



Leyland Methodist Schools

Early Years Long Term Plan
2024-2025

Leyland Methodist Schools



At Leyland Methodist Schools, it is our intention to provide an Early Years Foundation Stage curriculum that is **ambitious** - not only with teaching and learning standards, but also behaviour and most importantly, outcomes for our children.

Our unique and tailor-made curriculum aims to provide a **rich, language-filled, safe, and diverse** environment. One which encourages each **unique** child in our care to achieve **their** potential, regardless of their starting points in life. A curriculum where British Values are explored in ways that are **meaningful** to young children, and are of the upmost importance.



We want our children to:

- Learn to nurture others and to feel nurtured themselves
 - Get messy and enjoy doing it!
 - Develop a love of learning and to be able to articulate that in a range of ways
 - Ooze curiosity about the world around them
 - Develop a sense of excitement about their environment
 - Foster a sense of adventure which leads them to be eager about exploration
 - Develop their self-awareness and esteem to feel loved and to love others.
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Our Overarching Principles



Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through **positive relationships**.



Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioner and parents/carers.

Importance of **learning and development**. Children develop and learn at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).



Areas of Learning

Prime Areas

Personal, Social and Emotional Development <i>Democracy</i> <i>The Rule of Law</i> <i>Individual Liberty</i> <i>Mutual Respect and Tolerance</i> • Self Regulation • Managing Self • Building Relationships	Communication and Language <i>Individual Liberty</i> • Listening, Attention and Understanding • Speaking	Physical Development <i>Democracy</i> <i>The Rule of Law</i> • Gross Motor skills • Fine Motor skills
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Specific Areas

Literacy <i>Democracy</i> • Comprehension • Word Reading • Writing	Mathematics <i>Democracy</i> <i>Individual Liberty</i> • Number • Numerical Patterns	Understanding the World <i>The Rule of Law</i> <i>Mutual Respect and Tolerance</i> • Past and Present • People, Culture and Communities • The Natural World	Expressive Arts and Design <i>Individual Liberty</i> • Being creative with materials • Being imaginative and expressive
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Characteristics of Effective Learning

Playing and Exploring Children investigate and experience things, they 'have a go'	Active Learning Children concentrate and keep on trying if they have encountered difficulties. Enjoy achievements	Creating and Thinking Critically Children have and develop their own ideas, make links between ideas, develop strategies for doing things
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Seven Key Features of Effective Practice

1. The best for every child • All children deserve to have an equal chance of success. • High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds. • When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap. • Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care. • High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.	2. High-quality care • The child's experience must always be central to the thinking of every practitioner. • Babies, toddlers and young children thrive when they are loved and well cared for. • High-quality care is consistent. Every practitioner needs to enjoy spending time with young children. • Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure. • Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated. • Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.	3. The curriculum: what we want children to learn • The curriculum is a top-level plan of everything the early years setting wants the children to learn. • Planning to help every child to develop their language is vital. • The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. • Young children's learning is often driven by their interests. Plans need to be flexible. • Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line. • Depth in early learning is much more important than covering lots of things in a superficial way.	4. Pedagogy: helping children to learn • Children are powerful learners. Every child can make progress in their learning, with the right help. • Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. • Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning. • Children in the early years also learn through group work, when practitioners guide their learning. • Older children need more of this guided learning. • A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.	5. Assessment: checking what children have learnt • Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. • Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. • Accurate assessment can highlight whether a child has a special educational need and needs extra help. • Before assessing children, it's a good idea to think about whether the assessments will be useful. • Assessment should not take practitioners away from the children for long periods of time.	6. Self-regulation and executive function Executive function includes the child's ability to: ○ hold information in mind ○ focus their attention ○ regulate their behaviour ○ plan what to do next. These abilities contribute to the child's growing ability to self-regulate: ○ focus their thinking ○ monitor what they are doing and adapt ○ regulate strong feelings ○ be patient for what they want ○ bounce back when things get difficult. • Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.	7. Partnership with parents • It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. • This includes listening regularly to parents and giving parents clear information about their children's progress. • The help that parents give their children at home has a very significant impact on their learning. • Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most. • It is important to encourage all parents to chat, play and read with their children.
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Early Learning Goals – for the end of the year - holistic / best fit judgement

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding 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 ELG: Speaking 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.	ELG: Self-Regulation 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. ELG: Managing Self 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. ELG: Building Relationships 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.	ELG: Gross Motor Skills 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. ELG: Fine Motor Skills 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.	ELG: Comprehension 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. ELG: Word Reading 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. ELG: Writing 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. Write simple phrases and sentences that can be read by others.	ELG: Number 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. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Curriculum at a Glance



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure

We have tailored made our curriculum to cover all 7 areas of learning outlined in Development Matters.

We have used this core document alongside our knowledge of the children, the families and the community that we serve, in order to build a robust curriculum that meets the needs of our learners and prepares them for their future journey at Leyland Methodist Schools.



Communication and Language

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE, stories, singing, speech and language interventions, EYFS productions, Talk Boost Intervention, Attention Autism Bucket Time Daily story time using high quality texts	Welcome to EYFS Settling in activities. Making friends. Children talking about experiences that are familiar to them. Children discussing likes and dislikes. Show an interest in the lives of other people and their family. Follow instructions (settling in, putting my things away) Develop vocabulary: Model talk routines through the day, speaking in full sentences. For example, arriving in school: "Good morning, how are you?" Learn rhymes, poems and songs. To become familiar with repetition pattern stories	Develop vocabulary Tell me a story - retelling stories: orally Story language Listening and responding to whole class stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary, Use key vocabulary within the continuous provision areas. Learn rhymes, poems and songs. To become familiar with repetition pattern stories	Develop vocabulary Using language well by asking how and why questions... Retell a story using key vocabulary, story language and props Remember key events of a story. To sequence a story using props. Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding and allow children to ask questions and children can describe events (Chinese New Year, strove Tuesday etc) Learn rhymes, poems and songs. To join in with familiar repetition pattern stories	Develop vocabulary Reciting poems and songs Learn and enjoy a range of nursery rhymes Tell me a story - retelling stories: orally Children can listen to and engage in and talk about selected non-fiction Children can articulate my ideas and thoughts into well-formed sentences To describe events that are familiar to them – trip to the farm, life cycles etc. Children join in with familiar repetition pattern stories	Develop vocabulary To listen to, engage in and talk about non-fiction stories. To describe events in detail – who has been on holiday? How we travelled to a different country or somewhere within our country. To recite, poems and songs To recite stories with repetition and pattern stories	Develop vocabulary Discuss similarities and differences of different ways we can travel. To talk about similarities and differences between things in the past and now (transport?) To talk about the experiences I have had at different points in the school year (end of year video) To recite, poems and songs To recite stories with repetition and pattern stories

Personal, Social and Emotional Development

Reception	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
PSED Themes	Being in My World (relationships) Individual Liberty and Respect	Families and Friendships (relationships) Individual Liberty, Respect, Democracy	Celebrating Differences (living in the wider world) Respect and Tolerance Walk a while in someone else's shoes	Dreams and Goals (living in the wider world) Individual Liberty and Democracy Be inspired to aspire	Healthy Me (health and wellbeing) Individual Liberty and Respect	Changing Me (health and wellbeing) Individual Liberty Be inspired to aspire
	Me – self-identity; what they like and dislike; what they look like. How am I feeling – understanding feelings; know if they are happy or sad; able to describe if they feel happy, excited, sad or scared. Being at school – understand that they belong to their class and know the people in their class; know that people in their class like them; know what to do in their classroom (rules). Families – how every family is different; different religions and beliefs. Houses and homes – where they live; different houses and homes; routines. My family and me – who is in their family; what do they look like; what are their jobs.	Make friends, make friends, never ever break friends – can play with other children and know how to be friendly; can say sorry when they have been unkind; understand that everybody has feelings. •Gentle hands – it's OK to have any feeling but that it is not OK to behave anyway they like (hurting other people); know ways to calm themselves; can explain when they or other people are angry; they can make themselves feel better when angry. Falling out and being unkind – can make up when they are fallen out with a friend; can explain some ways in which children can be unkind to others; how it feels when someone is unkind; who to talk to if they were feeling unhappy. Being the best friend, we can be – can play with other children and know how to be friendly; can say sorry when	I'm special, I'm me What am I good at? – identifying talents; can describe things they like doing and the things they don't like doing; can describe how they feel when they are feeling proud; can tell when they are feeling excited/happy/proud. I'm special, I'm me – like the ways they are different; can tell you something special about themselves. Differences – similarities and differences; not judging others; why its good to be different. Our responsibilities – know that they belong in their classroom; what to do if someone is sad/upset. Standing up for yourself	Knowing myself – know that they can do more things now than they could do when they were younger; they know they will be able to do more things when they are older; now that they are all good at different things. Never giving up (perseverance) – can focus their attention and start a task; can work to reach their goal; they are aware that working hard is important to reach their goal. Setting a realistic goal – can explain what they want to achieve and how they are going to do so. Obstacles and support – know that there may be obstacles and how to overcome them; know to ask for help and support when needed and who to ask for help.	We like to move it, move it – physical activity; how the body moves; why it is important to keep fit. Food glorious food – why it is important to eat healthy; what types of food are healthy/unhealthy; what happens if you eat unhealthily. Sweet dreams – why we sleep; what happens if we don't get enough sleep. Keeping clean – how to keep clean; why it is important to keep clean; what happens if we don't keep clean. Environment – how to look after the environment; recycling. Stranger danger – who can help them; who is a stranger; how to keep safe.	My body – what their body looks like; similarities and differences between each other's bodies (height, hair, eyes); body parts and what they can do; sense. Growing up – they can explain how they have changed; what might change as they get older (height, hair). Growth and change – can describe how they feel if they are missing/lost someone or something they care about; beginning to understand that if someone leaves them, they can still love them; can describe someone they care about even if they are not there; can describe how they can feel better when they are feeling sad or missing someone. Understanding feelings – can remember feelings they had; can sometimes explain how change makes them feel. Fun and fears – is it ok to be scared; what is a safe risk; trying something new.

Personal, Social and Emotional Development

Key Vocabulary			
Being in my World	Relationships	Living in the Wider World	Healthy Me
Body Head Shoulders Knees Toes Legs Arms Elbows Knuckles Wrists Ankles Eyebrows Eyelashes Features	Parents/ Adults Cousins Family Keep Us Safe/ Protect Beliefs Trust Help Teamwork Safe adults Strangers Feeling Confident Secret	Respect Manners What Makes Me, Me Persevere Similar Differences Truth Rules Choice/ Choices Honesty Cooperation/ Teamwork	Permission Respect Feeling Confident Dangerous/ Risk Safe adults Strangers Safety Balanced Diet Change Difference Transition to Year 1

Our EYFS Curriculum provides the foundations for the following KS1 units:

Family and Friendships, Respecting Ourselves and Others, Belonging to the Wider Community, Growing and Changing

Physical Development – Fine Motor

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily fine motor activities Gross motor PE lessons Gross motor outdoor activities.	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Getting dressed and undressed. Holding Small Items / Button Clothing / zips	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as moblio or Lego

Physical Development – Fine Motor

Key Vocabulary
Roll
Pinch
Squeeze
Tweeze
Twist
Stretch
Cut
Pincer grip
Thread
Draw
Write
Pencil
Connect
Push
Pull

Our EYFS Curriculum provides the foundations for the following KS1 skills:

Developing a fluent, legible and, eventually, speedy handwriting style.

Physical Development – Gross Motor

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Physical development Gross motor PE lessons Gross motor outdoor activities.	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Fundamental Movement Skills	How to catch a star (FMS)	Minibeasts (FMS)	Dance (South Ribble Sports Coaches)	Rumble in the Jungle (FMS)	Seaside (FMS)
	Finding a "sensible space" Working in a team Waiting turns Jumping Landing Hopping Underarm & Overarm throw Catching	Balancing on small and large body parts. Jumping and Landing Throwing with accuracy Overarm throwing	Basic skill of jumping Travel over, under and threw climbing equipment Balancing Catching a large ball with increasing accuracy Roll in a variety of ways	Travel in a range of ways Experiment with different movements Adjust speed and direction Move with control and co-ordination	To travel on hands and feet To roll in a variety of ways Underarm and overarm throw with accuracy	Balance on small body parts Travel on hands and feet Control over an object pushing and patting it. Underarm throw with accuracy

CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts etc. **Be inspired to aspire**

From Development Matters 2021':

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

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.

Physical Development – Gross Motor

Key Vocabulary	
space looking up stretch muscle partner pairs run walk jump hop bounce push pull roll balance throw catch Shape Position Keep fit healthy	hit ball cone net bean bag carry follow lead copy sports games rules equipment speed direction move forwards backwards Side step Gallop

Our EYFS Curriculum is based on PE Passport which flows from EYFS to KS1, ensuring progression of skills throughout.

Literacy – Word Reading

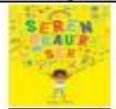
Reception	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	Summer 2
General Themes	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World 	Ticket to Ride	An Amazing Adventure
Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Word Reading Children will be completing the Little Wandle phonic scheme. Focus on fluency and prosody using the Big Cat reading books in group reading sessions 3 times a week, alongside reading 1:1 with an adult both at home and at school.	Phonics: Little Wandle Whole class & keep up sessions S a t p l n m d g o c k c k e u r h b f l Tricky words: is, I, the	Phonics: Little Wandle Whole class & keep up sessions ff, ll, ss, j, v, w, x, y, , zz, qu, sh, th, ng, nk Tricky words: and, has, his, her, go, no, to, into, she, he, of, we, me, be	Phonics: Little Wandle Whole class & keep up sessions ai, ee, igh, oa, oo, oo , ar, or, ur, ow, oi, ear, air, er Tricky words: was, you, they, my, by, all, are, sure, pure.	Phonics: Little Wandle Whole class & keep up sessions Words with double letters, 2 or more digraphs, longer words, words ending – ing, s, es, compound words.	Phonics: Little Wandle Whole class & keep up sessions CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending – ing –ed(t) –ed(id) –est Tricky words: said, so, have, like, some, come, love, do, little, were, here, says, there, when, what, one, out, today.	Phonics: Little Wandle Whole class & keep up sessions CVCC, CVCC, CCVC, CCVCC, CCCVC, CCCVCC, phase 4 word ending s(s) –s(z) –es root words ending – ing –ed(t) –ed(id) –est, er
	Reading practice: Handle books correctly and follow print left to right, top to bottom To locate the title. To segment and blend words orally	Reading practice: Link most sounds to letters beginning to blend and segment in order to read vc and cvc words Beginning to match spoken word to written word. Read some Phase 2 words including some tricky words	Reading practice: Locate and recall the title Read with 1-1 correspondence Link all sounds to letters (Phase 2) Solve simple words by blending sounds and can check what is read makes sense and sounds right	Reading practice: Read and understand simple sentences. Use phonic knowledge to read and decode regular words Read all Phase 2 words Read some of Phase 3 words	Reading practice: Read phase 3 words (decodable and tricky) Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound blending (ELG) Re-read books showing increased accuracy and fluency	Reading practice: Children can read phase 3 words (decodable and tricky) Children can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Children can read words consistent with their phonic knowledge with fluency and accuracy(ELG) Re-read books showing increased accuracy, fluency and prosody.

Literacy – Word Reading

Word Reading Vocabulary	
Segment	Grapheme mat
Blend	Mnemonic
Phoneme	Oral blending
Grapheme	Sound button
Digraph	Sound talk
Trigraph	Tricky words
Segmenting fingers	Tap in
Title	
Author	
Illustrator	
Chunk it up	
Fluency	
Grow the code	

Our EYFS Curriculum is based on Little Wandle Letters and Sounds Revised. This is a systematic synthetic phonics programme that takes the children from the start of their reading journey up until becoming a Little Wandle Graduate at the end of Year One.

Literacy - Overview

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Fiction	<u>The Leaf Thief</u> 	<u>Stick Man</u> 	<u>Aliens love underpants</u> 	<u>The Hungry Caterpillar</u> 	<u>The Enormous Turnip</u> 	<u>The Storm Whale</u> 
	<u>Elmer</u> 	<u>Peace at Last</u> 	<u>The koala who could</u> 	<u>Jack and the Beanstalk</u> 	<u>Gingerbread Man</u> 	<u>Stone Soup</u> 
	<u>Super Duper You</u> 	<u>Owl Babies</u> 	<u>Room on the broom</u> 		<u>The Disgusting Sandwich</u> 	
Non-Fiction	<u>Nursery Rhymes</u>	<u>Letters to Santa</u>		<u>How to catch a giant</u>		<u>We're going on a bear hunt</u> 
Baseline Comprehension	(LC1) Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book (LC2) Joins in with familiar rhymes and songs.		(LC7) Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. (LC8) Identifies non-fiction texts, remembering facts.		(LC9) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (LC10) Anticipate – where appropriate – key events in stories. (LC11) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
Comprehension	(LC3) Has a love of stories and listens attentively to story time. (LC4) Enjoys talking to others about favourite stories. (LC5) Is able to talk about the main events in the story and predict what might happen. (LC6) Can retell a story using role play or small world resources, using some story language.					
Baseline Writing	(LW1) Can say the initial sound in a word. (LW2) Uses some recognisable letter shapes when writing own name. (LW3) Can orally segment some simple cvc words.		(LW11) Writes some upper case letters correctly. (LW12) Writes most lower case letters correctly using a tripod grip. (LW13) Says the sound for each Phase 2 and 3 grapheme. (LW14) Writes cvc words and labels using Phase 2 and 3 phonemes. (LW15) Spells some tricky words. (LW16) Write captions. (LW17) Is starting to write short sentences. (LW18) Uses finger spacing between words. (LW19) Reads sentences back to an adult.		(LW20) Write recognisable letters, most of which are correctly formed. (LW21) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (LW22) Write simple phrases and sentences that can be read by others.	
Writing	(LW4) Can segment and spell Phase 2 cvc words. (LW5) Can match Phase 2 graphemes and phonemes. (LW6) Writes cvc words and labels. (LW7) Is starting to write simple captions. (LW8) Says a simple sentence for writing (oral and count words). (LW9) Writes some lower case letters correctly. (LW10) Uses some upper case letters, e.g. for own name, Mum and Dad.					

Maths - Overview

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Week 1		Unit 5 Numbers to 5	Unit 11 Counting and Comparing	Unit 16 Shape	Unit 21 Counting, Comparing and Ordering	Unit 26 Multiplication and Division
Week 2		Unit 6 Numbers to 6	Unit 12 Partitioning	Unit 17 Addition and Subtraction	Unit 22 Numbers to 20	Unit 27 Space
Week 3	Unit 1 Number 1	Unit 7 Numbers to 7	Unit 13 Addition and Subtraction			Unit 18 Multiplication and Division
Week 4	Unit 2 Numbers to 2	Unit 8 Numbers to 8		Unit 14 Comparing Measures	Unit 19 Space	
Week 5	Unit 3 Numbers to 3	Unit 9 Numbers to 9	Unit 15 Sorting and Patterning	Unit 20 Time	Unit 25 Shape, Sorting and Patterning	Unit 30 Numbers to 20
Week 6	Unit 4 Numbers to 4	Unit 10 Numbers to 10				

Our EYFS Curriculum is based on Red Rose Maths which flows from EYFS to KS1, ensuring progression of skills throughout.

Maths

 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Become familiar with a range of counting songs Rote count to 10 Order numbers 1-5 Recognise and write the numerals 1-4 Represent numbers 1-4 in different ways Recognise "1" and "not 1" for all amounts up to 4 Partition in up to 4 different ways	Order numbers 1-10 Recognise and write the numerals 1-10 Represent numbers 1-10 in different ways Recognise "10" and "not 10" for all amounts up to 10 Partition in up to 10 different ways	Count and compare amounts to 10 Partition up to 10 using part whole models Composition of numbers to 10 Addition to 10 Subtraction to 10 Compare the length, height, weight, width of objects Spot the difference	Identify and name 2D and 3D shapes Addition and subtraction facts to 10 Number sentences Pre-positional language Days of the week Understand that time includes faster/slower, longer/shorter	Awaiting confirmation from Red Rose Maths for the breakdown of skills.	Awaiting confirmation from Red Rose Maths for the breakdown of skills

Our EYFS Curriculum is based on Red Rose Maths which flows from EYFS to KS1, ensuring progression of skills throughout.

Maths Vocabulary			
Subitise Count Add 1:1 correspondance Altogether Total Take away Numeral Number bonds Part Whole Manipulative How can we check? Double Half Equal Unequal Share Group	Measure Wider Narrow Compare Longer Shorter Length Height Long Short Weight Capacity Heavy/light Heavier than Lighter than Full/empty More than Less than Half/half full	Seasons Time Quicker Slower Earlier Later Before After First Next Today Yesterday Tomorrow Morning Afternoon Evening Day Week Hour Minutes	2d shapes Rectangle Square Circle Triangle 3d shapes Cuboids Cubes Cone Spheres Curved Straight Flat Over Under Between On Next to Behind Order Repeat

Our EYFS Curriculum is based on Red Rose Maths which flows from EYFS to KS1, ensuring progression of skills throughout.

Understanding the World – The Natural World

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Understanding the world / Festivals They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Animals and Humans	Light and Dark	Seasonal Change	Living things and their habitats	Earth and Space	Materials
	Body Parts 5 senses Transition from Summer to Autumn	What is light? What is dark? How can you tell the difference?	What are the four seasons? What is the weather today? What clothing do we need for different weather/seasons?	Describing and commenting on things they have seen/observed whilst outside, including plants, animals, natural and found objects. Environment: showing care and concern for living things (insects, animals and plants. Understand what a plant needs to grow (growing the beanstalk) Growth & Change: plants, animals. Understand the key features of the life cycle of a plant and animal Develop an understanding of growth, decay and changes over time	Introduce earth, moon, stars and planets. Introduce what the world looks like from space. (NASA)	Compare how materials change over time and in different conditions Ice experiments – how can we Understand the effects of changing seasons on the world around me Ice experiment- free the superheroes. Explore a range of materials. Observe, measure and record how materials change when heated and cooled.

Scientific Vocabulary

Find
Look
Senses: Touch, feel, see, hear, taste
Grow
Plant/ flower/ tree
Seed
Animals: zoo, farm, pets, minibeasts, fish, birds
Home
Life cycle
Human
Body parts: head, eyes, hair, body, hands, arms, legs, feet,
brain, heart, blood
Same/ different
Materials: soft, bendy, hard
Light/ dark
Night/ day
Reflect
Sun, Moon
Weather: sunny, cloudy, rainy, snowy
Season names
Forces: Push, pull, move, fast, slow

Discover
Investigate
Fruit
Vegetables
Heavy
Light
Shiny
Smooth
Rough
Decay
Compare
Nocturnal
Freeze/ melt
Float/ sink
Material names: glass, brick, plastic, wood, metal, fabric,
paper
Space
Earth
Neil Armstrong

Our EYFS Curriculum provides the foundations for the following KS1 units:

Seasonal Change, Everyday Materials, Living Things and their Habitats, Animals including Humans, Plants

Understanding the World – People, Places and Communities

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Understanding the world / Festivals They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. In the Early Years Foundation Stage (EYFS), technology is used to enhance learning through age-appropriate digital tools like tablets, interactive whiteboards, and talking tins within the different continuous provision areas.					
	Talks about the world around and the people and places that are familiar. Talk about the place where I live. Talk about their homes and what there is to do near their homes.	Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali. Be a culture collector	Look at various occupations throughout the UK and how they serve our community. Use images, video clips, shared texts and other resources to bring the wider world into the classroom.	Explore the world around them. Explore their immediate school locality. Nature catchers.	Looks at, and makes maps, of local environment. Describes a journey within the local environment. Differentiate between land and water.	Knowing there are different countries in the world (Australia (revisit learning from Spring1) Uganda (Edu Kids) Similarities and differences between countries/environments Uganda

Geography Vocabulary

Leyland Methodist Schools
School
Leyland
Street
Road
Traffic lights
Zebra crossing
House
Bungalow
Church
Police Officer
Police Station
Fire Station
Doctor
Dentist
Hospital
Teacher
Caretaker
Head Teacher
Forwards
Backwards
Left/ right
Above
under

Journey, travel
Summer
Autumn
Winter
Spring
Weather: wind,
snow, rain,
fog, wet, dry,
Hot, cold
maps,
Land
Water
Africa
Australia
Uganda
Edukids

Our EYFS Curriculum provides the foundations for the following KS1 units:

Our Locality and Hot and Cold Places

Understanding the World – Past and Present

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
Understanding the world / Festivals They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Can you guess who? Past and Present My lifetime Spot the difference	Recognise and describe special times or events for family or friends (Christmas, Bonfire night, Diwali, Remembrance Day , Christmas Recognise that people have different beliefs and celebrate special times in different ways (birthday wall) Diwali: compare and contrast character from stories, including figures from the past: looking at clothes. Talk about significant events in my own experience (birthdays and celebrations)	Firefighters in the past and present Topsy and Tim People Who Help Us – book	Games in the past and present Be a heritage host	Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Tim Peake Marvel at the masters	Passage of time during EYFS. Parent assembly to link to the passage of time.

History Vocabulary

Before
After
Born
Birthday
Month
Ago
Now
Future
Then
Grown-up
Toddler
Older
Younger
Adult
baby
Long ago
Past
Same
Different
Old
New
Significant person
A long time ago

Timeline
Oldest
New
Age
Today
Tomorrow
Yesterday
History
Month
Remember
Order
Then
Now
Change
Past
Present
Future
Before
After
Year
First
Next

Our EYFS Curriculum provides the foundations for the following KS1 units:

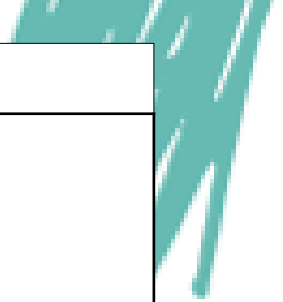
Great Fire of London and Changes within Living Memory – Schools. Our Curriculum also provides an introduction to the fundamental concept of chronology and passage of time.

Religious Education

 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure

In order to fulfil the needs of the RE Curriculum we have adopted the Blackburn Diocese Scheme called Questful RE. This is an enquiry based, balanced RE curriculum for primary schools. It is an exploration of Christianity and World Faiths enabling pupils to discover the ways in which faith influences peoples lives. The black type on our overview shows the Christianity unit, whereas the red type shows the World Faith studied.

Why are we all different and special? Why do Christians say thank you at Harvest time?	Christmas – How do Christians celebrate Jesus' birthday? Why do Hindus light candles at Diwali?	What stories did Jesus hear as a child?	Why do Christians believe Easter is all about love?	Why did Jesus tell stories?	Where can we find Special Places? What makes a place Holy? Islam
Give pupils an understanding that they are unique and special. For pupils to know that Christians believe that they are loved, valued and made by God. For pupils to know that people of faith call God by different names. Give pupils an understanding of why Christians say thank you to God at harvest time and talk about him being creator. Be a helping hand	Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth. Begin to develop pupils' knowledge of the festivals celebrated by people of faith	Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.	Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection. Enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story)	Explore the stories that Jesus told and know that he told them to teach us about God.	Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. Be a culture collector



RE Vocabulary	
Love	Bible
Reflection Area	Creator
Worship	Parables
Rules	Miracle
Belonging	Testaments
Celebration	Disciples
Prayer	Harvest
Harvest Festival	Nativity story
Christmas	Mary
Easter	Jesus
Jesus	Joseph
God	Awe
Church	Friendship
Christian	Peace
Chaplain	Trust
New life	Hope
Diwali	Endurance
Hindu	Justice
Mosque	

Our EYFS Curriculum is based on Questful RE which flows from EYFS to KS1, ensuring progression of skills throughout.



Expressive Art and Design

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate!	People Who Help Us	What a Wonderful World	Ticket to Ride	An Amazing Adventure
=	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Fabric Faces	Junk Modelling	Colour Mixing	Bug Hotels	Boats	Paint my world
Art and DT	Children experimented with a range of fabric materials – eg pom poms, felt, wool. Children to identify the features of their face to make a fabric face self portrait.	In this unit, pupils explore various junk modelling ideas by learning about different types of permanent and temporary joins. They are encouraged to tinker with a combination of materials and joining techniques in the junk modelling area.	In this unit, children use a range of media to experiment with colour mixing within the creative area. They identified the primary and secondary colours.	In this unit, children plan and create their own bug hotel out of prior junk modelling skills. They focus on joining by using a combination of techniques that are both permanent and temporary.	In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.	Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.
Music	Charanga Unit - Me!	Charanga Unit - EYFS Christmas Nativity	Charanga Unit - My Stories	Charanga Unit - Everyone!	Charanga Unit - Our World	Charanga Unit - Big Bear Funk

Art Vocabulary	Drawing	Painting	Printing	Sculpture	Collage	Textiles
	Draw Mark Pencil Crayon Pastel Chalk Felt tip Shape Line Pattern Curved Straight Size observe	Paint (Primary colours) Patch Mix Colour Colour names Wet Dry Sponge Water pot Paint Palette Paper Change Thick Thin	Print Pattern Sequence	Rolling pin Cutter Dough Clay Flat Roll Model/ modelling Moulding carve Shaping Space 3 D/ 3 Dimensional Tools- knife	Cut Stick Scissors Glue Paper Texture Safety Follow the line Tear	Texture/ Fabric Hessian Needle Wool Thread Sew Random stitch Felt Weave Waterproof Running stich
Design and Technology vocabulary	Cut Stick Glue Join Fix Design Measure		Fold Corners Tape Rubber bands Scissors Split pins Treasury Tags Same Different	Slice Chop Mix Stir Whisk Pour Bake Cook Ingredient names		

Music Vocabulary	Beat Pulse Pitch Rhythm Instruments Drum Triangle Beaters Glockenspiel Tambourine	Songs Humming Singing Dancing Composition Create
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Our EYFS Music Curriculum is based on Charanga which flows from EYFS to KS1, ensuring progression of skills throughout.

Drama Vocabulary	Retell Adapt Stories Acting Characters Role play Story maps	Dressing up Outfits Voice
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From Spring 2 our EYFS Curriculum for EAD is based on Kapow. This schemes run into KS1 ensuring progression of skills, concepts, and vocabulary. For example: painting, mixed media, and sculpture.