

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Marvellous Me! /Traditional Tales</b>  What makes me special?	<b>Let's Celebrate!</b>  Who is God to me?	<b>Polar Explorers!</b>  How can we look after our World?	<b>People Who help us!</b>  How can I contribute to my community?	<b>Minibeasts!</b>  Why did God create minibeasts?	<b>Castles and Knights!</b>  How can we honour/follow God's word?
Focus topics	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Autumn /Winter	Winter Polar regions Climates Contrasting environments Hibernation Where do you live? Customs around the world Lunar new year	Who helps me? Emergency services Doctors/dentists Vets The community Recycling	Minibeasts Classification Habitats Bug hotels Life Cycles Why are minibeast so important?	What is a castle? Living in a castle Kings and queens Knights and armour Summer celebrations
'Wow' moments / Key Events	Transition Birthdays Harvest Autumn Trail Diwali	Remembrance Day Diwali Guy Fawkes/Bonfire Night Nursery Rhyme week Children in Need National Tree Week Advent/Nativity Santa Visit Pantomime	Winter Walk Valentines Day Pancake Day Chinese New Year	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Queen's Birthday	Farm visit or Wolsley	Prince and princess Fun Day Transition Sports Day
Talk Through Stories Texts	Traditional Tales 3 Little Pigs The Enormous Turnip Goldilocks and the 3 Bears The Little Red Hen Funny Bones	Nursery Rhymes	Lost and Found Polar Express	Iggy Peck Architect	Superworm	The Queens Hat
Other Key Texts	Meer Kat Mail (link to KS1)	The Jolly Christmas Postman Christmas Stories/Nativity	Stories from Islam Tiny ants The Seven Kittens	Information texts based on people who help us	The Very Hungry Caterpillar Argh Spider! What the Ladybird Heard	Information texts – Kings and Queens

## Year B- EYFS Curriculum Overview/Long Term Plan

<p><b>Literacy</b> 2 – 3 year olds</p> <p><b>Comprehension</b></p> <p><b>Word Reading</b></p> <p><b>Writing</b></p>	<p>To be able to join in with songs and rhymes about themselves and their body parts copying sounds, rhythms, tunes and tempo.</p> <p>To be able to copy finger movements and other gestures.</p> <p>To be able to enjoys songs and rhymes tuning in and paying attention.</p> <p>To be able to pay attention and responds to the pictures or words in stories and activities about themselves and their family.</p>	<p>To begin to enjoy sharing books with an adult.</p> <p>To be able to begin to enjoy painting and drawing freely and completing activities from different celebrations.</p> <p>To be able to enjoy rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes from around the world.</p> <p>To be able to sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>To know and have favourite books and seek them out, to share with an adult.</p> <p>To be able to repeat words and phrases from familiar stories.</p> <p>To be able to enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p> <p>Say some of the words in songs and rhymes.</p> <p>To begin to engage phase 1 activities, sound discrimination rhythm, rhyme and alliteration.</p>	<p>To be able to join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.</p> <p>To be able to add some marks to their drawings, which they give meaning to. For example: That says mummy.</p> <p>To be able to develop play around favourite stories using props.</p> <p>To be able to ask questions about the book. Makes comments and shares their own ideas.</p> <p>To be able to enjoy drawing freely.</p>	<p>To be able to develop play around favourite stories using props.</p> <p>To be able to begin to join in with conversations about stories and learn new vocabulary.</p> <p>To be able to pay attention and responds to the pictures or the words from stories.</p> <p>To be able to repeat words and phrases from familiar stories.</p>	<p>To be able to notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>To be able to sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>To know and have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>To be able to make marks on their picture to stand for their name (recognise important prints to me)</p>
<p><b>Literacy</b> 3 – 4 year olds</p> <p><b>Comprehension</b></p> <p><b>Word Reading</b></p> <p><b>Writing</b></p>	<p>To be able to make marks independently.</p> <p>To be able to recognise familiar logos and labels in the environment.</p> <p>To know that text has meaning.</p> <p>To know a range of Nursery Rhymes.</p> <p>To be able to enjoy stories with adults.</p> <p>To begin to be able to draw pictures.</p> <p>To be able to talk about pictures in books.</p> <p>To begin to be able to access mark making tools independently.</p>	<p>To be able to begin to develop phonological awareness.</p> <p>To begin to be able to recognise name.</p> <p>To be able to engage in extended conversations about stories.</p> <p>To be able to begin to make marks independently.</p> <p>To be able to begin to imitate writing in play shopping lists, parking tickets.</p> <p>To be able to draw information from pictures in books and talk about what they see.</p>	<p>To be able to recognise initial sounds in words.</p> <p>To be able to access a wide range of mark making materials in class and in the outdoor provision</p> <p>To begin to attempt to write familiar letters using a range of materials. (Paint, WB, sand and glitter, chubby markers)</p> <p>To be able to talk about and retell familiar stories.</p> <p>To be able to join in with repeated refrains in stories and rhymes.</p> <p>To be able mark make and identify marks.</p>	<p>To be able to begin to blend CVC words.</p> <p>To begin to be able to segment CVC words.</p> <p>To be able to write name.</p> <p>To be able to engage in extended conversations about stories.</p> <p>To be able to talk about characters and settings.</p> <p>To be able to learn new vocabulary from texts and topics.</p>	<p>To be able to make predictions about stories.</p> <p>To be able to talk about the different parts of a book.</p> <p>To be able to talk about different parts of a story. (Beginning, middle, end)</p> <p>To be able to blend sounds in CVC words.</p> <p>To be able to segment sounds in CVC words.</p> <p>To be able to demonstrate an understanding of what has been read to them by retelling stories.</p>	<p>To be able to write name.</p> <p>To know some diagraphs from set 1 and be able to read some short words with diagraphs</p> <p>To be able to engage in extended conversations about stories.</p> <p>To learn new vocabulary from texts and topics.</p> <p>To be able to write letters accurately</p> <p>To begin to be able to write some short captions, labels, with adult support.</p>

**ELG**

**Comprehension:**

- \*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- \*Anticipate (where appropriate) key events in stories.
- \*Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

**Word Reading:**

- \*Say a sound for each letter of the alphabet and at least 10 diagraphs.
- \*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.

**Writing:**

- \*Write recognisable letters, most of which are correctly formed.
- \*Spell words by identifying the sounds in them and representing the sounds with a letter or letters.
- \*Write simple phrases and sentences that can be read by others.

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Mathematics 2 year olds Number Numerical patterns	To recite numbers. To recognise numbers. To count objects. To say how many are in a set.	To recite numbers. To recognise numbers. To count objects. To order numbers to 5.	To recognise numbers. To understand and use greater than and equal to. To understand and use less than and equal to. To estimate quantities. To complete addition to 5.	To recite numbers. To recognise numbers. To count objects.	To recite numbers. To recognise numbers. To count objects. To order numbers to 5. To say how many are in a set.	To recite numbers. To recognise numbers. To count objects. To say how many are in a set. To identify and explore shape. To use size vocabulary.
Mathematics 3 – 4 year olds Number Numerical Patterns	To recite numbers. To recognise numbers. To count objects. To find more or less. To compare numbers. To say how many are in a set.	To order numbers to 10. To know number bonds to 5. To double numbers. To know number bonds to 10. To subtract within 5. To share equally.	To recognise numbers. To understand and use greater than and equal to. To understand and use less than and equal to. To estimate quantities. To complete addition to 5. To complete word problems.	To recognise numbers. To count objects. To recognise numbers. To count objects. To identify odd and even numbers. To double numbers.	To count objects. To say how many are in a group. To recognise numbers. To identify quantity, using more and less. To count objects To complete addition to 5.	To count objects. To recognise numbers. To make 10. To recognise and create repeating patterns. To name 2D and 3D shapes. To use and understand positional language.

**ELG**  
**Number:**  
 \*Have a deep understanding of numbers to 10 including the composition of each number.  
 \*Subitise up to 5.  
 \*Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.  
**Numerical Patterns:**  
 \*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 odds and evens, double facts and how quantities can be distributed equally.

<b>Communication and</b>	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.
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## Year B- EYFS Curriculum Overview/Long Term Plan

<p>Language 2- 3 year olds</p> <p>Listening and Attention</p> <p>Speaking</p>	<p>To be able to enjoy singing music and toys that make sounds.</p> <p>To be able to listen and respond to a simple instruction</p> <p>To be able to begin to understand simple instructions like “give to mummy” or “stop”</p> <p>To be able to copy gestures and words.</p> <p>To be able to understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p>	<p>To be able to begin to talk about people and things that are not present.</p> <p>To be able to begin to put 2/3 words together.</p> <p>To be able to begin to start to say how they are feeling, using words as well as actions (Begin to express themselves).</p> <p>To be able to begin to enjoy laughing and being playful with others.</p> <p>To be able to listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>To be able to begin to ask simple questions. (Where's mummy?)</p>	<p>To begin to know some rhymes.</p> <p>To be able to generally, focus on an activity of their own choice</p> <p>To be able to begin to start to develop conversation</p> <p>To be able to develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops.</p> <p>To be able to confidently put 2/3 words together.</p> <p>To be able to frequently ask questions.</p> <p>To be able to listens with interest to the noises adults make when they read stories.</p> <p>To be able to identifies action words by following simple instructions e.g., show me jumping.</p>	<p>To be able to begin to talk about familiar books.</p> <p>To be able to channel attention singularly and shift to a different task if attention is fully obtained – using child’s name to fully focus child.</p> <p>To know and use language to share feelings, experiences, and thoughts.</p> <p>To begin to be able to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>To begin to be able to develop understanding of simple concepts, fast/slow good/bad.</p>	<p>To begin to be able to talk about familiar books.</p> <p>To begin to be able to listen to familiar stories with increasing attention and recall.</p> <p>To begin to be able to develop understanding of simple concepts, fast /slow good/bad.</p> <p>To know and understand the use of objects. – what do we use to cut.</p> <p>To be able to use a wider range of vocabulary based on their own experiences.</p> <p>To begin to be able to begin to understand more complex sentences, e.g., put your toys and sit on the carpet.</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. Holding conversation in back and forth exchanges with adults and peers.</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>Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p> <p>To be able to understand and act on longer sentences like make teddy jump or find your coat.</p> <p>To be able to understand and use simple questions about ‘who’, ‘what’ and ‘where’</p> <p>To be able to listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>To be able to identify familiar objects and properties for practitioners when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’</p>
<p>Communication and Language 3- 4 year olds</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>To be able to talk about what they are doing or what they have done.</p> <p>To be able to talk about themselves, their families and others.</p> <p>To be able to talk about how to stay safe and know the people in our communities that help us.</p> <p>To know new vocabulary</p>	<p>To know about and talk about celebrations at home.</p> <p>To be able to listen to and answer questions about stories based around celebrations such as Diwali, Christmas, Hanukah.</p> <p>To be able to talk about the different ways people celebrate.</p> <p>To know new vocabulary in relation to different celebrations.</p>	<p>To know and be able to use language to describe and compare.</p> <p>To be able to continue to learn new concepts.</p> <p>To be able to ask questions and clarify understanding in group and one to one discussion.</p> <p>To be able to make comments about what they have heard and what has been read to them.</p>	<p>To be able to join in and perform different songs and rhymes singing words confidently and clearly.</p> <p>To be able to express their point of view to debate with friends who may disagree.</p> <p>To be able to converse in conversations with an adult or peer.</p> <p>To know and use talk to organise themselves and others in play.</p>	<p>To be able to continue to learn new concepts.</p> <p>To be able to listen attentively to traditional tales and retain new key vocabulary.</p> <p>To be able to talk about settings, characters, and story structure such as the ‘beginning’</p>	<p>To be able to continue to learn new concepts with concept cat and word aware</p> <p>To be able to follow two step instructions.</p> <p>To be able to Understand ‘how’ and ‘why’</p>

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	<p>introduced in relation to families and people who help us.</p> <p>To begin to be able to understand how to listen attentively and answer questions with relevant answers.</p> <p>To be able to listen and respond to simple instructions.</p> <p>To know and begin to understand and talk about the rules and routines at school.</p>	<p>To be able to answer questions to show understanding and recall of specific vocabulary.</p> <p>To be able to use talk in play.</p>	<p>To be able to talk about different characters from stories and rhymes.</p> <p>To know and use talk to organise themselves in play</p>	<p>To be able to talk about stories, story settings, characters and story structures.</p> <p>To know new vocabulary from texts read to them.</p>	<p>'middle' and 'end'.</p> <p>To be able to use connectives to retell stories such first then and finally.</p> <p>To know and begin to use story vocabulary to retell familiar stories like 'Once Upon a time' and 'the end'.</p> <p>To be able to converse in conversations with an adult or peer.</p>	<p>questions.</p> <p>To be able to retell familiar and invented stories.</p> <p>To know and use language from stories in role, play activities and performances.</p> <p>To know new vocabulary from texts read to them.</p>
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ELG  
Listening, Attention and Understanding:  
\*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  
Speaking- participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.

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<p>Physical Development</p> <p>2 – 3 year olds</p> <p>Gross Motor</p> <p>Fine Motor</p>	<p>To begin to be able to move their bodies in different ways. Big movements (Rolling, crawling, walking, jumping, hopping, skipping)</p> <p>To know how and be able to Move around safely with some awareness of others and some degree of control.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Suggested tools: fingers, paint brushes, pencils for drawing, scissors, knives, forks, and spoon.</p> <p>To be able to develop Pre-Writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles)</p>	<p>To be able to climb balance and jump on small structures.</p> <p>To be able to clap and stamp to music.</p> <p>To be able to fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>To be able to begin toilet training at home and at school</p> <p>To be able to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>To be able experiment to with wide range of small equipment to build hand and finger strength and hand and eye coordination.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p>	<p>To be able to play games such as musical statues and musical bumps moving with control and coordination.</p> <p>To be able to move around safely with some awareness of others.</p> <p>To be able to perform a single skills or movement with control.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p> <p>To begin to show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>To be able to develop pre-Writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles).</p>	<p>To be able to travel in a variety of different ways using a wide range of body parts.</p> <p>To be able to use gymnastic apparatus to balance and climb.</p> <p>To be able to link some movements together when performing a small range of skills.</p> <p>To be able to use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks.</p> <p>To be able to develop increased control over their bodies and a desire to communicate through mark making and a recognition of pattern.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p>	<p>To be able to hop on one leg without assistance.</p> <p>To be able to kicks a stationary ball with either foot.</p> <p>To be able to throw a ball with increasing control.</p> <p>To be able to begin to catch a large by using two hands and their chest to trap it.</p> <p>To be able to develop pre-Writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye coordination.</p>	<p>To know and participate in different athletic races and events</p> <p>Combine different movements with ease.</p> <p>To be able to compete in different races and build resilience up when not winning,</p> <p>To be able to Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently</p>
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<p>Physical Development</p> <p>3 – 4 Year olds</p>	<p>To be able to move their bodies in different ways. Big movements (Rolling, crawling, walking, jumping, hopping, skipping)</p> <p>To be able to take care of toileting needs and wash hands afterwards</p> <p>To be able to move around safely with some awareness of others.</p> <p>To independently put on coats with some support for zips and buttons.</p> <p>To know and be able to talk about different factors that support their overall health; regular physical activity, healthy eating, teeth brushing.</p> <p>To know and be able to talk about different factors that support their overall wellbeing; sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>To know how to use high apparatus safely.</p> <p>To be able to experiment with wide range of equipment learning some degree of control</p> <p>To independently put on coat with some support for zips and buttons.</p> <p>To use one handed tools and equipment.</p> <p>To be able to take care of toileting needs and wash hands afterwards.</p> <p>To be able to develop pre-Writing skills through mark making (spontaneous scribbles, vertical, horizontal lines and circles)</p>	<p>To be able to play games such as musical statues and musical bumps moving with control and co-ordination.</p> <p>To be able to move around safely with some awareness of others.</p> <p>To be able to perform a single skills or movement with control.</p> <p>To know and be able to discuss some of the changes that occur during exercise</p> <p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye coordination.</p>	<p>To be able to travel in a variety of different ways using a wide range of body parts.</p> <p>To be able to use gymnastic apparatus to balance and climb to be able to link movements together when performing a small range of skills.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others</p> <p>To be able to develop increased control over their bodies.</p> <p>To be able to communicate through mark making and a recognition of pattern.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p>	<p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To know different factors that support overall health and wellbeing: regular physical activity, healthy eating, regular tooth brushing, sleep, an sensible amount of screen time</p> <p>To be able to experiment with wide range of small and large apparatus.</p> <p>To be able to develop pre-writing skills through mark Making (spontaneous scribbles, vertical, horizontal lines and circles)</p> <p>To be able to respond with marks to the language of letter formation and to talk about shapes and movements.</p>	<p>To know how to and be able to participate in age appropriate sports.</p> <p>To know and participate in different athletic races and events</p> <p>Combine different movements with ease.</p> <p>To be able to build motor memory of the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To develop overall body strength, balance, coordination, and agility.</p> <p>To develop fine motor skills holding pencil correctly, using scissors etc</p>
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**ELG**

**Gross Motor Skills:**

- \*Negotiate space and obstacles safely, with consideration for themselves and others.
- \*Demonstrate strength balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

**Fine Motor Skills:**

- \*Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery.
- \*Begin to show accuracy and care when drawing

## Year B- EYFS Curriculum Overview/Long Term Plan

<p>Personal, Social and Emotional Development</p> <p>2 –3 year olds</p> <p>Self - Regulation</p> <p>Managing Self</p> <p>Building Relationships</p> <p>These have been split for extra focus but will be ongoing.</p>	<p>To be able to separate from main carer and begin to adapt to the new school environment.</p> <p>To know that they can be comforted by adults in class and at school.</p> <p>To know that they can approach adults for help.</p> <p>To begin to be able to find ways of managing transitions smoothly, for example from their parent to their key person.</p> <p>To be able to begin to show a desire to be independent to access the classroom environment.</p> <p>To be able to begin to be aware of school routines, rules and boundaries.</p>	<p>To be able to separate from main carer with support and encouragement from a familiar adult.</p> <p>To be able to begin to express preferences and decisions and be able to try new things and start establishing their autonomy.</p> <p>To be able to begin to feel confident when taken out of their classroom and enjoy exploring new places with their key person.</p> <p>To be able to play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>	<p>To begin to know what is right and wrong and be able to follow the school rules.</p> <p>To be able to develop play with other children.</p> <p>To begin to be able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulses to grab or push.</p> <p>To be able to recognise that some actions can hurt or harm others and begins to be able to stop themselves from doing something they shouldn't.</p> <p>To begin to know and understand the golden rules: for example, 'kind hands',</p> <p>To begin to feel strong enough to express a range of emotions</p>	<p>To be able to notice differences and similarities between themselves and their peers.</p> <p>To begin to understand different emotions and talk about them through stories and play</p> <p>To be able to shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>To be able to begin to show a growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p>To be able to show awareness of the boundaries set, and of behavioural expectations at school.</p> <p>To be able to inhibit own actions/behaviours e.g., stop themselves from doing something they shouldn't do.</p> <p>To know and be aware of own feelings and know that some actions and words can hurt others' feelings.</p> <p>To be able to express needs and feelings in appropriate way.</p> <p>To be able to expresses own preferences and interests.</p> <p>To know they can seek comfort from familiar adults when needed</p>	<p>To be able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings.</p> <p>To be able to talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>To be able to develop independence to try to do things by themselves.</p>
<p>Personal, Social and Emotional Development</p> <p>3 - 4 year olds</p>	<p>To be able to separate from main carer and learn to adapt to the new school environment.</p> <p>To know that they can be comforted by adults in class and at school.</p> <p>To know that they can approach adults for help.</p> <p>To be able to talk about and begin to understand different feelings such as 'happy', 'sad' 'angry' or 'worried'.</p> <p>To follow class rules and understand why they are important.</p> <p>To be able to work and play cooperatively and take turns with others.</p>	<p>To be able to learn the daily routines and classroom rules.</p> <p>To know how rules help them to keep them to be happy and safe at school</p> <p>To know the behavioural expectations at school.</p> <p>To be able to show increasing confidence to talk to adults and peers in class.</p> <p>To be able to show an awareness of right and wrong.</p> <p>To be able to form a special friendship and know how to be</p>	<p>To know how to and be able to share resources and play in a group.</p> <p>To know how to take turns whilst playing, waiting patiently to have a turn.</p> <p>To be able to express own preferences and interests.</p> <p>To know and be able to adapt behaviour to different places and circumstances.</p> <p>To be able to select activities independently.</p> <p>To know and talk about different feelings in circle time</p>	<p>To be able to show increased independence in accessing and exploring the environment.</p> <p>To be able to independently put coats on and use the toilet.</p> <p>To be able to become more outgoing with unfamiliar people.</p> <p>To be aware of the classroom setting and know how to confidently and safely access different areas.</p> <p>To know how to manage own hygiene and personal needs.</p> <p>To know some behaviour is unacceptable.</p>	<p>To be able to initiate play with peers and keep play going by offering ideas and listening to others' ideas.</p> <p>To know how to keeps play going by responding to what others are saying and doing.</p> <p>To be able to begin to regulate their behaviour consistently.</p> <p>To be able to set personal goal and work towards them.</p> <p>To be able to build resilience to keep trying and not give up.</p>	<p>To know what it means to feel proud and talk about the things they have done that make them feel proud.</p> <p>To be able to continue to build resilience to keep trying and not give up.</p> <p>To know what democracy means and begin to vote to make choices in class.</p>

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		a kind friend.		<p>To be able to initiate play with peers and keep play going by offering ideas and listening to others' ideas.</p> <p>To know how to keep play going by responding to what others are saying and doing.</p> <p>To be able to begin to regulate their behaviour consistently.</p> <p>To be able to set personal goal and work towards them.</p> <p>To be able to build resilience to keep trying and not give up.</p> <p>To be able to show sensitivity towards others and their peers.</p>	To be able to show sensitivity towards others and their peers.	
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**ELG**  
**Self-Regulation:**  
 \*Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  
 \*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.  
**Managing self:**  
 \*Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.  
**Building Relationship:**  
 \*Work and play cooperatively and take turns with others.  
 \*Form positive attachments to adults and friendships with peers.  
 \*Show sensitivity to their own and other's needs.

<p>Understanding the World</p> <p>2 – 3 year olds</p> <p>Past and Present</p> <p>People, Culture, and Communities</p> <p>The Natural World</p>	<p>To be able to notice difference between themselves and others</p> <p>To be able to repeat actions that have an effect. (Exploring how things work)</p> <p>To be able to explore materials with different properties.</p> <p>To be able to begin to explore natural materials, indoors and outside. (Curiosity, loose parts natural thinkers)</p>	<p>To be able to notice differences between people.</p> <p>To know some of the ways different people celebrate.</p> <p>To be able to join in with art and music activities for different celebrations that occur in Autumn.</p> <p>To be able to talk about the differences between materials and changes they notice. (Snow, Ice melting)</p>	<p>To be able to use all their senses in hands on exploration of natural materials (curious to explore and make own choices)</p> <p>To be able show respect for the natural world</p>	<p>To be able to make connections between the features of their family and other families.</p> <p>To be able to Notice and celebrate differences between people.</p> <p>To be able to show interest in different occupations through role play i.e., doctors, postman, refuse collectors.</p>	<p>To be able to plant seeds and care for growing plants.</p> <p>To be able to talk about how they have grown as they have got older.</p> <p>To be able to talk about some life cycles of farm animals. (Chicks, ducklings etc)</p> <p>To be able to explore how things work.</p> <p>(Problem solving &amp; science experiments)</p> <p>To be able to talk about what they see, using a wide vocabulary.</p>	<p>To be able to explore and respond to different natural phenomena in their setting and on trips</p>

<p>Understanding the World</p> <p>3 – 4 year olds</p> <p>Past and Present</p> <p>People, Culture, and Communities</p> <p>The Natural World</p>	<p>To know and name different body parts. To be able to describe what they and their friends look like.</p> <p>To be able to name and describe people who are familiar to them. To be able to talk about the past and begin to make sense of their life story and how they have grown up.</p> <p>To know some of the different people who help us to safe in the community such as the police, Dr, Nurses, fire Brigade.</p> <p>To be able to discuss the changes observed in regard to the weather.</p>	<p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>To be able to talk about some of the different ways people celebrate.</p> <p>To know about different celebrations that arise in Autumn such as Christmas, Harvest, Diwali and Hannukah. To change materials by mixing and combining when cooking treats for different celebrations.</p> <p>To know that ice melts in the sun and to be able to talk about changes to the weather in the winter and how it feels.</p>	<p>To be able explore sinking and floating with different materials. <b>(Science investigation)</b></p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel. To know how to care for the natural environment and living things in the sea.</p> <p>To know what they can do to look after the environment and reduce single use plastic that is damaging to the oceans.</p>	<p>To continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.</p> <p>To be able to explore the natural world around them.</p> <p>To be able to change materials by mixing and combining when cooking. (Science investigation)</p> <p>To know what a plant needs to grow. (Science investigation)</p> <p>To be able to explain some concepts of growth through observation of seeds growing in class.</p> <p>To know about healthy foods that grow naturally.</p>	<p>To respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others. To be able to compare characters from stories, including figures from the past.</p> <p>To be able to make comments on images of familiar situations in the past.</p> <p>To be able to explore and be able to talk about the different forces they feel (magnetic, water, and other materials outside and in the classroom such as wood, metal, plastic and elastic)</p> <p>To know about the Muslim Celebration Eid and know some of the ways that Muslims celebrate.</p>	<p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To know there are different places, animals and habitats around the world.</p> <p>To know and name different animals from the ocean</p> <p>To be able to talk about how humans can take care of animals.</p> <p>To be able to explore different natural materials and talk about their properties.</p> <p>To be able to use their senses to explore the outside world and be able to talk about what they see, hear and feel using a wide range of vocabulary.</p>
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**ELG**

**Past and Present:**

- \*Talk about the lives of 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.

**People, culture, and Communities:**

- \*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images 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, nonfiction texts and (when appropriate) maps.

**The Natural World:**

- \*Explores 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 to them in class.
- \*Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.

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<p>Expressive Arts and Design</p> <p>2 - 3 Year Olds</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>To be able to join in with dancing and ring games.</p> <p>To be able to respond to sound with body movement.</p> <p>To be able to show attention to sounds and music.</p> <p>To be able to explore different materials, using all their senses to investigate them. (Cornflour, shaving foam for example)</p> <p>To be able to explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p>	<p>To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.</p> <p>To be able to begin to build an awareness of sound being loud or soft.</p> <p>To be able to explore their voices and enjoy making sounds.</p> <p>To be able to begin to build an awareness of sound being loud or soft.</p> <p>To be able to explore their voices and enjoy making sounds.</p>	<p>To be able to begin to make simple models which express their ideas.</p> <p>To be able to makes marks intentionally. (in flour, sand, pens, crayons, paint etc)</p> <p>To be able to freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>To be able to achieve one or two lines from a familiar song.</p> <p>To be able to recognise rhythmic changes for skipping, marching, hopping, jumping.</p>	<p>To be able to manipulate and play with different materials using various tools like scissors, cutters, hammers.</p> <p>To be able to begin to build up and act out a repertoire of different role play experiences e.g., shop, vet, doctors.</p> <p>To be able to begin to use representation to communicate, e.g., drawing a line and saying, 'That's me'.</p> <p>To be able to s sounds by banging, shaking, tapping or blowing.</p> <p>To be able to explore sound through singing, movement and instrumental work.</p>	<p>To know an initial repertoire of simple songs.</p> <p>To be able to play a short percussion piece with a rhythmic feel.</p> <p>To be able to move to music with a rhythmic feel.</p> <p>To be able to use their imagination as they consider what they can do with different materials.</p> <p>To be able to make simple models which express their ideas.</p> <p>To be able to Start to develop pretend play, pretending that one</p>	<p>To be able to explore a range of sound-makers and instruments and play them in different ways</p> <p>To be able to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>To be able to make simple models which express their ideas. i.e. junk modelling, loose parts.</p>
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## Year B- EYFS Curriculum Overview/Long Term Plan

<p>Expressive Arts and Design</p> <p>3 – 4 Year Olds</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>To be able to engage in imaginative roleplay based on own first-hand experiences.</p> <p>To be able to play alongside others who are engaged in the same theme.</p> <p>To name colours.</p> <p>To be able to join construction pieces together to build and balance.</p> <p>To be able to build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.</p> <p>To know and be able to join in with simple songs.</p>	<p>To know and join in with dancing and ring games.</p> <p>To be able to respond to sound with body movement.</p> <p>To begin to know, name and use percussion instruments e.g., drums, woodblocks, triangles, bells.</p> <p>To be able to perform songs and actions in concert.</p> <p>To know colours and explore how colours can be changed.</p> <p>To be interested in and able to describe the texture of things.</p>	<p>To be able to learn about rhythm through dance.</p> <p>To be able to recognise rhythmic changes for skipping, marching, hopping, jumping etc.</p> <p>To be able to participate in group action songs.</p> <p>To be able to construct with a purpose in mind, using a variety of resources.</p> <p>To be able to use simple tools and techniques competently and appropriately.</p> <p>To be able to use available resources to create props to support role-play.</p>	<p>To be able to achieve one or two lines from a familiar song.</p> <p>To be able to recognise different percussion instruments from listening, not seeing.</p> <p>To know and show awareness of sound being loud or soft.</p> <p>To be able to construct with a purpose in mind, using a variety of resources.</p> <p>To be able to use simple tools and techniques competently and appropriately</p>	<p>To be able explore sound through singing, movement and instrumental work.</p> <p>To know an initial repertoire of simple songs.</p> <p>To be able to manipulate materials to achieve a planned effect.</p> <p>To know how to access the environment to be able to explore a variety of materials, tools and techniques.</p> <p>To experiment with colour, design, texture, form and function.</p> <p>To be able to represent their own ideas, thoughts and feelings through role play.</p>	<p>To be able to play a short percussion piece with a rhythmic feel.</p> <p>To be able to move to music with a rhythmic feel.</p> <p>To be able to manipulate materials to achieve a planned effect.</p> <p>To know how to access the environment to be able to explore a variety of materials, tools and techniques.</p> <p>To be able to represent their own ideas, thoughts and feelings through art.</p> <p>To be able to represent their own ideas, thoughts and feelings through dance.</p>
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**ELG**

**Creating with Materials:**

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

**Being Imaginative and Expressive:**

- \*Invent, adapt, and recount narratives and stories with peers and their teacher.
- \*Sing a range of well-known nursery rhymes and songs.
- \*Perform songs, rhymes, poems, and stories with others, and (when appropriate) try and move in time with Music.

<p><b>SMSC</b></p>	<p><b>Mutual respect.</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p>	<p><b>Mutual Tolerance.</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><b>Rule of law.</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><b>Individual liberty.</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy.</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>British Values.</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
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## Year B- EYFS Curriculum Overview/Long Term Plan

<p><b>Assessment</b></p>	<p>Speech Assessment (NELI) National Reception Baseline Assessment (RBA) Observations on Dojo Baseline on Insight Tracker  Parent/pupil meeting – settling in.</p>	<p>Observations on Dojo LW assessment Insight Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Dojo Insight Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings  Parent/pupil meeting – sharing targets.</p>	<p>GLD predictions Observations on Dojo LW assessment Insight Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Dojo Insight Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on Dojo Insight Tracker data updated End of Year Data submitted  End of year Report to parents.</p>
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