



Chaddleworth and Shefford Long Term Planning – EYFS

Area of Learning	Autumn 1 COURAGE	Autumn 2 COMPASSION	Spring 1 TRUST	Spring 2 FRIENDSHIP	Summer 1 WISDOM	Summer 2 ENDURANCE
Possible themes/ areas / topics	Autumn turns to Winter Autumn Harvest Birthdays Diwali Bonfire Night Christingle Nativity		Winter turns to Spring Winter Chinese New Year Pancake Day Easter Pilgrimage Growing up – babies – generations - families Planting/Gardening/Spring		Spring turns to Summer Spring / Summer Life cycles – Frog/butterfly/plant/sunflowers Local Area – walk Summer holidays (past and present) Hot places	
Communication and Language 	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>EYFS (2021) Educational Programmes (Statutory Framework)</p>					
Development Matters (non- Statutory)	Understand how to listen carefully and why listening is important. Pay attention to more than one thing at a time, which can be difficult. Engage in story times. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise themselves and their play	Engage in story times. Engage in non-fiction books. Follow instructions with 2 parts in a familiar situation. Ask questions to find out more and to check they understand what has been said to them. Start a conversation with peers and familiar adults and continue for many turns.	Engage in non-fiction books. Use future and past tense.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.

		Develop social phrases		Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to retell a story with repetition Begin to connect one idea or action to another using a range of connectives.		
Development Matters (non- Statutory)	<p>Throughout the year</p> <p><i>Learn new vocabulary</i></p> <p><i>Use new vocabulary through the day</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems, and songs.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p>*Also see Helicopter Stories below – Literacy</p> <p>*Also see The Poetry Basket below – Literacy</p>					
Termly Top 10 Reads (Books for Topics)	<p>Super Duper You</p> <p>Supertato</p> <p>Octopus Shocktopus</p> <p>Fair Shares</p> <p>Bumblebear</p> <p>Zim Zam Zoom</p> <p>The Lion Inside</p> <p>The Colour Monster</p> <p>Astro Girl</p> <p>Do you Love Bugs</p>	<p>Elmer</p> <p>The Boy who loved Everyone</p> <p>Great Explorers</p> <p>Ernst Shakleton</p> <p>Afiya</p> <p>Augustus and his smile</p> <p>We're Going on a bear Hunt</p> <p>How cities work</p> <p>Blue Monster Wants it all</p> <p>You Choose</p>	<p>Oi Frog</p> <p>The Perfect Fit</p> <p>Amazing</p> <p>Mrs Pepperpot</p> <p>Luna Loves ART</p> <p>There's a Monster in your book</p> <p>Marvellous Machines</p> <p>Rainbows</p> <p>Grumpycorn</p> <p>Wiggle and Roar</p>	<p>The Gruffalo</p> <p>Slow Down</p> <p>Walking with my Iguana</p> <p>Waiting for Wolf</p> <p>Dogger</p> <p>Very Important Animals</p> <p>What about the Tooth Fairy?</p> <p>Tad</p> <p>Pattan's Pumpkin</p> <p>The World Around Me</p>	<p>The Fish who could Wish</p> <p>Pumpkin Soup</p> <p>The Tiger who came to Tea</p> <p>The Body Book</p> <p>How to catch a Star</p> <p>A Great Big Cuddle</p> <p>Puffin Peter</p> <p>The Extraordinary Gardener</p> <p>On The Way Home</p> <p>Building a home</p>	All Books to be available for choice this term
Talk for Writing	The Little Red Hen		Billy Goats Gruff		The Gingerbread Man	The Enormous Turnip

<p>Personal, Social and Emotional Development</p> 	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>EYFS (2021) Educational Programmes (Statutory Framework)</p>					
<p>Development Matters (non- Statutory)</p>	<p>Manage their own needs - personal hygiene.</p> <p>Begin to build constructive and respectful relationships.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Increasingly follow rules understanding why they are important.</p> <p>Begin to identify and moderate their own feelings socially and emotionally</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Begin to talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. – link to Colour Monster</p> <p>Continue to build constructive and respectful relationships.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian 	<p>Express their feelings and consider the feelings of others.</p> <p>Continue to manage their own needs – personal hygiene</p> <p>Continue to identify and moderate their own feelings socially and emotionally</p>	<p>Begin to show resilience and perseverance in the face of challenge</p> <p>Think about the perspectives of others.</p>	<p>Show resilience and perseverance in the face of challenge</p>	<p>Be able to identify and moderate own feelings socially and emotionally.</p> <p>See themselves as a unique and valued individual.</p>
<p>Jigsaw</p>	<p>JIGSAW: BEING ME IN MY WORLD.</p>	<p>JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</p>	<p>JIGSAW: DREAMS AND GOALS</p>	<p>JIGSAW: HEALTHY ME</p>	<p>JIGSAW: RELATIONSHIPS</p>	<p>JIGSAW: CHANGING ME</p>

Physical Development



Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

EYFS (2021) Educational Programmes (Statutory Framework)

Development Matters (non- Statutory)

<p>Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.</p> <p>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 spoon.</p>	<p>Continue to 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 spoon.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>	<p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball</p>
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Throughout the year
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.
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 spoon.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Val Sabin / Get Set for PE

<p>Val Sabin: Focus on using Beanbags</p>	<p>Val Sabin: Focus on using Balls</p>	<p>Get Set For P.E Fundamentals 1</p>	<p>Get Set For P.E Gymnastics 1</p>	<p>Get Set For P.E Dance 1</p>	<p>Val Sabin: Focus on using ropes, bats and balls</p>
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Possible Gross Motor activities

<p>Adventure Playground Cosmic Yoga Welly Walk Cooking</p>	<p>Adventure Playground Cosmic Yoga Welly Walk Cooking</p>	<p>Balance Bikes Sticky Kids Welly Walk Gardening</p>	<p>Balance Bikes Sticky Kids Welly Walk Gardening</p>	<p>Balance Bikes Adventure Playground Welly Walk Woodwork</p>	<p>Forest School Welly Walk Woodwork</p>
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<p>CONTINUOUS PROVISION</p>	<p>Sand / Water / Mud Kitchen / giant balance spinning tops / stepping stones /tyres,/ build own obstacle course/ writing wall / painting easel / football / ball in net / balance bikes / threading / cutting / playdough / peg boards / geo boards etc</p>					
<p>Literacy</p>  <p>ALSO SEE ENGLISH CURRICULUM MAP</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> <p>EYFS (2021) Educational Programmes (Statutory Framework)</p>					
<p>Development Matters (non- Statutory)</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>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</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment (Read books consistent with their phonic knowledge)</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p> <p>Write short sentences with words with known sound–letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Write short sentences with words with known sound–letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Form lower-case and capital letters correctly.</p>

	Write some letters accurately					
READING						
Comprehension	BASELINE	V (Vocabulary)	V + I (Inference)	V, I + P (Predict)	V, I, P + E (Explain)	V, I, P, E + RS (Retrieve) (Summarise)
Word Reading Read books consistent with their phonic knowledge.	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: 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 a few common exception words matched to Letters and Sounds phonic programme.		Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.		Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Phonics (Letters and Sounds)	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling	Phase 2 Consolidate sounds in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, no, go, l Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Phase 2/3 Consolidate Phase 2 sounds Begin Phase 3 skills Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, no, go, l, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Phase 3 Consolidate phase 2 and 3 sounds Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 3/4 Consolidate phase 2 and 3 sounds Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.

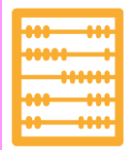
Poetry (from Poetry Basket)	Wise Old Owl A Basket of Apples Breezy Weather Who has Seen the Wind? Mice Shoes	Chop Chop Pointy Hat 5 Little Pumkins Falling Apples Leaves are Falling Cup of Tea	Popcorn A Little House Pancakes Lets put on our Mittens I can build a Snowman	Carrot Nose Spring Wind Furry Furry Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird	I have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas	The Fox Monkey Babies Thunderstorm 5 Little Owls If I were so Very Small Under a Stone
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WRITING

Emergent writing	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols.	Emergent writing: Use appropriate letters for initial sounds.	Emergent writing: Build words using letter sounds in writing.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.	Emergent writing: Show awareness of the different audience for writing.
Composition	Composition: Use talk to organise describe events and experiences.	Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	Composition: Orally compose a sentence and hold it in memory before attempting to write it.	Composition: Orally compose a sentence and hold it in memory before attempting to write it	Composition: Write a simple sentence with a full stop.	Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.
Spelling	Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.	Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.	Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.	Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words	Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when	Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when

<p>Handwriting Handwriting - The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</p>	<p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Handwriting: Shows a dominant hand. Form recognisable letters from their name. Recognise that after a word there is a space.</p>	<p>Handwriting: Write from left to right and top to bottom. Begin to form recognisable letters taught so far.</p>	<p>e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p>
<p>Helicopter story writing development</p>	<p>N / A</p>	<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support. Child confident to write a simple short story. May still need a phonics mat to support.</p>

Mathematics



Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

EYFS (2021) Educational Programmes (Statutory Framework)

White Rose Maths

Getting to Know You

Just Like Me

Alive in 5 Growing 6,7,8

Building 9 + 10 Consolidation Weeks

To 20 and Beyond First, then and now

Find my pattern On the Move

BASELINE ASSESSMENTS

NCETM Mastery Focus across the terms

Subitising

- **BASELINE ASSESSMENTS**
- perceptually subitise within 3
- identify sub-groups in larger arrangements
- create their own patterns for numbers within 4
- practise using their fingers to represent quantities which they can subitise
- experience subitising in a range of contexts, including temporal patterns made by sounds.

- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part
- experience patterns which show a small group and '1 more'
- continue to match arrangements to finger patterns.
- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.

- continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns
- use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number
- subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10
- be encouraged to identify when it is appropriate to count and when groups can be subitised.


Cardinality, ordinality and counting

- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
- have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song
- have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting


- continue to develop verbal counting to 20 and beyond
- continue to develop object counting skills, using a range of strategies to develop accuracy
- continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10
- order numbers, linking cardinal and ordinal representations of number

- continue to develop verbal counting to 20 and beyond, including counting from different starting numbers
- continue to develop confidence and accuracy in both verbal and object counting

	<ul style="list-style-type: none"> • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. 	
	Composition		
	<ul style="list-style-type: none"> • see that all numbers can be made of 1s • compose their own collections within 4. 	<ul style="list-style-type: none"> • composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> • explore the composition of 10.
Comparison			
	<ul style="list-style-type: none"> • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'. 	<ul style="list-style-type: none"> • continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal <ul style="list-style-type: none"> • explore ways of making unequal sets equal • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<ul style="list-style-type: none"> • order sets of objects, linking this to their understanding of the ordinal number system.

<p>Understanding the World</p> 	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>EYFS (2021) Educational Programmes (Statutory Framework)</p>		
<p>Development Matters (non- Statutory)</p>	<p>Chronology: Talk about members of their immediate family and their relationship to them. Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> • Discuss our families, recounting family experiences in our past. • Think about changes in our life as we grow and get older. • Use the language of time when talking <p>Recognise that people have different beliefs and celebrate special times in different ways. Find out about key historical events / festivals and family traditions from different cultures and why and how we celebrate today?</p> <ul style="list-style-type: none"> • Birthdays • Harvest • Diwali • Bonfire Night • Remembrance Day • Christmas <p>Enrichment</p> <ul style="list-style-type: none"> • Visit Wantage Museum to compare modern life with life in Victorian times, hands on experience – handling the artefacts in the kitchens, the farming equipment – understanding the roles of both men and women. • Black History Month – Rosa Parks and Harriet Tubman and the impact of their actions. 	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <ul style="list-style-type: none"> • Record personal events such as birth, birthday, pre school/ school / holidays etc • Record starting Robins / moving to Kingfishers • Whole School Pilgrimage • 40 years of school being built <p>Comment on images of familiar situations in the past</p> <p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Enrichment</p> <ul style="list-style-type: none"> • People who help us – doctors (visit from Mrs Powell) police (visit from community police), firefighters (visit from local fire service) Rev. Miri. Also follow the children’s interests. <p>Other topics / themes</p> <ul style="list-style-type: none"> • Exploring traditions of Shrove Tuesday / Lent being 40 days • Exploring traditions during Chinese New Year – is it celebrated the same time as we celebrate New Year • Explore festivals and family traditions from different cultures inc: Easter and Holi 	<p>Chronology: Compare and contrast characters from stories including figures from the past.</p> <ul style="list-style-type: none"> • Recount an event, orally, pictorial and/or with captions. • Begin to develop a sense of continuity and change by ordering experiences in relation to themselves and others, including stories and figures from the past using Little People, Big Dreams books. <p>Comment on images of familiar situations in the past</p> <p>Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories.</p>

	<p>Draw information from a simple map. Understand that some places are special to members of their community.</p> <ul style="list-style-type: none"> • Look at where we live, describe features we see on the way to school. • Explore the school grounds, look at features of our school environment. • Look at maps of Great Shefford (paper and Google Earth) – focus on farm land / church / river • Explore harvest time in the UK and farming at harvest time. • Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e. under, beside, on top of etc using a grid map 		<p>Recognise some environments that are different to the one in which they live</p> <p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Use technology and IT equipment to make observations or find information about different locations and places.</p> <p>Recognise, know, and describe features of different places. Look closely at similarities and differences.</p> <ul style="list-style-type: none"> • Observe seasonal weather changes in the winter/spring • Observe, question and draw spring plants/spring growth. • Observations of different locations during the whole school pilgrimage • During cooking sessions / fruit time, discover, compare and contrast food produce grown in different climates around the world. • World Book Day – places in the world • Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. 		<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <ul style="list-style-type: none"> • Life cycles / frogs / plants / butterflies • Know where these different animals and plants come from – their habitats • Know how to care for animals / plants • Locate holiday destinations on a map / globe / Google Earth • Locate London as a capital city • Create own map • Comment and ask questions about the different parts of Great Shefford. E.g. weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. • Recognise, know, and describe features of different places. Look closely at similarities and differences between immediate environment and different places they have visited, learnt about through books or websites. • Talk about supporting our Global charity – Christian Aid – where do cocoa saplings grow – what is life like for the farmers there and in this country. 	
<p>Languages French</p>	<p>Greetings Song to say name Rhymes and songs to encourage listening such as 'Twinkle Twinkle little star' in French. Count to 10</p>	<p>Christmas song Engage with stories – Où est Spot and the Magic box Rhymes with Es-tu là? Colours Count to 10 Christmas tradition – the log</p>	<p>Count to 12 Singing a song about going on a bus Discovering ways of getting to France Joining in with the story 'La Chasse à l'Ours'</p>	<p>Count to 16 Singing a song – 'Je peux...' Listening to and engaging with the story 'Le Petit Poussin'</p>	<p>Count to 20 Animals that change - frog</p>	<p>Count to 20 Animals that change - butterfly</p>
<p>Religious Education (ODBE)</p>	<p>What should we celebrate together ?</p>	<p>Why do Christians perform Nativity plays?</p>	<p>Is the word God special?</p>	<p>Does and Easter garden need a cross?</p>	<p>Are some foods special?</p>	<p>What do people believe about the beginning of the world ?</p>

	<p>Throughout the year Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly welly walks around the school grounds and the locality (plus Forest School during Term 6). Through interactions talk about what they did yesterday, last week, last year. Learn about the family traditions of children in class from different cultural backgrounds. Discuss class blog – talk about learning from the previous day / week / term – revisit end of term videos on class blog. Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations including Saint days.</p>					
<p>Expressive Arts and Design</p> 	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>EYFS (2021) Educational Programmes (Statutory Framework)</p>					
<p>Development Matters (non- Statutory)</p>	<p>Throughout the year - 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 Create collaboratively sharing ideas, resources and skills 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. Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups.</p>					
<p>Pantomimus</p>	<p>See separate planning – Berkshire Maestros</p>					
<p>Specific Activities around themes / areas / topics / interests</p>	<p>Colour Mixing – Red and Yellow</p> <p><u>Continuous provision this term</u> Junk Modelling Join in with role play Build stories around small world resources and props</p>	<p>Colour Mixing - Red and Blue</p> <p><u>Continuous provision this term</u> Junk Modelling Join in with role play Build stories around small world resources and props</p>	<p>Colour Mixing - Blue and Yellow</p> <p><u>Continuous provision this term</u> Junk Modelling Join in with role play Build stories around small world resources and props</p>	<p>Artist Study Kandinsky – shapes</p> <p><u>Continuous provision this term</u> Junk Modelling Join in with role play Build stories around small world resources and props</p>	<p>Colour Mixing using powder paint – inc black and white</p> <p><u>Continuous provision this term</u> Junk Modelling Join in with role play Build stories around small world resources and props Build models using construction</p>	<p>Artist Study Jackson Pollock – uses different items</p> <p><u>Continuous provision this term</u> Junk Modelling Join in with role play Build stories around small world resources and props Build models using construction</p>

	<u>Pantomimus / Music</u> See separate planning Harvest performance	<u>Pantomimus / Music</u> See separate planning Nativity Performance Theatre Trip – Watermill Theatre – locality Firework pictures using pastels, chalks and crayons Making clay poppies, felt poppies with button sewn on Salt Dough Diva Lamps Christmas decorations Christmas cards	<u>Pantomimus / Music</u> See separate planning Listen to music and make their own dances in response Soundstage production Use different materials to make a bridge for the Three Billy goats Chinese lanterns Chinese writing .	<u>Pantomimus / Music</u> See separate planning Marbling on Easter Eggs Mother’s Day cards	<u>Pantomimus / Music</u> See separate planning	<u>Pantomimus / Music</u> See separate planning Music Mayhem Production
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