Early Years Foundation Stage

The Specific Areas

Stories

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
LITERACY	Word Reading	Little Wandle Autumn A	Little Wandle Autumn B	Little Wandle Spring A	Little Wandle Spring B	Little Wandle Summer A	Little Wandle Summer B Assessment-Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Comprehension	Nursery rhymes and sequencing. Listen to stories and join in with repeated refrains. Talk about stories and answer questions. Name parts of the book including title, blurb etc. Begin to use puppets to retell stories with support. Extend vocabulary.	Little Wandle reading groups with comprehension when ready. Introduce the skill of prediction. Introduce the terms characters, setting plot. Continue to act out stories with support. Begin to retell simple repetitive texts. Extend vocabulary. Story mapping Reading Rocketeers.	Little Wandle reading groups with comprehension when ready. Continue the skill of prediction and begin to justify why. Introduce parts of nonfiction texts including heading, contents page etc. Continue to retell stories. Story mapping. Reading Rocketeers.	Little Wandle reading groups with comprehension when ready. Introduce story lines into role play with more independence. Introduce short poems. Story mapping with writing. Reading Rocketeers.	Little Wandle reading groups with comprehension when ready. Continue... Introduce story lines into role play with more independence. Story mapping with writing. Reading Rocketeers.	Demonstrate understanding of what has been read to them by retelling stories. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Writing	Mark making and patterning. Letter formation. Record initial sounds. Write own name.	Letter formation. Start to record simple words.	Begin to record basic captions and sentences with adult support.	Begin to record sentences with increased independence to follow the rainbow grammar curriculum.	Continue to write sentences using rainbow grammar with increased accuracy with some common words correctly spelt	Write recognisable letters, most of which are correctly formed; · Spell words by identifying sounds in them and

						whilst others are phonetically plausible.	representing the sounds with a letter or letters; · Write simple phrases and sentences that can be read by others.
Shared reading	Weekly shared reading using nursery rhymes and traditional stories extending to reading rocketeers						
MATHEMATICS	Number	Match sort and compare. It's me 123 Talk about measure and patterns. Numbers to 5. Perceptually subitise within 3. Identify sub-groups in larger arrangements. Create their own patterns for numbers within 4 Practise using their fingers to represent quantities which they can subitise. Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Explore a range of ways to ensure accurate counting. Compose their own collections within 4.	Circles and triangles 1,2,3,4,5, Shapes with 4 sides. Subitise within 5, perceptually and conceptually, depending on the arrangements. Continue to develop their counting skills. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Begin to recognise numerals, relating these to quantities they can subitise and count. Explore the composition of numbers within 5.	Alive in 5 Mass and capacity Growing 678 Numbers 6-10 Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. Continue to develop object counting skills, using a range of strategies to develop accuracy. Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number. Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. Begin to see that numbers within 10 can be composed of '5 and a bit'.	Length, height and time. Building 9 and 10. Explore 3D shapes. Doubling and addition using number facts visually. Compare numbers, reasoning about which is more, using both an understanding of the value of a number, and its position in the number system. Begin to explore the composition of numbers within 10. Begin to learn about doubling.	Twenty and beyond. How many now. Manipulate, compose and decompose. Sharing and grouping. Visualize, build and map. Make connections. Numbers to 20 Continue to practise increasingly familiar subitising arrangements, including those which expose 'I more' or 'doubles' patterns. Numbers to 20. Doubling/halving and sharing. Using number facts. Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. Be encouraged to identify when it is appropriate to count and when groups can be subitised. Order sets of objects, linking this to their understanding of the ordinal number system.	Ordering and basic calculations to 10 with quick recall of number bonds to 5 extending to 10 including doubling.
	Numerical patterns	Rote count to 5 including counting songs. See that all numbers can be made of 1s. Understand that sets can be compared according	Rote count to 10 including counting songs. Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken	Rote counting to 20. Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.	Begin to learn about doubling. Introduce the terms odds and evens. Explore the composition of odd and even numbers, looking at the	Rote counting to 100. Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.	Verbally count beyond 20. Compare quantities up to 10 in different context. Explore and represent patterns within numbers up to 10, including evens and odds, double facts.

		to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.	apart and some of which cannot. Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	Experience patterns which show a small group and 'I more' continue to match arrangements to finger patterns. Estimate the number in a set. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns (including dice patterns).	'shape' of these numbers. Begin to link even numbers to doubles.	Extend work on doubling and odds and evens.	
	SSM	3D shapes and 2D shapes. How tall am I?	Size and ordering. Shapes and patterns.	Money. Shapes. Size comparison.	Time. Shape. Size and comparison.	Weight and capacity.	Applying shape space and measure to solve problems.
UNDERSTANDING THE WORLD	People culture and communities	Talk about how my birthday is celebrated and how this may be the same/different to others in my class/school. Talk about fireworks and my own experiences. Do we all celebrate in the same way? Do we all like fireworks? Why do we have fireworks?	Special times with family and friends. 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. To include Diwali and Christmas. Visit local church.	Understand different cultural communities to include Chinese new year and Easter, drawing on their experiences and what has been read in class. Local visit to library.	Understand that some places are special to members of their community.	Describe their immediate environment. Explain some similarities and differences between life in this country and life in other countries.(to include holidays) School visitors	Describe their immediate environment. Know some similarities and differences between different religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries.
	Past and present	Talk about members of their immediate family and community. Begin to make sense of their own life-story and family's history. How have I changed since I was a baby? Why do I wear different clothes at different times of the year?	Show interest in different occupations. Who works in our school? What are their roles and how can we help them. What is it like to be a member of a community? What are our favourite celebrations each year?	How did people use puppets to tell a story? What playground games did children used to play? What was my favourite toy when I was a baby?	The history of our place. · 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.	Exploring sustainability. Compare and contrast characters from stories, including figures from the past. (include royal family). Comment on images of familiar situations in the past. (include clothing)	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, Understand the past through settings, characters and events.
	The Natural World Outdoor Learning	Draw information from a simple map. Recognise key features of our environment. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Features of Autumn. Using the 5 senses to explore the outdoors	Recognise some similarities and differences between life in this country and life in other countries. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise key features of our environment. (visit library) To observe and talk about how something changes when it is heated. Talk about the differences between	Recognise some similarities and differences between life in this country and life in other countries. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos focus on cold climates. Draw simple maps. How can we look after our world? Climate change.	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	Recognise some environments that are different from the one in which they live include our capital city. Observing the world around them and noticing change. Observe habitats and growth and decay. Features of Summer. Using the 5 senses to explore the outdoors School trip*	Explore the natural world around them, making observations and drawing pictures. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

			materials and changes they notice. Features of Autumn. Using the 5 senses to explore the outdoors	Features of Spring. Using the 5 senses to explore the outdoors	growing plants from seeds. Name things that plants need to grow. Draw and label plants. Features of Spring. Using the 5 senses to explore the outdoors	Care and concern for the environment.	
	Technology	Computer science: To know that different types of technology can be found at home and in school. To know that you can take simple photographs with a camera or iPad.	Data handling: To know that sorting objects into various categories can help you locate information. Representing data through sorting and categorising objects in unplugged scenarios. .	Programming: Using logical reasoning to understand simple instructions and predict the outcome. Following instructions as part of practical activities and games. .	Programming: Learning to give simple instructions. Learning to debug instructions, with the help of an adult, when things go wrong. Simple programming.	Computer systems and networks: Recognising and identifying familiar letters and numbers on a keyboard. Logging on and off. Developing basic mouse skills such as moving and clicking. Using a simple online paint tool to create digital art.	Selecting for a purpose. Internet safety. Logging on to a computer and the importance of a password.
EXPRESSIVE ARTS AND DESIGN	Creating with materials	To explore mark making with a range of different drawing media to include: Enclosed spaces, Smudging, Cross hatching. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Using Mat Man to draw people to include bodies. Explore ways to join materials.	To draw a self portrait to include key features. To create pictures including faces using loose parts. Focus on artists Paul Cezanne and Jane Perkins whose work features self-portrait. To experiment with various size brushes and tools and improve my grip to gain more control over my technique. Dancing and moving to music. Exploring sound- links to stories. Explore ways to join materials.	To explore texture to include the techniques: Paper curling, Collage. Explore moving pictures to include technique: Putting a slit in paper, Use of sliders. Lift the flap. Exploring ways to join materials and select the method that is best for the purpose chosen. Texture- Lucy's picture. Looking at works of art by Jackson Pollock and Mondrian.	Exploring colour- Mouse paint. Experimenting with various size brushes and tools and improve my grip to begin to gain more control over my technique. Experimenting with colour mixing to achieve different colour outcomes. To create observational drawings of plants to include pencil techniques we have already learnt.	Building and planning for a purpose. Looking at Trash artists including Aurora Robson Looking at works of art from Henri Matisse to use layering in art.	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.
	Being imaginative and expressive	Imitation in role play. Exploring sound: To explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Movement and rhythm. Singing nursery rhymes. And songs from memory. Sing in a group or on their own, increasingly matching the pitch and following the melody. Performing the nativity.	Transport: Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. Building stories. Listen attentively, move to and talk about music, expressing their	Music and movement: Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. Creating own props. Develop storylines in their pretend play.	Big band: Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. Planning with media and materials	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 try to move in time with music.

		Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.		feelings and responses.		Create collaboratively, sharing ideas, resources and skills.	

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Physical Development	Gross motor	Move confidently inside and outside including the climbing frame. Fundamental skills- respond to tempo change. Moving in time with the music. Negotiating space. Balance. Perseverance. Fundamental skills: Twisting Bending Balance Jumping Hopping Rolling Climbing Throwing and catching	Strength exercises. Including yoga and dance. Fundamental skills: Twisting Bending Balance Jumping Hopping Rolling Climbing Throwing and catching Perseverance.	Strength exercises. Running and space. Fundamental skills: Twisting Bending Balance Jumping Hopping Rolling Climbing Throwing and catching Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency.	Strength exercises. Ball skills. Fundamental skills- Twisting Bending Balance Jumping Hopping Rolling Climbing Throwing and catching Develop overall body-strength, balance, co-ordination and agility. Rolling on an incline. Log roll and teddy bear roll.	Strength exercises. Uses tools. Fundamental skills- Twisting Bending Balance Jumping Hopping Rolling Climbing Throwing and catching Manipulate and ball around obstacles. Attack and defend in game scenario. Learning to deal with losing. Perseverance.	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. Losing gracefully Teamwork.
	Fine Motor	Begin to make mark using tools safely. Work on pencil grip to move towards a tripod grip. Follow and create patterns using simple tools. Begin to cut straight lines. Begin to cut own food with support.	Begin to cut around objects using a continuous snipping technique. Learn the formation of letters as we teach including capitals. Begin to cut own food more independently. Use a paintbrush with fluidity.	Become more accurate when cutting. Continue to practise letter formation to become more accurate. Continue to work on handling tools safely.	Become more accurate when cutting. Continue to practise letter formation to become more accurate. Continue to work on handling tools safely.	Become more accurate when cutting. Continue to practise letter formation to become more accurate. Continue to work on handling tools safely.	Hold a pencil effectively in preparation for fluent writing. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
	Health	Daily Peace out and relaxation.					
	PSHE units	• Self regulation- My feelings • Building relationships- special relationships		• Managing self-taking on challenges • Self regulation-listening and following instructions		• Building relationships-my family and friends • Managing self-my wellbeing.	
Personal, social and emotional development	Self-regulation	Identifying my feelings. Feelings jars. Coping strategies. Describing feelings. Facial expressions. Creating a calm corner. Being a safe pedestrian (Lesson 4	Use the calm corner. Apply coping strategies learnt. Talk about my feelings. Apply being a safe pedestrian.	Identify and moderate their own feelings socially and emotionally Begin to learn about zones of regulations and be able to sort emotions into zones.	Manage my emotions with support when engaged in games with others... Simon says. Listening to a story. Pass the whisper. Obstacle races. Blindfold walk.	Can try a range of activities and talk about my likes and dislikes in a group. Begin to understand other people's feelings and respond appropriately.	Show an understanding of their own feelings and those of others. Set and work towards simple goals. Give focused attention to what the teacher says.

		my well being)Prior to the library visit.		Begin to understand that their behaviour can affect others. Begin to understand other people's feelings and respond appropriately.	Treasure hunt.	Use resources to achieve own goals and those initiated by adults including several actions or ideas.	Show an ability to follow instructions involving several ideas or actions.
	Managing Self	Understand and follow the rules when managing myself in different areas in the classroom. Try a range of activities with the support of an adult. Manage their own needs. Select and use resources.	Understand and follow the rules when in school and moving around school. Explore a range of activities and become more independent. Select and use resources. Begin to negotiate with others when problems arise with the support of an adult.	Why do we have rules? Building towers. Team den building. Grounding. Team races. Circus skills.	Extend the range of activities they engage in. Begin to negotiate with others when problems arise. Learn ways to keep ourselves safe. To include pants rule and naming body parts. Know and talk about the different factors that support their overall health and wellbeing.	To understand and value what their bodies can do. Working as a group. Try new activities and show independence, resilience and perseverance. Begin to asses risk and how to take part in activities safely. What is exercise? Yoga and relaxation. Looking after ourselves. Eating healthily. Rainbow of food.	- Try new activities and show independence, resilience and perseverance. 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.
	Making relationships	Demonstrate friendly behaviour towards others. How can I make friends with others?	My family. Special people. Sharing. I am unique. My interests. Similarities and differences.	Display friendly behaviour and Initiate play. Begin to learn how to deal with conflict with the support of an adult.	Learn how to deal with conflict and communicate with others. Work with my peers on group led projects in provision following ideas given by myself and others.	Festivals. Sharing What makes a good friend? Being a good friend. Teamwork. Celebrating friendship.	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.
Communication and language	Listening and attention and understanding	Listen and respond for short periods in small groups. Listen to and respond to new vocabulary. Join in with repeated refrains. Use names of objects and prepositions correctly.	Listen and respond for short periods in whole class situations. Asking questions about what they have heard. Anticipate key events in stories. Recall main parts of a story. Listen to and respond to new vocabulary. Follow simple instructions.	Following and give instructions using positional language. Listen to and respond to new vocabulary. Follow a story with props.	Maintain attention. Listen and respond. Listen to and respond to new vocabulary. Listen to stories without pictures or props.	Concentrate and remain on task until it is complete. Listen to and respond to new vocabulary. How and why questions.	Listen attentively and respond to what they hear 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.
	Speaking	Rhyme. Use newly introduced vocabulary. Take part in small group discussions giving own views and opinions.	Use newly introduced vocabulary. Retell past events- Tenses. Asking and answering questions involving who and what? Talk about stories recalling made thread.	Use newly introduced vocabulary. Connecting ideas to build stories. Asking and answering questions involving when and how?	Use newly introduced vocabulary. Being imaginative and expressing myself. Asking questions in response to what I have heard. Talk about what I know.	Ask and answer a wide range of questions. Talk about what I know making links to justify my answers.	Participate in discussions offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen. Express their ideas and feelings using full sentences.