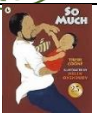


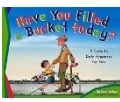



EYFS Planning Overview

Unique Child	All children are constantly learning, and can be resilient, capable, confident and self assured.
Positive Relationships	Learn to be strong and independent
Enabling Environments	Learn and develop well and adults respond to individual interest and build on learning over time
Developing at different rates	Support all children in their learning journey

Autumn 1:			
Week 1	n/a	Week 5	
Week 2	n/a Nursery Taster session	Week 6	
Week 3		Week 7	
Week 4			



Topic	MARVELLOUS ME!
Term:	Autumn 1
Weekly Focus	<ol style="list-style-type: none"> 1. Marvellous Me 2. Colour Monster 3. So Much 4. Who are you? What makes you special 5. Have you filled a Bucket Today- Feelings
Enrichment and trips	Booknic - Inspired by the Open University Reading for Pleasure groups. Children to share their favourite stories from home on picnic blankets.
Festivals, celebrations and events	<ul style="list-style-type: none"> • Nursery Taster session • Black History Month • World Space week (4th – 10th October) • Harvest festival (6th September) • Halloween (31st October)
Core Vocabulary	Me, family, school, unique, special, sharing, taking turns, please, thank you, stop I don't like it, friends, happy, sad, feelings.
Diversity and Inclusion	Diversity of families
Pupils interest	n/a
Learning environment – opportunities to develop	Home corner Marvellous Me display
✓ Books and Resources	Ready for Spaghetti – Michael Rosen and Polly Dunbar Sharing a shell – Lydia Monks All the ways to be smart

EYFS Planning Overview



All About Me

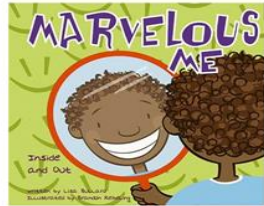


PSED
Express their feelings and consider the feelings of others
Build constructive and respectful relationships.
Think about the perspective of others.

CAL
Listening and responding to each other.
Asking questions about others.
Begin to learn new vocabulary and use it in their speech to describe themselves and others.
Enjoys listening to longer stories.
Pays attention to more than one thing at a time, which can be difficult.
Understands a question or instruction with 2 parts.

Literacy
Drawing pictures of things that they enjoy/ make them special.
Begin to talk about story and link it to themselves
Ask questions about the story

Maths
More than, Fewer than, same
Collect objects to compare amounts
Make simple comparisons of amounts
Five frames
1:1 counting
Recognising numbers 0-10



EAD
Drawings of themselves and family. Painting themselves and significant others.
Using Playdough to create images of themselves and family.
Dressing up in things they enjoy e.g. Pirate, princess etc
Roleplay -home corner
Listening and dancing to music they enjoy

PD
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.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Use one-handed tools and equipment, for example, making snips in paper with scissors.
Use a comfortable grip with good control



UTW
Talking about families and what they mean to us.
Discussing family celebrations
Talking about homes we live in
Discussing how we have grown and changed over time



LITERACY
Drawing pictures of the colour monster
Drawing pictures of things that make us happy/sad/angry etc
"Writing" a letter to a friend or family member
Initial sounds of feelings
Learning to spell and write the colour names
Drawing a picture that represents different feelings
Retell the story from the point of view of the Colour Monster.



PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
Talking about feelings. What might our face expressions look like?
What makes you feel happy/sad/angry etc?
How can we help others when they are feeling sad/angry/scared etc?
Mental health and talk about ways to keep your minds healthy and happy
In this story, yellow refers to happiness, red is for anger and blue is linked to sadness. Do you agree with those colour choices? Why?



MATHEMATICS
Collecting things from the classroom and sorting them by colour

PHYSICAL DEVELOPMENT
Moving our bodies to express different feelings- stomping, jumping, walking, rolling etc.



UNDERSTANDING THE WORLD
What are feelings?
Why do we have feelings?
Is the monster in this story real? Why not?
Why do monsters represent feelings?
Use painting software to mix colours. Could you create your own picture of a colour monster?



EXPRESSIVE ARTS & DESIGN
Creating painted colour monsters based on how we feel
Creating different colours to represent different feelings
Dressing up in coloured clothes and talking about what that represents
Playing music to match feelings
Listening to different music and thinking about how music can make us feel
Make Colour Monster puppets and use these to put on a show.



COMMUNICATION & LANGUAGE
Learning the names of different feelings and ways to describe those feelings
Listening and responding to each other
Asking each other questions and responding to others' wishes



EYFS Planning Overview



Maths

- More than, Fewer than, same
- Collect objects to compare amounts
- Make simple comparisons of amounts
- Five frames
- 1:1 counting
- Recognising numbers 0-10



CAL

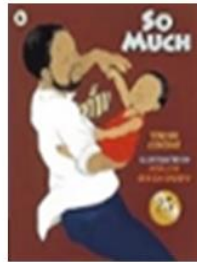
- Listening and responding to each other.
- Asking questions about others.
- Begin to learn new vocabulary and use it in their speech to describe themselves and others.
- Enjoys listening to longer stories.
- Pays attention to more than one thing at a time, which can be difficult.
- Understands a question or instruction with 2.

Literacy

- 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
- 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.

PSED

- Express their feelings and consider the feelings of others
- Build constructive and respectful relationships.
- Think about the perspective of others.



EAD

- Drawings of themselves and family. Painting themselves and significant others.
- Using Playdough to create images of themselves and family.
- Dressing up in things they enjoy e.g. Pirate, princess etc
- Roleplay -home corner
- Listening and dancing to music they enjoy

PD

- 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.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control
- Friendship bracelets - threading beads.



UTW

- Talking about families and what they mean to us.
- Discussing family celebrations
- Talking about homes



EYFS Planning Overview



CAL

Listening and responding to each other .

Asking questions about others.

Begin to learn new vocabulary and use it in their speech to describe themselves and others.

Enjoys listening to longer stories.

Pays attention to more than one thing at a time, which can be difficult.

Understands a question or instruction with 2 parts.

Literacy

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

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.

Maths

Hear some number names

Join in saying some number names

Join in with number songs

Self registration- 5 frame- full/not full

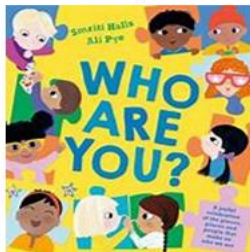
Practise saying number names on order

PSED

Express their feelings and consider the feelings of others

Build constructive and respectful relationships.

Think about the perspective of others.



EAD

Drawings of themselves and family. Painting themselves and significant others.

Using Playdough to create images of themselves and family.

Dressing up in things they enjoy e.g. Pirate, princess etc

Roleplay -home corner

Listening and dancing to music they enjoy

PD

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.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control



UTW

Talk about people that are special and important to them e.g. Family and friends

Name and identify family members e.g. Mum, Dad, sister, brother

Talk about parties and celebrations they have attended.

Begin to learn about other peoples families and make recognise similarities and differences.

Talking about food they enjoy and what others enjoy



PSED

Express their feelings and consider the feelings of others

Build constructive and respectful relationships.

Think about the perspective of others.

CAL

Listening and responding to each other .

Asking questions about others and begin to name and recognise emotions

Begin to learn new vocabulary and use it in their speech to describe themselves and others.

Enjoys listening to longer stories.

Pays attention to more than one thing at a time, which can be difficult.

Understands a question or instruction with 2 parts.

Literacy

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

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.

Maths

Model saying 1, 2 and 3 in play

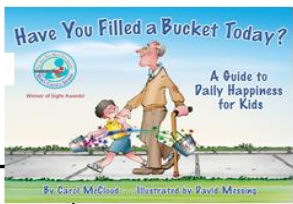
Copy the sequence of 1, 2 and 3

Copy fingers to represent 1, 2 and 3

Begin to count actions

5 frames-self registrations

Numbers in the environment



EAD

Drawings of themselves and family. Painting themselves and significant others.

Drawing emotions

Using Playdough to create images of themselves and family.

Dressing up in things they enjoy e.g. Pirate, princess etc

Roleplay -home corner



PD

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.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control



UTW

Talking about families and what they mean to us.

Discussing family celebrations

Talking about how to be kind and respect other peoples opinions and cultures



EYFS Planning Overview



Communication and language	
Listening, attention & understanding	Speaking
Birth – 3 Years	
Identify familiar objects and properties for practitioners when they are described Understand and act on longer sentences like 'make teddy jump' Understand simple questions about who, what and where	
Nursery	
Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Can the child answer simple 'why' questions?	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 communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 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. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Reception	
LA&U ELG 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.	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. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. 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. Speaking ELG 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.

Characteristics of effective learning	Positive Relationships:	Enabling environments:
A Unique Child: Observing a child is learning	What adults can do:	What we can provide
Self-Confidence and Self-Awareness: Child shows confidence in talking about themselves and their interests. Managing Feelings and Behaviour: Child engages in sharing and taking turns during group activities. Making Relationships: Child forms positive relationships, initiating conversations with peers and adults.	Ask open questions. Modelling answering in full sentences. Teach vocabulary with actions and encourage children to use full sentences. Through role play, model using social phrases. Share the stories; Listening to Marvellous me Listening to The So much and discussing family. Listening to Happy Birthday Maisy and discussing celebrations Listening to Who are you? and discussing what makes you individual and special Listening to Have you filled your bucket today? and talking about feelings and making kind choices	<ul style="list-style-type: none"> Puppets and small world people linked to the texts. Role-Play: Set up a role-play area where children can act out scenes from the book, fostering their speaking and listening skills. Inputs – turn taking, listening. How to show you are listening.

EYFS Planning Overview



Physical development	
Gross motor skills	Fine motor skills
Birth – 3 years	
<p>Explore different materials and tools Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn how to use the toilet with help and then independently</p>	
Nursery	
<p>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. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. 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. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>
Reception	
<p>Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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 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. Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time' - having a good sleep routine- being a safe pedestrian Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene.</p> <p style="text-align: center;">Gross Motor Skills ELG</p> <p>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>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p style="text-align: center;">Fine Motor Skills ELG</p> <p>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>

Characteristics of effective learning	Positive Relationships:	Enabling environments:
<p>A Unique Child: Observing a child is learning</p>	<p>What adults can do:</p>	<p>What we can provide</p>

EYFS Planning Overview



<p>Moving and Handling: Child demonstrates control in using tools (e.g., scissors, pencils) and moves confidently in a variety of ways.</p> <p>Health and Self-Care: Child recognizes the importance of keeping healthy and talks about their own needs and preferences.</p>	<ul style="list-style-type: none"> - Modelling letter formation. - Modelling pencil grip. - Encouraging children to use the climbing frames. - - Observation and Assessment: Regularly observe and assess each child's progress, adapting activities to meet their individual needs and abilities. - - Incorporating Technology: Use educational apps or interactive whiteboards for activities that involve tracing, dragging, or pointing, supporting fine motor skill development. 	<ul style="list-style-type: none"> • Play dough, sand, water • Regular trips to the trim trail • Climbing frame • Scissors • Pencil grip • Hole punches • Lots of mark making opportunities (water painting) <p>Bikes, scooters, cars,</p>
--	--	---

Personal, Social and Emotional development		
Self-regulation	Self-management	Building relations
Birth- 3 years		
<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories.</p>		
Nursery		
<p>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. Develop their sense of responsibility and membership of a community. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>Show more confidence in new social situations</p>	<p>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. Begin to understand how others might be feeling. Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p>
Reception		
<p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p> <p style="text-align: center;">Self-Regulation ELG</p> <p>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>	<p>Show themselves as a valuable individual. Show resilience and perseverance in the face of challenge.</p> <p style="text-align: center;">Managing Self ELG</p> <p>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>	<p>Build constructive and respectful relationships. Think about the perspective of others.</p> <p style="text-align: center;">Building Relationships ELG</p> <p>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>

Characteristics of effective learning	Positive Relationships:	Enabling environments:
A Unique Child: Observing a child is learning	What adults can do:	What we can provide

EYFS Planning Overview



<p>Listening and Attention: Child listens to others in one-on-one or small group situations.</p> <p>Understanding: Child follows instructions involving several ideas or actions.</p> <p>Speaking: Child uses language to express their feelings, talk about their experiences, and ask questions.</p>	<p>Build constructive and respectful relationships: Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p> <p>Express their feelings and consider the feelings of others: Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p>	<p>Zones of regulation</p> <p>Green points</p> <p>Golden leaf tree</p> <p>Encourage play-games, groups work-taking turns</p>
--	--	--

Literacy		
Comprehension	Word Reading	Writing
Birth – 3 years		
Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name.		
Nursery		
Engage in extended conversations about stories, learning new vocabulary.	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	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; write 'm' for mummy. Write some or all of their name. Write some letters accurately.
Reception		
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Comprehension ELG 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.	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. Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. Word Reading ELG	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Writing ELG 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;

EYFS Planning Overview



	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.	Write simple phrases and sentences that can be read by others
--	--	---

Characteristics of effective learning	Positive Relationships:	Enabling environments:
A Unique Child: Observing a child is learning	What adults can do:	What we can provide
<p>Reading: Child shows interest in books about themselves or their families and attempts to tell their own stories.</p> <p>Writing: Child begins to mark-make or form letters related to their name or family members.</p>	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them - Write some letters accurately: - Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and - foot. This can be through climbing, swinging, messy play and parachute games, etc. - - Dough Disco and finger gym activities - Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small - brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc). 	<ul style="list-style-type: none"> - Key Phase 2 sounds displayed - Access to a wide range of texts including non-fiction books. - Cosy and inviting book corner – encouraging lots of independent looking at books - Singing familiar nursery rhymes with actions. - Writing notes to friends and family. (Mark making) - Independent mark marking and name writing practise. - Access to different writing materials including crayons, felt tips, pencils, chalks and different coloured paper - Writing materials in all areas of the in and outdoor areas. - All about me themed books. <p>Little Wandle Foundations to phonics</p>

Mathematics	
Number	Numerical Patterns
Birth – 3 Years	
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.	
Nursery	
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. 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. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	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. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. 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. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' 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...'
Reception	
Count objects, actions and sounds. Subitise.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

EYFS Planning Overview



<p>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. Number ELG 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>	<p>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> <p>Numerical Patterns ELG 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.</p>
--	--

Characteristics of effective learning	Positive Relationships:	Enabling environments:
A Unique Child: Observing a child is learning	What adults can do:	What we can provide
<p>Numbers: Child engages in counting activities, recognizing numbers related to their age or the number of family members.</p> <p>Shape, Space, and Measure: Child explores shapes and patterns related to their environment, like identifying shapes in their home or school.</p>	<p>Count objects, actions and sounds: Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Say how many there are after counting – for example, "...6, 7, 8.</p> <p>Play games which involve counting.</p> <p>Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames</p>	<ul style="list-style-type: none"> • Pegboard patterns. • Making elastic band pictures using the dotted squares. • Number games. • Number puzzles. • Counting as a whole class. • Five frame counting in the outdoor area. • Putting the numbers in order on the hanging wooden poles. • Using the wooden blocks to create homes, cars etc. • Playing cards/ UNO games – recognising numbers/shapes and patterns. <p>Number and Numerical Pattern</p> <ul style="list-style-type: none"> • Positional language and oral counting up to 15 then 10 (start at 0). • Matching and sorting and continue oral counting up to 5 then 10 (start at 0). • Pattern and oral counting up to ten (start at 0). • More less fewer and oral counting up to 5 then 10 (start at different numbers). • Counting and numbers and oral counting up to 5 then 10 (start at different numbers). • Counting and numbers and oral counting up to 5 then 10 (start at different numbers).

Understanding of the World		
Past & Present	People, Culture & Communities	The Natural World
<p>Make connections between the features of their family and other families. Notice differences between people.</p>		
Nursery		
<p>Begin to make sense of their own life-story and family's history.</p>	<p>Show interest in different occupations. Explore how things work. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p>

EYFS Planning Overview



		<p>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.</p> <p>Talk about the differences between materials and changes they notice.</p>
Reception		
<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Draw information from a single map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>PC&C ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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;</p> <p>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>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>The Natural World ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>

Characteristics of effective learning	Positive Relationships:	Enabling environments:
<p>A Unique Child:</p> <p>Observing a child is learning</p>	<p>What adults can do:</p>	<p>What we can provide</p>
<p>People and Communities: Child talks about their family, friends, and significant events in their life.</p> <p>The World: Child explores and comments on the environment, noticing similarities and differences in people and places.</p> <p>Technology: Child shows interest in technological toys or tools that reflect their everyday life (e.g., using a toy phone or camera).</p>	<p>Talk about members of their immediate family and community:</p> <p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many different families.</p> <p>Name and describe people who are familiar to them:</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>	<ul style="list-style-type: none"> - Photos of themselves and family - Invite family members in to talk about their lives (grandparent day) - Small world – dolls, dinosaurs, wild animals, cars. - Meeting other members of staff including the headteacher, office staff, IWB - Role play areas – home, mud kitchen, sand kitchen. - Children to talk about members of their immediate family and their community. - Name and describe the people who are familiar to them. - Begin to make sense of their own life-story and family's history. - Children to discuss facts about home and culture.

Expressive Arts and Design	
Creating with materials	
Birth – 3 Years	
<p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	
Nursery	

EYFS Planning Overview



<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
---	--

Reception

<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p style="text-align: center;">Creating materials ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p style="text-align: center;">BI&E ELG</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
--	---

Characteristics of effective learning	Positive Relationships:	Enabling environments:
A Unique Child: Observing a child is learning	What adults can do:	What we can provide
<p>Exploring and Using Media and Materials: Child experiments with different materials to create self-portraits or family pictures.</p> <p style="text-align: center;">Being Imaginative: Child uses role play to act out familiar roles or experiences, like playing "family" or "school."</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings: Teach children to use colour to represent things such as green tree</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p> <p>Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p>	<ul style="list-style-type: none"> • Self-portraits – using a variety of materials including pencils, paints, crayons and chalk. • Playing in the home corner – adults to listen in to conversations. • Creating songs and dances in the stage area. Listen to songs, rhymes and poems for inspiration. Making playdough biscuit bears. • Painting pictures of friends or for friends. Making artwork for a purpose.