



Grange Primary School EYFS Long Term Curriculum Plan – updated to meet the Early Years Curriculum (2021/2022)

Intent

Grange Primary School strives to provide quality education for all its children, in a caring and supportive environment.

The EYFS plays an important part of this, setting the foundations for children’s learning at the beginning of their school life.

Children in our Early Years Foundation Stage follow the Early Years Foundation Stage Curriculum (EYFS). This includes statutory and non-statutory documents such as “Birth to 5 Matters”. The children receive a broad and balanced curriculum that has been meticulously planned and purposefully sequenced across the seven areas of learning in the EYFS. This enables children to develop knowledge and acquire skills, preparing them to be life-long learners. The “Characteristics of Effective Learning” play a vital part in the Early Years Curriculum, highlighting the importance of playing and learning, active learning and critical thinking.

Our aim is for all children to be unique individuals, that have a good working understanding of the school’s core values and learning attributes :

Love	Hope	Co-operation	Respect
Resilience	Confidence	Responsibility	

The EYFS team builds positive relationships with children, families and staff. At Grange we recognise and celebrate the diversity of our children, families and staff members. We view our diverse community as one of our strengths. As such the curriculum, underpinned by British Values, is tailored to meet the different needs of the children as members of our special school community, but also as part of the wider community.

The EYFS team has high expectations for every pupil and provides appropriate levels of challenge and support, allowing children to achieve and exceed their potential. Through a combination of high-quality teaching, targeted interventions and the continuous provision of stimulating resources in classrooms and in the outdoor area, children will have the opportunity to learn independently and collaboratively.

The EYFS classrooms and the EYFS outdoor area provide a safe, inviting and attractive atmosphere that is conducive to learning, where children are excited to learn and happy to be.



Implementation

The following curriculum map shows how we plan to implement and deliver the curriculum. It will ensure that children develop an understanding of their learning through opportunities to apply the key skills being taught to them by the adults who work with them. Much of what happens in class is based on children's interests and needs as well as on appropriate themes that stimulate children to learn creatively. Throughout the year key concepts are revisited regularly, to ensure that children have embedded them in long term memory and can apply them across different contexts.

Impact

A variety of assessment methods will be used to record, track and measure the impact of children's learning. These include observations of the children at play, both from staff and family members, conversations with children and photographs. These will be collated in children's individual learning journals (recorded electronically and printed as a record for staff, children and their parents to share and discuss). We will know we are successful if children show that they have retained their learning of knowledge and skills and are beginning to show their understanding in different contexts.



THEMES AND SUGGESTED TEXTS

The following themes are based on specific times of the year, and link to what may be happening in the world around us throughout the year. Where possible, educational experiences will link to the themes and inform some of the planned learning happening in class. Where there are opportunities for children to formally plan their own projects and develop their own ideas, EYFS staff encourage children to think of what interests them. This means that some of the learning happening in class has no direct link to the current theme being followed. Over time at Grange, we have seen that giving children this wide variety of learning opportunities provides them with the broad and balanced curriculum to which they are entitled.

The texts below have been carefully chosen to link with the listed themes. They may be read to the children as an introduction to a particular theme. They may also support children's extended learning by deepening their understanding of what is being taught.

SCHOOL TERM		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	N	<ul style="list-style-type: none"> •Ourselves/Me & my family •Where we live •Birthdays (What makes me special) •Autumn 	<ul style="list-style-type: none"> •Ourselves/ •Christmas 	<ul style="list-style-type: none"> •People Who Help Us/ •Weather •New Year / New beginnings •Chinese New Year 	<ul style="list-style-type: none"> •Animals of the Farm/Life Cycles (chicken) •Spring 	<ul style="list-style-type: none"> •Minibeasts •Growing plants 	<ul style="list-style-type: none"> •Seaside •Space •Toys •Dinosaurs •Transition to Reception
	R	<ul style="list-style-type: none"> • My family, where we live and where we come from •My New Reception Class •Birthdays •Autumn 	<ul style="list-style-type: none"> •The autumn •Animal Stories •Festivals 	<ul style="list-style-type: none"> •New Year Resolutions •Chinese New Year •Our World 	<ul style="list-style-type: none"> •Growing and Changing •Spring 	<ul style="list-style-type: none"> •Art Focus (including Reception Art Gallery) •Keeping Healthy 	<ul style="list-style-type: none"> •Sports and Games (including Sports Day focus) •Summer Adventures •Transition to Year One
Key Texts and Suggested Texts	N	<ul style="list-style-type: none"> •‘I like myself!’ •‘Incredible Me!’ 	<ul style="list-style-type: none"> •‘Whatever Next!’ •‘The Tiger Who Came to Tea.’ 	<ul style="list-style-type: none"> •‘The Little Red Riding Hood.’ •‘Elmer.’ 	<ul style="list-style-type: none"> •‘Wisp.’ •‘Handa’s Hen.’ •‘The Odd Egg’ 	<ul style="list-style-type: none"> •‘The Very Hungry Caterpillar.’ •‘Superworm’ 	<ul style="list-style-type: none"> •‘Tiddler’ •‘Dinosaur Roar!’



<p>(In Nursery, these suggested texts develop theme and form a foundation for writing. In Reception, these are the Literacy Tree texts that inspire writing activities and other learning in class. There is also a list of 'suggested texts that link with the themes above. These could be read at Story time / other appropriate time during the half term in which they fall.</p>		<ul style="list-style-type: none"> •'The Three Little Pigs'. •'Little Mouse's Big Book of Fears.' 	<ul style="list-style-type: none"> •'The Gingerbread Man.' •'The Gruffalo's Child.' 	<ul style="list-style-type: none"> •'Goldilocks and the Three Bears.' •'Doing the Animal Bop.' 	<ul style="list-style-type: none"> •'On the Farm.' •'If I were the Easter Bunny.' 	<ul style="list-style-type: none"> •'What the Ladybird Heard' •'Henry Helps Plant a Garden' 	<ul style="list-style-type: none"> •'Suzy Orbit, Astronaut' •'Would you rather?' •'Beautiful Oops' •'Lost Toy Museum'
	R	<p>Suggested texts for Starting school/ Autumn/birthdays theme/ Snappy Birthday Bear's Birthday Squirrel's Autumn Search We're Going on a Leaf Hunt Boris Starts School Harry and the Dinosaurs Go to School</p>	<p>Suggested texts for Autumn/Halloween /Animal tales Pumpkin Soup The Pig in the Pond The Fox in the Dark</p>	<p>LITERACY TREE TEXTS : Super Milly and the Super School Day The Magic Paintbrush Suggested texts for New Year / Chinese New Year / Our country and others Lanterns and Firecrackers Katie in London Our World</p>	<p>LITERACY TREE TEXTS : The Tiny Seed I Will Not Ever Never Eat a Tomato The Extraordinary Gardener Suggested texts for Spring / growing theme Eggs & Chicks A Seed in Need Jack & B-stalk</p>	<p>LITERACY TREE TEXTS : Hairy MacLary from Donaldson's Dairy The Night Pirates Izzy Gizmo Suggested texts for gardening / growing theme The Very Hungry Caterpillar Oliver's Vegetables Jasper's Beanstalk</p>	<p>LITERACY TREE TEXTS : Suggested texts for Summer / Sports Day/Journeys theme Peppa Pig's Sports Day All Aboard for the Bobo Road! Summer Days and Nights The 100 Decker Bus</p>



PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Grange EYFS Staff will follow specific guidance for Personal, Social and Emotional Development by referring to the 'Birth to 5 Matters' (2021) document. PSED guidance, including statements describing typical child developmental stages start on page 55.

SCHOOL TERM		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>We follow the 'Jigsaw' PSHE programme throughout the school. This starts in Nursery with weekly circle time discussions. Staff observe children's developing social skills throughout their time in EYFS. They look for positive moments when children display behaviours that show them applying their knowledge of what has been covered in Jigsaw PSHE sessions.</p> <p>Personal, Social and Emotional</p>	N	<p>JIGSAW PSHE FOCUS : <u>Being Me in My World</u> (This covers belonging, being similar and different to others, expressing emotions and responsibility)</p> <p>Other PSHE areas this half term might include : Classroom routines and rules (Support children to settle in)</p>	<p>JIGSAW PSHE FOCUS : <u>Celebrating Difference</u> (This covers being proud of our achievements, understanding that we are special and unique, and that all families are different)</p> <p>Encourage joining in with new activities</p> <p>•Sharing and playing together</p>	<p>JIGSAW PSHE FOCUS : <u>Dreams and Goals</u> (This covers understanding challenges, perseverance, goal setting, jobs I might like to do when I am older)</p> <p>Other PSHE areas this half term might include :</p> <p>Helping others</p> <p>•Caring for others</p>	<p>JIGSAW PSHE FOCUS : <u>Healthy Me</u> (This includes knowing about exercise, a healthy diet, naming parts of the body, handwashing, sleep)</p> <p>Other PSHE areas this half term might include :</p> <p>Behaviour in different situations – why is it important?</p> <p>•Sharing and playing together</p>	<p>JIGSAW PSHE FOCUS : <u>Relationships</u> (This covers family relationships, friendships, calming strategies for conflict etc)</p> <p>Other PSHE areas this half term might include :</p> <p>What makes my friends happy and sad?</p> <p>•Sharing and playing together</p>	<p>JIGSAW PSHE FOCUS : <u>Changing Me</u> (This covers naming body parts, growing and changing from when we were babies and looking back at Nursery year – what did we enjoy the most – and looking ahead to Reception, for those children moving to that year group.</p>



<p>Development (Some Health & Self Care)</p> <ul style="list-style-type: none"> • Building Relationships • Managing Self <p>We follow the Jigsaw PSHE curriculum in Nursery and Reception</p>		<ul style="list-style-type: none"> •Asking for help/expressing needs and wants 	<ul style="list-style-type: none"> •Selecting resources and activities with help 	<ul style="list-style-type: none"> •Sharing and playing together 		
	R	<p>JIGSAW PSHE FOCUS : <u>Being Me in My World</u> (This covers recognising emotions, respecting differences, using gentle hands and understanding children’s rights and responsibilities)</p> <p>Other PSHE areas this half term might include :</p> <p>Classroom routines and rules (Class Charter)</p> <ul style="list-style-type: none"> •Supporting children in making friends 	<p>JIGSAW PSHE FOCUS : <u>Celebrating Difference</u> (This covers recognising our differences, talking about our different homes, understanding how to communicate positively with friends, and what makes us special and unique)</p> <p>Other PSHE areas this half term might include :</p> <ul style="list-style-type: none"> •Develop listening skills •Staying Safe and taking sensible risks 	<p>JIGSAW PSHE FOCUS : <u>Dreams and Goals</u> (This covers setting personal goals, perseverance to achieve goals, using positive encouragement to support others)</p> <p>Other PSHE areas this half term might include :</p> <p>Similarities and Differences (likes/dislikes)</p> <ul style="list-style-type: none"> •Keeping safe at home – link to Fire Station visit •Staying healthy in Winter 	<p>JIGSAW PSHE FOCUS : <u>Healthy Me</u> (This covers making healthy choices, sleep and exercise, beginning to be aware of stranger danger)</p> <p>Other PSHE areas this half term might include :</p> <p>Taking Turns</p> <ul style="list-style-type: none"> •Is it fair? •Talking about feelings (link to The Colour Monster story) • Helping others to stay safe 	<p>JIGSAW PSHE FOCUS : <u>Relationships</u> (This covers jobs/responsibilities within a family unit, maintaining positive friendships, the impact of unkind words)</p> <p>Other PSHE areas this half term might include :</p> <p>Problem Solving / Negotiating</p> <ul style="list-style-type: none"> •Feeling Proud of achievements – link to art Gallery and Sports Day



	<ul style="list-style-type: none"> •Talking about significant events in their lives •Hand washing and hygiene reminders 	<ul style="list-style-type: none"> •Saying sorry and showing how you're sorry 				
British Values	<p>Democracy: making decisions together Rule of law: understanding rules matter Individual liberty: freedom for all</p> <p>Mutual respect and tolerance: treat others as you want to be treated https://www.topsdaynurseries.co.uk/fundamental-british-values-early-years/</p>					
<p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		<p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		<p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 		



PHYSICAL DEVELOPMENT

Grange EYFS Staff will follow specific guidance for Physical Development by referring to the 'Birth to 5 Matters' (2021) document. PD guidance, including statements describing typical child developmental stages start on page 76.

SCHOOL TERM		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p align="center">Physical Development GROSS MOTOR</p>	N	<ul style="list-style-type: none"> • Learning to use space and equipment safely – careful climbing • Use of space • Bikes • Dancing – Gonoodle (moving in different ways to music) 	<ul style="list-style-type: none"> • Imitating movement in action songs • Exploring different ways of moving • Dancing – Gonoodle (moving in different ways to music) 	<ul style="list-style-type: none"> • Climbing and balancing Dancing with ribbons eg for Chinese New Year • Catching and throwing - Focus on large balls 	<ul style="list-style-type: none"> • Exploring different ways of moving – running, hopping, skipping, jumping • Games 	<ul style="list-style-type: none"> • Large ball skills Understanding effects of exercise 	<ul style="list-style-type: none"> • Small ball skills/Hoops and Quits • Relay races
	R	<ul style="list-style-type: none"> • Learning to use space and equipment safely – careful climbing 	<ul style="list-style-type: none"> • Obstacle Courses – negotiating space / hazards • Setting up own obstacle courses 	<ul style="list-style-type: none"> • Throwing and catching smaller objects e.g. small balls / beanbags/batons • Jumping and climbing safely 	<ul style="list-style-type: none"> • Dancing and music – creating own movements and expressing feelings through movement 	<ul style="list-style-type: none"> • Getting changed • Early P.E. sessions 	<ul style="list-style-type: none"> • Sports Day preparation (e.g. relay races) • Continue getting changed / P.E. focus
<p>HUW – put in the PE planning in a sequence – with extra skills like</p>							



<p>'spreading out' / safety skills etc / vocab</p>							
<p>Physical Development FINE MOTOR</p>	<p>N</p>	<ul style="list-style-type: none"> •Pencil grip observations •Mark making – vertical and horizontal lines •Tools : safety focus 	<ul style="list-style-type: none"> •Pencil grip as well as other tools for writing • Mark making – mastering lines and beginning to draw circle-like shapes 	<ul style="list-style-type: none"> • Using scissors/other tools to create change Continue to develop pre-writing shapes, model name writing 	<ul style="list-style-type: none"> • Drawing skills – creating enclosed shapes •Writing some letters from own name <p>Using tweezers and other tools for picking up and moving small objects</p>	<ul style="list-style-type: none"> •Confidence with a range of mark-making tools •Mark making – cross shapes •Using scissors •Using cutlery correctly 	<ul style="list-style-type: none"> • Mark making – square-like shapes; diagonal lines •Name writing – write full first name if appropriate. Encourage chn to explore writing words of their choice •Painting on easels



	R	<ul style="list-style-type: none"> •Recap all pre-writing shapes •Letter formation – Phase 2 phonics link •Using classroom objects, cutlery and other tools correctly / safely 	<ul style="list-style-type: none"> •Letter formation – continue Phase 2 (inc. Anticlockwise letters) •Retracing lines (ascenders and descenders (e.g. ‘b’, ‘g’) •Knows which hand they use 	<ul style="list-style-type: none"> •Using scissors independently to cut out shapes etc •More detailed work eg threading / beading •Using tweezers for more careful manipulation •Construction kits with more challenge e.g. small Lego 	<ul style="list-style-type: none"> •Presentation: Showing care when drawing and copying •Keeping letters on the line •Using a variety of materials for writing effectively and communicating meaning (Phase 2/3 Phonics) 	<ul style="list-style-type: none"> •Getting dressed and undressed independently e.g. for ‘P.E’ session •Creating effects using art materials (Art Focus link) <p>Deepening breadth of experience in writing longer phrases / sentences eg Phase 3/4 Phonics</p>	<ul style="list-style-type: none"> •Developing stamina for writing
Physical Development ELG: Gross Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 				ELG: Fine Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 			

COMMUNICATION AND LANGUAGE

Grange EYFS Staff will follow specific guidance for Communication and Language by referring to the ‘Birth to 5 Matters’ (2021) document. CL guidance, including statements describing typical child developmental stages start on page 66.

SCHOOL TERM		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Communication and Language : <ul style="list-style-type: none"> • Listening, Attention & Understanding • Self-Regulation 	N	<p>Throughout the year children will have opportunities across all areas of the curriculum to:</p> <p>Practise listening to each other, focusing on the speaker Listen to and recall stories</p> <p>Following simple 2/3 step instructions</p> <p>Ask questions with supports Join in with familiar stories Ask why and how questions Learn new vocabulary</p> <p>Link thoughts using 'because', 'and' Guess what might happen next Recall past events, speaking in the correct tense</p>
	R	<p>Throughout the year children will have opportunities across all areas of the curriculum to:</p> <p>Learn to speak with confidence during circle/carpet times</p> <p>Learn to listen and respond appropriately with relevant comments, questions or actions</p> <p>Learn new vocabulary relating to topics. Use this new vocabulary in appropriate contexts</p> <p>Use appropriate story language to re-enact/re-tell simple and familiar stories</p> <p>Listen in a range of situations Answer why/how questions Sequence events when speaking</p>
<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 		<p>ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



LITERACY

Grange EYFS Staff will follow specific guidance for Literacy by referring to the 'Birth to 5 Matters' (2021) document. Literacy guidance, including statements describing typical child developmental stages start on page 87.

<p>Literacy :</p> <ul style="list-style-type: none"> • Comprehension • Word Reading <p>In Nursery, key Reading skills are taught using the 'Book of the Week', during group learning times and one-to-one.</p> <p>In Reception, children follow the 'Literacy Tree' programme throughout the academic year. The programme features high quality age-appropriate texts which inspire a range of reading and writing opportunities. Staff plan creatively, taking ideas and inspiration from the texts, so that cross-curricular learning opportunities are on offer to the children within the teaching duration of each text / unit.</p>	<p>N</p> <ul style="list-style-type: none"> •Developing attention when listening to stories Looking at books independently •Talking about story events •Beginning to recognise familiar words and signs 	<ul style="list-style-type: none"> •Telling stories through pictures •Story telling Recognising familiar words and signs •Joins in with repeated refrains/Enjoys rhythmic and rhyming activities 	<ul style="list-style-type: none"> •Talking about story settings and characters •Oral story telling •Blending and segmenting (verbal) •Becoming aware of rhyme and alliteration 	<ul style="list-style-type: none"> •Story telling through pictures •Using non-fiction to find out more about class topic (life-cycles/Spring) •Blending and segmenting (verbal) •Making their own books 	<ul style="list-style-type: none"> •Blending and segmenting (verbal) 	<p>Exploring an increasing range of books</p> <ul style="list-style-type: none"> •Knows information can be relayed in print
	<p>R</p> <ul style="list-style-type: none"> •Teddy's Birthday •Snappy Birthday •Little Red Hen <p>KEY SKILLS : Telling stories through pictures</p> <p>Segmenting and Blending/links</p> <p>Whole class comprehension</p>	<ul style="list-style-type: none"> • The Three Billy Goats Gruff •Reading non-fiction texts about Autumn <p>KEY SKILLS : Segmenting and Blending</p> <p>Reading/ writing CVC words</p> <p>Difference between fiction and non- fiction</p> <p>Exploring a wide</p>	<ul style="list-style-type: none"> • Super Mille and the Super School Day • The Magic Paintbrush <p>KEY READING SKILLS : Predicting</p> <p>Demonstrating understanding of what has been read</p>	<ul style="list-style-type: none"> • The Tiny Seed • I Will Not Ever Never Eat a Tomato • The Extraordinary Gardener <p>KEY READING SKILLS : Reading and understanding labels and captions (on planted seeds)</p>	<ul style="list-style-type: none"> • Hairy Maclary from Donaldson's Dairy • The Night Pirates • Willy the Wimp <p>KEY READING SKILLS :</p>	<ul style="list-style-type: none"> • Izzy Gizmo • Oi Frog • So Much <p>KEY READING SKILLS :</p>



Literacy Writing			range of texts	Beginning to apply Phase 3 phonic knowledge to read words Matching rhyming words	Retelling a story (in song and own words)		
	N	<ul style="list-style-type: none"> •Ascribing meaning to marks •Mark making in sensory/sand/shaving foam •Recognising own name •Overwriting •Mark making to label 	<ul style="list-style-type: none"> •Developing awareness of rhyme •Christmas cards •Giving meaning to marks they make 	<ul style="list-style-type: none"> •Hearing and saying initial sounds •Recognising letter names and sounds •Writing for a purpose: lists and labels 	Writing some / all letters from own name <ul style="list-style-type: none"> • Writing for a purpose e.g. writing labels, posters, captions Choosing some words to have a go at writing	Writing own name more confidently <ul style="list-style-type: none"> •Rhyming : Continue Rhyming String •Exploring poems •Simple instructions 	<ul style="list-style-type: none"> •Description (verbal) •Story Structure •Labelling •Segmenting and Blending
	R	<ul style="list-style-type: none"> •Writing own name •Rhyming: Continue Rhyming String •Recognising Sounds and beginning to write CVC words • Labelling •Describing 	Writing words and short phrases (Phase 2) <ul style="list-style-type: none"> •Sequencing pictures from familiar stories (Visual) •Christmas cards/letters to Santa 	<ul style="list-style-type: none"> • Beginning to use descriptive words in writing eg onomatopoeia (superhero words : <u>Super Milly and the Super School Day</u>) •Writing imaginatively in role (eg as 'Shen') 	<ul style="list-style-type: none"> •Applying Ph3 & HFW in writing • Writing in 'non-fiction' mode : writing captions and a set of instructions (understanding different use of language for these). Purpose : 	<ul style="list-style-type: none"> • Character description (Wanted Poster) – Hairy Maclary • Letter writing (Hairy Maclary) • Writing a message in a bottle (applying Phase 2/3 phonics. The Night Pirates) • Starting a sentence with a 	



				<p><u>in The Magic Paintbrush</u></p>	<p><u>planting seeds (The Tiny Seed)</u></p> <p>Writing shopping lists (<u>I Will Not Ever Never Eat a Tomato</u>)</p> <p>Creating and naming a fantastical creature (descriptive writing : <u>The Extraordinary Gardener</u>)</p>	<p>variety of words, some with adjacent consonants (writing treasure map clues - The Night Pirates)</p>	
<p>Literacy ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 			<p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		<p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 		
Phonics :	N	Phase 1 Aspect 1 & 2	Phase 1 Aspect 1/2/3	Phase 1 Aspect 3&4 (with revision of Aspect 1 and 2)	Phase 1 Aspect 3&4 (with revision of Aspect 1 and 2)	Phase 1 Aspect 5 & 6 (with appropriate revision of Aspects 1-4)	Phase 1 Aspect 7 (with appropriate revision of Aspects



Letters and Sounds Nursery Rhymes	R	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4	Phase 4
	<p>Phase 1 phonics should be ongoing throughout the EYFS phonics programme. We take into consideration the children's starting point, age, at which point in the year they began in Nursery and so on. We tailor the Phase 1 Phonics teaching to each individual child's needs, based on these aspects. Some children stay in our Nursery over the course of two years, which is also a consideration when planning Phase 1 phonics. Phase 4, should be taught alongside ph 2 and 3.</p> <p>Nursery Rhymes should be revisited throughout the children's time in EYFS so that children are able to recall a number of Nursery Rhymes. https://www.nurseryrhymes.org/nursery-rhymes.html Choose 2 Nursery rhymes per half term – revisit throughout the year.</p>						

MATHEMATICS							
Grange EYFS Staff will follow specific guidance for Mathematics by referring to the 'Birth to 5 Matters' (2021) document. Mathematics guidance, including statements describing typical child developmental stages start on page 94 .							
SCHOOL TERM		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics, incorporating Number and Numerical Patterns (R to use White Rose Mathematics scheme to support)	N	<ul style="list-style-type: none"> •Counting aloud 0-10 •Our favourite numbers • 1-1 correspondence when counting objects •Numbers in the environment 	<ul style="list-style-type: none"> •Matching numeral and quantity •Comparing two groups of objects •Representing number •Positional Language 	<ul style="list-style-type: none"> •Number formation •Adding two groups of objects •Counting actions /sounds •Counting out objects from a larger group •Comparing two groups of 	<ul style="list-style-type: none"> •One more/One less •Practical addition and subtraction •Recognising numerals Subitising – using numbers 1,2,3,4,5 	<ul style="list-style-type: none"> •Recognising numerals 0-10 •Number formation •Separating groups of objects in different ways •Recording number problems 	<ul style="list-style-type: none"> •Exploring money • Estimating quantity •Number formation Subitising – using numbers up to 6 (and beyond, if appropriate)



			Beginning to subitise – using numbers 1,2	objects in terms of quantity			
	R	<ul style="list-style-type: none"> • Getting to Know You: • Key times of day, routines, positional language • Just Like Me : • matching and sorting similar objects, why doesn't it belong?, comparing amounts, introduce 5-frames, making simple patterns 	<ul style="list-style-type: none"> • It's Me 1 2 3 : • Identifying representations of numbers 1,2,3 • Subitising, Matching numeral to quantity, beginning to represent numbers 1,2,3 • Light and Dark : • Counting on and back to 4 • Knowing that the final number we say is the total number in a quantity • Representing up to 4 in different ways • "One more than" up to 5 	<ul style="list-style-type: none"> • Alive in Five! : • Introducing 'Zero' as a concept • Comparison and composition of number to 5, including "How many are hidden" activities • Growing 6,7,8: • Composition and comparison of quantities up to 8 • Making pairs • Using 10-frames 	<ul style="list-style-type: none"> • Building 9 and 10 : • Filling a 10-frame (Composition of numbers up to 10) • Number bonds to 10 (using practical resources) • Subitising up to 10 	<ul style="list-style-type: none"> • To 20 and beyond : • Building and identifying numbers to 20 (beginning place value) using pictorial representations eg two 10-frames • Recognising, ordering teen numbers 10-20 • Beginning to ask 'How many more' (eg How many more jumps on the number line to reach 20?) • First, Then, Now : • Changing a quantity by adding more. Telling a 'first, then, now' story around this • Changing a quantity by taking some away. Telling a 'first, then, now' story around this • How many did I add / take away? (hidden numbers) 	<ul style="list-style-type: none"> • Find My Pattern : • Learning that 'double' means 'twice as many' • Building doubles using real life / mathematical objects • Sharing and grouping quantities of objects. Solving real life problems with this skill • Even and odd numbers (using quantities of real life objects) • On the Move : • Problem solving in the environment (eg building bridges, crossings, boats – how many marbles will yours hold?) • Counting problems (How Many Legs book by Kes Gray)



<p>Mathematics : practical opportunities for exploring Shape, Time, Money, Measuring etc. These can be a daily 'Maths Meeting' focus.</p>	<p>N</p>	<ul style="list-style-type: none"> •Talking about familiar shapes <p>Naming 2D shapes</p>	<ul style="list-style-type: none"> •Using shape for a purpose •Talking about length and size 	<ul style="list-style-type: none"> •Positional language – on, under, in, next to •Naming 2D shapes 	<ul style="list-style-type: none"> •Time Language – daily routine • Exploring capacity •Repeating patterns 	<ul style="list-style-type: none"> •Ordering objects by length/height 	<ul style="list-style-type: none"> •Exploring capacity •Comparing by weight •Positional language – between, above, below
	<p>R</p>	<ul style="list-style-type: none"> • Making simple patterns in different ways (clapping, colours, toys eg compare bears) •Recognising and sorting similar shaped objects •Comparing weight and size (eg making playdough cakes of different sizes) 	<ul style="list-style-type: none"> •Days of the Week & Months of the Year (Calendar Time) Shapes with 1,3 and 4 sides – explore, name, compare Positional language : over, under, through 	<ul style="list-style-type: none"> • Capacity (full, half full, empty) Measuring and comparing height Sequencing time and events 	<ul style="list-style-type: none"> •Recognising and describing 2-D and 3-D shapes More complex patterns eg ABB 	<ul style="list-style-type: none"> • Matching shapes – talk about shapes that are the same (with shape orientation changed)] •Tangrams – how many shapes fit into the picture? Which shapes are they? 	<ul style="list-style-type: none"> •Using cubes to recreate arrangements – can you match your partner's cube arrangement? •Building obstacle courses and exploring mazes (spatial reasoning)



Mathematics ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.				ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			

Grange EYFS Staff will follow specific guidance for Understanding the World by referring to the 'Birth to 5 Matters' (2021) document. UTW guidance, including statements describing typical child developmental stages start on page 105. For the purposes of school monitoring activities and for ease of usage, we have divided UTW into foundation subjects such as 'Science', 'Geography', 'History' and 'Religious Education'. A 'holistic' approach to these subjects may be taken when delivering this aspect of the curriculum, and some themes / subject areas may overlap.

SCHOOL TERM		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Understanding the World : Science	N	<ul style="list-style-type: none"> •Differences between each other •Naming body parts - eg using mirrors to look at facial features etc 	<ul style="list-style-type: none"> •Light and Dark ('Gruffalo's Child') – link to Bonfire Night 	<ul style="list-style-type: none"> •Different Occupations •Jobs People do •Helping each other Seasons and Change 	<ul style="list-style-type: none"> •Caring for things (eggs) Life cycles •Materials; Describing materials Life on the farm 	<ul style="list-style-type: none"> •Growth and Change What do we need to grow? 	<ul style="list-style-type: none"> •Materials: water and air •Night and day Habitats, eg 'Under the Sea' Other worlds and journeys – dinosaurs theme; space theme



		The Five Senses					Looking at why things happen and how things change
	R	<ul style="list-style-type: none"> •Similarities and differences between each other (eg eyes / hair, height) •Naming body parts Senses 	<ul style="list-style-type: none"> •Autumn exploration e.g. what changes we notice in the autumn – nature, leaves, trees, patterns etc Keeping safe (visit from local police officer) 	How sounds are made e.g. fireworks for New Year – explore sounds in the environment	<ul style="list-style-type: none"> •Fire safety (link with visit to local fire station) / Stranger Danger : visit from local police officer •Changes during food preparation – eg making pancakes for Shrove Tuesday •Growth and change : chicks project Observation of plants / flowers e.g. spring daffodils 	<ul style="list-style-type: none"> •Growing plants e.g. cress / other seeds. •Explore differences and similarities in fruit with seeds Explore insects outside – which animals live near us? 	<ul style="list-style-type: none"> •Summer safety – why do we need to be careful in the sun? •The Solar System •Shadows and light
Understanding the World : History and Geography	N	<ul style="list-style-type: none"> •Who lives at my house? Where do I live? •Talking about people in their families (children to bring photos of their families) 	<ul style="list-style-type: none"> •Celebrations eg Bonfire Night Remembrance Day What do you celebrate? Where do you do this? 	Learning all about Chinese New Year – which other countries do you know about?	Old and New – sorting old things and new things e.g. new shoes / old shoes. Do you fit into baby clothes now?	Growth – finds out about past events in their life	Transitions to Reception : looking back and looking forward



	R	<p>Where do we live?</p> <p>How have I changed since I was a baby?</p>	<p>Black History : journeys. Focus on the journey of the Windrush. What was the Windrush? Where did it come from? What happened when it came to England?</p>	<p>Celebrations : looking back to celebrations past and looking ahead to future events</p>	<p>Traditions eg at Easter time we...</p> <p>What are traditions? Why do we have them? (Read Traditional Tales)</p> <p>Link to 'Old and New' – how to know if things are old or new eg old and new buildings / transport</p>	<p>Why do we wear different clothes at different times of the year?</p>	<p>Looking ahead to the future : transitions</p> <p>Looking back on the year in Reception. Your favourite memory?</p>
<p>Understanding the World : Religious Education</p>	N	<p>•Hinduism Focus</p>	<p>•Christianity Focus – Christmas/ Nativity</p>	<p>•Buddhism Focus</p>	<p>•Sikhism Focus</p> <p>•Christianity Focus - The Easter Story</p>	<p>•Judaism Focus</p>	<p>•Islam Focus</p>
	R	<p>•Hinduism Focus</p>	<p>•Christianity Focus (inc. Christmas)</p>	<p>• Buddhism Focus</p>	<p>•Sikhism Focus</p> <p>•Christianity Focus - The Easter Story</p>	<p>•Judaism Focus</p>	<p>•Islam Focus</p>



Understanding the World : Technology	N	<p>Modelling use of the interactive whiteboard leading to independent use</p> <p>Painting and drawing on a software program</p>	<p>Using painting program independently</p> <p>Staying Safe Online</p>	<p>Interactive storybooks e.g. on ipads</p> <p>Using IWB independently</p> <p>E-Safety day</p>	<p>Using an ipad camera to take pictures</p> <p>Simple Programs (e.g. Busy Things)</p>	<p>Finding out information from the internet with support</p> <p>Staying Safe Online</p>	<p>Using remote controlled vehicles with support</p>
	R	<p>Learning to use the class ipads and class interactive whiteboard</p> <p>Looking for technology in the home</p>	<p>Introducing laptops – typing names</p> <p>Staying Safe Online</p>	<p>Interactive storybooks</p> <p>Opening and closing apps</p> <p>Drawing Picture for parts of a story</p> <p>E-Safety day</p>	<p>Roamer and remote controlled vehicles Introduce the word ‘algorithm’</p>	<p>Choosing ways to use technology eg on a trip, documenting changes in plants growing</p> <p>Staying Safe Online</p>	<p>Creating and presenting information</p> <p>Puppet Pals/Stories</p>
Understanding the World ELG: Past and Present		ELG: People, Culture and Communities		ELG: The Natural World			
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 		<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			



Grange EYFS Staff will follow specific guidance for Expressive Arts and Design by referring to the 'Birth to 5 Matters' (2021) document. EAD guidance, including statements describing typical child developmental stages start on page 113.

SCHOOL TERM		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Expressive Arts and Design :</p> <ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive <p>Children have regular access to art materials so that they can express themselves in a form of their choosing. We also encourage them to complete art activities such as the following, to promote the development of particular skills. There are also</p>	N	<p>Exploring and drawing facial Features and body parts (close observation)</p> <p>Self selects materials in nursery</p> <p>Early role-play</p> <p>Early observations of how new children express themselves eg in drawing / painting / role play. Creating simple representations of people close to them.</p>	<p>Firework pictures (using a range of materials)</p> <p>Making cards for different celebrations (combining materials; creating for a purpose)</p> <p>Using natural materials in art (eg autumn leaves, twigs, pine cones etc)</p>	<p>Winter art (collage work)</p> <p>Valentine's Day cards – creating for someone special</p>	<p>Creations that can move (eg chick puppets / cards)</p> <p>Exploring how things work eg by combining several materials, tools such as split pins, string etc)</p> <p>Mother's Day Cards</p>	<p>More detailed drawings / representations eg drawing own pictures of minibeasts</p>	<p>Father's Day cards (or for someone we love)</p> <p>Creating a gift with others in mind.</p> <p>Giving reasons for preferences (beginning to learn about empathy and creating with others in mind)</p>



<p>opportunities for children to learn about a variety of artistic influences as well as how to create with a purpose in mind.</p>	<p>R</p>	<p>Early exploration of art materials in Reception : how do children express themselves?</p> <p>Self portraits : close observation and making choices eg colours. Abstract art choices (Picasso)</p> <p>Art for representing children's experience eg their home / family etc</p>	<p>Firework pictures (self expression. Giving reasons for artistic choices.)</p> <p>Rangoli patterns (exploring colours, repeating patterns and design. Beginning to express a preference)</p> <p>Leaf art and patterns. Inspiration from the natural world / changes in the season.</p>	<p>Things I love (responding to pictures and other art work) "That makes me feel..." (use art work from around the world when learning about different countries etc)</p> <p>-link to Valentine's Day</p> <p>Using my body in different ways eg dance, movement.</p>	<p>Close observation drawing (lots of opportunities, eg drawing outside while exploring nature, looking at our seeds growing, following step-by-step instructions for drawing / creating)</p>	<p>ART GALLERY FOCUS : this gives Reception children the opportunity to learn about famous artists and to be influenced by these artists when creating their own art. We also promote children's own self-expression through displaying a range of their artwork at the Art Gallery (also possible art gallery visit)</p>	<p>Father's Day Cards and gifts (if appropriate)</p> <p>Looking back at the year. What was your favourite creation and why? How would you change it if you could do it again? (focus on developing and improving work)</p>
<p>Music – children have the opportunity to sing / express themselves musically every day (eg during Maths Meetings, focused carpet times as well</p>	<p>N</p>	<p>Familiar songs and new nursery rhymes</p>	<p>Songs for Christmas concert</p>	<p>Seasonal singing – winter and spring songs</p>	<p>Exploring sounds and instruments (Phonics focus)</p>	<p>Using instruments and voices for self-expression</p>	<p>Songs and performances in Class Assembly</p>



as during 'free flow time'. Special times / seasons also lend themselves to music being used as a form of expression as well as a method of nurturing children's development

R	<p>Which songs do we know?</p> <p>Basic rhythm work</p> <p>Clapping our names – exploring early rhythm</p>	<p>Singing on two-three musical notes (change in pitch from low to high)</p> <p>Exploring ways of altering the sounds I make (eg loud / quiet and fast / slow)</p> <p>Learning songs for Winter concert</p>	<p>Exploring range (angel/robot/tiger voice etc)</p> <p>Pulse work – holding a steady beat.</p> <p>Call and response songs</p>	<p>Experimenting with pulse and rhythm (differentiating between the two)</p> <p>Songs for Spring (eg Minibeast songs – 'There's a spider on my arm', 'Down at the Bottom of the Garden')</p>	<p>Creating own rhythms and imitating copied rhythms – with increasing challenge</p>	<p>Learning songs for End of Year Assembly</p>
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Expressive Arts and Design ELG: Creating with Materials
 Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive
 Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

