



Alfreton Park EYFS Long term Plan



At Alfreton Park we offer a curriculum for our EYFS pupils which promotes independence, communication and a sense of community. We ensure our sessions are rich in wonder and develop the skills and knowledge they need to move through school life.

Our environment is stimulating, engaging, warm and inviting with opportunities for free flow/ child led, focused learning which promotes challenge, exploration, excitement and builds a love of learning.

It is our intent that all our children develop physically, cognitively and emotionally in a space which encourages and promotes cultural capital and British values.

We ensure our pupils ILP targets which are taken from the EHCP are at the heart of our learning, entwined with the 7 areas of learning, characteristics for learning the 7 C's and the ELGs.

At Alfreton Park our pupils are caring, respectful, confident. Have a sense of self believe and reach for the stars. ★

Prime Areas			
Communication and Language Listening attention and understanding, speaking Communication and language is based upon the whole holistic way a child can communicate and understand communication. It builds the foundations for literacy		Personal and social emotional development Self-regulation, managing self, building relationships. It promotes pupils to have a positive sense of themselves, others and the world around them. Building awareness of safe relationships, the safety of using devices.	Physical development The development of both the brain and the body, developing control and coordination. Primary and secondary senses are considered and developed on a daily basis. Fine and Gross motor skills are developed and assessed throughout the EYFS.
Specific Areas			
Maths Pupils in the early years develop the concept of maths mastery through maths talk, practicing the skills they've learned during play, and developing number sense. The key to introducing mastery in the early years is to keep activities fun and part of your daily routine.	Literacy Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading. Read, Write, Ink is the phonics scheme we use in school which is differentiated to meet individual pupils needs.	Understanding the world Pupils make sense the world and community around them. Pupils need opportunities to explore, observe, find out about people, places, technologies and the environment.	Expressive arts and design This is about how pupils' experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques. Building on their experiences of the real world and transforming them into something new – whether through role play, music, pretend play, block play or small world play or a range of other areas.



Cycle 1 – Early Years Foundation Stage YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	All about me! Starting school / getting to know my new class Being me in my world Superheroes linked to People who help us My family and PSED focus on what am I good at? Being kind and making friends	Celebrate with me Bonfire night Birthdays Hanukah Christmas Develop an understanding of celebrations throughout the world and each other's differences.	Where do I live? Houses Homes My community Where do I live?	How does your garden grow? Planting Insects/ minibeasts Flowers New life	What is happening down on the farm? Animals on the farm Farming vegetables The life of a farmer Where does milk and eggs come from?	Jungle fun Animals Vegetation Who lives in the Jungle? South America Amazon River Climate
Texts Examples	Class family books The train ride All about me Grandpas' house Stick Man	Kippers' birthday Pumpkin soup Little glow Woolly and Tig- firework day The story of Hanukah The Christmas Story Dear Santa The snowman	3 Little pigs A squash and a squeeze The bears winter house This is our house Let's build a house Jo Jo and Gran Gran – community link	The tiny seed How does your garden grow? Jack and the beanstalk The garden Mad about minibeasts Incy wincy spider The teeny-weeny tadpole The crunching munching minibeasts	Animals on the farm Farming vegetables The life of a farmer Where does milk and eggs come from?	Down in the Jungle Rumble in the Jungle I spy Jungle Walking through the Jungle The Jungle Book Monkey Tricks
Enrichment opportunities / WoW moments	Autumn nature walk linked to the story - stick Man Remembrance Day Nurse / Firefighter/police visit Harvest Time Halloween	Birthday Party Bonfire party/ sensory experience Visit the snowman inclusive concert in Derby	3 Little pigs A squash and a squeeze The bears winter house This is our house Let's build a house Jo Jo and Gran Gran – community link	Grow your own vegetables or flowers Minibeast hunt Make a bug hotel Taste different vegetables Explore the horticulture area	Visit to the farm Plant your own vegetables Try different types of milk Make your own cheese	Visit to a zoo to see Jungle animals Visit to the butterfly house
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Assessment opportunities	Baseline assessment – review on entry data – Derbyshire small steps	B square Derbyshire small steps	Derbyshire Small steps	Derbyshire Small steps B square	Derbyshire Small steps	Derbyshire Small steps
Parental Involvement	Stay and play Harvest festival	Christmas Concert Stay and play Carol concert	Stay and play	Stay and play STEAM week	Stay and play	Stay and play

Prime Areas

Communication and Language	<p>Sharing 'what makes a good friend' Circle time/ Candle time/ Sharing ideas Joining in with class routines and stories Collective worship time Following directions Concentrating within new provision</p> <p>Key Vocabulary – me, myself, friends, school, family, kind, help, people who help me, mum, dad.</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Explore what celebrations are important to us. Look at how celebrations are celebrated differently around the world. Discuss using words what makes us unique and compare of similarities and differences.</p> <p>Key Vocabulary - Good morning, good Afternoon, birthday, Christmas, the world, believe, Celebrate, different, same.</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>I listen carefully to rhymes and songs, paying attention to how they sound. Puppet play – who lives in my house? Where is the...? questions in relation to books being read. Where is the pig? Pupil to point or identify from a two single images. Pupils to talk about the different houses they can see on their local walk or from images presented in class.</p> <p>Key Vocabulary - house, home, brick, wood, caravan, street, garage, rooms.</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Explore rhymes that are focused upon growing and minibeasts. Pupils to use own communication strategies to talk about growing. Matching minibeasts Role play with minibeasts</p> <p>Key Vocabulary – grow, flower, vegetables, sun, soil, water, dig, spider, snail, slug, minibeasts, garden.</p> <p>Pupils to create their own garden scene – what flowers, minibeast would you like in your garden?</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Rhymes and songs based upon farms and counting, Role play, I spy. Where does milk, cheese, eggs come from? Exploring different options.</p> <p>Key Vocabulary – farm, farmer, grow, vegetables, cow, pig, chicken, eggs, milk, horses, tractor, field, cat, dog, pond, grass, barn</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Rhymes and songs based upon the Jungle and the sounds of the jungle Listening to the sounds Jungle animals make. Can you find the hidden Jungle animals?</p> <p>Key Vocabulary – Jungle, river, animals, swinging, sounds, snake, hot, rain, tiger, birds, butterfly</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>
Personal, social and emotional development RSHE	<p>Families and people who care for me</p> <p>PSHE Association: Self-awareness (People who are special to us)</p>	<p>Respectful Relationships</p> <p>Learning about each other's differences and similarities Working with others How to be kind to each other Discussing what makes everyone special and unique Managing Feelings Identifying and expressing feelings</p>	<p>Changing body</p> <p>PSHE Association: Changing and Growing (Baby to adult)</p>	<p>Caring Friendships</p> <p>PSHE Association: Self-awareness (Playing and working together)</p>	<p>Health and Prevention</p> <p>PSHE Association: Healthy Lifestyles (Keeping well)</p>	<p>Mental Wellbeing</p> <p>PSHE Association: Managing feelings (Identifying and Expressing feelings)</p>
Physical Development	<p>Fundamentals</p> <p>Follow cards in school.</p>	<p>Dance</p> <p>Perform and demonstrate rhythmic and dynamic qualities. Work with peers.</p>	<p>Gymnastics</p> <p>Explore balance and creating shapes, simple routines.</p>	<p>Games</p> <p>Use equipment to hit. Kick, bounce and aim at targets. Send equipment to a partner. Participate in heart increasing activities. Watch peers and communicate on their performance.</p>	<p>Outdoor and Adventurous</p> <p>Explore different obstacle courses. Explore and navigate around the local environment. Adventure trails. Bikes & trams. Making shelters and dens</p>	<p>Athletics</p> <p>Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races.</p>

Specific Areas

Literacy	Specific Areas					
	Explore a range of fiction and non-fiction texts based upon ourselves and people who help us.	Exploring stories and characters from the story	Fiction and Non-fiction books	Following instructions	Noisy books	Songs and Rhymes
	<p>Provide a range of early mark making activities – sand, chalk, crayons</p> <p>Encourage pupils to read in a variety of environments</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Show pupils different home pictures, are they the same as their house or different. Ask parents to send in a picture of the front of their house.</p> <p>Create a door and letter box, pupils can mark make, or copy simple words onto cards, letters (relate to RWI if suitable) to post through the door.</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>planting seeds</p> <p>Explore different types of gardens – herb, flower, minibeast gardens Watch teeny tiny creatures- link to matching, exploring, investigating.</p> <p>Minibeast playdough mats – can you create the butterfly wings?</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Watch down on the farm Tractor Ted Matching animals Wake up time on Bumble farm Can you find the eggs?</p> <p>What's that sound? Animal noises</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Can you create animal sounds using instruments – listen to the sounds of the animals. Match animal sound to image of the animal</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>
Maths	Number	Number	Shapes	Pattern	Filling and Emptying	Heavy and light
	<p>Number rhymes, sorting, matching, One and lots</p>	<p>Explore numbers 1,2,3 compare numbers 1,2,3, (more if needed)</p>	<p>Explore a range of 2D shapes. Making houses with 2D shapes. Can you match the shapes? find the same?</p>	<p>Making patterns with flowers or vegetables Ladybird patterns Butterfly wing patterns 2 shape or 3 shape repeating patterns</p>	<p>Filling different sized buckets- how many objects will fit into a small cup large bowl? Emptying – What objects can we empty and how</p>	<p>Explore a range heavy and light object, both in school and outdoors. Explore using scales Matching heavy and light</p>

					Filling and emptying using water, rice, bricks etc	
Understanding the world	<p>Role-play home Senses walks Family trees People who help me Explore school and our local environment</p> <p>Purple Mash – Paint project self portraits</p>	<p>Home corner— cooking equipment, table chairs, babies, cot, pet, pegging washing numbers, decorate house for Kippers birthday. Elves workshop – a gift wrapping area using wrapping paper, gift building and bunting making.</p> <p>Purple Mash – 2 Paint</p>	<p>Provide opportunities for pupils to explore a range of homes and houses. Explore that animal's also have homes – where do they live, what do they look like?</p> <p>Encourage pupils to take pictures of the local environment – print them off and see if the pupils recognise/ can talk about them.</p> <p>Purple Mash – Simple city towns</p>	<p>How do plants grow? Planting seeds? What do you need for plants to grow? What insects are in the garden? Sorting insects', winged or not. Lots of legs etc</p> <p>STEAM week</p> <p>Purple Mash – 2Explore</p>	<p>Farm role play Cleaning the dirty pigs and animals Different areas of the farm, animals, food, milking, sowing seeds, harvesting Farm shop role play Planting your own food</p> <p>Purple Mash – Simple city Farm</p>	<p>Jungle facts Jungle role play What animals live in the trees, rivers, on land?</p> <p>Explore different textures that could be found in the Jungle Where in the world are there Jungles? country fact file</p> <p>Purple Mash – Simple city Zoo</p>
Expressive arts	<p>Arts - Using puppets to ask out scenarios Collages Self portraits</p> <p>Music - Learning new routine songs and body awareness Body percussion Explore music and drama room and its resources</p>	<p>Arts - Practice wrapping with a variety of paper Choosing materials to create birthday and Christmas Crafts</p> <p>Music - Perform songs, poems and stories – move in time to music – hello and goodbye songs (guitar) Nativity Encounter structure</p>	<p>Arts - Using junk modelling and different sized construction materials/ bricks/ blocks what type of house can you build? Encourage pupils to paint/ design a street using paints on a large scale outside – Where would their house be placed?</p> <p>Music -Rhymes and songs – routine – hello (guitar)</p>	<p>Arts - Can you make a minibeast hotel for the school playground? Minibeast pictures with a variety of brushes and paints.</p> <p>Music – Create sounds that plants can grow to Dance like a growing flower</p>	<p>Arts - I can identify primary colours and make secondary colours through mixing.</p> <p>Music - I Am the Music Man – encounter and explore -percussion and piano. Explore - structure</p>	<p>Arts - I can use fabrics to create collages of jungle animals.</p> <p>Music - Animal sounds - Carnival of the Animals - Saint Saens (am a lion, etc.,)</p>
Cookery Food for life	Skill: Pull e.g., fruit from the vine (grapes/tomatoes)	Skill: Crush (fork & masher) e.g., soft fruit (banana or raspberries to top or add to a yoghurt)	Skill: Peel by hand, e.g.; orange, banana	Skill: Shape foods by hand e.g., bread dough	Skill: Shape foods by rolling pin e.g., biscuit dough	Skill: Juice using a juicer e.g., extracting juice from an orange
RE/ cultural weeks	Hindu and West Bengal	Scotland and Christianity St Andrews day/ Christmas	Sikh and the Punjab	Buddhist and Thailand	Muslim and Iran	Judaism and France
Hook	Tour of the school, explore the exciting rooms. Discussing families and items that are important to us.	Its kipper's birthday and the pupils need to make cards and help decorate for the party – plan party food and games, have a birthday party. Do any pupils have a	Three little pigs, exploring different materials that we can build houses from. Build your own house/ den in the classroom – do you like it dark,	Watching flowers/ cress/ vegetables grow Visiting different gardens Exploring minibeasts Handling mini beasts	Visit to the farm at the beginning of term to bring that experience to the classroom.	Visit a wild life park where you can see and possibly feel animals that are native to the environments of the jungle

		birthday, how do they celebrate?	light, what do you like to play in your house?			
Lines of enquiry	Parents to send in pictures of the family Favoured items to show and tell	How do we celebrate birthdays? How is Christmas celebrated around the world? Why do we have bonfire night?	Different types of houses. Our local environment Animal homes Our homes	What vegetables can we grow? Tasting different vegetables Growing our own flowers, cress	Different types of farms small and large What animals are on the farm?	What animals live in the Jungle? Explore the hot climate
Outcome	Pupils will become familiar with their new school surrounds, Build relationships with new class staff and pupils. Share family and who is important to them. Bring in items that are important to them to help with settling in.	Pupils to contribute to displays, make a Christmas card for their family, perform a Christmas concert for their adults.	Pupils to build knowledge and awareness of different types of homes. Understand that houses can be the same or different.	Pupils to build knowledge and understanding of how plants grow, what vegetables we can grow. Tasting different vegetables what do we like? Exploring minibests, holding and investigating	Pupils to build knowledge and experience of different types of farms small and large, animals on the farm	Pupils to build knowledge and awareness of other cultures, climates and animals

Characteristics of effect learning

Playing and exploring: Engagement

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: Motivation

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: Thinking

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

EYFS Principles

Unique Child

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments

Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development:

Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

Play

Play underpins the EYFS, it supports pupils learning in a range of areas which including language skills, understanding emotions and building relationships, creativity, imagination and play creates a safe place for pupils to blossom in all areas of learning.

EHCP/ ILP

All learning should encompass pupils EHCP/ILP targets. This is the starting point for pupils. Scaffolding pupils learning from what they know and where they need to be.

MOVE

MOVE is a functional program that must be integrated into the pupil's daily school life. MOVE is not an add on, but an essential link to learning and movement. Think about what session you are developing and how MOVE targets can be practiced within each session. Repetition and consistency are key for pupils to succeed. Developing skills and physical development. MOVE can be linked to pupil's physiotherapy and Hydrotherapy programs.



Cycle 2 – Early Years Foundation Stage YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Me and my special people Starting school / getting to know my new class Being me in my world Superheroes linked to People who help us My family and PSED focus on what am I good at? Being kind and making friends	City lights Light and dark How lights turn on and off Lights you may see in the city in the day or night? Different types of lights	Dinosaurs All about the Dinosaurs Dinosaur land	My Body My body parts My senses How does my body work? I like being me	Weather Different types of weather Daily record of the weather What is happening outside my window?	Under the sea Where is the sea? What is the sea What animals live under the sea?
Texts Examples	Who are you? I like being me All kinds of families We are all different Family and me Love makes a family My funny family	City Lights Paddington in the city Martha maps Wow said the owl	Mad about Dinosaurs Harry and his bucketful of Dinosaurs That's not my dinosaur Dinosaur Roar Stomp Dinosaur stomp! How to spot a Dinosaur? 10 minutes to bed little Dinosaur	My body It's my body From head to toe Body parts Brilliant body Funny bones I've got a very busy body	All about the weather Singing in the rain Rain, snow or shine Weather Meet the weather Percy the park keeper – After the storm Alfie weather Ready for weather	Rainbow fish Commotion in the ocean Sharing a shell The sea below my toes Deep sea diary A hole at the bottom of the sea The big book of the blue
Enrichment opportunities / WoW moments	Create a book all about you and your family. Invite your family into school Make a collage of you and what you like doing. Display in the classroom. Plant a flower and watch it grow over the term.	A visit to a city Dark tent with a range of lights to explore. Traffic light system outside for stop and go	Create a Dinosaur land Build your own Dinosaur using recycled materials Create an exploding volcano	Try different play grounds to explore how we can run, jump, swing, slide. Develop different sensory circuits with the pupils to find what they like.	Make ice and magic snow Create rainbows on the ground Create different weather scenes/ stations around the classroom	Create your own rock pools in class with sea creatures. Visit an aquatics centre to see a wide variety of fish. Have a fish tank in class so the pupils can care for the fish
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Assessment opportunities	Baseline assessment – review on entry data – Derbyshire small steps	B square Derbyshire small steps	Derbyshire Small steps	B square	Derbyshire Small steps	Derbyshire Small steps

Parental Involvement	Stay and play Harvest festival	Christmas Concert Stay and play Carol concert	Stay and play	Stay and play STEAM week	Stay and play	Stay and play Sports day
Prime Areas						
Communication and Language	<p>Bring in your favourite things from home. Share with friends.</p> <p>Can you make sounds using your local environment sharing sounds you like? can make sounds both indoors and outdoors?</p> <p>Key Vocabulary – me, family, I like, I don't like, mum, dad, sister, brother, grandparents. Pets,</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Light and dark are opposite what other things are opposite. Heavy/ light, up/ down, hot/cold.</p> <p>Key Vocabulary – Light, dark, city, lights, light, on, off, colours, lamp, flashing lights, neon lights</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Set up a dinosaur role play with masks and soft toys. Encourage pupils to make requests and verbalisation. Can use sound buttons or communication boards. Give pupils the opportunity to explore a range of dinosaurs, adults modelling the name of dinosaurs.</p> <p>Key Vocabulary – dinosaurs, roar, long ago, ice age, volcanoes, vegetation, skeleton, bones, fossils,</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Draw around each pupil in class, pupils to design themselves. This can then become a talking point.</p> <p>Key Vocabulary – arms, legs, eyes, ears, hands, feet, nose, mouth, body, being healthy, exercise</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Create a weather poster in small groups then merge together add more to the posters throughout the term- Talking points</p> <p>Key Vocabulary – rain, snow, sun, wind, clouds, snow, weather, clothing, seasons,</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Following instruction/ comprehension – can you find the blue whale, fishes' eye. Is the fish in the boat or the sea?</p> <p>Key Vocabulary – sea, blue, deep, fish, crab, whale, octopus, shark, diver, shells, seaweed, coral, turtle, star fish, dolphin,</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>
Personal, social and emotional development RSHE	<p>Changing body</p> <p>PSHE Association: Changing and Growing (CG4 Different types of relationships)</p>	<p>Physical health and fitness</p> <p>PSHE Association: Self-care, Support and Safety (SSS1 Taking care of ourselves)</p>	<p>Caring Friendships</p> <p>PSHE Association: Self-awareness (SA5 Getting on with others)</p>	<p>Health and Prevention</p> <p>PSHE Association: Healthy Lifestyles (HL2 Taking care of physical health)</p>	<p>Mental Wellbeing</p> <p>Feelings and emotions Zones of Regulation or PSHE Association: Managing Feelings (MF2 Managing strong feelings)</p>	<p>Being safe</p> <p>PSHE Association: The World I Live in (WIL14 Taking care of the environment)</p>
Physical Development	<p>Fundamentals</p> <p>Follow cards in school.</p>	<p>Gymnastic</p> <p>Try a range of different shapes, travelling across the room. Linking a shape with movement.</p>	<p>Dance</p> <p>Do the Dinosaur stomp Create different dances for different types of Dinosaurs Focus on a simple routine</p>	<p>Games</p> <p>Use equipment to hit. Kick, bounce and aim at targets. Send equipment to a partner. Participate in heart increasing activities. Watch peers and communicate on their performance.</p>	<p>Outdoor and Adventurous</p> <p>Explore different obstacle courses. Explore and navigate around the local environment. Adventure trails. Bikes & trams. Making shelters and dens</p>	<p>Athletics</p> <p>Explore how to travel, run, jump and throw with decreasing levels of adult support. Prepare of sports day activities and races.</p>

Specific Areas

Literacy	<p>Explore a range of fiction and non-fiction texts based upon ourselves and people who help us.</p> <p>Provide a range of early mark making activities – sand, chalk, crayons Encourage pupils to read in a variety of environments</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Exploring stories, sensory and book related</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Fiction and Non-fiction books</p> <p>Give pupils a range of books to explore. Dinosaur stories and factual books about dinosaurs. Create a small world dinosaur area. Use dough to encourage pupils to make marks in the dough for fossils</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Following instructions</p> <p>Explore different people and our individual features</p> <p>Mu body playdough mats</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Poems</p> <p>Explore a range of weather poems</p> <p>Look out of the window – what is the weather today?</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Songs and Rhymes</p> <p>Explore different sea creatures initial letter sound</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>
Maths	<p>Number</p> <p>Rote counting Saying numbers in sequence. Tagging each object with one number Knowing the last number gives a total so far.</p> <p>Differentiate as needed.</p>	<p>Repeating patterns</p> <p>Repeating two shapes/ colours. Adding 3 for a challenging Recognising the same pattern</p>	<p>Positioning</p> <p>Use a dinosaur and place in different positions. Where is the dinosaur hiding now, on the table or on the floor? On top of the cupboard</p>	<p>Measure</p> <p>How tall are you and your class? How long are your feet, arms, legs? Use non- standard units of measurement</p>	<p>Capacity</p> <p>Temperature – Hot/cold Full/empty</p>	<p>Comparison</p> <p>Big/ small Long/ short Heavy/ Light</p>

Understanding the world	Role-play home Senses walks Family trees People who help me Explore school and our local environment Purple Mash – 2Paint	Light and dark Small world city and transport Building a city – junk model buildings Christmas in the city Purple Mash – Maths City/ rocket	Dinosaur small world Grass lands and/ or ice age Exploding volcanoes Melting ice Find Fossils in the sand Purple Mash – 2Count	Body parts Healthy/ unhealthy foods My senses Healthy body/ exercise Purple Mash – Simple city towns STEAM week	Make ice grow Collect rain and measure how much has been collected? Create rainbows using transparent coloured sheets, splash in puddles Create a rain cloud experiment Explore the sun is hot Purple Mash - 2Explore	Role play – under the sea Identify animals that live under the sea Create a booklet of sea creatures Purple Mash – 2Go
Expressive arts	Arts- Mark Making Music – Listening – exploring sound - resources outside and in the music room.	Arts - Modelling Music – Listening Sounds of the city – vehicles, etc Performing - Xmas in the city	Arts – Visual literacy, nature Music – Shhh! Charanga unit – The Gorilla	Arts – Shape Frida Kahlo Music – Music that plants can grow to – Performing - Farming songs	Arts – Colour recognition Music – Hands, Feet Heart – Encounter - pulse	Arts – Colour mixture Music - Can you Sway? – Taking turns choosing from a box of instruments – Hazy Sway song Charanga
Cookery Food for life	Skill: Spread e.g., soft ingredients butter, hummus, jam	Skill: Mix e.g., loosely combine ingredients	Skill: Mash/Stir e.g., ingredients together using a fork	Skill: Spoon e.g., ingredients between containers	Skill: Tear e.g., herbs, lettuce	Skill: Cut out e.g., ingredients with a cutter (dough for scones)
RE/ cultural weeks	What do people around me believe?	Why is Jesus a special person?	What can happen at weddings?	Why did Jesus tell stories?	What can Buddha teach us?	How is Ganesh worshipped by Hindu's?
Hook	Who are special to me? Families to come into school for a stay and play	Cause and effect making lights work Light spinners Different types of light	Dinosaur dig Yorkshire wildlife park/ Butterfly house Dinosaur trail. Andy and the Dinosaurs Veggiesauras	A practice sports day Explore the foods grown in the horticulture area.	What weathers do we see, which type of weather do pupils show the most interest in and lead with those.	A visit to the deep or a sea life centre. Fish tank in class- pupils to take care of the class fish. Set up your own rock pools in the classroom – what can pupils find?
Lines of enquiry	Parents to send in pictures of the family Favoured items to show and tell	Do parents have any pictures of the pupils in a city? What cities are close to us?	What is a Dinosaur? Fossils? Dinosaurs in the land of volcanoes	Exploration of our senses Exercise and how our bodies change Tasting and exploring a variety of foods.	Look out the window and discuss the weather. What is the weather doing?	What animals live under the sea? Explore the environment of under the sea.
Outcome	Pupils will be able to identify people who are important to them and could identify where they are from. Home/ school etc	Pupils to have explored and experienced a range of lights and cities to increase awareness of the world around them.	Pupils to build knowledge and understanding of the history of dinosaurs, different shapes, sizes, what they ate, the environment they lived in. How is it similar/ different to now?	Pupils to build knowledge and experience of how they use their senses, that exercise makes our hearts beat faster and is good for us. To taste foods sharing likes and dislikes with peers.	Pupils to build knowledge and awareness of The different weathers that we experience. Clothes and activities we can do in different weathers.	Pupils to build knowledge and awareness animals that live under the sea. The importance of keeping rubbish out of the sea Build excitement and awe about under the sea.

Characteristics of effect learning

Playing and exploring: Engagement

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: Motivation

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: Thinking

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

EYFS Principles

Unique Child

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

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Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development:

Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

Play

Play underpins the EYFS, it supports pupils learning in a range of areas which including language skills, understanding emotions and building relationships, creativity, imagination and play creates a safe place for pupils to blossom in all areas of learning.

EHCP/ ILP

All learning should encompass pupils EHCP/ILP targets. This is the starting point for pupils. Scaffolding pupils learning from what they know and where they need to be.

MOVE

MOVE is a functional program that must be integrated into the pupil's daily school life. MOVE is not an add on, but an essential link to learning and movement. Think about what session you are developing and how MOVE targets can be practiced within each session. Repetition and consistency are key for pupils to succeed. Developing skills and physical development. MOVE can be linked to pupil's physiotherapy and Hydrotherapy programs.



Cycle 3 - Early Years Foundation Stage YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES/ Anchor <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	People who help us Police, ambulance, nurses, teachers etc how do they help us?	Polar/ Artic What animals live in the artic? North and south Polar express Cold	Space Our planets and solar system, journey to the moon. Rockets and blast off	Food Healthy foods Favourite foods Foods from other cultures	Circus Jugglers, Acrobats, magicians and magic shows, Circus skills	Pirates Pirates, treasure, pirate ships, ocean, journey, crew, islands
Texts Examples	A superhero like you Busy people- Firefighter Busy people Police Mog and the vee, ee, tee Fireman Sam People who help us I want to be a doctor Peppa goes to hospital	Polar express Arctic animals Poles apart Polar bear, polar bear what do you hear? The penguin who wanted to find out We are going on a polar bear hunt	Whatever next One giant leap Zoom, zoom, zoom We're flying to the moon How to catch a star Out of this world Red rockets and rainbow jelly Roaring Rockets	Oliver's Garden Handa's surprise Where does my food come from? I can eat a rainbow What's on your plate? Anansi goes to lunch	If I ran the Circus A day at the Circus Paddington at the Circus Circus train Peppa pig and the backyard Circus Put on a clown face	Ten little pirates Pirates love underpants Pirate Pete Pirates in Pyjamas Port side Pirates The night Pirates
Enrichment opportunities / WoW moments	Visit the local fire station Ask Jess the vet to visit school Police officer visit Doctor visit	Small world snow/ ice role play Visit to the snowdome to experience cold Yorkshire wildlife park to see the penguins and polar bears	A visit to the space centre Set up a space role-play in a dark tent Watch space missions on the IWB	Visit a farm to see where foods come from. Have a tasting session of different foods.	Circus skills entertainer in school Balloon models Big tent – make your own Circus show	Dress up as a Pirate Day Find hidden pirate treasure Matlock Bath Pirate ship visit
Our British values	Mutual Respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	Cultural week
Assessment opportunities	Baseline assessment – review on entry data – Derbyshire small steps	B square Derbyshire small steps	Derbyshire Small steps	Derbyshire Small steps B square	Derbyshire Small steps	Derbyshire Small steps
Parental Involvement	Stay and play Harvest festival	Christmas Concert Stay and play Carol concert	Stay and play	Stay and play STEAM week	Stay and play	Stay and play Sports day

Prime Areas

Communication and Language	<p>Role play different people who help us each week Have a selection of photos of people who help us to use as discussion prompts Match equipment to the correct person</p> <p>Key Vocabulary –teachers, nurse, Dr, dentist, parents, friends, help us, support, care, fire fighters, police, equipment.</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Small world role- play of the artic tundra – animals that we see in the Artic.</p> <p>Polar express going on a journey to the polar region.</p> <p>Key Vocabulary – cold, polar bear, penguin, snow, ice, artic, polar, train, journey, igloo, freeze,</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>I listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Puppet play – journey to the moon</p> <p>Where is the...? questions in relation to books being read.</p> <p>Pupil to point or identify from a two single images/ symbols.</p> <p>Key Vocabulary – Moon, planets, journey, space, stars, rocket, sky</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Explore different foods, how do they taste, feel, smell?</p> <p>Show likes and dislikes of different foods, making a choice</p> <p>Key Vocabulary – food, grow, taste, smell, feel, look, like, don't like, sour, salty, bitter, sweet, healthy, unhealthy.</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Find pictures of the Circus hidden around the classroom.</p> <p>Listening games</p> <p>Key Vocabulary – circus, clown, acrobats, tent, music, colours, foods, show, big top, trapeze, juggler, ringmaster, magician</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>	<p>Following instructions – Pirate Pete says Pirate discovery sacks – what's in the bag?</p> <p>Pirate songs and rhymes</p> <p>Key Vocabulary – Pirate, treasure, chest, gold, ship, parrot, pirate hat, crew, island, hook,</p> <p>Collective worship</p> <p>Individual communication plans/ strategies/ devices</p>
Personal, social and emotional development RSHE	<p>Respectful Relationships</p> <p>PSHE Association: The World I Live in (WIL2 Jobs people do)</p>	<p>Changing Body</p> <p>PSHE Association: Changing and Growing (CG3 Dealing with touch)</p>	<p>Mental Wellbeing</p> <p>PSHE Association: Self-awareness (SA1 Things we are good at)</p>	<p>Healthy Lifestyles</p> <p>PSHE Association: Healthy Lifestyles (HL1 Healthy Eating)</p>	<p>Online Relationships</p> <p>PSHE Association: Self-care, Support and Safety (SSS4 Keeping safe online)</p>	<p>Families & people who care for me</p> <p>PSHE Association: Self-awareness (SA3 Playing and working together)</p>
Physical Development	<p>PE – Fundamentals</p> <p>Follow cards in school.</p>	<p>PE -Dance</p> <p>Perform and demonstrate rhythmic and dynamic qualities. Work with peers</p>	<p>Invasion games</p> <p>Explore balance and creating shapes individually and with a partner.</p> <p>Journey to the moon</p>	<p>PE – Games</p> <p>Use equipment to hit. Kick, bounce and aim at targets. Send equipment to a partner. Participate in heart increasing activities. Watch peers and communicate on their performance.</p>	<p>PE – Gymnastics</p> <p>Explore balance, shape.</p> <p>Use apparatus for different purposes</p> <p>Flexibility Balance Strength</p>	<p>PE – Athletics</p> <p>Explore how to travel, run, jump and throw with decreasing levels of adult support.</p> <p>Prepare of sports day activities and races.</p>

Specific Areas

Literacy	Explore a range of fiction and non-fiction texts based upon ourselves and people who help us	Sensory stories	Fiction and Non-fiction	Poems	Rhymes and songs	Following instructions
	<p>Sensory stories with props Provide a range of early mark making activities – sand, chalk, crayons</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Match polar animals Find hidden polar animal initial letters in snow and ice</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Role -play going on different journey, moon, mars, space. Sensory stories Galaxies sensory story Matching rockets, stars, planets. Mark making planets.</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Match foods to different food groups. Have a shop or farm shop role-play area</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Circus Role-play Following instructions to make clown faces uses various medias</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>	<p>Pirate role -play Treasure maps Initial letter sounds of pirate objects Word/ symbol cards in water and sand.</p> <p>Write dance Squiggle while you wiggle Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Reading – a variety of books both sensory stories and 1-1 reading activities.</p> <p>Phonics- Read, Write, Ink (RWI)</p> <p>Dough disco</p> <p>Explore pre writing – techniques – circles, horizontal and vertical lines using a variety of media.</p> <p>Letter formation if appropriate.</p>
Maths	Number	Numbers	Shapes	Pattern	Time	Position
	<p>Rhymes Sorting Matching One and lots</p>	<p>Compositions of numbers 1, 2,3, using 1's and 2's Develop understanding of 1 more and 1 less.</p>	<p>Explore a range of 2D /3D shapes. Making rockets with 2D/ 3D shapes. Sorting shapes</p>	<p>Making patterns with fruit or vegetables Ladybird patterns repeating patterns Real object patterns apple, orange repeating</p>	<p>Day/ night Sequence of the day Now and Next Experiencing time with a range of timers</p>	<p>Beebots non - standard units of measure follow a treasure map, how many spaces forwards, backwards, left, right to reach the treasure.</p>

Understanding the world	<p>Walk into town and see what facilities are in town. Are there people who help us? Drs, pharmacist, police station, Dentist Takes pictures of the different places.</p> <p>Purple Mash – Paint project of people who help us</p>	<p>Explore warm drinks and foods that's you might need to keep you warm when in the artic. What materials keep us warm? Make ice models</p> <p>Purple Mash – 2 Paint draw polar animals</p>	<p>Create a moon exploration box Moon role-play area Explore light and dark with torches</p> <p>Purple Mash – Simple city space</p>	<p>What foods are healthy/ unhealthy What foods are good for our body?</p> <p>STEAM week</p> <p>Purple Mash – 2Explore</p>	<p>Where do Circus take place? Explore different types of Circuses</p> <p>Purple Mash – Mini mash Numbers and counting</p>	<p>Explore pirate ships Where would you go on your pirate ship? Explore the oceans Famous pirate ships and pirates</p> <p>Purple Mash – Mini mash reading and writing</p>
Expressive arts	<p>Arts – Mark making</p> <p>Music – Listening - Learning new routine songs and body awareness Performing - Body percussion</p>	<p>Arts – Colour mixture</p> <p>Music - Move in time to music – Xmas performance</p>	<p>Arts – Shape</p> <p>Music - Space – Twinkle Twinkle – Xylophones and bells – repeat back patterns</p>	<p>Arts– Colour mixing</p> <p>Music – Create sounds that plants can grow to Dance like a growing flower Music food – Charanga scheme EYFS 1 Pat-a-cake</p>	<p>Arts – Visual literacy</p> <p>Music Circus – Nelly the Elephant – marching in time, blowing PBuzz, Wake up Stamp your Feet Charanga</p> <p>Circus is in Town CEA resources</p>	<p>Arts – Modelling</p> <p>Music - Pirates – A Pirate's Life for Me</p> <p>CEA resources</p>
Cookery Food for life	<p>Skill: Measure using a spoon e.g., dried herbs, dried fruit</p>	<p>Skill: Measure counting ingredients 1:1 e.g., pizza toppings</p>	<p>Skill: Cut soft foods with butter knife e.g., banana</p>	<p>Skill: Snip using scissors e.g., fresh herbs, spring onions</p>	<p>Skill: Thread, soft foods onto skewers e.g., fruit kebab</p>	<p>Skill: Sift, e.g., flour into a bowl</p>
RE/ cultural weeks	Why do people go on journeys to sacred places?	How is Christmas expressed through the arts?	Belonging- how are new babies welcomed into the world?	What makes Easter a special time for Christians?	How does our community care for others?	Why do we wear clothes for different occasions?
Hook	<p>A visit from a police/ fire officer in uniform to engage the pupils Visit to the fire station</p>	<p>Icy science experiments Making a class Igloo</p> <p>Go on the polar express train, what animals might you see, who is at the end of the line? Santa</p>	<p>Go on a whole class journey to the moon, pupils to make the rocket, what will they need to take with them, food, clothes... Plan where are you going, what will you do when there.</p>	<p>Visit a café and try different foods.</p> <p>Plant your own vegetables/ cress watch it grow how does it taste?</p> <p>Share with others your favourite foods</p>	<p>Have a Circus Day and invite a circus skills person into school, allowing the pupils to have a go at circus skills.</p>	<p>Build a pirate ship as a whole class, plan a journey. Dress up as pirates and spend the day going to the destination having lunch and sailing back. What do you see on the way?</p>
Lines of enquiry	<p>What services/ people who help us do we have in school and our local community.</p>	<p>Polar explorers what animals can you find?</p> <p>What is the environment like? How does cold make you feel?</p>	<p>Look at the moon at night with the family. Can you watch clips of moon landings and blast off?</p>	<p>Visit to the local supermarket what foods are sold there? What can you buy from a local shop or a farm shop?</p>	<p>Has anyone been to the Circus? What happens at the Circus? Watch clips from the Circus</p>	<p>Has anyone been on a boat before? Watch pirate programs Sing pirate songs</p>
Outcome	<p>Pupils will have experience of a range of professions and people who help us. May be able to recognise people who help us</p>	<p>Pupils will have explored a range of animals that live in the artic/ polar regions.</p>	<p>Pupils to immerse themselves in a journey to the moon and work together to plan the trip.</p>	<p>Pupils to build knowledge and understanding of how plants grow, where food comes from.</p>	<p>Pupils will have experienced Circus skills and make a</p>	<p>Pupils will build a knowledge bank of pirate related ideas, experiences and</p>

	and identify when we see them out in the community.	The pupils will have experienced the cold and real snow.	Pupils to build awareness of the night sky and the moon and planets.	Trying favourite and new foods. How some foods are healthy and unhealthy and able to make a choice.	short show themselves. Know what to expect when going to the Circus.	working together as 'crew' to explore new places and oceans.
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Please also include the below elements to your timetable and differentiate as needed for your pupils.

