forward, backward.</p>	<p>Explore how an Ipad can be used to support learning in the classroom.</p>	<p>Explore how an IPad can be used for different reasons in school and at home.</p> <p>Know that Ipads are fragile and need to be treated with care.</p>	<p>Explore how to collect information using an Ipad - know how to take a photo and video and access this afterwards.</p>

Fundamental Movement Skills

EYFS

- Locomotor skills:
 - **Running:** Moving forward at a fast pace.
 - **Jumping:** Propelling oneself into the air and landing on one's feet.
 - **Hopping:** Moving forward by springing off one foot and landing on the same foot.
 - **Leaping:** Moving forward by springing off one foot and landing on the other foot.
 - **Skipping:** Alternating forward steps with a hop on one foot.
 - **Galloping:** Moving forward with a sideways step and a hop on the same foot.
- Manipulative skills:
 - **Throwing:** Projecting an object with the hands.
 - **Catching:** Stopping and controlling an object with the hands.
 - **Kicking:** Propelling an object with the feet.
 - **Striking:** Using a part of the body or an implement to hit an object.
 - **Dribbling:** Controlling an object with a specific part of the body while moving.
- Balancing Skills:
 - **Balancing:** Maintaining a stable posture.
 - **Twisting:** Rotating the body around its axis.
 - **Bending:** Flexing or extending a joint.
 - **Stretching:** Lengthening a muscle.

Music

	Composing	Listening	Performing
EYFS	<ul style="list-style-type: none">- Develop awareness of sounds made by various instruments.- Know how to make instruments louder and quieter.- Children can express themselves through dance by using the sounds of the music.	<ul style="list-style-type: none">- Develop an awareness of sounds and rhythms and begin to listen carefully to pieces of music.- Clap syllables to familiar, repetitive parts of stories.	<ul style="list-style-type: none">- Use a variety of percussion instruments.- Sing a variety of songs and action rhymes.- Recite key rhyming parts of stories.

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