

EYFS/Reception Long Term Planning Grid

Drivers	Community	Resilience	Creativity	Aspiration	Diversity	
Academic Year 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Vehicles/Themes	<p>Great at Greenside</p> <ul style="list-style-type: none"> • New Beginnings/ Changes for Me • New School Community • Autumn Changes • How have I changed since birth? 	<p>Let's Celebrate</p> <ul style="list-style-type: none"> • Diwali • Bonfire Night • Remembrance Day • Thanksgiving • Hanukkah • Christmas 	<p>Our World</p> <ul style="list-style-type: none"> • Winter/ Investigating Ice • Polar habitats • Desert habitats • Under the Sea • Pirates 	<p>Life Around Us</p> <ul style="list-style-type: none"> • Pudsey- a local study of where we live • Lifecycles of plants and animals • Minibeasts • Planting produce 	<p>Our Country</p> <ul style="list-style-type: none"> • The UK • The Royal Family • My family tree • Multi-Cultural society (diversity) • Ramadan and Eid • Different countries 	<p>Wonderful Me</p> <ul style="list-style-type: none"> • Human Body. Health and Well-being. • Aspirations/Careers • People who help us • Enterprise - selling produce • Protecting the Planet • Transition to Year 1
Theme Days	<p>European Day of Languages</p> <p>Author Day</p> <p>Black History Month</p>	<p>Diwali, Hanukkah, Christmas</p> <p>Anti-Bullying Week</p> <p>Geography/Environment Awareness Week</p> <p>Safer Internet Day</p>	<p>Children's Mental Health Wk</p> <p>Chinese New Year</p> <p>Off-By-Heart Poetry</p>	<p>World Book Day/Storytelling Wk</p> <p>Science Week</p> <p>International Women's Day</p>	<p>Engineering Week</p> <p>Eid al-Fitr</p>	<p>Music Day</p> <p>Art Week</p> <p>Class Transition</p> <p>Sports Day</p>
Phonics	<p>Whole Class Phonics</p> <p>RWI Set 1 Sounds:</p> <ul style="list-style-type: none"> • Read and write single letter Set 1 sounds - m a s d t i n p g o c k u b f e l h r j v y w z x 	<p>Differentiated Phonics Groups:</p> <p>RWI Set 1 Sounds:</p> <ul style="list-style-type: none"> • Read and write all Set 1 sounds, including digraphs - sh th ch qu ng nk ck • Blend set 1 sounds into words orally 	<p>Differentiated Phonics Groups:</p> <p>RWI Sets 1-2:</p> <ul style="list-style-type: none"> • Read and write Set 1 sounds and blend to read words • Read differentiated short Ditty stories or Ditty books • Some pupils to read some Set 2 digraphs and trigraphs - ay ee igh ow oo oo ar or air ir ou oy • Some pupils to blend some Set 2 sounds to read words 	<p>Differentiated Phonics Groups:</p> <p>RWI Sets 1-2:</p> <ul style="list-style-type: none"> • Read and write Set 1 sounds and blend to read words • Read differentiated short Ditty stories or Ditty books • Most pupils to read some Set 2 digraphs and trigraphs, and blend to read words 	<p>Differentiated Phonics Groups:</p> <p>RWI Sets 1-3:</p> <ul style="list-style-type: none"> • Read and write Set 1 sounds and blend to read words • Read differentiated Ditty books • All pupils to read some Set 2 digraphs and trigraphs, and blend to read words • Some pupils to read some Set 3 digraphs and trigraphs - ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure 	<p>Differentiated Phonics Groups:</p> <p>RWI Sets 1-2:</p> <ul style="list-style-type: none"> • Read and write Set 1 sounds and blend to read words • Read differentiated Ditty books • All pupils to read some Set 2 digraphs and trigraphs, and blend to read words • Some pupils to read some Set 3 digraphs and trigraphs and blend to read words.

Read Write Inc. Phonics

Phonics is taught daily. We begin learning as a whole class in Autumn 1, before moving into 4 differentiated groups in Autumn 2.

Further phonics learning occurs 4 times a week, beginning in Autumn 2. These small group sessions focus on reading words, sentences and then storybooks, and use differentiated RWI resources.

Literacy

Reading and Writing skills are developed throughout the year. Further to RWI Phonics and Reading sessions, pupils are exposed to high quality texts during Literacy and Storytime sessions. Through these sessions, as well as adult-led tasks, pupils are provided the opportunity to apply their Reading and Writing learning at both word and sentence level.

Pupils also participate in 'Favourite Five' Storytime sessions during snack time, where they can choose which adult/text they listen to. Texts remain the same for a half-term which allows for pupils to revisit, experience repeated refrains and learn texts off-by-heart.



Opportunities to consolidate learning and further develop Reading and Writing skills are provided within continuous provision both indoors and outside.

Key Texts:

'Fletcher and the Falling Leaves'
'Tree: Seasons Come, Seasons Go'
'Leaf Man'
'The Big Pumpkin'



Begin to read individual letters by saying the sounds for them.

Identify the initial sounds in words and begin to write these.

Talk about and describe key events and characters from stories read to them.

Begin to join in with rhymes and stories – identifying rhymes and participating in repeated refrains.

Give meaning to the marks they make.

Write their name.

Develop children's gross and fine motor skills and the movements involved in letter formation.

Key Texts:

'The Gunpowder Plot - Guy Fawkes'
'Rama and Sita: The Story of Diwali'
'Sammy Spider's First Hanukkah'
'The Night Before Christmas'



Blend sounds to read short words (i.e. CVC) made up of known letter-sound correspondences.

Talk about and describe key events and characters from stories read to them.

Begin to join in with rhymes and stories – identifying rhymes and participating in repeated refrains.

Write recognisable letters for each letter of the alphabet.

Write initial sounds.

Understand that thoughts and ideas can be written down.

Begin to write labels, lists and short captions.

Key Texts:

'The Polar Bear Son'
'The Rainbow Fish'
'Lost and Found'
'And Tango makes Three'
'Snail and the Whale'
'The Pirates Next Door'



Begin to write short phrases and simple sentences using RWI set 1 sounds.

Begin to identify and use 'tricky' words which cannot be phonetically decoded.

Identify words which rhyme and join in with rhymes and stories.

Begin to demonstrate their comprehension of stories which have been read to them by describing/retrieving key information and sequencing key events.

Key Texts:

'Voices in the Park'
'A Place Called Home'
'The Tale of Peter Rabbit'
'Slug Needs a Hug'
'Tadpole's Promise'
'A Very Hungry Caterpillar'
'Jasper's Beanstalk'



Identify words which rhyme and join in with rhymes and stories.

Begin to demonstrate their comprehension of stories read to them by describing/retrieving key information and sequencing key events.

Read simple sentences containing known letter-sound correspondences and a few 'tricky' words.

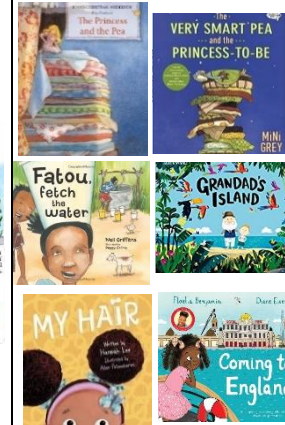
Write simple sentences.

Recognise some digraphs and trigraphs and begin to use these in their writing.

Begin to recognise capital letters in their reading and how they are used.

Key Texts:

'The Princess & the Pea'
'The Very Smart Pea & the Princess-to-Be'
'Fatou, Fetch the Water'
'Grandad's Island'
'Coming to England'
'My Hair'



Recite taught rhymes off-by-heart.

Demonstrate their comprehension of stories by making simple inferences from images, retelling in my own words and anticipating key events.

Form lower-case and capital letters correctly.

Write sentences with words with letter-sound correspondences and begin to use a full stop.

Begin to use conjunctions: and

Use and understand new vocab introduced through stories, non-fiction, rhymes, poems and role play.

Key Texts:

'The Day the Crayons Quit'
'A Superhero Like You'
'Me and My Amazing Body'
'Clean Up'



Recite taught rhymes off-by-heart.

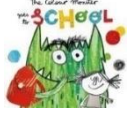



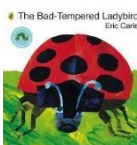
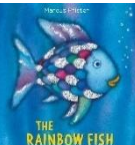


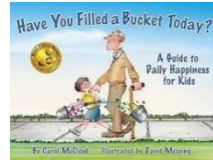








Demonstrate their comprehension of stories read to them by making simple inferences/deductions from images, retelling in my own words and anticipating key events.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Use conjunction: and

Use and understand new vocab introduced through stories, non-fiction, rhymes, poems and role play.

Re-read what they have written to check that it makes sense.

<p>Communication and Language</p> <p>The 2 strands of Communication & Language ('Listening, Attention & Understanding' and 'Speaking') are developed through high-quality interactions during lessons, group work, story time and continuous provision.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases</p> <p>Engage in story times.</p>	<p>Articulate ideas/thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to & talk about non-fiction to develop a deep familiarity with new knowledge and vocab.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to & talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab.</p>	<p>Describe events in some detail.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition & some in their own words.</p> <p>Use new vocabulary in different contexts.</p>
<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day and in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems, and songs. 						
<p>Personal, Social and Emotional Development</p> <p>PSED is developed throughout the year through high quality interactions, daily group discussions, weekly PSHE lessons and nurture/ social skills interventions where appropriate.</p> <p><i>NB. PSED statements have been split by half-term to show extra focus, but all apply on an ongoing basis throughout the year.</i></p>	<p>Show resilience and perseverance in the face of challenge:</p> <ul style="list-style-type: none"> • Develop language related to feelings in response to new experiences (i.e. starting school) • Recognise and understand people who can help them at home and in school  <p>Identify and moderate their own feelings socially & emotionally:</p> <ul style="list-style-type: none"> • Begin to understand and follow classroom rules and behaviour expectations   <p>See themselves as valuable individuals:</p> <ul style="list-style-type: none"> • Share information about themselves and their family 	<p>Identify and moderate their own feelings socially and emotionally:</p> <ul style="list-style-type: none"> • Identify the zones of self-regulation. • Recognise their personal feelings, developing strategies for dealing with positive and negative emotions.   <p>Manage their own needs:</p> <ul style="list-style-type: none"> • Know how to manage personal hygiene and its importance (Hand washing) • Take responsibility for classroom tasks and routines 	<p>Build constructive and respectful relationships:</p> <ul style="list-style-type: none"> • Understand what it means to be respectful and to be treated with respect • Know what makes a good friend, showing care and concern for others.  	<p>Express their feelings and consider the feelings of others:</p> <ul style="list-style-type: none"> • Recognise and empathise with the feelings of others • Understand that different people have different feelings or opinions.  	<p>Think about the perspective of others:</p> <ul style="list-style-type: none"> • Discuss different challenges faced by characters in stories, explaining how the characters feel about these challenges and overcome them. • Recognise the diverse world we live in and the challenges faced by others.      <p>Know and talk about the different factors that support health and wellbeing:</p> <ul style="list-style-type: none"> • Recognise and understand the importance of diet, hygiene & exercise for a healthy lifestyle. (Cooking: cutting/chopping/peeling). 	<p>See themselves as a valuable individual:</p> <ul style="list-style-type: none"> • Recognise and talk about the things they are good at and the things they want to improve    <p>Show resilience and perseverance in the face of challenge:</p> <ul style="list-style-type: none"> • Recognise and discuss upcoming challenges (i.e. transition to Year 1) and understand who can help overcome these challenges

Physical Development

Physical skills are developed throughout the year through continuous provision indoors and outdoors, along with direct and specific teaching sessions (e.g. PE lessons and fine motor activities such as cutting & sticking, dough disco and handwriting).

Letter formation is modelled and practiced daily during phonics lessons.



<p>Snip and cut paper</p> <p>Squash, squeeze, roll, pinch, press modelling materials to change their shape</p> <p>Hold pencils with a comfortable grip. Begin to form familiar and taught letters correctly and use emergent letter shapes in their independent writing</p> <p>Dress and undress managing simple fastening independently</p> <p>Explore with a range of mark- making tools, using them with purpose and intention</p> <p>Draw simple representations</p> <p>Show preference for a dominant hand</p> <p>Build and balance with large blocks</p>	<p>Cut and shape paper, cutting along a straight, curved, pointy line</p> <p>Shape and mould modelling materials to change its form</p> <p>Use a fine pincer grasp to transfer small objects from one vessel to another</p> <p>Use a range of one-handed tools- hole punch, stapler, tweezers</p> <p>Consolidate and refine taught letter formation, beginning to sit writing on a line</p> <p>Begin to hold pencils with a tripod grip, forming recognizable letters, most being correctly formed</p> <p>Draw detailed images including finer facial details/body parts when drawing people/ animals</p> <p>Manage fastenings such as zips and buttons when dressing and undressing</p> <p>Build and balance with small blocks</p>	<p>Tear, snip, cut and shape paper using scissors</p> <p>Use and hold pencils in a secure tripod grip, forming letters correctly, sitting them on a line</p> <p>Use one hand consistently and independently for fine motor tasks</p> <p>Draw detailed images, colouring within the lines</p> <p>Draw shapes</p> <p>Build and construct with smaller construction kits such as Lego</p>			
<p><u>PE: Real Foundations Tights Theme:</u></p> <p>Static Balance – Stance</p> <p><u>PE: Real Foundations Train Theme:</u></p> <p>Dynamic Balance – On a line</p>	<p><u>PE: Real Foundations Bike Theme:</u></p> <p>Coordination – Footwork</p> <p><u>PE: Real Foundations Jungle Theme:</u></p> <p>Static Balance – Seated</p>	<p><u>PE: Real Foundations Pirate Theme:</u></p> <p>Static Balance – One Leg</p> <p><u>PE: Real Foundations Seaside Theme:</u></p> <p>Counter Balance – With a Partner</p>	<p><u>PE: Real Foundations Squirrel Theme:</u></p> <p>Agility – Ball Chasing</p> <p><u>PE: Real Foundations Cat Theme:</u></p> <p>Static Balance – Floor Work</p>	<p><u>PE: Real Foundations Fairy-tale Theme:</u></p> <p>Agility – Reaction/Response</p> <p><u>PE: Real Foundations Space Theme:</u></p> <p>Dynamic Balance – Floor Work</p>	<p><u>PE: Real Foundations Clown Theme:</u></p> <p>Coordination – Ball Skills</p> <p><u>PE: Real Foundations Juggler Theme:</u></p> <p>Coordination – Sending and Receiving</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 spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					

Maths



The school follows the White Rose Maths Scheme. Maths is taught through daily lessons and skills will be developed throughout the year. Opportunities to consolidate learning and further develop Maths skills are provided within continuous provision both indoors and outside.

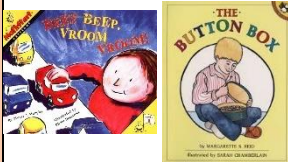
As reading to children is important for their development, storybooks are used to introduce and support the learning of Maths skills.

Getting to Know You

Key Times of Day.
Class Routines.
Exploring provision/Tidying away – using positional language.

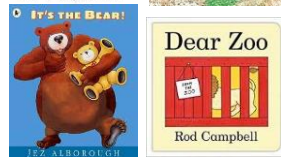
Match, Sort and Compare

Match Pictures & Objects.
Identify a Set.
Sort Objects to a Type.
Explore Sorting Techniques.
Create Sorting Rules.
Compare Amounts.



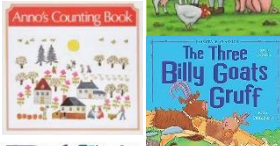
Talk About Measure and Patterns

Compare Size, Mass & Capacity.
Explore, Copy, Continue & Create Simple Patterns.



It's Me 1, 2, 3!

Find 1,2 and 3.
Subitise 1,2 and 3.
Represent 1,2,3.
1 More. 1 Less.
Composition of 1,2,3.



Circles and Triangles

Identify, Name, Compare Circles & Triangles.
Shapes in the Environment.
Describe Position.



Alive in 5!

Introducing zero.
Find 0 to 5.
Subitise 0 to 5.
Represent 0 to 5.
1 More. 1 Less.
Composition.
Conceptual Subitising to 5.



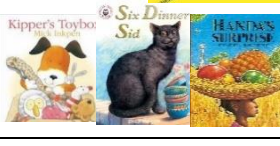
Mass and Capacity

Compare Mass.
Find a Balance.
Explore & Compare Capacity.



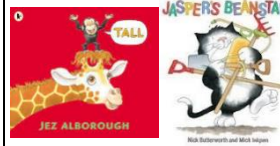
Growing 6,7,8

Find 6, 7 and 8.
Represent 6, 7 and 8.
1 More. 1 Less.
Make pairs - Odd/Even.
Double to 8.
Combining 2 Groups.
Conceptual Subitising.



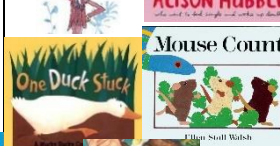
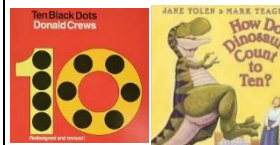
Length, Height and Time

Explore & Compare length.
Explore & Compare height.
Talk about, Order & Sequence Time.



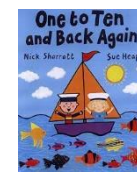
Building 9 and 10!

Find 9 and 10.
Compare Numbers to 10.
Represent 9 and 10.
1 More. 1 Less.
Composition to 10
Bonds to 10.
Doubles to 10.
Explore Even & Odd.



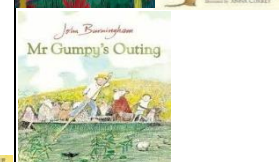
To 20 and Beyond

Build Numbers beyond 10.
Counting patterns beyond 10.
Verbal Counting beyond 20.



How Many Now?

Add More.
How many did I add?
Take Away
How many did I take away?



Manipulate, Compose and Decompose

Select Shapes for a Purpose.
Rotate & Manipulate Shapes.
Explain Shape Arrangements.
Compose & Decompose Shapes.
Copy 2D Shape Pictures.
Find 2D shapes with 3D Shapes.

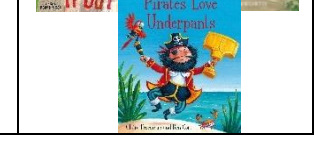
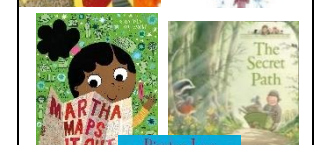
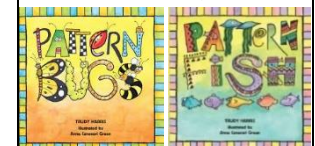
Sharing and Grouping

Sharing and Grouping.
Even and Odd Sharing.
Play with and Build Doubles.



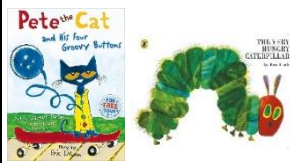
Visualise, Build and Map

Identify Units of Repeating Patterns.
Create & Explore Pattern Rules.
Visualise from Different Positions.
Describe Positions.
Explore Mapping.
Represent Maps with Models.
Create own Maps.



1,2,3,4,5

Find, Subitise & Represent 4 and 5.
1 More. 1 Less.
Composition of 4 & 5.
Composition of 1 – 5.



Shapes with 4 Sides

Identify, Name, Combine Shapes with 4 Sides.
Shapes in the Environment.
My Day and Night.



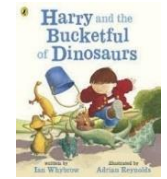
Explore 3D Shapes

Recognise & Name 3D Shapes.
Find 2D shapes with 3D Shapes.
Use 3D Shapes.
Identify Complex Patterns.
Copy & Continue Patterns.



Making Connections

Deepen Understanding. Patterns and Relationships.



<p style="text-align: center;">Understanding the World</p> <p>Understanding the World involves guiding children to make sense of their physical world, their community and the relationship between the past and present.</p> <p>Learning is enriched through workshops, educational visits and the use of high-quality texts which will further their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>PCC – People, Culture & Communities P&P – Past & Present NW – The Natural World</p>	<p>PCC: Talk about members of their immediate family.</p> <p>PCC: Recognise and discuss their role and the role of others within their new school community.</p> <p>PCC: Name and describe people who are familiar to them.</p> <p>P&P: Comment on images of familiar situations in the past. (Toys from the past)</p> <p>P&P: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>P&P: Begin to make sense if their own life-story and their family’s history.</p> <p>NW: Understand the effect of changing seasons on the natural world around them. (Autumn Changes)</p> <p>NW: Explore the natural world around them (Autumn Changes).</p>	<p>PCC: Understand that some places are special to members of their community.</p> <p>PCC: Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Hanukkah, Thanksgiving, Christmas).</p> <p>PCC: Listen to and talk about stories from a range of different religions and world views.</p> <p>PCC: Recognise some similarities and differences between different religious and cultural communities.</p> <p>P&P: Compare and contrast characters from stories, including figures from the past. (Gunpowder Plot - Guy Fawkes, Remembrance).</p> <p>NW: Distinguish between night and day. (Bonfire Night/Fireworks link. Link to Maths ‘Light & Dark’)</p> <p>NW: Describe what they see, hear, and feel whilst outside.</p>	<p>NW: Recognise some environments that are different from their own. Make comparisons between contrasting environments.</p> <p>NW: Explore the natural world around them (Winter Changes)</p> <p>NW: Understand the effect of changing seasons on the natural world around them. (Winter Changes)</p> <p>NW: Identify some common everyday materials and their properties e.g. hard, soft, bendy.</p> <p>NW: Identify how some materials can change states (e.g. ice melting, water freezing) and distinguish between liquids and solids.</p> <p>P&P: Compare and contrast characters from stories, including figures from the past. (Pirates)</p> <p>PCC: Read & present simple information in the form of a map. (Pirates)</p>	<p>NW: Identify and distinguish between different plants and trees.</p> <p>NW: Identify the basic parts of a plant / tree, including roots, stem, trunk, leaves and flowers.</p> <p>NW: Explore the natural world around them (Plants & Animals/Minibeasts).</p> <p>NW: Understand the effect of changing seasons on the natural world around them. (Signs of Spring – animals & plants)</p> <p>P&P: Know some similarities and differences between things in the past and now. (Local study of Pudsey)</p> <p>PCC: Read & present simple information in the form of a map. (Local study of Pudsey)</p>	<p>P&P: Comment on familiar figures from now and the past (Royal Family).</p> <p>PCC: Explain some similarities and differences between life in this country and life in other countries.</p> <p>PCC: Learn to appreciate and value human beings, recognising and encountering diversity (Multi-cultural society).</p> <p>PCC: Recognise that people have different beliefs and celebrate special times in different ways. (Ramadan/Eid).</p>	<p>NW: Identify parts of the human body including head, neck, shoulders, arms, tummy, back, chest, legs, hands, feet, fingers, toes, face, eyes, ears, nose, mouth.</p> <p>NW: Know and talk about different factors that support their overall health and wellbeing including:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy eating - Toothbrushing - Sensible amounts of ‘screen time’ - Having a good sleep routine - Being a safe pedestrian <p>PCC: Talk about members of their immediate community (People who Help Us).</p>
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NW: Describe what they see, hear, and feel whilst outside.

NW: Distinguish between and identify a baby, a child and an adult.

Working Scientifically Skills developed throughout Reception:

Ask questions to clarify and further their understanding about the natural world and scientific

Describe scientific events in some detail, using newly learnt scientific vocabulary.

Observe and describe what they see, hear and feel while they are outside.

Use 'talk' to work out problems and to organise thinking and activities.

Explain how things work.

Explain why things might happen.

Use new vocabulary in different contexts.

Further Skills learnt through Continuous Provision:

Explore which objects / materials 'stick' to magnets and which don't.

Identify how objects need to be pushed or pulled to move them.

Identify different sounds.

Explore making different sounds using body, voice and instruments / objects.

Identify how some toys and appliances need batteries or to be plugged in to make them work.

Learning what a keyboard and mouse are; how to locate relevant keys and basic mouse skills such as moving and clicking.

Explore and use technology as an artistic tool to express their ideas and feelings.

Experimenting with programming using Apps and Bee Bots to give simple commands.

<p style="text-align: center;">Expressive Art and Design</p>	<p><u>Creating with Materials</u></p> <p>Use different tools and media (pencils, felt-tip pens, scissors, and sellotape).</p> <p>Develop colour mixing techniques to match colours they see and want to represent.</p> <p>Notice features in the natural world, defining colours, shapes, textures and smells.</p> <p>Use natural materials to create pieces of art.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Begin to find singing voice, both on own and with others.</p> <p>Respond to music with movement (e.g. stomp, tiptoe, walk) and show an awareness of pulse.</p> <p>Differentiate between fast/slow and loud/quiet when listening or playing.</p> <p>Use their voice in different ways (e.g. whispering, speaking, singing).</p> <p>Listen to & become familiar with a bank of nursery rhymes and songs.</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Develop use of tools and media to include glue sticks, crayons, hole punches and treasury tags.</p> <p>Create models and sculptures using clay.</p> <p>Use fingers/hands for printing.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Join in with known nursery rhymes and songs in a group.</p> <p>Rehearse and perform songs, actions and speaking lines, learning them off-by-heart.</p> <p>I can remain quiet whilst waiting for a turn.</p> <p>I can sit or stand to perform to people I know.</p> <p>Use props in our play and performances.</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Develop use of tools and media to include staplers, shaped hole punches, PVA glue.</p> <p>Create collages by gluing different media.</p> <p><u>Being Imaginative and Expressive</u></p> <p>I can use my voice in different ways (e.g. whispering, speaking, singing).</p> <p>I can remain quiet whilst waiting for a turn.</p> <p>I can understand that different voices produce different sounds and can identify the sound of my classmate's voice.</p> <p>Respond to music with movement (e.g. stomp, tiptoe, walk) and show an awareness of pulse.</p> <p>I can start and stop when playing with others</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Begin to show accuracy and care when drawing.</p> <p>Draw pictures of animals and plants.</p> <p>Use watercolour paints to create artwork.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Respond to music with movement and show an awareness of pulse.</p> <p>Listen to instructions within a song and react accordingly.</p> <p>I can start and stop when playing with others.</p> <p>Differentiate between fast/slow and loud/quiet when listening or playing.</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Create images on a digital device.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Develop singing skills matching the pitch and melody of known songs.</p> <p>Experiment with different musical instruments.</p> <p><u>Playing and pretending</u></p> <p>Respond to music with movement and show an awareness of pulse.</p> <p>Listen to instructions within a song and react accordingly.</p> <p>Play instruments safely and pick them up and put them down quietly.</p> <p>I can start and stop when playing with others.</p> <p>Develop storylines in their pretend play.</p>	<p><u>Creating with Materials</u></p> <p>Use recycling materials to create artwork and products with a purpose.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Listen to instructions within a song and react accordingly.</p> <p>Play instruments safely and pick them up and put them down quietly.</p> <p>Watch and follow the leader's signals when playing or singing.</p> <p>Understand that different instruments produce different sounds and classify sound makers (e.g. shake, tap, scrape). Choose sounds to accompany a song or story.</p> <p>Develop storylines in their pretend play.</p>
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EYFS Weekly Timetable

	8.45 – 9:00	9.00 – 9.30 *INPUT	9:30 – 10.15 *PROVISION & FOCUS GROUPS	10.15-10:30	10:30-10:35	10:35-11:00 *INPUT	11.00 – 11.40 *PROVISION & FOCUS GROUPS	11.45 – 13.00	13.00 – 13.10	13.10 – 3.35 *INPUT	13:35 – 14:30 *PROVISION & FOCUS GROUPS	14.30 – 14.55 *INPUT
Monday	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Provision Modelling, Observations of Pupils' Learning.	Storytime and Snack. Class Story/Poem, Favourite 5 stories.	Active Maths Starter	Maths	Free-Flow Continuous Provision. Provision Modelling, Observations of Pupils' Learning.	Lunch and Playtime	Handwriting/Fine Motor Activity	Literacy/ Understanding the World	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	RWI Phonics (Word Time/Ditty Reading/ Storybooks) x4 differentiated groups
Tuesday	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Literacy Focus Groups	Storytime and Snack. Class Story/Poem, Favourite 5 stories.	Physical Activity (e.g. Go Noodle, Cosmic Yoga)	Maths	Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	Literacy/ Understanding the World	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	RWI Phonics (Word Time/Ditty Reading/ Storybooks) x4 differentiated groups
Wednesday	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Literacy Focus Groups	Storytime and Snack. Class Story/Poem, Favourite 5 stories.	Physical Activity (e.g. Go Noodle, Cosmic Yoga)	Maths	Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	Literacy/ Understanding the World	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	RWI Phonics (Word Time/Ditty Reading/ Storybooks) x4 differentiated groups
Thursday	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Literacy Focus Groups	Storytime and Snack. Class Story/Poem, Favourite 5 stories.	Physical Activity (e.g. Go Noodle, Cosmic Yoga)	Maths	Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	Literacy/ Understanding the World	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	RWI Phonics (Word Time/Ditty Reading/ Storybooks) x4 differentiated groups
Friday (Wk1)	Morning activity & Register	Celebration Assembly	Free-Flow Continuous Provision. Literacy Focus Groups	PE			Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	PSED	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	Music (Tap, Ding, Clap, Sing)
Friday (Wk2)	Morning activity & Register	RWI Phonics (Speed Sounds L1) x4 differentiated groups	Free-Flow Continuous Provision. Literacy Focus Groups	PE			Free-Flow Continuous Provision. Maths Focus Groups		Handwriting/Fine Motor Activity	PSED	Free-Flow Continuous Provision. Intervention Groups (Phonological Awareness, Phonics, Responsive Maths, Nurture, Social Skills, Fine Motor, SALT 1:1, SEND 1:1)	Music (Tap, Ding, Clap, Sing)