



ASMALL PRIMARY SCHOOL

EYFS Key Learning



Some form of core continuous provision table for autumn term.

Some form of routine over the year / timetable

- Aut 1 come in and get busy
- Aut 2 come in dough disco
- Spr 2 Handwriting
- Sum 2 Handwriting/Once upon a picture sentence writing

Asmall Primary School EYFS Key Learning Autumn Term 1	Predictable topics / interests All About Me, Autumn, Andy Goldsworthy	Possible trips / events Local (Autumn) walk Harvest, Diwali	Nursery Rhymes Baa Baa black sheep, Three blind mice, Hickory dickory dock, It's raining its pouring the old man is snoring, Miss Polly had a dolly, One finger one thumb	Poetry Basket x
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Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
Children will be able to understand how to listen carefully and know why it is important. To listen to others 1:1 and small groups. <u>Encourage children</u> to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. To begin to maintain attention in different contexts. To listen carefully to rhyme, poem, songs. To begin to show attention and interest when read to in whole class situations. Children will participate in a range of adult led activities. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time. Follow simple 1 step instructions. Answer simple questions in different contexts, including stories. To interact with and respond with others in small groups.	Children will talk in front of small groups and their teacher offering their own ideas. Engage in one to one discussion with an adult offering their own ideas. Engage in one to one discussion with an adult offering 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 Talk freely with different people in the classroom (peers and familiar adults) Talk about familiar events which have happened to themselves.	Weekly PE session in the hall or outdoor area to teach fundamental skills (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.</i>) To focus on fundamental skill- running and running fast, catching and underarm throw. Adults to model and support the use of the areas and equipment. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Use balance bikes and large bikes outdoors. Use pull and push toys such as wheelbarrows and trolleys. Use balancing planks, crates, cable wheels, tyres etc. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Squiggle while you wiggle sessions to develop co- ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers. Children will learn to move safely in a space. To negotiate space and to find a space. To stop movement when told. To name all of the parts of the body. To begin to know how to safely carry and move apparatus in the classroom (indoor and outdoor) To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower.	Examples of how to access fine motor skills in continuous provision include; Making marks on paper to follow or extend the pattern. Playdough in areas. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities creative area with scissors, paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. A range of small world equipment. A range of construction kits. Dough disco- rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release To begin to use Static Tripod Grasp when using mark making tools. To show preference to a dominant hand. To be able to draw horizontal, vertical, circular, straight and wavy. To begin to form letters. To draw a simple face.

PSED

Self Regulation	Managing Self	Building Relationships
Introduce class rules for appropriate indoor and outdoor behaviour. Look at carpet time rules for good sitting and listening. Begin to work in key groups with circle time teacher. Begin to join in with focussed group activities. Children will focus during short whole class activities. Adults to role model expectations and support children in continuous provision. Children will be able to follow one step instructions. Children will recognise different emotions.	Introduce carpet rules for good sitting and listening. Introduce class rules for indoor and outdoor behaviour. Children will be supported to take care of their own belongings. Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats, gloves, wet suits and wellies. They will be supported to take off and put on their shoes and socks. Children will be supported to put on, take off and put away aprons. Children to be supported in how to use resources safely eg scissors, large deconstructed items Children will be supported to set up and clear away after themselves during snack time. Children will be encouraged to taste a range of school meals. Children will be begin to communicate their own physical needs eg thirsty, hungry tired, toileting Children will be able to know and talk about what they like and dislike.	Engage in positive interactions with adults and peers to form positive relationships. Build relationships with parents through home visits and daily contact during drop off and pick up times. Children will be supported to share photos and news about themselves. Adults to role model expectations in continuous provision. Adults to support children in sharing and turn taking. Children to be supported in following simple rules to work together.

Specific Areas of Learning

Maths

Number	Number Pattern
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.	

Literacy

Comprehension	Word Reading	Writing
Children will engage and enjoy an increasing range of books, poems and rhymes. Listen attentively to a story at the appropriate interest level. Differentiate between text and illustrations. Understand that print conveys meaning. Hold a book correctly and turn pages from front to back and recognise front and back cover. Know that in English print is read from left to right and top to bottom. Sequence a simple story or event. Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.	Children to follow Lancashire's Red Rose phonics. Distinguish between a word, a letter and a space. Read simple sentences and books consistent with their phonic knowledge. Recognise some capital and lower case letters. Orally blend sounds to make simple words.	<u>Emergent writing / Spelling:</u> GPC recognition, <u>Oral segmenting, segmenting for spelling</u> Children to follow Lancashire's Red Rose phonics. Write own name Develop language skills (listening and talking) in a range of contexts. Give meaning to the marks they make. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). Use some recognisable letters and own symbols <u>Composition:</u> To know of different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).

Understanding the World

Understanding the World			
Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Communication -Talk about key events, in own lives, about family, friends, other people including significant people. -Talk about key roles people have in society both in the present and the past. Know who to call in case of an emergency. Observe -Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe -Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Research -Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Recall -Talk to others about what they know about a key person, character, event from the past. Chronology -Order simple experiences in relation to themselves, and others including stories, events, and experiences. Vocabulary -Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Communication -Express feelings, give opinions and reasons. -Comment on significant events in own lives, talk about their family, friends and the local community. Know -Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. -Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally Respect -Respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe – -Look closely and consider their own culture and religion and that of the people in their own community. -Look closely at and observe the lives of people in communities in other countries within the world. Describe -Talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. -Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding -Understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare -Recognise the similarities and differences in culture and religion between them and other communities. -Look closely at and make comparisons between this country and the lives of people in other countries within the world. Research -Show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary -Language of tolerance, respect and co-operation.	Communication -Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments and countries. Mapping -Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. -To know there are different countries in the world. -To know the country that they live in and to be aware of the four countries of the UK. Fieldwork -Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences. Talk about human and physical features. Enquiry -Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. Make enquiries about children's homes in other countries. Use of Technology -Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Explore/Observe -Look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles, understand the need to care and look after the natural world. Describe -Talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. -To know the names and order of the seasons. -Describe how plants survive and what they need. Record -Draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning -Show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain -Talk about what they know and what they have learnt about the natural world. -Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. -Explain the 5 senses and know what these are. Research -Talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures -Use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify -Notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test -Make suggestions, show resilience, work with others. Vocabulary -Use simple vocabulary to name and describe objects, materials, living things and environments.
EAD			
Art	Design and Technology	Being imaginative and expressive	Music
Aesthetic Awareness -Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. Observation -Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. Communication -Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. Physical skill -Manipulate, control and explore a range of tools and equipment for different purposes. -Use tools and equipment safely. Art processes and techniques -Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials, develop colour mixing techniques Painting -Develop colour match to a specific colour or shade, add white or black colour to alter, tint or shade, selecting the correct tools, hold paintbrush using tripod grip. Use a thin and thick brush to change detail. Printing -To create meaningful patterns, print with a variety of resources. Drawing -Draws bodies with sausage features, draws bodies of appropriate size. -Draw self portraits, landscapes, buildings. Collage -Joins items in a variety of ways, masking tape, ribbon, card. Know how to secure junk modelling, knows how to improve models, scrunch, bend, roll.	Explore -Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. Design -Talk about their ideas, choose resources, tools and techniques with a purpose in mind. Make -Make models and props using different construction materials, e.g. construction kits, reclaimed materials. -Experiment with different ways to build, construct and join resources. -Make props to use in their play /role play/ when acting out stories/taking on story characters. Evaluate -Talk about what they like/dislike about their models/constructions/props say why, and how they would change them. Tools and Equipment -Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. Safety -Handle and use equipment appropriately and safely.	Experiment -Explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond -To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas -Initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate -To recreate familiar experiences, familiar activities and familiar stories. Invent -Adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression -To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication -Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Singing -To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. -To match pitch and follow melody. Making Music -Using voice, objects, home-made and real musical instruments and a range of ICT. -Select own instruments and play in time to music. -To know about and keep a steady beat -To know about and keep a rhythm -To change the tempo, beat and dynamics while playing an instrument. Perform -Perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. -Perform in groups or solo. Replicates dances and performance, imitates dance movements matching pace. Movement -Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music Listening and Talking -Talk about music and express their feelings and responses. Watch and talk about dance and performance arts expressing their feelings and responses.

Asmall Primary School EYFS Key Learning Autumn Term 2	Predictable topics / interests Winter, Advent/Christmas	Possible trips / events Diwali, Halloween, Bonfire Night, Remembrance day, Nursery Rhyme Week, Odd socks day, Children in Need, Nativity Performance & Pantomime trip Christmas Jumper/Dinner Day	Nursery Rhymes Ring a ring o roses, Two little dicky birds, I hear thunder, London Bridge, Pat a cake, Grand old duke of York	Poetry Basket x
Prime Areas of Learning				
Communication and Language		Physical Development		
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills	
Children will be able to understand how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To interact with and respond with others in small groups, whole class discussions and play. Encourage children to listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions. To begin to maintain attention in different contexts. To listen carefully to rhyme, poem, songs. To begin to show attention and interest when read to in whole class situations. Children will participate in a range of adult led activities. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time. Follow simple 1 step instructions. Answer simple questions in different contexts, including stories. Children will begin to understand how and why questions. Answer simple questions in different contexts, including stories.	Children will use new vocabulary throughout the day. Children will talk in front of small groups and their teacher offering their own ideas. Engage in one to one discussion with an adult offering their own ideas. Engage in one to one discussion with an adult offering 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 Talk freely with different people in the classroom (peers and familiar adults) Talk about familiar events which have happened to themselves.	Weekly PE session in the hall or outdoor area to teach fundamental skills (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing</i>) To focus on fundamental skill- running and running fast, catching and underarm throw. To be able to perform a static balance, and move on hands/feet. Adults to model and support the use of the areas and equipment. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Use balance bikes and large bikes outdoors. Use pull and push toys such as wheelbarrows and trolleys. Use balancing planks, crates, cable wheels, tyres etc. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Squiggle while you wiggle sessions to develop co- ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers. Children will learn to move safely in a space. To negotiate space and to find a space. To stop movement when told. To name all of the parts of the body. To begin to know how to safely carry and move apparatus in the classroom (indoor and outdoor) To be able to perform movements such as crawling, sliding and slithering. To be able to drop, roll and throw various pieces of equipment. To be able to name equipment such as ball, (quoit), beanbag, hoop. To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower.	Examples of how to access fine motor skills in continuous provision include; Making marks on paper to follow or extend the pattern. Playdough in areas. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities creative area with scissors, paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. A range of small world equipment. A range of construction kits. Dough disco- rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release To begin to use Static Tripod Grasp when using mark making tools. To show preference to a dominant hand. To be able to draw horizontal, vertical, circular, straight and wavy. To be able to draw a simple human figure with a head, body, arms and legs. To begin to use scissors correctly.	
PSED				
Self Regulation	Managing Self		Building Relationships	
Children to be supported to follow the class rules for appropriate indoor and outdoor behaviour. Children to be supported to follow the class carpet time rules for good sitting and listening. Begin to join in with focussed group activities. Adults to support children's play in continuous provision. Begin to introduce enhancements related to key learning/children's interests within the provision. adults to provide support, guidance and encouragement to participate. Talk about their feeling through the story of the colour monster. Children will talk about how they are feeling and to consider others feelings. To begin to show care and concern for others.	class rules for appropriate indoor and outdoor behaviour. Children to be supported to follow the class carpet time rules for good sitting and listening. To know why we have rules. To know right from wrong. Children will be supported to take care of their own belongings. Children will be supported to use the toilets, followed by good hand washing. Children will be supported with tasks like blowing their nose and tidying the classroom after play sessions. Children will be supported to take off and put on their own coats, hats, gloves, wet suits and wellies. They will be supported to take off and put on their shoes and socks. Children to be supported in how to use resources safely eg scissors, large deconstructed items Children will be supported to set up and clear away after themselves during snack time. Children will be encouraged to taste a range of school meals. Children will be begin to communicate their own physical needs eg thirsty, hungry tired, toileting. Children will be able to know and talk about what they like and dislike. Children to be supported in listening to each other. Children to be confident in making their own choices and decisions. Children to be able to plan and organise their play.		Engage in positive interactions with adults and peers to form positive relationships. Build relationships with parents through home visits and daily contact during drop off and pick up times. Children will be supported to share photos and news about themselves. Adults to role model expectations in continuous provision. Adults to support children in sharing and turn taking. Children to be supported in following simple rules to work together. Children will begin to develop friendships. To seek others to share activities and experiences with. Children to be supported in listening to each other. To begin to show care and concern for others. To support children in taking responsibility for their actions e.g. giving an apology, talk about what they have done wrong.	
Specific Areas of Learning				
Maths				
Number		Number Pattern		
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.				
Literacy				
Comprehension	Word Reading		Writing	
Children will engage and enjoy an increasing range of books, poems and rhymes. Listen attentively to a story at the appropriate interest level. Differentiate between text and illustrations. Understand that print conveys meaning. Hold a book correctly and turn pages from front to back and recognise front and back cover. Know that in English print is read from left to right and top to bottom. Sequence a simple story or event.	Children to follow Lancashire's Red Rose phonics. Distinguish between a word, a letter and a space. Read simple sentences and books consistent with their phonic knowledge. Recognise some capital and lower case letters. Blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs		Writing Emergent Writing/Spelling: GPC recognition, Oral segmenting, segmenting for spelling Children to follow Lancashire's Red Rose phonics. Write own name. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Segment sounds in simple words. Develop language skills (listening and talking) in a range of contexts.	

Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary Use picture clues to help read a simple text. Recite simple rhymes, songs and poems.	Give meaning to the marks they make. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). Use some recognisable letters and own symbols. Show awareness that writing communicates meaning Know there is a sound/symbol relationship. Understand that thoughts can be written down. Beginning to use appropriate letters for initial sounds. Beginning to build words using letter sounds in their writing. <u>Composition:</u> To know of different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). Orally compose a sentence and hold it in memory before attempting to write it. <u>Vocabulary, grammar, punctuation</u> Begin to recognise and know there needs to be spaces between words in a simple sentence. Recognise and know that full stops are at the end of a sentence. <u>Handwriting, (also see Physical Development – Fine Motor Skills)</u> Write left to right and top to bottom.
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Understanding the World

Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Communication -Talk about key events, in own lives, about family, friends, other people including significant people. -Talk about key roles people have in society both in the present and the past. Know who to call in case of an emergency. Observe -Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe -Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Research -Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Recall -Talk to others about what they know about a key person, character, event from the past. Chronology -Order simple experiences in relation to themselves, and others including stories, events, and experiences. Vocabulary -Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Communication -Express feelings, give opinions and reasons. -Comment on significant events in own lives, talk about their family, friends and the local community. -Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. -Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. -Respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe – -Look closely and consider their own culture and religion and that of the people in their own community. -Look closely at and observe the lives of people in communities in other countries within the world. Describe -Talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. -Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding -Understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, - Compare -Recognise the similarities and differences in culture and religion between them and other communities. -Look closely at and make comparisons between this country and the lives of people in other countries within the world. Research -Show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary -Language of tolerance, respect and co-operation.	Communication -Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments and countries. Mapping -Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To draw simple information from a map. E.g. trees, house, river, mountains. -To know there are different countries in the world. -To know the country that they live in and to be aware of the four countries of the UK. Fieldwork -Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences. Talk about human and physical features. Enquiry -Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. Make enquires about children's homes in other countries. Use of Technology -Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Explore/Observe -Look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles, understand the need to care and look after the natural world. Describe -Talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. -To know the names and order of the seasons. -Describe how plants survive and what they need. Record -Draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning -Show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain -Talk about what they know and what they have learnt about the natural world. -Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. -Explain the 5 senses and know what these are. Research -Talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures -Use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). - Compare/sort/group/identify/classify -Notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test -Make suggestions, show resilience, work with others. Vocabulary - Use simple vocabulary to name and describe objects, materials, living things and environments.

EAD

Art	Design and Technology	Being imaginative and expressive	Music
Aesthetic Awareness -Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. Observation -Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. Communication -Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. Physical skill -Manipulate, control and explore a range of tools and equipment for different purposes. -Use tools and equipment safely. Art processes and techniques -Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials, develop colour mixing techniques Painting -Develop colour match to a specific colour or shade, add white or black colour to alter, tint or shade, selecting the correct tools, hold paintbrush using tripod grip. Use a thin and thick brush to change detail. Printing -To create meaningful patterns, print with a variety of resources. Drawing -Draws bodies with sausage features, draws bodies of appropriate size.	Explore -Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. Design -Talk about their ideas, choose resources, tools and techniques with a purpose in mind. Make -Make models and props using different construction materials, e.g. construction kits, reclaimed materials. -Experiment with different ways to build, construct and join resources. -Make props to use in their play /role play/ when acting out stories/taking on story characters. Evaluate -Talk about what they like/dislike about their models/constructions/props say why, and how they would change them. Tools and Equipment -Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. Safety -Handle and use equipment appropriately and safely.	Experiment -Explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond -To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas -Initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. -To recreate familiar experiences, familiar activities and familiar stories. Invent -Adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression -To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication -Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Singing -To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. -To match pitch and follow melody. Making Music -Using voice, objects, home-made and real musical instruments and a range of ICT. -Select own instruments and play in time to music. -To know about and keep a steady beat -To know about and keep a rhythm -To change the tempo, beat and dynamics while playing an instrument. Perform -Perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. -Perform in groups or solo. Replicates dances and performance, imitates dance movements matching pace. Movement -Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music Listening and Talking -Talk about music and express their feelings and responses. Watch and talk about dance and performance arts expressing their feelings and responses.

-Draw self portraits, landscapes, buildings. Collage -Joins items in a variety of ways, masking tape, ribbon, card. Know how to secure junk modelling, knows how to improve models, scrunch, bend, roll.			
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Asmall Primary School EYFS Key Learning Spring Term 1	Predictable topics / interests	Possible trips / events Valentine's Day Chinese New Year Day Pancake Day NSPCC number day World Book Day Holi festival Science Week Red Nose Day (Comic Relief) Mother's Day	Nursery Rhymes A sailor went to sea, Hey diddle diddle the cat and the fiddle, Hot cross buns, Lucy Locket, Polly put the kettle on, This old man he played	Poetry Basket x
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Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
To know how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions, and whole class. To begin to maintain attention in different contexts. To listen carefully to rhyme, poem, songs. To show attention and interest when read to in whole class situations. Children will participate in a range of adult led activities. Children will be encouraged to make comments about their learning to clarify their understanding. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time. Follow a set of simple instructions and requests. Answer simple questions in different contexts, including stories. Children will begin to understand how and why questions. Children will learn to ask and answer questions to find out more (where, how, why) in response to stories and events. To begin to develop a deep familiarity with non-fiction books. To begin to use helicopter stories. To begin to use Tales toolkit.	Begin to use an increasing range of vocabulary, understanding of new words. When engaging in conversations, begin to take into account the listener. To take turns in the conversation. To talk freely with different people in the classroom, (buddies) To begin to use past, present and future tense in conversations. To talk about and discuss familiar events, stories (characters and settings), interests etc. To begin to explain and give reasons when talking eg stories, feelings, events. To begin to use talk to connect ideas, and share their thinking. To begin to use language of stories, rhymes, poems to imagine and recreate roles. To begin to offer explanations to why things happen. To begin to retell stories using repetitive words from the text. To begin to retell stories using their own words. To use talk to connect ideas, and share their thinking. Children to talk in sentences using conjunctions, e.g. and, because.	Focus on dance, and gymnastics Weekly PE session in the hall or outdoor area to teach fundamental skills (run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.) To focus on fundamental skill- underhand roll, balance on body parts and balance using equipment, vertical jump and land. Adults to model and support the use of the areas and equipment. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Use balance bikes and large bikes outdoors. Use pull and push toys such as wheelbarrows and trolleys. Use balancing planks, crates, cable wheels, tyres etc. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Squiggle while you wiggle sessions to develop co- ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers. To be able to, through dance, to develop control and co-ordination, make shapes with arms and hands, move with grace and control. When using apparatus- to control and balance for climbing, travelling, swinging, scrambling, jumping. Children will jump and land safely from a height. To act with care and consideration for themselves and others. To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways, speed – fast, faster, slow, slowly, slower.	Examples of how to access fine motor skills in continuous provision include: Making marks on paper to follow or extend the pattern. Playdough in areas. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities creative area with scissors, paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. A range of small world equipment. A range of construction kits. Dough disco- rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release To use a Static Tripod Grasp when using mark making tools. To be able to draw horizontal, vertical, circular, straight and wavy. To be able to draw diagonal, zigzag lines, and dots. To draw a figure with a head, body, arms and legs. To use and handle scissors correctly and safely. To use glue effectively To know the handwriting movements involved in the four basic letter shapes as exemplified by 't' 'c' 'r' 'z'

PSED

Self Regulation	Managing Self	Building Relationships
Children to be reminded of class rules for appropriate indoor and outdoor behaviour. Adult to use visual cues to support children when sitting and listening during carpet time. Children will be able to focus during longer during small groups and whole class activities. To make choices and communicate what they need. Show how they feel in response to different experiences. Talk about and discuss with others how they feel. To show care and concern for others. Children to take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. Adult to support children in maintaining attention for small group and whole class activities.	Children to be reminded of class rules for appropriate indoor and outdoor behaviour. Adult to use visual cues to support children when sitting and listening during carpet time. Children to take care of their own belongings. Children to use the toilets, followed by good hand washing. Children to take off and put on their own coats, hats, gloves, wetsuits and wellies. They will be able to take off and put on their shoes and socks. Children to share their ideas and interests with others. Children to try to complete task themselves before asking for help. Children to be confident in talking to others about what they need, or their ideas. Adults to support children in reflecting and explaining their ideas. Children to know how to be healthy (food, exercise and bedtime). Children to know the importance of tooth brushing, and maintaining personal hygiene.	Children to share and take turns. Children to follow simple rules to work together. Children to seek adults and peers to engage in conversation Children to listen to other. To show care and concern for others. Children to take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. Children to speak to others in a positive way reflecting upon experiences, recalling events and making suggestions.

Specific Areas of Learning

Maths

Number	Number Pattern
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.	

Literacy

Comprehension	Word Reading	Writing
Comprehension Children will engage and enjoy an increasing range of books, poems and rhymes. Recite simple rhymes, songs and poems. Talk about events, settings and characters. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Recall the main points in text in the correct sequence. Use the structure of a simple story when re-enacting and re-telling in their own words.	Word Reading Children to follow Lancashire's Red Rose phonics. Distinguish between a word, a letter and a space. Read simple sentences and books consistent with their phonic knowledge. Recognise some capital and lower case letters. Blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words.	Writing Emergent Writing / Spelling: GPC recognition, Oral segmenting, segmenting for spelling Children to follow Lancashire's Red Rose phonics. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Segment sounds in simple words. Develop language skills (listening and talking) in a range of contexts. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).

Use gestures and actions to act out a story, event or rhyme from text or illustrations. Say what a character might be thinking, saying or feeling. Begin to make predictions and anticipate key events based on illustrations, story content and title. Say how they feel about stories and poems. To be able to take part in freeze play and hot seating activities	Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs	To begin to be aware of capital letters, finger spaces and full stops. To know that writing communicates meaning To form letters with increasing control. Write letters and strings, sometimes in cluster like words. Use writing in their play. Use familiar words in their writing. <u>Composition:</u> To know of different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). Orally compose a sentence and hold it in memory before attempting to write it. Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. Understands that thoughts and stories can be written down. Have their own ideas and reasons for writing. Begin to use simple sentence forms. <u>Vocabulary, grammar, punctuation</u> Recognise and know that a sentence starts with a capital letter.<u>Handwriting: (also see Physical Development – Fine Motor Skills)</u> Write left to right and top to bottom. Begin to form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.
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Understanding the World

Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Communication -Talk about key events, in own lives, about family, friends, other people including significant people. -Talk about key roles people have in society both in the present and the past. Know who to call in case of an emergency. Observe -Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe -Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Research -Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Recall -Talk to others about what they know about a key person, character, event from the past. Chronology -Order simple experiences in relation to themselves, and others including stories, events, and experiences. Vocabulary -Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Communication -Express feelings, give opinions and reasons. -Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. -Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. -Respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe -Look closely and consider their own culture and religion and that of the people in their own community -Look closely at and observe the lives of people in communities in other countries within the world. Describe -Talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. -Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding -Understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare -Recognise the similarities and differences in culture and religion between them and other communities. -Look closely at and make comparisons between this country and the lives of people in other countries within the world. Research -Show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary -Language of tolerance, respect and co-operation.	Communication -Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments and countries. Mapping -Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. -To know there are different countries in the world. -To know the country that they live in and to be aware of the four countries of the UK. Fieldwork -Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences. Talk about human and physical features. Enquiry -Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. Make enquiries about children's homes in other countries. Use of Technology -Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Explore/Observe -Look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles, understand the need to care and look after the natural world. Describe -Talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. -To know the names and order of the seasons. -Describe how plants survive and what they need. Record -Draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning -Show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain -Talk about what they know and what they have learnt about the natural world. -Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. -Explain the 5 senses and know what these are. Research -Talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures -Use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify -Notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test -Make suggestions, show resilience, work with others. Vocabulary - Use simple vocabulary to name and describe objects, materials, living things and environments.

EAD

Art	Design and Technology	Being imaginative and expressive	Music
Aesthetic Awareness -Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. Observation -Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. Communication -Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. Physical skill -Manipulate, control and explore a range of tools and equipment for different purposes. -Use tools and equipment safely. Art processes and techniques -Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials, develop colour mixing techniques Painting -Develop colour match to a specific colour or shade, add white or black colour to alter, tint or shade, selecting the correct tools, hold paintbrush using tripod grip. Use a thin and thick brush to change detail. Printing -To create meaningful patterns, print with a variety of resources. Drawing	Explore -Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. Design -Talk about their ideas, choose resources, tools and techniques with a purpose in mind. Make -Make models and props using different construction materials, e.g. construction kits, reclaimed materials. -Experiment with different ways to build, construct and join resources. -Make props to use in their play /role play/ when acting out stories/taking on story characters. Evaluate -Talk about what they like/dislike about their models/constructions/props say why, and how they would change them. Tools and Equipment -Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. Safety -Handle and use equipment appropriately and safely.	Experiment -Explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts. e.g. play, role play, stories, with peers and with adults. Respond -To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas -Initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate -To recreate familiar experiences, familiar activities and familiar stories. Invent -Adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression -To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication -Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Singing -To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. -To match pitch and follow melody. Making Music -Using voice, objects, home-made and real musical instruments and a range of ICT. -Select own instruments and play in time to music. -To know about and keep a steady beat -To know about and keep a rhythm -To change the tempo, beat and dynamics while playing an instrument. Perform -Perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. -Perform in groups or solo. Replicates dances and performance, imitates dance movements matching pace. Movement -Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music Listening and Talking -Talk about music and express their feelings and responses. Watch and talk about dance and performance arts expressing their feelings and responses.

-Draws bodies with sausage features, draws bodies of appropriate size. -Draw self portraits, landscapes, buildings. Collage -Joins items in a variety of ways, masking tape, ribbon, card. Know how to secure junk modelling, knows how to improve models, scrunch, bend, roll.			
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Asmall Primary School EYFS Key Learning Spring Term 2	Predictable interests Spring Life cycles Easter	Possible trips / events Local church World poetry day Ramadan	Nursery Rhymes Little Miss Muffet, Goosy Goosy Gander, Mary Mary quite contrary, Sing a song of sixpence, Tom Tom the pipers son, Hot cross buns	Poetry Basket x
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Prime Areas of Learning			
Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
To know how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To listen attentively and respond to what they hear with relevant actions, when being read to and during small group interactions, and whole class. To begin to maintain attention in different contexts. To listen carefully to rhyme, poem, songs. To show attention and interest when read to in whole class situations. Children will participate in a range of adult led activities. Children will be encouraged to make comments about their learning to clarify their understanding. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time. Follow a set of simple instructions and requests. Answer simple questions in different contexts, including stories. Children will learn to understand how and why questions. Children will learn to ask and answer questions to find out more (where, how, why) in response to stories and events. To begin to develop a deep familiarity with non-fiction books. To use helicopter stories. To use Tales toolkit.	Begin to use an increasing range of vocabulary, understanding of new words. When engaging in conversations, begin to take into account the listener. To take turns in the conversation. To talk freely with different people in the classroom, (buddies) To begin to use past, present and future tense in conversations. To talk about and discuss familiar events, stories (characters and settings), interests etc. To begin to explain and give reasons when talking eg stories, feelings, events. To begin to use talk to connect ideas, and share their thinking. To begin to use language of stories, rhymes, poems to imagine and recreate roles. To begin to offer explanations to why things happen. To begin to retell stories using repetitive words from the text. To begin to retell stories using their own words. To use talk to connect ideas, and share their thinking. Children to talk in sentences using conjunctions, e.g. and, because Children will engage in non-fiction books and to use new vocabulary in different contexts.	Focus on dance, and gymnastics Weekly PE session in the hall or outdoor area to teach fundamental skills (<i>run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.</i>) To focus on fundamental skill- side roll, rock and roll, pencil roll, climbing using equipment, hop and skip. Adults to model and support the use of the areas and equipment. Busy classroom environment with free flow to the outdoor space. Outdoor area providing different surfaces. Use balance bikes and large bikes outdoors. Use pull and push toys such as wheelbarrows and trolleys. Use balancing planks, crates, cable wheels, tyres etc. Fill and carry buckets from the water tap. Sweep the outdoor area using brushes. Use large construction equipment indoors and outdoors. Squiggle while you wiggle sessions to develop co– ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers. To be able to, through dance, to develop control and co-ordination, make shapes with arms and hands, move with grace and control. When using apparatus- to control and balance for climbing, travelling, swinging, scrambling, jumping. Children will jump and land safely from a height. To act with care and consideration for themselves and others. To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower.	Examples of how to access fine motor skills in continuous provision include; Making marks on paper to follow or extend the pattern. Playdough in areas. Funky fingers activities. Large outdoor water painting. Pencil / wand ribbons. Threading activities creative area with scissors, paints available with a range of brushes. Waterplay pouring, tipping activities. Sand area for digging and filling. Dress up area and clothes for the dolls. A range of small world equipment. A range of construction kits. Morning Handwriting sessions beginning with physical warm up movements- rotation of shoulder, bending, flexing and rotation of elbow and wrist; wriggling and stretching fingers, grasp and release To use a Static Tripod Grasp when using mark making tools. To be able to draw horizontal, vertical, circular, straight and wavy. To be able to draw diagonal, zigzag lines, and dots. To know the handwriting movements involved in the four basic letter shapes as exemplified by 't' 'c' 'r' 'z' To draw pictures using detail and begin to develop accuracy, such as facial features, and a crows next on a ship, steering wheel on a car. To use and handle scissors correctly and safely. To use glue effectively Holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure to develop the foundations of a handwriting style that is accurate and efficient
PSED			
Self Regulation	Managing Self	Building Relationships	
Children to be able to maintain attention in a small group. Adult to support children in maintaining attention for whole class activities. Children will identify and moderate their own feelings socially and emotionally. Children to feel pride in their own achievements. Children to know what they are good at, and what they need to do to improve. Children to take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. Children to be aware of how their actions impact others. Children to explain why they are feeling particular feelings. Children to be able to change and adapt their behaviour in response to different situations.	Children to share appropriate and interesting ideas and interests with others. Children to try to complete task themselves before asking for help. Children to be able to reflect and explain their ideas. Children to take pride in themselves and their achievement. To be able to see themselves as a valuable individual. Children to know how to transport and keep safe when using tools and resources. Children to know how to be healthy (food, exercise and bedtime). Children to know the importance of tooth brushing, and maintaining personal hygiene.	Children to share and take turns. Children to follow simple rules to work together. Children to seek adults and peers to engage in conversation Children to listen to each other and be considerate. To show care and concern for others. Children to be aware of how their actions impact others. Children to speak to others in a positive way reflecting upon experiences, recalling events and making suggestions. Children will listen to the ideas of other children and agree on a solution and compromise. Children to be considerate of the needs of others, and respect the viewpoint of others.	
Specific Areas of Learning			
Maths			
Number		Number Pattern	
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.			
Literacy			
Comprehension	Word Reading	Writing	
Children will engage and enjoy an increasing range of books, poems and rhymes. Recite simple rhymes, songs and poems. Talk about events, settings and characters. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Recall the main points in text in the correct sequence. Use the structure of a simple story when re-enacting and re-telling in their own words. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Say what a character might be thinking, saying or feeling. Begin to make predictions and anticipate key events based on illustrations, story content and title. Say how they feel about stories and poems. To be able to take part in freeze play and hot seating activities *Respond to questions about who, what, where, when linked to text and illustrations.	Children to follow Lancashire's Red Rose phonics. Distinguish between a word, a letter and a space. Read simple sentences and books consistent with their phonic knowledge. Recognise some capital and lower case letters. Blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs	<u>Emergent Writing / Spelling:</u> GPC recognition, Oral segmenting, segmenting for spelling Children to follow Lancashire's Red Rose phonics. Develop language skills (listening and talking) in a range of contexts. Copies adults writing behaviour; (e.g. writing on the whiteboard, writing messages when on the phone, etc). To begin to be aware of capital letters, finger spaces and full stops. To know that writing communicates meaning Use writing in their play. Use familiar words in their writing. To form letters with increasing control. To write sentences using capital letters, finger spaces and full stops. <u>Composition:</u> To know of different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). Orally compose a sentence and hold it in memory before attempting to write it. Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events.	

			Understands that thoughts and stories can be written down. Have their own ideas and reasons for writing. Begin to use simple sentence forms. <u>Vocabulary, grammar, punctuation</u> Recognise and know that a sentence starts with a capital letter. <u>Handwriting: (also see Physical Development – Fine Motor Skills)</u> Begin to form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Begin to form some letters from their name correctly, including capital letter.
Understanding the World			
Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Communication -Talk about key events, in own lives, about family, friends, other people including significant people. -Talk about key roles people have in society both in the present and the past. Know who to call in case of an emergency. Observe -Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe -Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Research -Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Recall -Talk to others about what they know about a key person, character, event from the past. Chronology -Order simple experiences in relation to themselves, and others including stories, events, and experiences. Vocabulary -Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Communication -Express feelings, give opinions and reasons. -Comment on significant events in own lives, talk about their family, friends and the local community. -Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. -Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. -Respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe – -Look closely and consider their own culture and religion and that of the people in their own community. -Look closely at and observe the lives of people in communities in other countries within the world. Describe -Talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. -Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding -Understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare -Recognise the similarities and differences in culture and religion between them and other communities. -Look closely at and make comparisons between this country and the lives of people in other countries within the world. Research -Show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary -Language of tolerance, respect and co-operation.	Communication -Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments and countries. Mapping -Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. -To know there are different countries in the world. -To know the country that they live in and to be aware of the four countries of the UK. Fieldwork -Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences. Talk about human and physical features. Enquiry -Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. Make enquires about children's homes in other countries. Use of Technology -Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Explore/Observe -Look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles, understand the need to care and look after the natural world. Describe -Talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. -To know the names and order of the seasons. -Describe how plants survive and what they need. Record -Draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning -Show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain -Talk about what they know and what they have learnt about the natural world. -Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. -Explain the 5 senses and know what these are. Research -Talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures -Use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify -Notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test -Make suggestions, show resilience, work with others. Vocabulary Use simple vocabulary to name and describe objects, materials, living things and environments.
EAD			
Art	Design and Technology	Being imaginative and expressive	Music
Aesthetic Awareness -Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. Observation -Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. Communication -Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. Physical skill -Manipulate, control and explore a range of tools and equipment for different purposes. -Use tools and equipment safely. Art processes and techniques -Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials, develop colour mixing techniques Painting -Develop colour match to a specific colour or shade, add white or black colour to alter, tint or shade, selecting the correct tools, hold paintbrush using tripod grip. Use a thin and thick brush to change detail. Printing -To create meaningful patterns, print with a variety of resources. Drawing -Draws bodies with sausage features, draws bodies of appropriate size. -Draw self portraits, landscapes, buildings. Collage -Joins items in a variety of ways, masking tape, ribbon, card. Know how to secure junk modelling, knows how to improve models, scrunch, bend, roll.	Explore -Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. Design -Talk about their ideas, choose resources, tools and techniques with a purpose in mind. Make -Make models and props using different construction materials, e.g. construction kits, reclaimed materials. -Experiment with different ways to build, construct and join resources. -Make props to use in their play /role play/ when acting out stories/taking on story characters. Evaluate -Talk about what they like/dislike about their models/constructions/props say why, and how they would change them. Tools and Equipment -Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. Safety -Handle and use equipment appropriately and safely.	Experiment -Explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond -To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas -Initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate -To recreate familiar experiences, familiar activities and familiar stories. Invent -Adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression -To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication -Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Singing -To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. -To match pitch and follow melody. Making Music -Using voice, objects, home-made and real musical instruments and a range of ICT. -Select own instruments and play in time to music. -To know about and keep a steady beat -To know about and keep a rhythm -To change the tempo, beat and dynamics while playing an instrument. Perform -Perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. -Perform in groups or solo. Replicates dances and performance, imitates dance movements matching pace. Movement -Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music Listening and Talking -Talk about music and express their feelings and responses. Watch and talk about dance and performance arts expressing their feelings and responses.

Asmall Primary School EYFS Key Learning Summer Term 1	Predictable interests Planting Life cycles	Possible trips / events Sun Safety Road Safety	Nursery Rhymes There was an old lady who lived in a shoe, Mary Mary quite contrary, Hear we go around the mulberry bush, One two buckle my shoe, Ride a cock horse to Bambery Cross, I'm a little tea pot	Poetry Basket x
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Prime Areas of Learning

Communication and Language		Physical Development	
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills
To know how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during small group interactions, and whole class. To comment on what they have heard. To ask questions to clarify their understanding. To maintain attention in different contexts. To be able to hold a conversation when engaged in back and forth exchanges. To listen carefully to rhyme, poem, songs. To show attention and interest when read to in whole class situations. Children will participate in a range of adult led activities. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time. Follow a set of simple instructions and requests. Answer simple questions in different contexts, including stories. To understand a question such as who, what, where, when, why and how. To continue to develop a deep familiarity with non-fiction books, poems, story structures. To answer questions in response to predictions, speculation, provocation in different contexts. To use helicopter stories. To use Tales toolkit.	To speak clearly in in full sentences. To develop social phrases such as, how are you? Talk freely with different people in the classroom and wider school. To use conjunctions to expand their ideas. To use sentences which give many details, expressing ideas about feelings and experiences. Children will use new vocabulary throughout the day. To explain and give reasons when talking eg stories, feelings, events. To use talk to connect ideas, and share their thinking. To use language of stories, rhymes, poems to imagine and recreate roles. To offer explanations to why things happen. To retell stories using repetitive words from the text. To retell stories using their own words. Children to use talk to organise, sequence and clarify thinking, ideas, feelings and events. To accurately use past, presence, and future tenses.	Weekly PE session in the hall or outdoor area to revisit all fundamental skills. Children to confidently demonstrate them and use them in sequence. <i>(run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.)</i> To confidently use small equipment including ball skills – drop, push, throw, roll, catch, kick, pass, batting, aiming. To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. Children will be able to play by the rules and develop coordination. Squiggle while you wiggle sessions to develop co-ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers.	Morning Handwriting sessions beginning with physical warm up movements- rotation of shoulder, bending, flexing and rotation of elbow and wrist; wriggling and stretching fingers, grasp and release To use a Static Tripod Grasp when using mark making tools. To be able to draw. To be able to draw undulating, diagonal, parallel, zig-zag, curved, and enclosed abstract shapes To know the handwriting movements involved in the four basic letter shapes as exemplified by 'f' 'c' 'r' 'z' To draw pictures using detail and begin to develop accuracy, such as facial features, and a crows next on a ship, steering wheel on a car. To use and handle scissors correctly and safely. To use glue effectively Holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure to develop the foundations of a handwriting style that is accurate and efficient. To write using a correct size of letters, correct starting points for different groups of letters, forms letters correctly. Children will hold scissors correctly and cut out a variety of shapes.

PSED

Self Regulation	Managing Self	Building Relationships
Children to be able to maintain attention. Children will be able to control their emotions using a range of techniques. To deal with anger and frustration, and to be able to negotiate with others. To know that children think and respond in different ways to them. Children to feel pride in their own achievements. Children to take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. Children to explain why they are feeling particular feelings. Children to follow instructions, requests and ideas in a range of context and situations. To be able to plan, adapt, persist and review Join in with challenges within the provision, adults to allow the children to complete these independently	Children to share appropriate and interesting ideas and interests with others. Children to try to complete task themselves before asking for help. Children to be able to reflect and explain their ideas. Children to take pride in themselves and their achievement. To be able to see themselves as a valuable individual. Children to know how to transport and keep safe when using tools and resources. Children to know how to be healthy (food, exercise and bedtime). Children to know the importance of tooth brushing, and maintaining personal hygiene. To understand rules linked to road safety. Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices.	Children to share and take turns. Children to follow simple rules to work together. Children to seek adults and peers to engage in conversation Children to listen to each other and be considerate. To show care and concern for others. Children to be aware of how their actions impact others. Children to speak to others in a positive way reflecting upon experiences, recalling events and making suggestions. Children will listen to the ideas of other children and agree on a solution and compromise. Children to be considerate of the needs of others, and respect the viewpoint of others.

Specific Areas of Learning

Maths

Number	Number Pattern
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.	

Literacy

Comprehension	Word Reading	Writing
Children will engage and enjoy an increasing range of books, poems and rhymes. Recite simple rhymes, songs and poems. Talk about events, settings and characters. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. Respond to questions about how and why something is happening. Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations). Make predictions and anticipate key events based on illustrations, story content and title. Re – read books to build confidence, fluency, understanding and enjoyment Talk about the themes of simple texts, (e.g. good over evil).	Children to follow Lancashire's Red Rose phonics. Distinguish between a word, a letter and a space. Read simple sentences and books consistent with their phonic knowledge. Recognise some capital and lower case letters. Blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs To know what a vowel and consonant is. To be able to name the long and short vowel sounds.	<u>Emergent Writing / Spelling: GPC recognition, Oral segmenting, segmenting for spelling</u> Children to follow Lancashire's Red Rose phonics. Develop language skills (listening and talking) in a range of contexts. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). To form letters with increasing control. Use writing in their play. Use familiar words in their writing. To write sentences using capital letters, finger spaces and full stops. Show awareness of the different audience for writing. <u>Composition:</u> To use different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). Orally compose a sentence and hold it in memory before attempting to write it. Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. Understands that thoughts and stories can be written down. Have their own ideas and reasons for writing. Begin to use simple sentence forms. <u>Vocabulary, grammar, punctuation</u> To write sentences using capital letters, fingers spaces and full stops. <u>Handwriting: (also see Physical Development – Fine Motor Skills)</u> Form most lower case letters correctly, starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Form most capital letters and lower case letters correctly

Understanding the World			
Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Communication -Talk about key events, in own lives, about family, friends, other people including significant people. -Talk about key roles people have in society both in the present and the past. Know who to call in case of an emergency. Observe -Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe -Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Research -Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Recall -Talk to others about what they know about a key person, character, event from the past. Chronology -Order simple experiences in relation to themselves, and others including stories, events, and experiences. Vocabulary -Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Communication -Express feelings, give opinions and reasons. -Comment on significant events in own lives, talk about their family, friends and the local community. -Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. -Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. -Respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe – -Look closely and consider their own culture and religion and that of the people in their own community. -Look closely at and observe the lives of people in communities in other countries within the world. Describe -Talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. -Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding -Understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, Compare -Recognise the similarities and differences in culture and religion between them and other communities. -Look closely at and make comparisons between this country and the lives of people in other countries within the world. Research -Show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary -Language of tolerance, respect and co-operation.	Communication -Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments and countries. Mapping -Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. -To know there are different countries in the world. -To know the country that they live in and to be aware of the four countries of the UK. Fieldwork -Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences. Talk about human and physical features. Enquiry -Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. Make enquires about children's homes in other countries. Use of Technology -Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Explore/Observe -Look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles, understand the need to care and look after the natural world. Describe -Talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. -To know the names and order of the seasons. -Describe how plants survive and what they need. Record -Draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning -Show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain -Talk about what they know and what they have learnt about the natural world. -Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. -Explain the 5 senses and know what these are. Research -Talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures -Use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify -Notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test -Make suggestions, show resilience, work with others. Vocabulary -Use simple vocabulary to name and describe objects, materials, living things and environments.
EAD			
Art	Design and Technology	Being imaginative and expressive	Music
Aesthetic Awareness -Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. Observation -Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. Communication -Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. Physical skill -Manipulate, control and explore a range of tools and equipment for different purposes. -Use tools and equipment safely. Art processes and techniques -Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials, develop colour mixing techniques Painting -Develop colour match to a specific colour or shade, add white or black colour to alter, tint or shade, selecting the correct tools, hold paintbrush using tripod grip. Use a thin and thick brush to change detail. Printing -To create meaningful patterns, print with a variety of resources. Drawing -Draws bodies with sausage features, draws bodies of appropriate size. -Draw self portraits, landscapes, buildings. Collage -Joins items in a variety of ways, masking tape, ribbon, card. Know how to secure junk modelling, knows how to improve models, scrunch, bend, roll.	Explore -Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. Design -Talk about their ideas, choose resources, tools and techniques with a purpose in mind. Make -Make models and props using different construction materials, e.g. construction kits, reclaimed materials. -Experiment with different ways to build, construct and join resources. -Make props to use in their play /role play/ when acting out stories/taking on story characters. Evaluate -Talk about what they like/dislike about their models/constructions/props say why, and how they would change them. Tools and Equipment -Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. Safety -Handle and use equipment appropriately and safely.	Experiment -Explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond -To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas -Initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate -To recreate familiar experiences, familiar activities and familiar stories. Invent -Adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression -To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication -Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Singing -To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. -To match pitch and follow melody. Making Music -Using voice, objects, home-made and real musical instruments and a range of ICT. -Select own instruments and play in time to music. -To know about and keep a steady beat -To know about and keep a rhythm -To change the tempo, beat and dynamics while playing an instrument. Perform -Perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. -Perform in groups or solo. Replicates dances and performance, imitates dance movements matching pace. Movement -Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music Listening and Talking -Talk about music and express their feelings and responses. Watch and talk about dance and performance arts expressing their feelings and responses.

Asmall Primary School EYFS Key Learning Summer Term 2	Predictable interests Life cycles- buy caterpillars Summer Holidays	Possible trips / events Father's Day Balance Bikes Forest School Sports day	Nursery Rhymes Doctor foster went to Glouster, Monday's child, Old King Cole, Peter Piper, Jack and Gill went up the hill, Lavender's Blue	Poetry Basket x
Prime Areas of Learning				
Communication and Language		Physical Development		
Listening, Attention & Understanding	Speaking	Gross Motor Skills	Fine Motor Skills	
To know how to listen carefully and know why it is important. To listen to others 1:1, small groups and whole class. To listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during small group interactions, and whole class. To comment on what they have heard. To ask questions to clarify their understanding. To maintain attention in different contexts. To be able to hold a conversation when engaged in back and forth exchanges. To listen carefully to rhyme, poem, songs. To show attention and interest when read to in whole class situations. Children will participate in a range of adult led activities. Children will be offered the opportunity to chat with their peers in a friendly environment. Adults available to support children during provision time. Follow a set of simple instructions and requests. Answer simple questions in different contexts, including stories. To understand a question such as who, what, where, when, why and how. To continue to develop a deep familiarity with non-fiction books, poems, story structures. To answer questions in response to predictions, speculation, provocation in different contexts. To use helicopter stories. To use Tales toolkit.	To speak clearly in in full sentences. To develop social phrases such as, how are you? Talk freely with different people in the classroom and wider school. To use conjunctions to expand their ideas. To use sentences which give many details, expressing ideas about feelings and experiences. Children will use new vocabulary throughout the day. To explain and give reasons when talking eg stories, feelings, events. To use talk to connect ideas, and share their thinking. To use language of stories, rhymes, poems to imagine and recreate roles. To offer explanations to why things happen. To retell stories using repetitive words from the text. To retell stories using their own words. To accurately use past, presence, and future tenses.	Weekly PE session in the hall or outdoor area to revisit all fundamental skills. Children to confidently demonstrate them and use them in sequence. <i>(run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, skip, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll, climbing.)</i> To confidently use small equipment including ball skills – drop, push, throw, roll, catch, kick, pass, batting, aiming. To understand vocabulary linked to movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. Squiggle while you wiggle sessions to develop co– ordination and agility through rotation of shoulder, bending, flexing and rotation of elbow and wrist; making shapes with arms and hands; wriggling and stretching elbows, wrists, fingers.	Morning Handwriting sessions beginning with physical warm up movements- rotation of shoulder; bending, flexing and rotation of elbow and wrist; wriggling and stretching fingers, grasp and release To use a Static Tripod Grasp when using mark making tools. To be able to draw. To be able to draw undulating, diagonal, parallel, zig-zag, curved, and enclosed abstract shapes To know the handwriting movements involved in the four basic letter shapes as exemplified by 'i' 'c' 'r' 'z' To draw pictures using detail and begin to develop accuracy, such as facial features, and a crows next on a ship, steering wheel on a car. To use and handle scissors correctly and safely. To use glue effectively Holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure to develop the foundations of a handwriting style that is accurate and efficient. To write using a correct size of letters, correct starting points for different groups of letters, forms letters correctly. Children will hold scissors correctly and cut out a variety of shapes.	
PSED				
Self Regulation	Managing Self		Building Relationships	
Children to be able to maintain attention and give focused attention to what the teacher says. Children will be able to control their emotions using a range of techniques. To deal with anger and frustration, and to be able to negotiate with others. To know that children think and respond in different ways to them. Children to feel pride in their own achievements. Children to take responsibility for their actions e.g. giving an apology, talk about what they have done wrong. Children to explain why they are feeling particular feelings. Children to follow instructions of 3 or more steps, requests and ideas in a range of context and situations. To be able to plan, adapt, persist and review To recall and experiences and talk about them. Set and work towards a goal To wait for what they want and control immediate impulses	Children to share appropriate and interesting ideas and interests with others. Children to try to complete task themselves before asking for help. Children to be able to reflect and explain their ideas. Children to take pride in themselves and their achievement. To be able to see themselves as a valuable individual. Children to know how to transport and keep safe when using tools and resources. Children to know how to be healthy (food, exercise and bedtime). Children to know the importance of tooth brushing, and maintaining personal hygiene. To understand rules linked to road safety. To have knowledge and know the importance of screen time To know the different food groups Children will grow their own fruits and vegetables and discuss healthy and unhealthy food choices. Children will taste their home-grown products. Children will find out about the importance of drinking water		Children to share and take turns. Children to follow simple rules to work together. Children to seek adults and peers to engage in conversation Children to listen to each other and be considerate. To show care and concern for others. Children to be aware of how their actions impact others. Children to speak to others in a positive way reflecting upon experiences, recalling events and making suggestions. Children will listen to the ideas of other children and agree on a solution and compromise. Children to be considerate of the needs of others, and respect the viewpoint of others. To understand the rules of social interactions; to be able to negotiate, resolve conflict, compromise, take responsibility for themselves and others.	
Specific Areas of Learning				
Maths				
Number		Number Pattern		
Use Lancashire planning document that correspond with the learning and progression steps (LAPS) for EYFS.				
Literacy				
Comprehension	Word Reading		Writing	
Children will engage and enjoy an increasing range of books, poems and rhymes. Recite simple rhymes, songs and poems. Talk about events, settings and characters. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. Respond to questions about how and why something is happening. Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations). Make predictions and anticipate key events based on illustrations, story content and title. Re – read books to build confidence, fluency, understanding and enjoyment Talk about the themes of simple texts, (e.g. good over evil).	Children to follow Lancashire's Red Rose phonics. Distinguish between a word, a letter and a space. Read simple sentences and books consistent with their phonic knowledge. Recognise some capital and lower case letters. Blend graphemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs To know what a vowel and consonant is. To be able to name the long and short vowel sounds.		Emergent Writing / Spelling: GPC recognition, Oral segmenting, segmenting for spelling Children to follow Lancashire's Red Rose phonics. Develop language skills (listening and taking) in a range of contexts. Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). To form letters with increasing control. Use writing in their play. Use familiar words in their writing. To write sentences using capital letters, finger spaces and full stops. Show awareness of the different audience for writing. Composition: To use different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). Orally compose a sentence and hold it in memory before attempting to write it. Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. Understands that thoughts and stories can be written down. Have their own ideas and reasons for writing. Begin to use simple sentence forms. Can talk about the features of their own writing. Write a simple narrative. Reread what they have written to check that it makes sense Vocabulary, grammar, punctuation To write sentences using capital letters, finger spaces and full stops.	

		Handwriting: (also see Physical Development – Fine Motor Skills) Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Form most capital letters and lower case letters correctly	
Understanding the World			
Past and Present	People, Culture and Beliefs	Geographical Development	The Natural World
Communication -Talk about key events, in own lives, about family, friends, other people including significant people. -Talk about key roles people have in society both in the present and the past. Know who to call in case of an emergency. Observe -Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe -Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Research -Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books. Recall -Talk to others about what they know about a key person, character, event from the past. Chronology -Order simple experiences in relation to themselves, and others including stories, events, and experiences. Vocabulary -Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.	Communication -Express feelings, give opinions and reasons. -Comment on significant events in own lives, talk about their family, friends and the local community. -Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. -Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. -Respect themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions. Observe – -Look closely and consider their own culture and religion and that of the people in their own community. -Look closely at and observe the lives of people in communities in other countries within the world. Describe -Talk about and describe culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. -Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. Understanding -Understand that some places are special (churches etc) recognise that people have different beliefs and celebrate in different ways. E.g. Diwali, Eid, Easter, Christmas, Hanukah, - Compare -Recognise the similarities and differences in culture and religion between them and other communities. -Look closely at and make comparisons between this country and the lives of people in other countries within the world. Research -Show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives. Vocabulary -Language of tolerance, respect and co-operation.	Communication -Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments and countries. Mapping -Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc. -To draw simple information from a map. E.g. trees, house, river, mountains. -To draw a simple map. -To know there are different countries in the world. -To know the country that they live in and to be aware of the four countries of the UK. Fieldwork -Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences. Talk about human and physical features. Enquiry -Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about. Make enquiries about children's homes in other countries. Use of Technology -Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places. -To edit photographs. -To understand how to look after technology. -To know about safety on the internet. -To use a simple computer programme and programmable toys.	Explore/Observe -Look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, lifecycles, understand the need to care and look after the natural world. Describe -Talk about what they notice/observe/see/feel/hear in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school. -To know the names and order of the seasons. -Describe how plants survive and what they need. Record -Draw pictures e.g. observational drawings of plants, mini-beasts, take photographs, make models or record in scrapbooks. Questioning -Show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons. Explain -Talk about what they know and what they have learnt about the natural world. -Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes. -Explain the 5 senses and know what these are. Research -Talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet). Equipment and measures -Use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc). Compare/sort/group/identify/classify -Notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school. Test -Make suggestions, show resilience, work with others. Vocabulary - Use simple vocabulary to name and describe objects, materials, living things and environments.
EAD			
Art	Design and Technology	Being imaginative and expressive	Music
Aesthetic Awareness -Show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli. Observation -Observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc. Communication -Talk about what they are creating, can explain the processes, techniques and materials/media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others. Physical skill -Manipulate, control and explore a range of tools and equipment for different purposes. -Use tools and equipment safely. Art processes and techniques -Purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials, develop colour mixing techniques Painting -Develop colour match to a specific colour or shade, add white or black colour to alter, tint or shade, selecting the correct tools, hold paintbrush using tripod grip. Use a thin and thick brush to change detail. Printing -To create meaningful patterns, print with a variety of resources. Drawing -Draws bodies with sausage features, draws bodies of appropriate size. -Draw self portraits, landscapes, buildings. Collage -Joins items in a variety of ways, masking tape, ribbon, card. Know how to secure junk modelling, knows how to improve models, scrunch, bend, roll.	Explore -Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials. Design -Talk about their ideas, choose resources, tools and techniques with a purpose in mind. Make -Make models and props using different construction materials, e.g. construction kits, reclaimed materials. Experiment with different ways to build, construct and join resources. -Make props to use in their play/role play/ when acting out stories/taking on story characters. Evaluate -Talk about what they like/dislike about their models/constructions/props say why, and how they would change them. Tools and Equipment -Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation. Safety -Handle and use equipment appropriately and safely.	Experiment -Explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults. Respond -To respond to different stimuli through discussion, actions, movement and performance. Represent Ideas -Initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination. Recreate -To recreate familiar experiences, familiar activities and familiar stories. Invent -Adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas. Expression -To express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults. Communication -Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance.	Singing -To sing well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker. -To match pitch and follow melody. Making Music -Using voice, objects, home-made and real musical instruments and a range of ICT. -Select own instruments and play in time to music. -To know about and keep a steady beat -To know about and keep a rhythm -To change the tempo, beat and dynamics while playing an instrument. Perform -Perform familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character. -Perform in groups or solo. Replicates dances and performance, imitates dance movements matching pace. Movement -Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music Listening and Talking -Talk about music and express their feelings and responses. Watch and talk about dance and performance arts expressing their feelings and responses.