

Hatfield Academy FS2 Long Term Plan 2025-2026

Four Guiding Principles



Unique child- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.


Positive relationships- children learn to be strong and independent through positive relationships and they benefit from a strong partnership between practitioners and parents and/or carers.

Enabling environments- children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time.

Learning and development- children develop and learn at different rates.

Seven Features of Effective Practice

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1 The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

4 Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

5 Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.


6 Self-regulation and executive function


- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - think flexibly
 - inhibit impulsive behaviour.
- These abilities contribute to the child's growing ability to self-regulate:
 - concentrate their thinking
 - plan what to do next
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans.
- Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.


7 Partnership with parents


- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.


Play- add high quality interactions/????	SEND
<p>‘Play underpins the EYFS. It also underpins learning and all aspects of children’s development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills.’ – www.earlyyearsmatters.co.uk</p> <p>At Hatfield, we place paramount importance upon play . Not only is it a statutory requirement, it is fundamental to the progress that children make.</p>	<p>At Hatfield, we view each child as unique and we follow the four guiding principles from the Early Years Framework as well as the seven features of effective practice.</p> <p>We recognise the importance of early intervention and identification of barriers to learning and we work closely with our Inclusion Team and parents, following the SEND Code of Practice.</p>


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes (but this could change due to child interest)	All About Me My family My school My environment The people around me People who help us	Once Upon a Time Traditional tales	Under the Sea	Space Our planet Earth The moon, the sun, the planets in our solar system Space travel Astronauts The International Space Station	Growing and Changing Seasons Plants, what plants need to grow How we grow and change How animals grow and change How things around us change	Kings and Queens Our Queen Coronations The Magna Carta Buckingham Palace London Locally significant areas in the past
Festivals and celebrations	Harvest Festival Eid Hallowe'en	Guy Fawkes Remembrance Sunday Diwali Advent and Christmas	Chinese New Year Shrove Tuesday	Holi Mothering Sunday Easter Baiksakhi	St George's Day Ramadan Eid	Father's Day Summer Solstice
Potential Trips	Local fire station, community building, library Autumn walk				Botanical Gardens Picnic in the park Farm visit	Conisbrough Castle Manor Lodge
Visitors	Show and tell- new babies Community visitors? Teeth hygiene? Fire engine visit		Touch tanks Aqualease	Mobile planetarium		
Special events		Children in Need Anti- Bullying Week Black History Month Christmas performances		Easter bonnet parade? Sport Relief Comic relief		Sports day Fathers' Day


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General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
Our values- introduced in small steps so children understand Hatfield values clearly and in-depth.	Holly Happiness (female) Self-confident	Archie Aspirational (male) Aspirational	Captain Curious (gender unknown) Enthusiastic	Tenacious Tarak (male) Responsible	Scholarly Safah (female) High Expectations	Emad Empathy (male) Thoughtful and Trustworthy
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonics assessments to be completed Seesaw journal set up	On going assessments Baseline analysis Pupil progress meetings Parents' evening info EYFS team meetings Internal moderation BromCom- data input	GLD Projections for EOY EYFS team meetings Internal moderation	Pupil progress meetings Parents evening info EYFS team meetings BromCom- data input Internal moderation	Trust moderation EYFS team meetings Internal moderation	Pupil progress meetings Parents' evening info EYFS team meetings EOY data
Parental involvement	Staggered Start Harvest Assembly Speaking and listening parent workshop Phonics parent workshop – 3:15pm Monday in classroom	Nativity Parents' Evening Share a story – parent stay and play	Maths parent workshop- 3:15pm Monday in classroom	Parents' Evening Craft stay and play	Writing parent workshop- 3:15pm Monday in classroom	Parents' Evening Parents' Picnic

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children’s language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions EYFS productions, assemblies and weekly interventions.</p> <p>Daily story time</p>	<p>Welcome to EYFS</p> <p>Settling in activities</p> <p>Making friends</p> <p>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p> <p>Listen to others one on one or in small groups</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories and call and response games.</p> <p>Understand use of objects and tools in the classroom and how to use resources in each area of provision.</p> <p>Respond to multi-step instructions e.g. first, then, next...</p> <p>Re-tell past events from stories and from own experience in chronological order e.g. describing a day at school</p>	<p>Tell me a story!</p> <p>Settling in activities</p> <p>Word hunts</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary through the day.</p> <p>Take part in discussions.</p> <p>Join in with repeated refrains and familiar stories.</p> <p>Follow directions, recognising left and right e.g Simon says</p> <p>Show understanding of prepositions when tidying the classroom e.g. ‘under’ or ‘on top’</p> <p>Use vocabulary, including phrases, from recently read stories in conversations.</p> <p>Ask questions using what, where, when and why to find out information.</p>	<p>Tell me why!</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs.</p> <p>Build up vocabulary that reflects knowledge and experience e.g. chn can talk about space, what they know about it, what an astronaut does etc.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past and things that happened a very long time ago.</p> <p>Ask relevant questions to find out more information.</p> <p>Share opinions and explain preferences</p>	<p>Talk it through!</p> <p>Focus attention in a variety of situations- small groups, 1:1 and whole class.</p> <p>Understand ‘how’ and ‘why’ questions and use them in a variety of contexts.</p> <p>Use increasingly complex sentences to link thoughts e.g. using ‘and’ and ‘because’.</p> <p>Use newly acquired vocabulary to name and describe.</p> <p>Apply new vocabulary to explain changes noticed</p>	<p>What happened?</p> <p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p> <p>Describe a pretend object in play based situations.</p> <p>Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know.</p> <p>Use intonation and rhythm when joining in with stories and rhymes.</p> <p>Respond to questions using full sentences e.g. ‘I think....because....’ – this will be consistently modelled by adults in all curriculum areas.</p>	<p>Time to share!</p> <p>Show and tell</p> <p>Weekend news</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p> <p>Use talk to explain what is happening and anticipate what might happen next.</p> <p>Recall and relive past experiences- discuss special events, birthdays, in school celebrations etc.</p> <p>Retell events in order.</p> <p>Respond to comments from peers using full sentences.</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas o the curriculum. This will be modelled by adults consistently.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
Physical Development Fine motor Continuously check the progress of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Small tools, cutlery, tweezers, pipettes, scissors, cutting paper, card, fabric, tracing, using templates, playdough, drawing myself- what features do I have?	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Small tools- cutlery, tweezers, pipettes, scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Small tools – cutlery, tweezers, pipettes, scissors Drawing and painting	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/ Small tools- cutlery, tweezers, pipettes, scissors. Cutting shapes eg spirals.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Small tools- cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals. Drawing and painting plants and flowers, leaf rubbings, pencil control. Drawing, painting and modelling dough animals, pencil control.	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego Small tools- cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough. Drawing, painting, weaving or simple sewing.
Gross motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Spatial awareness and multi-step instructions games Running, jumping, using tricycles and scooters outside with increasing control.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Spatial awareness and co-ordination games, dancing to music, moving with control around the floor	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance – standing on one leg, walking along a bench, climbing Invasion games	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Team games and ball skills including using a racquet. Running, jumping, hopping from foot to foot, running around obstacles.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Team games including relay races, using racquets and balls, throwing and catching. Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope.	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance Running, jumping, hopping, slipping, travelling under and over obstacles, throwing and catching.

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing self Self-regulation	<p>New Beginnings</p> <p>Seeing themselves as a valuable individual.</p> <p>Making friends</p> <p>Our classroom and school rules- how we all help to make our classroom a happy place to learn</p> <p>My feelings – words I can use to describe how I am feeling. What I can do when I am angry or upset.</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Teamwork and sharing Working together and waiting to take turns How can I help my friends?</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Including everyone- diversity within our school and the wider community</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Random acts of Kindness</p> <p>Looking after our planet</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Looking after others Friendships Looking after pets</p> <p>Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Doing things myself- independence. What can I do if I am worried?</p> <p>Healthy diets to help us grow. What we need to eat, how we look after our bodies and keep ourselves clean</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Taking part in sports day - Winning and losing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Challenges- moving to Year 1. What do I do when things are hard? Perseverance. Who can help me at school?</p> <p>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>

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General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
English	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Word reading – phonics RWI	Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	Phonic Sounds: RWI Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	Phonic Sounds: RWI Differentiated groups Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.	Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
English In addition to Read Write Inc phonics scheme	<p>Fiction including picture books with familiar settings, relating to families and people who help us.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary.</p> <p>Story language – becoming familiar with phrases like ‘once upon a time’, ‘a long time ago’ and ‘lived happily ever after’.</p> <p>Use puppets to retell familiar stories.</p> <p>Poetry- learning and reciting simple poems with rhyme and repetitive language.</p> <p>Provide opportunities for mark making – stamps in playdough, wheels and other shapes, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Focus on letter formation.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Traditional tales</p> <p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play- using imaginative movement and vocabulary to recreate scenes from familiar stories.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water, tracing, rubbing, whiteboards and pens, clipboards etc,</p> <p>Focus on letter formation.</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p>	<p>Fiction and non-fiction books</p> <p>Emergent writing- encourage short words or phrases in different writing contexts e.g. in free flow or in a structured lessons.</p> <p>List writing</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water, tracing, rubbing, whiteboards and pens, clipboards etc,</p> <p>Focus on letter formation;.</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Fiction and non-fiction books about space.</p> <p>Letter writing including simple sentences and phrases.</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, water, pens, pencils etc.</p> <p>Focus on letter formation.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.</p> <p>Labels and captions – life cycles</p> <p>Recount – A trip to the park</p> <p>Character descriptions.</p> <p>Write 2 sentences</p>	<p>Fiction and non-fiction texts about how people, animals and plants grow.</p> <p>Labelling e.g. labelling seed pots.</p> <p>Descriptive sentences- children begin to write to describe an object e.g. the seed is tiny/ the plant is tall.</p> <p>Writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives e.g. first... then.</p> <p>Create fact books about kings and queens and notice the difference between writing stories and writing information.</p> <p>Role play using newly acquired vocabulary e.g. coronation.</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p> <p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps. Clipboards, painting on an upright tuff tray, writing in sand and rice etc.</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p> <p>Acrostic poems</p>	<p>Fiction and non-fiction texts about the monarchy, history etc.</p> <p>Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Using descriptive language in oral storytelling and in writing.</p> <p>Creating our own stories (orally or written) with a beginning, middle and end.</p> <p>Jumping into the story – settings- what was the character thinking at this point in the story?</p> <p>Instructions- writing numbered lists in a logical order.</p> <p>Nonsense poetry – how authors play with words.</p> <p>Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write three sentences – B, M & E.</p>




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General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
Key Texts Tier 1 – Traditional Tales Tier 2 – quality texts Tier 3 – thematic/ children's interests	Goldilocks The Gruffalo Funnybones We're Going on a Bear Hunt The Gruffalo Our Class is a Family Owl Babies Mixed The Colour Monster The Rainbow Fish The Big Book of Families Tree The Way Back Home	The Gingerbread Man The Billy Goats Gruff The Three Little Pigs Little Red Hen Stick Man Where the Wild Things Are Rosie's Walk Christmas Story The Story of Diwali	Hansel & Gretel Zog Commotion in the Ocean Tiddler The Big Book of the Blue Non-fiction oceans The odd fish Sharing a shell The snail and the whale Somebody's swallowed Stanley Bright Stanley	Little Red Riding Hood Zog & the Flying Doctors Look Up Astro Girl Non-fiction space The Easter Story Noah's Ark	Jack & the Beanstalk The Ugly Duckling Handa's Surprise Hairy Maclary Duck in the Truck The Tiny Seed The Enormous Turnip Non-fiction plants	The Princess & The Pea Non-fiction Kings, queens, palaces and castles The King's Pants
Traditional rhymes and poetry – Rhyme of the Week	Week 3 - Baa, baa, black sheep (4 lines) Week 4 - Hey diddle diddle (4 lines) Week 5- Hickory dickory dock (4 lines but can be extended) Week 6- Jack and Jill (4 lines) Week 7 - Little Bo Peep (4 lines)	Week 1- It's raining, it's pouring (4 lines- weather) Week 2- Rain, rain, go away (4 lines- link to weather) Week 3- One, two, buckle my shoe (good link to maths 1-10) Week 4- Old Mother Hubbard (6 lines) Week 5- Diddle diddle dumpling (4 lines) Week 6- Star light, star bright (CHRISTMAS LINK) Week 7- Twinkle, twinkle (stars- winter link)	Week 1 - Georgie Porgie (4 lines) Week 2- Little Miss Muffet (6 lines) Week 3- Old Macdonald had a farm Week 4- Humpty Dumpty Week 5- Jack Be Nimble A sailor went to sea 12345 once I caught a fish alive	Week 1- See saw, Margery Daw Week 2- She'll be coming round the mountain Week 3 – Three Blind Mice Week 4 – Ring a Ring o' Roses Week 5- Hey Diddle Diddle Week 6- London Bridge is Falling Down	Week 1 - Mary, Mary, quite contrary (link to growing and changing) Week 2 - Mary had a little lamb (again link to growing and changing) Week 3- Sing a song of Sixpence Week 4-I'm a Little Tadpole (google it- linked to growing and changing) Week 5- Ladybird, Ladybird (growing and changing) Week 6- Little Boy Blue (growing and changing)	Week 1 - The Grand Old Duke of York Week 2- Old King Cole (complex!) Week 3- Monday's Child Week 4- Rock-a-bye Baby Week 5- Row Row Row Your Boat Week 6- Oranges and Lemons Week 7- Pop Goes the Weasel



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
Maths We use Ark maths to support our planning. We will also cover these areas through provision at different times, depending upon the needs and interests of the children.	<u>Early Mathematical Experiences</u> Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Ordering objects and sets. <u>Patterns and Early Number</u> Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting. <u>Numbers Within Six</u> Count up to six objects. One more or one fewer. Order numbers 1 – 6. Conservation of numbers within six.	<u>Addition and Subtraction Within Six</u> Explore zero. Explore addition and subtraction. <u>Measures</u> Estimate, order compare, discuss and explore capacity, weight and lengths. <u>Shape and Sorting</u> Describe, and sort 3- D shapes. Describe position accurately.	<u>Numbers Within Ten</u> Count up to ten objects. Represent, order and explore numbers to ten. One more or fewer, one greater or less. <u>Calendar and Time</u> Days of the week and seasons. Sequence daily events. <u>Addition and Subtraction Within Ten</u> Explore addition as counting on and subtraction as taking away. <u>Grouping and Sharing</u> Counting and sharing in equal groups. Grouping into fives and tens. Relationship between grouping and sharing	<u>Number Patterns Within 15</u> Count up to 15 objects and recognise different representations. Order and explore number patterns to 15. One more or fewer. <u>Doubling and Halving</u> Doubling and halving. Relationship between doubling and halving. <u>Shape and Pattern</u> Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns.	<u>Securing Addition and Subtraction Facts</u> Commutativity. Explore addition and subtraction. Compare two amounts <u>Number Patterns Beyond 20</u> One more one less. Estimate and count. Grouping and sharing. <u>Money</u> Coin recognition and values. Combinations to total 20p. Change from 10p.	<u>Measures</u> Describe capacities. Compare volumes. Compare weights. Estimate, compare and order lengths. <u>Exploration of Patterns Within Number</u> Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
Understanding the World (more detailed planning separate to this)	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Past and present (History)	My past, present, future and that of others including characters from stories. Families- when I was a baby, when my family members were young. Family trees, diverse representations of family life. Developing sense of chronology- before I was born, before I came to school, which classroom will I be in next year? Our school year- what will we do this year in Reception?	Why did people tell stories in the past?		People who looked at the stars- Galileo. Traditional stories to explain the stars. The Moon landings. The International Space Station.	Farming in the past. Present day use of machinery in farming	The story of King John and the Magna Carta. Queen Elizabeth II's coronation.
People, culture and communities (geography) ADD RELIGION IN – Christmas, Diwali, Easter	Location of our school and the local area. Route to school. People who help us in our community.	Maps- Goldilocks and 3 Little Pigs Journeys		Astronauts and astronomers. Mae Jaimeson, Tim Peak and Caroline Hershel.	Farming in our local area. Fruit and vegetables and where they come from.	The monarchy Countries around the world that have QE as their monarch. The Union Flag of the /united Kingdom & flags from other countries.
The natural world (science)	The human body. Facial features, body parts, the senses Seasons- autumn	Seasons-winter	Weather Seasons – spring	Gravity Forces- push, pull, twist Air transport Water transport Seasons- winter Transport in winter Changing states of matter The moon, the sun, the planets	Design a garden Growing and changing Life cycles Animals and their babies Plants and how they grow Trees	Seasons – summer Staying safe in the sun Changing states of matter- why do our ice lollies melt?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	All About Me	Once Upon a Time	Under the Sea	Space	Growing and Changing	Kings and Queens
Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Creating with materials ARTIST OF THE MONTH	Piet Mondrian Exploring colour Painting with primary colours Mixing secondary colours Painting portraits	Wassily Kandinsky Exploring drawing circles Painting using secondary colours Colour and the seasons- which colours show us different seasons. A study of Pissarro’s season paintings. Cutting: snowflake design. Design: making a boat that floats and another vehicle that moves with wheels. Looking at Lowry and drawing our own houses and ‘matchstick’ people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses.	Jackson Pollock Exploring line Taking the line for a walk Creating dip paintings like Jackson Pollock Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	Andy Warhol Make different textures; make patterns using different colours Collage-farm animals. Pastel drawings, printing, patterns on Easter eggs, life cycles, Mother’s Day crafts Artwork themed around Eric Carle / The Seasons Exploring what we can see in the world around us.	Wincent Van Gough Sunflower paintings Studying how Van Gogh used different marks to draw still life. Children will explore ways to protect the growing of plants by designing scarecrows.	People on art. Looking at Degas’ ballerinas. Practising drawing people. Creating clay sculptures of ‘Miro-like’ people. Fashion – experimenting with fabric to design a suitable piece of sports wear.
Being imaginative and expressive COMPOSER OF THE MONTH	Join in with songs; join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Rhythm, pulse and sound. Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music	Singing in a group (Christmas performance) Composer: Sergei Prokofiev, Peter and the Wolf	Louis Armstrong- Jazz Bloom app on ipad to create repeating patterns of music. Playing with sounds – pitch Listening to and responding to Holst’s Planet Suite. Composer: Engelbert Humperdinck, Hansel and Gretel	Provide a wide range of props for play which encourage imagination Home Corner role play Playing with sounds. Singing games including call and response.	Instrumental activities Composer: Louis Armstrong Music and dance sessions – link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer’s Apprentice	Instrumental activities: composition- using percussion instruments Composer: G.F. Handel

Early Learning Goals

Holistic/best fit judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>