

Viridis Early Years Foundation Stage Curriculum 2023-2024



Contents

Introduction	Page 3
Characteristics of Effective Learning	Page 4
EYFS Topic Themes	Page 4
Autumn Term Planning	Page 6
Spring Term Planning	Page 10
Summer Term Planning	Page 14
Early Learning Goals	Page 18
Long Term Planning Template	Page 20
Weekly Planning Template	Page 21

Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (DfE, 2021)

The 2021 EYFS Framework identifies seven key features of effective practice in Early Years:

- **The best for every child** - All children deserve to have an equal chance of success.
- **High-quality care** - The child's experience must always be central to the thinking of every practitioner.
- **The curriculum: what we want children to learn** - The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- **Pedagogy: helping children to learn** - Children are powerful learners. Every child can make progress in their learning, with the right help.
- **Assessment: checking what children have learnt** - Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- **Self-regulation and executive function** - Language development is central to self-regulation: children use language to guide their actions and plans.
- **Partnership with parents** - It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

The Viridis EYFS curriculum incorporates the 2021 EYFS Framework and supports practitioners in providing:

- **Quality and consistency** across the setting, so that every child makes good progress and no child gets left behind
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Characteristics of Effective Teaching and Learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- Playing and Exploring - children investigate and experience things, and ‘have a go’
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and Exploring <i>‘Engagement’</i>	Active Learning <i>‘Motivation’</i>	Creating and Thinking Critically <i>‘Thinking’</i>
<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” • Make independent choices. • Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Participate in routines, such as going to their cot or mat when they want to sleep. • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. • Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.

<ul style="list-style-type: none"> Respond to new experiences that you bring to their attention. 	<p>piece into the slot, they try another piece to see if it will fit.</p> <ul style="list-style-type: none"> Keep on trying when things are difficult. 	<ul style="list-style-type: none"> Use pretend play to think beyond the 'here and now' and to understand another perspective. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
---	---	---

EYFS Topic Themes

There are 12 topic themes that run over a two-year cycle, this ensures that children are exposed to a variety of learning experiences and do not repeat topics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<i>'Me & My World'</i> Ourselves	<i>'My Home, Your Home'</i> Homes Around the World	<i>'Let's Work'</i> People Who Help Us	<i>'Out of this World'</i> Space	<i>'On the Farm'</i> Animals	<i>'Capes and Crowns'</i> Superheroes
Year B	<i>'Wonderful Me'</i> All About Me	<i>'Deserts & Icebergs'</i> Hot and Cold Environments	<i>'Planes, Trains & Automobiles'</i> Transport	<i>'Once Upon A Time'</i> Traditional Tales	<i>'From Seeds & Eggs'</i> New Life	<i>'Splash'</i> Water

Autumn Term

Autumn 1			
Year A		Year B	
‘Me & My World’ Ourselves		‘Wonderful Me’ All About Me	
Nursery	Reception	Nursery	Reception
Suggested Core Texts: Biscuit bear by Mini Grey So Much by Trish Cooke Everywhere Bear by Julia Donaldson I Want My Hat Back by Jon Klassen The Jolly Postman by Allan Ahlberg	Suggested Core Texts: It’s Ok to be Different by Todd Parr Things I Like by Anthony Browne Mungo Money goes to School by Lydia Monks The Boy Who Hated Toothbrushes by Zehra Hicks Happy Birthday Maisy by Lucy Cousins	Suggested Core Texts: I Will Not Ever Eat a Tomato by Lauren Child Oh No George! By Chris Haughton Our Very Own Dog by Amanda McCardie Daisy Eat Your Peas! By Kes Gray Kippers Birthday by Mick Inkpen	Suggested Core Texts: Ruby’s Worry by Tom Percival Stanley’s Stick by John Helgley The Girl with the Parrot by Daisy Hurst My Friend Bear by Jez Alborough It’s My Birthday by Helen Oxenbury
Festivals/Special Occasions: Eid ul-Adha (Islam) Rosh Hashanah & Yom Kippur (Judaism) Harvest (multi-faith)		Festivals/Special Occasions: Eid ul-Adha (Islam) Rosh Hashanah & Yom Kippur (Judaism) Harvest (multi-faith)	
Trips/Experiences: The Science Museum Local Walk Jewish Synagogue		Trips/Experiences: The Science Museum Local Walk Jewish Synagogue	

Autumn 2			
Year A		Year B	
‘My Home, Your Home’ Homes Around the World		‘Deserts & Icebergs’ Hot and Cold Environments	
Nursery	Reception	Nursery	Reception
Suggested Core Texts: On the Construction Site – by Carron Brown All Kinds of Homes: a Lift-the-Flap Book by Thando Maclaren and Emma Damon A New Home for a Pirate by Ronda Armitage Moving Molly by Shirley Hughes Home (Around the World) by Kate Petty	Suggested Core Texts: Let’s Build A House by Mick Manning The Colour of Home by Mary Hoffman How Does my Home Work? by Chris Butterworth Come Home with Us by Annie Kubler This is Our House by Michael Rosen Home by Alex T Smith	Suggested Core Texts: Laila and the Secret of the Rain by David Conway One Day on Our Blue Planet by Ella Bailey The Emperor’s Egg by Martin Jenkins Masai and I by Virginia Kroll Letters to Africa by UCLan Poles Apart by Jeanne Willis	Suggested Core Texts: Handa’s Surprise by Eileen Browne Blue penguin by Petr Horacek Anna Hibiscus Song by Atinuke Augustus and his Smile by Catherine Rayner Meerkat Mail by Emily Gravett Lost and Found by Oliver Jeffers
Festivals/Special Occasions: Bonfire Night/Guy Fawkes Diwali (Hinduism) Hanukkah (Judaism) Advent & Christmas (Christianity)		Festivals/Special Occasions: Bonfire Night/Guy Fawkes Diwali (Hinduism) Hanukkah (Judaism) Advent & Christmas (Christianity)	
Trips/Experiences: The Museum of the Home (formerly known as the Geffrye Museum) Hindu Temple & Christian Church		Trips/Experiences: London Aquarium Hindu Temple & Christian Church	

Autumn Term – Birth to Three (Babies, Toddlers and Young Children)

Communication & Language	Personal, Social and Emotional Development	Physical Development	
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Generally focus on an activity of their own choice and find it difficult to be directed by an adult. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Engage with others through gestures, gaze and talk. Look back as they crawl away from their key person. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. 	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Copy finger movements and other gestures. Enjoy sharing books with an adult. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Combine objects like stacking blocks and cups. Put objects inside others and take them out again. React to changes of amount in a group of up to three items. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Repeat actions that have an effect. Explore materials with different properties. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Show attention to sounds and music. Explore a range of sound-makers and instruments and play them in different ways. Explore their voices and enjoy making sounds. Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Autumn Term – Nursery (Three and Four Year Olds)

Communication & Language	Personal, Social and Emotional Development	Physical Development
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Start taking part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing. Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family’s history. Plant seeds and care for growing plants. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. Listen with increased attention to sounds. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Autumn Term – Reception (Children in Reception)

Communication & Language	Personal, Social and Emotional Development	Physical Development
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Learn new vocabulary. Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise - look at a group of objects and realise how many there are without counting. Link the number symbol (numeral) with its cardinal number value. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play. Create their own songs, or improvise a song around one they know.

Spring Term

Spring 1			
Year A		Year B	
‘Let’s Work’ People Who Help Us		‘Planes, Trains & Automobiles’ Transport	
Nursery	Reception	Nursery	Reception
<p>Suggested Core Texts: People Who Help Us by John Wood Farmer Duck by Martin Waddell Emergency! By Margaret Mayo A selection of information texts Postman Bear by Julia Donaldson</p>	<p>Suggested Core Texts: Dear Teacher by Amy Husband The Little Red Hen Dinosaur Police by Sarah McIntyre Six Dinner Sid by Inga Moore Cops and Robbers by Alan Ahlberg</p>	<p>Suggested Core Texts: The Train Ride by June Crebbin Duck in a Truck by Jez Alborough Mr Gumpy’s Outing by John Burningham The Magic Train Ride by Sally Crabtree Rosie’s Walk by pat Hutchins</p>	<p>Suggested Core Texts: The Naughty Bus by Jan and Jerry Oke On Sudden Hill by Linda Sarah Oi Get Off Our Train by John Burningham On My way Home by Jill Murphy We All Going Traveling by Sheena Roberts The Hundred Decker Bus by Mike Smith</p>
<p>Festivals/Special Occasions: Chinese New Year Bodhi Day (Buddhism)</p>		<p>Festivals/Special Occasions: Chinese New Year Bodhi Day (Buddhism)</p>	
<p>Trips/Experiences: Shoreditch Fire Station Visiting GP Practice, Vets etc. Buddhist Temple</p>		<p>Trips/Experiences: London Transport Museum The Science Museum Buddhist Temple</p>	

Spring 2			
Year A		Year B	
‘Out of this World’ Space		‘Once Upon A Time’ Traditional Times	
Nursery	Reception	Nursery	Reception
<p>Suggested Core Texts: Emily Brown and the Thing by Cressida Cowel Toys in Space by Mini Grey Dr Xargle’s Book of Earthlets by Jeanne Willis Aliens Love Underpants by Claire Freedman Here Come the Aliens! By Colin McNaughton</p>	<p>Suggested Core Texts: Whatever Next by Jill Murphy How to Catch a Star by Oliver Jeffers The Way Back Home by Oliver Jeffers The Man on the Moon by Simon Bartram Beegu by Alexis Deacon</p>	<p>Suggested Core Texts: The Pea and the Princess by Mini Grey The Gingerbread Man etc. How Anansi Got His Stories by Trish Cooke LadyBird Favourite Stories</p>	<p>Suggested Core Texts: No Dinner by Jessica Souhami The Gigantic Turnip by Aleksei Tolstoy The leopard’s Drum by Jessica Souhami The Old Woman and The Red Pumpkin by Betsy Bang</p>
<p>Festivals/Special Occasions: Shrove Tuesday/Pancake Day (Christianity) Lent & Easter (Christianity) Holi “Festival of Colours” (Hinduism)</p>		<p>Festivals/Special Occasions: Shrove Tuesday/Pancake Day (Christianity) Lent & Easter (Christianity) Holi “Festival of Colours” (Hinduism)</p>	
<p>Trips/Experiences: London Planetarium, Greenwich The Science Museum Hindu Temple & Christian Church</p>		<p>Trips/Experiences: Discovery in Stratford Castle Trip e.g. Tower of London Hindu Temple & Christian Church</p>	

Spring Term – Birth to Three (Babies, Toddlers and Young Children)

Communication & Language	Personal, Social and Emotional Development	Physical Development
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Babble, using sounds like ‘baba’, ‘mamama’. Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. Listen to other people’s talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they cannot. Start to develop conversation, often jumping from topic to topic. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. Listen to simple stories and understand what is happening, with the help of the pictures. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Express preferences and decisions. They also try new things and start establishing their autonomy. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Begin to walk independently – choosing appropriate props to support at first. Sit on a push-along wheeled toy. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Enjoy drawing freely. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Take part in finger rhymes with numbers. Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Climb and squeeze themselves into different types of spaces. Build with a range of resources. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Respond emotionally and physically to music when it changes. Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. Join in with songs and rhymes, making some sounds. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Manipulate and play with different materials. Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.

Spring Term – Nursery (Three and Four Year Olds)

Communication & Language	Personal, Social and Emotional Development	Physical Development
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Pay attention to more than one thing at a time, which can be difficult. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their pronunciation. Start a conversation with an adult or a friend and continue it for many turns. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Show interest in different occupations. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Listen with increased attention to sounds. Remember and sing entire songs. Create their own songs, or improvise a song around one they know.

Spring Term – Reception (Children in Reception)

Communication & Language	Personal, Social and Emotional Development	Physical Development	
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Use new vocabulary through the day. Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Combine different movements with ease and fluency. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene. 	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise - look at a group of objects and realise how many there are without counting. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

Summer Term

Summer 1			
Year A		Year B	
‘On the Farm’ Animals		‘From Seeds & Eggs’ New Life	
Nursery	Reception	Nursery	Reception
Suggested Core Texts: A Brave Bear by Sean Taylor A New House for Mouse by Petr Horacek Hickory Dickory Dog by Alison Murray Owl Babies by Martin Waddell What the Ladybird Heard by Julia Donaldson	Suggested Core Texts: Noah’s Ark text Farm Animals information texts Noris the Bear who Shared by Catherine Rayner We’re Going on a Bear Hunt by Michael Rosen Farmer Duck by Jez Alborough	Suggested Core Texts: Jaspers’ Beanstalk by Nick Butterworth Aaah Spider by Lydia Monks Lucky Worms by Vivian French The Big Baby by Jeanne Willis Ten Seeds by Ruth Brown	Suggested Core Texts: Jack and The Beanstalk text Oliver’s’ Vegetables by Vivian French The Tadpole’s Promise by Jeanne Willis The Very Hungry Caterpillar by Eric Carle Mad About Minibeasts by Giles Andreae
Festivals/Special Occasions: Ramadan (Islam) Vesak ‘Buddha Day’ (Buddhism)		Festivals/Special Occasions: Ramadan (Islam) Vesak ‘Buddha Day’ (Buddhism)	
Trips/Experiences: Hackney City Farm/Brookes Farm The Animal Man Mosque & Buddhist Temple		Trips/Experiences: Hackney City Farm/Brookes Farm The Animal Man Chicks/Caterpillars-Butterflies Mosque & Buddhist Temple	

Summer 2			
Year A		Year B	
‘Capes and Crowns’ Superheroes		‘Splash’ Water	
Nursery	Reception	Nursery	Reception
Suggested Core Texts: Super Daisy by Kes Gray Gorilla by Anthony Brown Super Duck by Jez Alborough Max by Bob Graham	Suggested Core Texts: Traction Man by Mini Grey SuperTato by Sue Hendra Captain Blownaparts by Helga Hopkins SuperWorm by Julia Donaldson	Suggested Core Texts: Billy’s Bucket by Key Gray Hooray Fish by Lucy Cousins How to Find a Fruit Bat by Michelle Robinson The Storm Whale by Benji Davies Captain Duck by Jez Alborough Mr Seahorse by Eric Carle	Suggested Core Texts: Shark in the Park by Nick Sharratt Splash Anna Hibiscus! By Antinuke Puffin Peter by Petr Horacek Surprising Sharks by Nicola Davies The Snail and the Whale by Julia Donaldson The Rainbow Fish by Marcus Pfister
Festivals/Special Occasions: Eid al-Fitr (Islam) Fathers’ Day Summer Solstice/Midsummers Day		Festivals/Special Occasions: Eid al-Fitr (Islam) Fathers’ Day Summer Solstice/Midsummers Day	
Trips/Experiences: Discovery in Stratford Mosque		Trips/Experiences: Seaside Trip London Aquarium Thames/Canal Walk	

Summer Term – Birth to Three (Babies, Toddlers and Young Children)

Communication & Language	Personal, Social and Emotional Development	Physical Development
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Use gestures like waving and pointing to communicate. Use intonation, pitch and changing volume when 'talking'. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Start to say how they are feeling, using words as well as actions. Use the speech sounds p, b, m, w. Pronounce: <ul style="list-style-type: none"> - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Thrive as they develop self-assurance. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Sing songs and say rhymes independently, for example, singing whilst playing. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Move and dance to music. Make rhythmical and repetitive sounds. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Explore different materials, using all their senses to investigate them. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.

Summer Term – Nursery (Three and Four Year Olds)

Communication & Language	Personal, Social and Emotional Development	Physical Development
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their pronunciation. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Remember rules without needing an adult to remind them. Talk with others to solve conflicts. Understand gradually how others might be feeling. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and tooth brushing.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Explore how things work. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Show different emotions in their drawings – happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings.

Summer Term – Reception (Children in Reception)

Communication & Language	Personal, Social and Emotional Development	Physical Development
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Use new vocabulary through the day. Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Children will be learning to:</p> <ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.

End of Reception - Early Learning Goals

Communication & Language		Personal, Social and Emotional Development			Physical Development	
Listening and Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills
Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.

Literacy			Mathematics	
Comprehension	Word Reading	Writing	Number	Numerical Patterns
Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World			Expressive Arts and Design	
Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive
Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal	Early Learning Goal
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Viridis EYFS Medium term Plan			Year Group:		Term:		Topic:	
	Core text	PSED	CLL	PD	Lit	Maths	UW	EAD
Week 1 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 2 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 3 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 4 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 5 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:
Week 6 w/b		LI:	LI:	LI:	LI:	LI:	LI:	LI:

Class Weekly Planning

Topic:

Teacher:

w/c:

Book:

IEP targets

Key questions/ Assessment opportunities/ Teacher modelling/ TP talk/ EXT / Adult Deployment **NEO** Teacher

LI: (should be in simple child speak)

	Maths	Literacy	Adult focus Maths	Adult focus Literacy	Guided Reading group and 1:1/Home Readers	PSED,PD,CL,UW or EAD (PM)
Monday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	LI: To Steps to Success: Activity:	LI: To Success Criteria: Activity:	Guided Reading Group: Home Readers:	PSED LI: To
Tuesday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	LI: To Steps to Success: Activity:	LI: To Success Criteria: Activity:	Guided Reading Group: Home Readers	Understanding of the World LI: To
Wednesday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	LI: To Steps to Success: Activity:	LI: To Success Criteria: Activity:	Guided Reading Group: Home Readers	Physical Development LI: To
Thursday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	LI: To Steps to Success: Activity:	LI: To Success Criteria: Activity:	Guided Reading Group: Home Readers	EAD LI: To
Friday	Mathematics OMS: <u>LI: I can</u>	Literacy/CLL <u>LI: I can</u>	LI: To Steps to Success: Activity:	LI: To Success Criteria: Activity:	Guided Reading Group: Home Readers	CL LI: To

Class Weekly Planning

Topic:

Teacher:

w/c:

Book:

Learning Areas	Areas for Learning	Monday/Tuesday		Wednesday/Thursday		Friday	
		Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
Personal, Social and Emotional Development	Role-play	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
	Small World Play	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Physical Development	Malleable/manipulative	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Literacy	Graphic/Writing Area	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Mathematics	Maths Area	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
	Construction	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Understanding the world	Sand/Water	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
	Discovery Area	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:
Expressive Arts & Design	Creative Workshop	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions:	LI: Activity: Key Questions: