

# Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Characteristics of effective learning</b>	<p>At Willesley Primary School, the characteristics of effective learning are used as a basis for all of our planning. These are closely linked to our school Core Values and will be promoted alongside throughout the year.</p> <ul style="list-style-type: none"> <li>• <b>Playing and Exploring</b> - children investigate and experience things, and 'have a go'</li> <li>• <b>Active Learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and</li> <li>• <b>Creating and Thinking Critically</b> - children have and develop their own ideas; make links between ideas, and develop strategies for doing things.</li> </ul>					
<b>General themes</b> NB: These themes may change or be adapted at various points to allow for children's interests	<b>Super Me, Super You!</b> Starting school, my new class, my family, houses and homes, relationships.	<b>Helping Hands!</b> People who help us, helping others, feelings, staying safe.	<b>Frozen Planet</b> Weather, seasons, hot and cold places, comparing.	<b>Roots, Shoots and Juicy Fruits!</b> Outdoors, weather, plants, healthy eating, planting and growing.	<b>Creatures Great and Small!</b> Dinosaurs, farm animals, zoo animals, mini-beasts, life cycles, caring for animals, fossils.	<b>Fairytales</b> Comparing, reciting, adapting and acting.
<b>High Quality Texts</b> NB: These may change dependent on themes	The Colour Monster The Gruffalo Stickman The Gruffalo's Child Ferdi and the Falling Leaves	Supertato A Superhero Like You' Officer George The Hospital Dog Zog the Flying Doctor	Secrets of Winter The Loud Winters Nap Polar Bear, Polar Bear Lost and Found Martha Maps it Out	Jack and the Beanstalk The Tiny Seed How to Grow a Sunflower	Dear Zoo The Very Hungry Caterpillar Super worm Mad about Minibeasts Dinosaurs (non-fiction)	The Three Little Pigs Goldilocks Little Red Riding Hood The Three Billy Goats Gruff
<b>Communication and Language</b>  <b>Speaking</b>  <b>Listening, Attention and Understanding</b>  Whole EYFS focus- C & L will be developed through year through	<b>Speaking</b> Developing the use of language through role-play Learning and singing nursery rhymes Developing conversational skills – eye contact, listening, responding, taking turns in the conversation	<b>Speaking</b> Develop vocabulary and begin to use vocabulary modelled by adults and books Takes part in small group discussions Begin to use more complex sentences when responding to people	<b>Speaking</b> Asks how and why questions Learn rhymes, poems and songs. Developing the use of language through role play Ask questions to clarify understanding	<b>Speaking</b> Recite poems and songs To articulate their ideas and thoughts into well-formed sentences To ask questions to find out more Characters and settings in stories – using	<b>Speaking</b> Express own ideas and feeling using full sentences To describe an event in detail Verbally offer explanations for why things might happen <b>Listening, Attention and Understanding</b>	<b>Speaking</b> To talk about my experiences over the year To talk about changes and how we may feel. To be able to take part confidently in whole class discussions

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<p>high quality interactions, daily group and class discussions.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Sharing information about themselves (All About Me boxes)</p> <p>Responding to questions asked by others</p> <p>Listening to stories</p>	<p>Prepositions such as 'under', 'on top', 'behind'</p> <p><b>Listening, Attention and Understanding</b></p> <p>Listening and responding to stories</p> <p>Following instructions</p>	<p>To begin to work with a talk partner consistently</p> <p>Holding a back and forth conversation</p> <p><b>Listening, Attention and Understanding</b></p> <p>Consistently listen and respond to adults instructions</p>	<p>adjectives to describe them</p> <p><b>Listening, Attention and Understanding</b></p> <p>Consistently listen and respond to adults instructions when engaged in another activity</p>	<p>Begin to answer why questions</p>	<p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively in a range of situations and respond appropriately</p>
<p><u>Personal, Social and Emotional Development</u></p> <p><b>Self Regulation</b></p> <p><b>Managing Self</b></p> <p><b>Building Relationships</b></p>	<p>Settling into school routines</p> <p><b>Self Regulation</b></p> <p>Parting from parents</p> <p>Creating class and playground rules</p> <p>How to express their own feelings</p> <p><b>Managing Self</b></p> <p>Table Manners</p> <p>Using Cutlery</p> <p>Toileting</p> <p>Putting on large clothing items</p> <p><b>Building Relationships</b></p> <p>Forming new friendships</p> <p>Forming relationships with staff</p> <p>Begin to take turns</p>	<p><b>Self Regulation</b></p> <p>Begin to understand feelings of others</p> <p>Understand different feelings</p> <p><b>Managing Self</b></p> <p>Oral hygiene</p> <p>Begin to access a range of activities in the classroom independently</p> <p>Follow multiple set of instructions</p> <p><b>Building Relationships</b></p> <p>Show sensitivity towards others needs</p>	<p><b>Self Regulation</b></p> <p>Set and work towards simple goals</p> <p><b>Managing Self</b></p> <p>Begin to show more independence during activities</p> <p>Keeping safe (e-safety)</p> <p><b>Building Relationships</b></p> <p>Ongoing</p>	<p><b>Self Regulation</b></p> <p>Begin to show resilience in the face of challenge</p> <p><b>Managing Self</b></p> <p>Staying healthy and healthy eating</p> <p><b>Building Relationships</b></p> <p>Ongoing</p>	<p><b>Self Regulation</b></p> <p>Being kind to all living creatures</p> <p><b>Managing Self</b></p> <p>Taking care of animals</p> <p><b>Building Relationships</b></p> <p>Ongoing</p>	<p>Preparing for Year 1</p> <p><b>Self Regulation</b></p> <p>Reflecting and making goals</p> <p>Dealing with change</p> <p><b>Managing Self</b></p> <p>Developing Independence</p> <p><b>Building Relationships</b></p> <p>Ongoing</p>

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<p><b>Physical Development</b></p> <p><b>Fine Motor Skills</b></p> <p><b>Gross Motor Skills</b></p>	<p>Daily Squiggle whilst you wiggle session</p> <p>Playdough manipulation.</p> <p>Draw lines and large circles using gross motor movements.</p> <p>Begin to hold pencil and paint brush beyond whole hand grasp.</p> <p>Hold a pencil and begin to mark make</p> <p>Apply pressure on a whiteboard using a whiteboard pen.</p> <p>Take shoes on and off.</p> <p>Link movements to music and sound</p> <p>Hold scissors correctly</p> <p>PE Lessons will involve:</p> <ul style="list-style-type: none"> <li>-Forest school skills</li> <li>-Balance (inc on a bike)</li> <li>- Different ways of moving</li> <li>- How to negotiate space</li> <li>- Travel with confidence and with some changes in speed</li> <li>-Parachute</li> </ul>	<p>Daily Squiggle whilst you wiggle session</p> <p>Threading</p> <p>Playdough manipulation.</p> <p>Develop muscle tone to assist in writing</p> <p>Use tools to change materials.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to form some letters correctly.</p> <p>Take large items of clothes on and off.</p> <p>Cut straight lines</p> <p>PE Lessons will involve:</p> <ul style="list-style-type: none"> <li>Forest school skills</li> <li>-Balance (inc on a bike)</li> <li>- Use apparatus to climb, balance and move in different ways</li> </ul>	<p>Threading</p> <p>Playdough manipulation.</p> <p>Handwriting – correct letter formation</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Begin to button/ zip clothing up</p> <p>Cut multiple straight lines</p> <p>PE Lessons will involve:</p> <ul style="list-style-type: none"> <li>- Use apparatus to climb and then dismount by jumping safely and in different ways.</li> </ul>	<p>Hold a pencil effectively.</p> <p>Begins to form recognisable letters consistently and correctly.</p> <p>Cut curved edges</p> <p>PE Lessons will involve:</p> <ul style="list-style-type: none"> <li>Ball skills</li> <li>Rolling/ Passing</li> </ul>	<p>To begin to colour inside lines.</p> <p>To become more confident when drawing.</p> <p>Cut curved shapes</p> <p>PE Lessons will involve:</p> <ul style="list-style-type: none"> <li>Ball skills</li> <li>Catching/ Throwing</li> </ul>	<p>Forms recognisable letters consistently.</p> <p>Begin to draw diagonal lines to create shapes.</p> <p>To colour inside the lines consistently.</p> <p>Cut zig zag lines</p> <p>PE Lessons will involve:</p> <ul style="list-style-type: none"> <li>Athletics</li> <li>Running skills</li> <li>Agility</li> <li>Sports day games</li> </ul>
<p><b>Literacy</b></p> <p><b>Word Reading</b></p> <p><b>Comprehension</b></p> <p><b>Writing</b></p>	<p><b>Phonics Scheme</b></p> <p>Sounds Write Phonics (Units 1-3)</p> <p>Segmenting, blending and phoneme manipulation</p> <p><b>Comprehension</b></p> <p>Listen to and join in with familiar stories and poem.</p> <p>Enjoy talking about what they can see in illustrations in books.</p>	<p><b>Phonics Scheme</b></p> <p>Sounds Write Phonics (Units 4-7)</p> <p>Segmenting, blending and phoneme manipulation</p> <p><b>Comprehension</b></p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p><b>Phonics Scheme</b></p> <p>Sounds Write Phonics (Units 8-11)</p> <p>Segmenting, blending and phoneme manipulation</p> <p><b>Comprehension</b></p> <p>Know that a story has a beginning, middle and end and be able to use a story map to help retell these.</p>	<p><b>Phonics Scheme</b></p> <p>Sounds Write Phonics (Units 8-11)</p> <p>Guided reading/ whole class reading</p> <p><b>Comprehension</b></p> <p>Begin to look at features of a non-fiction text in detail.</p>	<p><b>Phonics Scheme</b></p> <p>Sounds Write Phonics (Unit 11 and bridging to extended code)</p> <p><b>Comprehension</b></p> <p>Use vocabulary and forms of speech that are increasingly influenced by experiences of reading.</p> <p>Describe main story settings, events and</p>	<p><b>Phonics Scheme</b></p> <p>Sounds Write Phonics (Bridging to extended code)</p> <p><b>Comprehension</b></p> <p>Recall and discuss stories or information that has been read to them or read by themselves in some detail.</p>

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	<p><b>Word Reading</b> Recognise name and familiar signs</p> <p>Knows that print carries meaning</p> <p>Recognise initial sounds in words</p> <p><b>Writing</b> Give meaning to marks they make</p> <p>Write own name</p>	<p>Identify characters and key events in fiction texts. To know information can be found in non-fiction texts.</p> <p><b>Word Reading</b> Begin to blend and segment CVC words with known sounds</p> <p>Begins to read some H/F words</p> <p><b>Writing</b> Begin to write other known names e.g. siblings</p> <p>Begin to form some recognisable letters</p> <p>Begin to write CVC words</p>	<p>Answer simple recall questions about a text.</p> <p><b>Word Reading</b> Begin to read simple phonetic sentences</p> <p><b>Writing</b> Write CVC independently</p> <p>Begin to label and write short phrases with support</p> <p>Finger Spaces</p> <p>Simple H/F words</p>	<p>Begin to retell stories in their own words and suggest how it may end.</p> <p><b>Word Reading</b> Starts to link sounds to letters of the alphabet and using their letter names</p> <p><b>Writing</b> Begin to write sentences with support</p> <p>Full stops</p> <p>Begin to form most letters correctly</p>	<p>characters with increasing detail.</p> <p><b>Word Reading</b> Reads some H/F words accurately and fluently within sentences</p> <p>Begins to link sounds to some digraphs</p> <p><b>Writing</b> Hold a simple sentence and then write it</p> <p>Most letters are being formed correctly including some capital letters</p> <p>Begin to write words including digraphs</p>	<p>Begin to make simple inferences with leading questions from an adult.</p> <p><b>Word Reading</b> To read a book matched to phonic knowledge with some fluency, including some digraphs and H/F words.</p> <p><b>Writing</b> To think of a sentence independently and then write it</p> <p>Write words including digraphs</p> <p>Use a full stop and finger spaces mostly independently and a capital letter with some support.</p>
<p><u>Maths</u></p> <p><b>Number</b></p> <p><b>Numerical Patterns</b></p> <p>(Link to White Rose Planning and Number Blocks )</p>	<ul style="list-style-type: none"> <li>❖ Matching objects</li> <li>❖ Sorting objects</li> <li>❖ Comparing objects</li> <li>❖ Simple object/ colour patterns <ul style="list-style-type: none"> <li>❖ Representing 1-5</li> <li>❖ Sorting 1-5</li> <li>❖ Comparing 1-5</li> <li>❖ Matching 1-5</li> <li>❖ Composition 1-5</li> </ul> </li> <li>❖ 2D shape- circle, triangle, rectangle and square in particular <ul style="list-style-type: none"> <li>❖ 1 more and 1 less than a number to 5</li> <li>❖ Subitising to 5</li> </ul> </li> <li>❖ Counting verbally up to 20 forwards and from any given number <ul style="list-style-type: none"> <li>❖ Making bonds to 5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Representing 0</li> <li>❖ Representing 5-10</li> <li>❖ Composition of numbers 5-10</li> <li>❖ Comparing numbers 5-10</li> <li>❖ Ordering 0-10</li> <li>❖ Making bonds to 10</li> <li>❖ Equal and unequal groups</li> <li>❖ Combining two groups together</li> <li>❖ Comparing mass, height and length</li> <li>❖ Measuring mass/ height and time in non-standard units <ul style="list-style-type: none"> <li>❖ Making pairs</li> <li>❖ Days of the week</li> <li>❖ 3D shape</li> <li>❖ Creating patterns</li> </ul> </li> <li>❖ Verbally counting beyond 20</li> <li>❖ Verbally counting backwards and forwards within 20</li> </ul>	<ul style="list-style-type: none"> <li>❖ Begin to recognise number patterns to 20 <ul style="list-style-type: none"> <li>❖ Adding 1/2 by counting on</li> <li>❖ Adding two numbers using objects</li> </ul> </li> <li>❖ Subtracting 1/2 by counting backwards <ul style="list-style-type: none"> <li>❖ Subtracting using objects</li> <li>❖ Ordering numbers to 20</li> <li>❖ Missing numbers to 20</li> <li>❖ Doubling</li> </ul> </li> <li>❖ Sharing into equal groups (mention halving) <ul style="list-style-type: none"> <li>❖ Odd and Even numbers</li> <li>❖ Estimating</li> </ul> </li> <li>❖ Problem solving using all skills, including shape</li> </ul>			

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<p><u>Understanding The World</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p><b>Past and Present</b></p> <p>Identifying their family and talk about the lives of people familiar to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p><b>People, Cultural and Communities</b></p> <p>To recognise that people have different beliefs and celebrate special times in different ways</p> <p>Can draw similarities and make comparisons between other families.</p> <p><b>The Natural World</b></p> <p>To ask questions about aspects of my familiar world such as the place where I live or the natural world</p>	<p><b>Past and Present</b></p> <p>Show an interest in different occupations and ways of life</p> <p>People roles in society</p> <p>Name and describe people who can help them.</p> <p><b>People, Cultural and Communities</b></p> <p>Talk about and compare celebrations that are familiar to them.</p> <p><b>The Natural World</b></p> <p>Season- Autumn changes</p>	<p><b>People, Cultural and Communities</b></p> <p>Explore celebrations celebrated by different religious communities e.g. Chinese New Year</p> <p><b>The Natural World</b></p> <p>Take part and describe changes to materials during simple experiments.</p> <p>Season- Winter changes</p> <p>Know some similarities and differences between the world around them and contrasting environments</p> <p>Explore differences in life in this country and other countries- stories</p> <p>Use simple or online child friendly maps/ 3D atlas to compare</p>	<p><b>People, Cultural and Communities</b></p> <p>Explore celebrations celebrated by different religious communities e.g. Easter</p> <p><b>The Natural World</b></p> <p>Seasons- Spring changes</p> <p>Explore the natural world, observing and describing the world around them.</p> <p>Take part and describe changes to materials during simple experiments.</p>	<p><b>Past and Present</b></p> <p>When did other animals live?</p> <p>What does pre-historic mean?</p> <p>Animals and extinction</p> <p><b>The Natural World</b></p> <p>How to look after other living creatures.</p> <p>Observe change overtime (life cycle) (Caterpillars)</p>	<p><b>Past and Present</b></p> <p>Look at <b>Wilbur and Orville Wright</b></p> <p>Compare and contrast the past and how we get around</p> <p>How might our future look?</p>
<p><u>Expressive Arts and Designs</u></p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Joining in with action rhymes</p> <p>Exploring their voice</p> <p>Use props for role-play</p> <p><b>Creating with Materials</b></p> <p>Experiment with colour, form, function, texture and design</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Perform actions to accompany songs</p> <p>Sing confidently in a group</p> <p>Copy rhythms and melodies using their voice</p> <p><b>Creating and Materials</b></p> <p>Drawing pictures for a purpose</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Move in time with music</p> <p>Playing with a purpose in the role play areas</p> <p><b>Creating and Materials</b></p> <p>Building for a purpose</p> <p>To begin to choose the appropriate colours for pictures</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Start to sing broadly in tune</p> <p>Respond to sounds</p> <p><b>Creating and Materials</b></p> <p>Explore a variety of materials</p> <p>Observational drawing and painting</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Creating their own ideas</p> <p>Create own songs, dances and pieces of music</p> <p><b>Creating and Materials</b></p> <p>Build for a purpose using a variety of construction materials beginning to adapt work where necessary</p>	<p><b>Being Imaginative and Expressive</b></p> <p>Listen to and copy back</p> <p><b>Creating and Materials</b></p> <p>Evaluate their own work</p> <p>Combining different media in their creations</p> <p>Using appropriate materials / colours for art work and staying within the lines when colouring / painting</p>

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	Handling, feeling, enjoying and manipulating materials	Explore colour mixing and recognise primary colours  Experiment with different tools to print with and join materials  Hold and use drawing tools using them with some dexterity and control.	Begin to add more detail to drawings			
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