


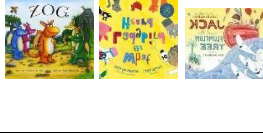
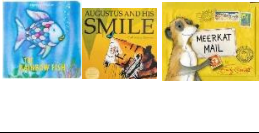


Early Years Long Term Planning 2023-2024

EY	Autumn 1 Superheroes, Super Me	Autumn 2 Flights of fancy and fabulous festivals	Spring 1 Space and Sky	Spring 2 Julia Donaldson	Summer 1 Sea and sail Journeys across land, air and water	Summer 2 The Olympics Transport
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planning around a quality text						TBC
Linked texts	The colour monster Super Daisy	Leaf man Stick Man The Christmas Postman	Whatever next Man in the Moon Non-fiction space books	The Troll The Gruffalo The Snail and The whale	The Lion inside Non-fiction books- animals Barry the fish with fingers Meerkat Mail	Non-fiction sport books Non-fiction transport books
Writing for purpose	School rules Labelling inventions Name writing	Letters to the owls Invitations to Nativity Letters to Father Christmas Christmas cards	Instructions for/labelling a rocket Labelling animals in CNY race	Mapping- directions and labelling Character descriptions Story retelling	Descriptions of animals Meerkat postcards home Fact files	Sport caption/ sentence writing
Trips, Visitors and enrichment	Dentist, vet, nurse, firefighter Buddy visits/activities	Forrest school- animal habitats Buddy activities – swapping Christmas cards Food tasting	Buddy activities – dragon dance CNY Alien spaceship landing	Theatre trip- Zog Library trip Walk round the village using map with buddies (library?)	Blue Planet aquarium Buddy activities – making a bug house	French playground games
Celebrations, festivals, special events	Harvest festival Black history month	Bonfire night Remembrance Day Diwali Christmas Nativity	Chinese New Year Valentine's Day	Pancake Day Easter International women's Day World book day Science week Eid Mothers' Day	Fathers' Day	Sports Day

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Art Focus/Artist	Drawing and mark making -self portraits	Colour and changes in seasons- Andy Goldworthy	Colour, Pattern and Printing- Paul Klee	Form- Clay Models dragons and making imaginary landscapes	Collage & texture Underwater scene	Painting
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Communication and Language (Listening, Attention & Understanding, Speaking)		
<p>Educational programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and forth interaction from an early age form the foundations for language and cognitive development. The number and quality of 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 in 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>		
Learning priorities: Linked to Development matters 2021		
Autumn	Spring	Summer
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ <i>Understand a question or instruction that has two parts</i> ⇒ Daily routines e.g. tidy up time, challenges... <i>instruction</i> ▪ <i>Understand ‘why’ questions</i> ⇒ Why do you think he/she feels...? ▪ Understand how to listen carefully and why listening is important ▪ Learn new vocabulary linked to daily routine / theme ⇒ See UW: ☐ Me and My Family ☐ Autumn ☐ Celebrations ▪ Begin to engage in story time ⇒ Join in with repeated refrains / fill in rhyming words ▪ Listen to and begin to talk about stories to build familiarity and understanding ⇒ Discuss characters, events, setting ... <i>character, happened</i> ▪ Listen carefully to rhymes and songs and begin to pay attention to how they sound ⇒ Learn rhymes, songs & poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ▪ Listen carefully to and learn rhymes, poems and songs ▪ Listen to and talk about stories to build familiarity and understanding ▪ Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary ▪ Begin to understand humour <i>e.g. nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary in different contexts ▪ Ask questions to find out more and to check they understand what has been said to them ▪ Articulate their ideas & thoughts in well-formed sentence ▪ Connect one idea or action to another using a range of connectives ▪ Describe events in some detail ▪ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen ▪ Develop and use social phrases with confidence 	<p>Listening, Attention and Understanding</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. ▪ Understand humour more readily <i>e.g. nonsense rhymes/jokes</i> <p>Speaking</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; <p>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>

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<ul style="list-style-type: none">▪ Use new vocabulary throughout the day▪ Begin to ask questions to find out more and to check they understand what has been said to them<ul style="list-style-type: none">⇒ Model & encourage questions after instructions▪ Begin to articulate their ideas and thoughts in well-formed sentence<ul style="list-style-type: none">⇒ Express □ Ideas to friends □ Book talk▪ Begin to connect one idea or action to another using a range of connectives... <i>because, although, but...</i>▪ Begin to describe events in some detail▪ Develop social phrases<ul style="list-style-type: none">⇒ Routines of the day ... <i>greetings, how are you?</i>⇒ Friendship ... <i>Would you like to...?</i>▪ Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words<ul style="list-style-type: none">⇒ Focused & linked texts – within small world / role play	<p>Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>	
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Physical Development (Gross Motor and Fine Motor)		
<p>Educational Programme - 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.</p>		
<p>End of year early learning goals:</p> <p>Gross Motor</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>Fine Motor</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. 		
<p>Ongoing physical development taught regularly through discreet sessions and provision</p> <p>Gross Motor:</p> <ul style="list-style-type: none"> • Large movements linked to letter formation (shoulder, elbow, wrist) movements made in the air, on the floor in various mark making implements, vertically, lying down. • Controlled animal movements to build muscle memory and core strength • Negotiating space and obstacles at playtime in our outdoor area • Daily use of the climbing wall on the playground to build shoulder strength <p>Fine Motor:</p> <ul style="list-style-type: none"> • Reference made to Little Wandle writing mnemonics during lessons and group work: encouraging children to use visuals on wall and letter formation mats for any writing sessions • Letter formation practice as part of daily Little Wandle lesson and in prosody practice read session • Use of loose parts ‘funky finger’ manipulatives used regularly for provision enhancements (beads, pompoms, buttons, marbles, tweezers) • Use of different scissors to help with development (see scissor development sheet) • Use of different pencil grips to aid comfortable pencil grip • Use of playdough with actions to develop hand muscle strength 		
Learning priorities: Linked to Development matters 2021		
Gross Motor		
Autumn	Spring	Summer
<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <ul style="list-style-type: none"> • Begin to move with ease and control 	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p>

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<ul style="list-style-type: none"> • Run with spatial awareness, adjusting speed and direction to avoid obstacles 	Experiment with different ways of moving, testing out ideas and drawing on knowledge of when to adapt movements to reduce risk	<ul style="list-style-type: none"> ❖ Demonstrate ease in different styles of moving, with control and grace ❖ Move safely in a space taking care of themselves and others (heads up, eyes forward, controls speed)
<p>Demonstrate strength, balance and coordination when playing</p> <ul style="list-style-type: none"> ❖ Begin to develop overall body strength through controlled movements ❖ Balancing and holding positions in floor work for a set length of time ❖ Begin to move fluidly and with some control ❖ Begin to combine different movements with ease and fluency 	<p>Demonstrate strength, balance and coordination when playing</p> <ul style="list-style-type: none"> ❖ Develop core strength through floor and ball sequences (passing ball around body, moving ball with feet, balancing with feet on ball, etc.) ❖ Develop balance and coordination by negotiating apparatus safely and with some confidence ❖ Demonstrate different ways of rolling with control ❖ Jump off apparatus and land safely, using hands, arms and body to stabilise and balance ❖ Use core strength to achieve a good posture when sitting at a table to write 	<p>Demonstrate strength, balance and coordination when playing</p> <ul style="list-style-type: none"> ❖ Move confidently with balance and coordination when mounting and dismounting apparatus ❖ Demonstrate core strength to achieve good posture when sitting at a table or on the floor ❖ Sequence ❖ To show use of different levels of travelling movements with control and balance ❖ Develop a sequence, showing control, balance and coordination when changing from one movement to another
<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <ul style="list-style-type: none"> ❖ Revise and refine movements they have previously learnt: running, jumping, hopping and skipping 	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <ul style="list-style-type: none"> ❖ Revise and refine movements they have previously learnt ❖ Demonstrate different ways of jumping, including turns when combining them in a floor or apparatus sequence ❖ Begin to climb apparatus safely, knowing how to alternate legs, using leg strength to push up 	<ul style="list-style-type: none"> ❖ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ❖ Demonstrate ease in different styles of moving, with control and grace ❖ Move safely in a space taking care of themselves and others (heads up, eyes forward, controls speed)
Fine Motor		
Autumn	Autumn	Autumn
<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <ul style="list-style-type: none"> ❖ Begin to use the tripod grip effectively <p>Where the tripod grip is not being used, encourage use of pencil grips/ complete course of peg to paper intervention</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Develop use of the tripod grip effectively for accuracy</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use the tripod grip effectively for accuracy and speed</p>

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<p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <ul style="list-style-type: none"> ❖ Encourage regular engagement and develop small motor skills in order to use a range of tools safely, effectively and confidently: pencils, paintbrushes, scissors, cutlery, ❖ Develop pincer grip with loose parts and fingers/ tweezers/pegs for transporting ❖ Develop use of scissor control with appropriate scissor style (loop, spring, training, etc.), knowing where to position fingers correctly on scissors ❖ Cut a range of resources to develop scissor control (playdough, thick card, paper) 	<p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <ul style="list-style-type: none"> ❖ Develop accuracy and confidence when using small tools, knowing how to manipulate direction of hand movement, choosing how much pressure / resistance to apply in order to use them effectively 	<p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Use small tools confidently with increased accuracy and control, knowing how to manipulate direction, choosing how much pressure/ resistance to apply, correctly position hands and finger, in order to use them effectively</p>
<p>Begin to show accuracy and care when drawing Begin to transfer large gross motor movements to smaller movements in chalk on the floor, on large pieces of paper, on whiteboards, on paper</p>	<p>Begin to show accuracy and care when drawing.</p> <ul style="list-style-type: none"> ❖ Begin to develop the foundations of handwriting style which is accurate and efficient, consolidating: Effective pencil grip <p>Correct letter formation (see writing progression)</p>	<p>Begin to show accuracy and care when drawing.</p> <p>Develop a more fluent style of handwriting and mark making which is accurate and efficient</p>

Literacy (Reading, Word Reading and Writing)		
<p>Educational Programme: 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>Phonics: Children follow the Little Wandle scheme of work. They will be taught in 5-week units and assessed every 6 weeks. Children read three times a week with an adult as part of the Little Wandle scheme and take home a book that matches their phonetic ability. Children that have gaps in knowledge take part in daily group, or individual keep-up sessions.</p>		
Autumn	Spring	Summer

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<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> ❖ Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. ⇒ Recall key events ... <i>event</i> ⇒ Talk about main characters... <i>character, beginning, middle, end</i> ❖ Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ❖ <i>Understand the five key concepts about print, with a focus on</i> ⇒ <i>Left to right</i> ⇒ <i>1-1 correspondence ... word, letter, first / last</i> ❖ <i>Continue to develop P1 phonological awareness, focusing on</i> ❖ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i> <p>Writing:</p> <ul style="list-style-type: none"> ❖ <i>Write name correctly</i> ❖ Use correct letter formation ❖ <i>Use some of their print and letter knowledge in their early writing</i> ❖ Begin to form lower-case letters correctly ❖ Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... <i>spell</i> ❖ Use initial sounds VC CVC words ❖ Write labels ❖ Begin to write lists & captions, focusing on ...<i>label, caption, space</i> 	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> ❖ Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i> ⇒ Take on role of character using some story language ⇒ Talk about likes and dislikes of texts, rhymes and poems ⇒ Choose a book and begin to explain why ...<i>because</i> ❖ Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> ❖ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ❖ <i>Continue to develop phonological awareness, focusing on</i> Oral blending and segmenting <p>Writing:</p> <ul style="list-style-type: none"> ❖ Form most lower-case and capital letter correctly ❖ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ❖ Write captions/phrases and begin to write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i> ❖ Include word spacing ❖ Orally rehearse caption of sentence before writing ❖ Re-read what they have written to make sure it makes sense ❖ Begin to write a variety of fiction and non-fiction sentences / captions 	<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> ❖ <i>Continue to develop phonological awareness</i> Oral blending and segmenting ❖ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i> ❖ 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. Begin to notice some relationships between one text and another Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books</i> ❖ Say the sound for each letter of the alphabet and for at least 10 digraphs <p>Writing:</p> <ul style="list-style-type: none"> ❖ Write recognisable letters (lower case and capital) most of which are formed correctly ❖ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> ▪ CVC words ❖ Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> ▪ Including: oral rehearsal of sentence before writing word spacing full stop capital letter ❖ Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: <ul style="list-style-type: none"> ▪ 2-3 part story (<i>e.g. using story map/planner</i>)
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<ul style="list-style-type: none">❖ Oral rehearsal / vocabulary❖ Begin to reread what they have written		<ul style="list-style-type: none">▪ Instructions❖ Fact cards (<i>e.g. using a 'spidergram' to collate information</i>)
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Understanding the World (Past and Present, People, Culture and Communities, Natural World)

Educational programme: **Understanding the World**- 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.

End of year early learning goals:

Understanding the World – Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the World – People, Culture and Communities

- Discuss their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between religious and cultural communities in this country, drawing on their own 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).

Understanding the world – The Natural World

- 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 own experiences and what has been read in class.
- Understand the importance processes and changes in the natural world around them, including the seasons and changing states of matter.

Ongoing Understanding the World taught regularly across each half term

- Discussions about members of their immediate family and community, naming and describing people who are familiar to them.
- Religious Education- recognise that people have different beliefs and celebrate special times in different ways.
- Talking about the roles of people around them and visits from members of our community (fire brigade).
- Show and tell- talking about their own lives and their own families.
- Science lessons and experiments.
- Discussions about changes in seasons and continuous provisions for seasons.
- School trips.

Learning priorities: Linked to Development matters 2021

Autumn	Spring	Summer
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<p>Past and Present</p> <ul style="list-style-type: none">▪ Exploring family links▪ Family tree <p>People, Culture and Communities</p> <ul style="list-style-type: none">▪ Everyday superheroes- visits from dentist, fire brigade.▪ Hinduism-▪ Story of Rama and Sita and Diwali▪ Christmas story <p>The Natural World</p> <ul style="list-style-type: none">▪ Comparing India to Holmes Chapel.▪ Look at the Earth- hot/cold countries▪ RE: Special people▪ Changes in seasons Summer to Autumn▪ Freezing peas- what happens?▪ Nocturnal animals (owl babies)▪ Animal habitats▪ Making nests/dens for animals (forest schools)	<p>Past and Present</p> <ul style="list-style-type: none">▪ Story of Guy Fawkes- drama, performance and writing▪ Remembrance day▪ History of the willow plate▪ History of the moon landings- Neil Armstrong <p>People, Culture and Communities</p> <ul style="list-style-type: none">▪ Chinese New Year▪ Valentine's day▪ Ramadan 1st April▪ Easter <p>The Natural World</p> <ul style="list-style-type: none">▪ Changes in season Autumn to winter▪ The Earth in Space▪ Comparing habitats that the different books are set in- town and country▪ Mapping skills- farmyard	<p>Past and Present</p> <ul style="list-style-type: none">▪ Transport through the ages▪ The coronation- Past and present kings and queens▪ Castles- non-fiction, looking at changes in buildings throughout history <p>People, Culture and Communities</p> <ul style="list-style-type: none">▪ Eid▪ Living on a boat▪ Why people travel to different places▪ Royal families in different countries <p>The Natural World</p> <ul style="list-style-type: none">▪ Comparing different environments and animals that live in them (desert, forest, under the sea)▪ Changes in season Spring to Summer▪ Planting and growing▪ Shadows▪ Comparing London to Holmes Chapel▪ RE: Discovering special places (places of worship)▪ Growing observations
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Maths (Numerical Pattern and Number)

Educational Programme - Maths: 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.

Learning priorities: Linked to Development matters 2021

End of year early learning goals:

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5 – perceptual and conceptual.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Ongoing maths taught regularly through and provision

As we introduce each number, we look at all things around that number e.g. when we introduce 5, we look at 5 o'clock, 5 pence, 5 cm, pentagon...

Subitising regularly in various forms (dot patterns, nature objects, x and not x games)

STEM sentences

Counting for cardinality in larger numbers lining up

Counting for ordinality when lining up

Daily routine – time / pattern

5 frame

Self-registration

More / Less / fewer when ordering lunches.

Planning is based on NCETM Mastering Number and Numberblocks NCETM planning. We use Development Matters 2022 and Learning Trajectories to aid planning with regards to child development within all areas of mathematics.

Autumn Numerical Patterns / Number Introduce numbers 1-5 (series 1)	Spring Numerical Patterns / Number Introduce numbers 6-10 (series 2)	Summer Numerical Patterns / Number Introduce numbers 11-20 (series 3 + 4)
Subitising ❖ Subitise within 5, perceptually and conceptually. ❖ Create own patterns for numbers within 5	Subitising	Subitising

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<ul style="list-style-type: none"> ❖ Using 'bunny fingers' to represent quantities at speed Experience subitising within different arrangements (dots, dice, 5 frames, etc.) 	<ul style="list-style-type: none"> ❖ Develop confidence with perceptual and conceptual subitising within 5, including a variety of arrangements (structured and random). ❖ Introduce conceptual subitising of numbers 6-10 through the 5 and a bit more method on 10 frames ❖ Become more familiar with conceptual subitising when looking at 1 more than a small given group. ❖ Continue to match arrangement to finger patterns using the 5 and a bit more method <ul style="list-style-type: none"> ❖ Explore subitising symmetrical patterns 1-5, linking to doubles 	<ul style="list-style-type: none"> ❖ Subitise with increasing confidence familiar arrangements, including those with 1 more / less and doubles patterns ❖ Develop conservation of number skills knowing the number has stayed the same when the arrangements differ ❖ Become more confident in knowing when to subitise and when to count ❖ Develop conceptual subitising skills through the 5 and a bit more method , using 10 frames and rekenreks
<p>Counting for cardinality and ordinality</p> <ul style="list-style-type: none"> ❖ Recognising that the last number spoken is the amount of the set. ❖ Experience counting of things that cannot be touched, e.g. actions and sounds. ❖ Become more accurate with 1:1 correspondence for amounts that cannot be subitised. ❖ Explore a range of strategies for counting, developing knowledge of when to count and when to subitise. ❖ Begin to count beyond 5 then 10 then 20. <p>Experience counting larger numbers for ordinality</p>	<p>Counting for cardinality and ordinality</p> <ul style="list-style-type: none"> ❖ Develop verbal counting to 20 and beyond ❖ Introduce the counting pattern beyond 20 ❖ Become accurate with 1:1 correspondence when counting larger numbers by touch, fingers, arranging objects ❖ Order numbers 1-10 (arrangements of physical objects and numerals) ❖ Continue to consolidate their understanding of cardinality, knowing the 'howmanyness'. ❖ Understanding the ordinality when adding and subtracting 1 and whether the larger / smaller number lie on a number track ❖ Understanding the ordinality when adding and subtracting 2 and whether the larger / smaller number lie on a number track 	<p>Counting for cardinality and ordinality</p> <ul style="list-style-type: none"> ❖ Continue to develop verbal counting to 20 and beyond, including counting from different starting points. ❖ Develop accuracy when counting verbally, demonstrating knowledge of the counting pattern above 20. ❖ Ordering numbers 10-20 ❖ Understand the concept of zero being 1 less than 1.
<p>Composition</p> <ul style="list-style-type: none"> ❖ Subitising perceptually and conceptually – seeing numbers are made up other numbers. ❖ Seeing that a number can be made up of just 1s. ❖ Explore the concept of wholes and parts – look at objects that are composed of parts and looking at how they can be taken apart and put back together. 	<p>Composition</p> <ul style="list-style-type: none"> ❖ Develop adding and subtracting 1, linking to conceptual subitising with a 10 frame ❖ Continue to explore the composition of 5 with hidden and missing parts, using early stages of inverse to demonstrate addition and subtraction. 	<p>Composition</p> <ul style="list-style-type: none"> ❖ Continue to develop concept image knowledge of numbers to 10, using 10 frames and rekenreks with the 5 and a bit more method. ❖ Develop knowledge of partition and combing numbers to 5, linking to addition and subtraction number sentences.

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<ul style="list-style-type: none"> ❖ Explore decomposing (breaking up) a number and recombining it to make its whole - numbers within 5. ❖ Explore the part whole model with various parts - not just part/part/whole ❖ Adding and subtracting 1 (1 more / 1 less) 	<ul style="list-style-type: none"> ❖ Exploring the composition of 6, using equal groups (2 x 3/ 3 x 2) shown on and off 10 frame using 2s patterns (unitising). ❖ Explore composition of numbers 6-10 through the 5 and a bit more method on 10 frames / rekenreks – see conceptual subitising. ❖ Explore partition 8 into equal groups (2 x 4 / 4 x 2), shown on and off the ten frame, using the 2s pattern. ❖ Explore doubles in more depth (1, 2, 3, 4) and halving (2, 4, 6, 8), linking to symmetry, 2s pattern. ❖ Explore the composition of the number 9, using equal groups (3x 3), linking to pattern of square numbers. Focus on arrangement of cubes and how that shows square numbers. ❖ Developing understanding the partitioning numbers is the inverse of combining, modelling this as addition and subtraction ❖ Developing understand if numbers being made up of 1s. 10 ones being equivalent to 10 (dienes). ❖ Adding more than 1 to make 5 to 10. ❖ Odds and evens 	<ul style="list-style-type: none"> ❖ Introduce the concept that zero is the absence of something ❖ Develop automaticity with number pairs to 5 and some 10 (6, 8, 10) ❖ Explore the composition of numbers to 10 with hidden and missing parts, using early stages of inverse to demonstrate addition and subtraction. ❖ Develop subtraction skills within numbers to 10. ❖ Introduce teen numbers as 10 and <i>n</i> more. ❖ Explore decomposition of number for halving (2, 4, 6, 8, 10)
<p>Comparison</p> <ul style="list-style-type: none"> ❖ Understand that sets can be compared according to a range of attributes, including their numerosity. ❖ Experience and use the language more/less / fewer than ❖ Compare sets by 1:1 correspondence matching, seeing that when every object has a matching one, the sets are equal. ❖ Compare sets by subitising 	<p>Comparison</p> <ul style="list-style-type: none"> ❖ Continue to compare sets by using the comparative language more/ less/ fewer ❖ Introduce the time phrases first, then, now to compare groups of sets (links to addition and subtraction). ❖ Continue to compare sets and match, identifying when sets are equal ❖ Explore ways of making unequal sets equal, developing deeper knowledge of composition and ordinality. 	<p>Comparison</p> <ul style="list-style-type: none"> ❖ Continue to compare numbers to 10, using language bigger than/ smaller than, leading to greater than/ less than ❖ Comparing numbers by Introducing place value using the 10 and <i>n</i> more method ❖ Explore comparison of unidentified amounts using Cuisinaire rods, making equal amounts. Developing use of language greater than, less than, equal to
<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> ❖ Experience ABAB/ ABC through actions and sounds (identifying and copying) ❖ Explore ABAB ABC Patterns – copying, correcting and continuing 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> ❖ Comparing length (bridges) ❖ 3d shapes – knowing 3d shapes are made up of faces of 2d shapes 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> ❖ Explore ABB, ABBC Patterns – copying, correcting and continuing ❖ Comparing height (sunflower growth)

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<ul style="list-style-type: none">❖ 2D shapes – circles, triangles and quadrilaterals (squares and rectangles) – identifying through properties❖ Matching same shapes (differing size and orientations) and proving they are the same by properties❖ Build shapes to match its properties / attributes, using string/ straws to create sides and vertices.❖ Sorting shapes by class – guess my rule❖ Composing and decomposing shapes – seeing that shapes can be broken up into different shapes and recombined – refer back to part whole structure but for shape	<ul style="list-style-type: none">❖ 3d shapes – linking to 2d shapes, recognising properties of 2d shapes through faces of 3d shapes.	<ul style="list-style-type: none">❖ Comparing capacity (journeys – Jack and the flum flum tree)
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Expressive Arts & Design (Creating with materials, Being Imaginative and Expressive)

Educational programme:

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 to their progress in interpreting and appreciating what they hear, respond to and observe.

Learning priorities: Linked to Development matters 2021

Autumn	Spring	Summer
<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> ▪ <i>Show different emotions in drawings and paintings</i> ▪ <i>Continue to explore colour and colour mixing.</i> ▪ Safely use and explore a variety of materials and tools ▪ Explore new techniques ▪ Talk about new creations ▪ Begin to return to and build upon previous learning <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ <i>Take part in simple pretend play</i> ⇒ Family / play date role play ... <i>role, pretend, imagine</i> ▪ <i>Begin to develop complex stories using small world equipment</i> ▪ Begin to develop storylines in their pretend play – including those linked to focus text ... <i>story language, character, beginning, middle, end</i> ▪ Begin to listen attentively, move to and talk about music, expressing their feelings and responses ⇒ How does the music make me feel? ... <i>emotions vocabulary</i> ▪ Begin to watch and talk about dance and performance art 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Explore and use 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. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ 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. ▪ Explore and engage in music making and dance, performing solo or in groups. ▪ Develop storylines in their pretend play. 	<p>Creating with Materials</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>Being Imaginative & Expressive</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.

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<ul style="list-style-type: none">⇒ What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i>⇒ Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i>▪ Sing in a group or on their own<ul style="list-style-type: none">⇒ Engage in circle and partner songs⇒ Begin to make own verse for familiar song▪ Begin to explore and engage in music making and dance<ul style="list-style-type: none">⇒ Invent and dance / play music to show different emotions ... <i>emotions vocabulary</i>).		
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Early Years Long Term Planning 2023-2024

Personal, Social and Emotional Development (self-Regulation, Managing Self, Building Relationships)

Educational programme: 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.

Learning priorities: Linked to Development matters 2021

Autumn	Spring	Summer
<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ <i>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share</i> <ul style="list-style-type: none"> ⇒ How to compromise and negotiate to solve problems ⇒ Use □ book talk □ puppets □ real life experiences ▪ Begin to express feelings and consider the feelings of others <ul style="list-style-type: none"> ⇒ Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i> ⇒ Link book character’s emotion to own experiences ... <i>expression, mood, feeling/emotion</i> ▪ Begin to set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ⇒ Set a shared goal with a friend ▪ Begin to identify and moderate own feelings socially and emotionally <ul style="list-style-type: none"> ⇒ Focus on □ keeping <i>calm</i> □ being <i>patient</i> □ waiting for a <i>turn</i> □ <i>sharing</i> □ tidying up after themselves <p>Managing Self</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Express feelings and consider the feelings of others ▪ Set own goals and show resilience and perseverance in the face of challenge ▪ Identify and moderate own feelings socially and emotionally ▪ Think about the perspectives of others <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs ▪ Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of ‘screen time’ □ having a good sleep routine □ being a safe pedestrian <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See self as a valuable individual ▪ Build constructive and respectful relationships 	<p>Self-Regulation</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>Managing Self</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>Building Relationships</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

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<ul style="list-style-type: none">▪ Manage own self-care needs ... <i>fasten</i><ul style="list-style-type: none">⇒ Independent use of □ zips □ buttons □ coats □ shoes▪ Develop confidence to try new activities and show independence<ul style="list-style-type: none">⇒ Access all types of enhancements (indoors & outdoors)▪ Know and begin to talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">⇒ Tooth brushing – importance and how ... <i>clean, decay</i>⇒ Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i> <p>Building Relationships</p> <ul style="list-style-type: none">▪ Begin to see self as a valuable individual<ul style="list-style-type: none">⇒ Describe self, positively ... <i>proud, special, love</i> (use books: 'Happy in Our Skin' & 'My Hair')▪ Begin to build constructive and respectful relationships<ul style="list-style-type: none">⇒ Use social language to develop friendships		<ul style="list-style-type: none">▪ Show sensitivity to their own and to others' needs.
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