

Walkeringham Primary School LTP EYFS 2023-24

Term & Theme Key Texts	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	All About Me		Celebrations		Life Cycles		It's a plant's life!		Bear in the woods		Under the Sea	
Key texts for Reception children following a T4W approach	The Tiger Who Came to Tea Marvellous Me, What makes a Me, We are all different Simon Sock, Ten little fingers and ten little toes.		Bonfire- Sparks in the sky, The light in the night, How to catch a star, Diwali, Stickman, Nativity		The very hungry caterpillar, Daisy and the egg, Teeny weeny tadpole, Lifecycle nonfiction, Maisie's Chinese New Year Mr men Chinese New Year		A seed in need, Seed to sunflower non-fiction, The tiny seed, Busy spring, Where food comes from- nonfiction, Pip.		We're going on a bear hunt, Goldilocks, Whatever next, Peace at last, Brown bear brown bear, Postman bear, There's a bear on my chair.		Sunflower sword, picnic, Grandmas beach, sunny day, Kipper- the seaside, penguin on holiday, Pattan's pumpkin- an Indian flood story, Once upon a raindrop, Commotion in the ocean, The rainbow fish.	
Visits/Visitors	Visit from PCSO and firefighter		Visit to a pantomime						Trip to local woods			
Themed days/ weeks	<ul style="list-style-type: none"> Black History 		<ul style="list-style-type: none"> Bonfire Night Remembrance Day Diwali Christmas 		<ul style="list-style-type: none"> Shrove Tuesday Mother's Day 		<ul style="list-style-type: none"> Easter 				<ul style="list-style-type: none"> Father's Day 	
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow simple instructions. Understand 'why' Use simple questions. Send messages. Use talk to play.		Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow more complex instructions. Start a conversation with peers and familiar adults.		Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.		Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of connectives.		Listen and understand instructions while busy with another task. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.		Listen and respond with relevant questions, comments, or actions. Make comments and clarify thinking with questions. Retell stories; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts.	
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception

Personal, Social and Emotional Development	Increasingly follow rules, understanding why they are important	Identify and moderate their own feelings socially and emotionally Think about the perspectives of others	Show resilience and perseverance in the face of challenge Manage their own needs	See themselves as a valuable individual Use talk to help work out problems and organise thinking and activities.	ELG: Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly

	Do not always need an adult to remind them of a rule Build constructive and respectful relationships Think about the perspectives of others Make healthy choices about food, drink, activity and toothbrushing. Super Me <ul style="list-style-type: none"> Helping hands daily Turn taking games/activities 	Express their feelings and consider the feelings of others Begin to understand how other might be feeling Talk about members of their immediate family and community. Being Safe <ul style="list-style-type: none"> Helping hands daily Turn taking games/activities 	Ask questions to find out more and to check they understand what has been said to them Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Positive Relationships <ul style="list-style-type: none"> Helping hands daily Turn taking games/activities 	Explain how things work and why they may happen. Working Together <ul style="list-style-type: none"> Helping hands daily Turn taking games/activities 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices ELG: Building Relationships <ul style="list-style-type: none"> Work and play collaboratively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and other's needs
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Physical	Nursery	Reception										
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<p>Development</p> <p>Including weekly session from sports coach and weekly PE session led by class teacher</p>	<p>Fine motor</p> <p>Children use Five finger grasps when colouring in/mark making. Uses threading equipment with control. Uses large paint brush. Use large scale simple construction to create simple models.</p> <ul style="list-style-type: none"> • Weekly handwriting-FS • Daily signing in • Shared, guided and independent writing weekly-FS2 • Phonics daily-FS2 • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor</p>	<p>Fine motor</p> <p>Uses/holds scissors correctly Using a knife and fork with support/ modelling by an adult Can squeeze, roll and pinch playdough showing a good pincer grip. Beginning to draw people (head with legs). Gives meaning to marks they have made. Some lower-case letters are formed correctly.</p> <ul style="list-style-type: none"> • Weekly handwriting-FS2 • Daily signing in-all • Shared, guided and independent writing weekly-FS2Phonics daily • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting,</p>	<p>Fine motor</p> <p>Tripod grasp used Uses smaller scale threading equipment with control (beads) Uses smaller construction toys like Lego to make models. Using a knife and fork to cut softer foods Use a hole punch and treasury tags Drawings include squares, rectangles, circles, crosses and letters When drawing people's details emerging such as fingers, arms and trunk. Majority of letters are recognisable, and the majority correctly formed.</p> <ul style="list-style-type: none"> • Weekly handwriting-FS2 • Daily signing in-all • Shared, guided and independent writing weekly-FS2 • Phonics daily-FS2 • Model making • Construction 	<p>Fine motor</p> <p>Tripod used in most cases Gaining Confidence in using a knife and fork to cut up own food Joins using hole punches and split pins Can use glue sticks and twist the end when needed Begins to show control when colouring and painting.</p> <ul style="list-style-type: none"> • Weekly handwriting-FS2 • Daily signing in-all • Shared, guided and independent writing weekly-FS2 • Phonics daily-FS2 • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p>	<p>Fine motor skills ELG</p> <p>ELG: Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases) ELG: Uses a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>Gross motor skills ELG</p> <p>ELG: Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>
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	<p>Runs and jumps confidently landing safely on two feet Moves in a variety of ways such as skipping, slithering and shuffling. Can copy simple dance moves and gestures (like tip and toe around the room) Safely uses equipment in the playground. For example, the slide or monkey bars. Can sit crossed legged on the carpet Can throw and kick a ball.</p> <ul style="list-style-type: none"> Phonics daily games –FS1 Outside time-twice daily-assault course, small apparatus, bikes, hoops, skipping Sports coach weekly & GetSet4PE – unit 1 Introduction to PE Gardening Parachute games 	<p>tweezers, pipettes, painting, threading</p> <p>Gross motor Is aware and follows safety of not running near the climbing frame area Negotiates obstacles when running in a large space Can move body parts in response to music (stamping and clapping) Balances on one foot and can hop confidently Balances on blocks and planks confidently Can catch a large ball Can throw a soft ball into a bucket</p> <ul style="list-style-type: none"> Phonics daily games-FS1 Outside time-twice daily-assault course, small apparatus, bikes, hoops, skipping Sports coach weekly & GetSet4PE – unit 1 Fundamentals Gardening Kite flying Parachute games 	<ul style="list-style-type: none"> Threading Baking Water play Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Adjusts speed and direction when in chasing games Travels skilfully and safely on around, over and through the climbing frame Can start to express feelings using music Can throw a large ball with increased control – to a friend Can hold a small ball (ping pong) on a spoon with increasing control Balances when using climbing equipment</p> <ul style="list-style-type: none"> Phonics daily games-FS1 Outside time-twice daily-assault course, small apparatus, bikes, hoops, skipping Sports coach weekly & GetSet4PE – unit 1 Dance Gardening Kite flying Parachute games 	<p>Gross motor Skilfully and confidently: rolls, crawls, jumps, hops, skips and climbs Can start to respond and move their bodies to faster and slower music Beginning to catch a small ball (tennis ball) Skilfully throws/kicks a large ball Can self-balance when walking across a PE bench</p> <ul style="list-style-type: none"> Phonics daily games-FS1 Outside time-twice daily-assault course, small apparatus, bikes, hoops, skipping Sports coach weekly & GetSet4PE – unit 1 Gymnastics Gardening Kite flying Parachute games 	
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Literacy	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	
	Little Wandle phonics phase 1 rhyme and sounds	Little Wandle Phonics Daily Sessions phase 2 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 rhyme and musical sounds	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 rhyme and body percussion	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 rhyme and rhythm	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 rhyme and rhythm	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 Alliteration & Voice Sounds	Little Wandle Phonics Daily Sessions Phase 4 Weekly handwriting 3 reading sessions weekly	Little Wandle Phonics phase 1 oral blending & segmenting

	<p>Name writing. Giving meaning to marks. Matching pictures to initial sounds. Matching pictures to words. Spell words by identifying sounds and then writing the sound with letters (range depending on ability) Handwriting – linked to letters in name and to taught phonics letter- sounds. Whole class reading and 1:1 throughout the year.</p>	<p>Listening to and hearing sounds in CVC words. Identifying sounds on a grapheme chart. Beginning to form letters correctly by finding and recording the correct graphemes. Shared writes with adults (start sentence writing) Listening to familiar stories and able to recall facts. Reading words/phrases through sound-blending. Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year</p>	<p>Continue to write CVC words, using soundmat to find and record the correct letters (including digraphs and trigraphs) Learning to write short sentences, using a capital letter and fullstop (through range of shared/modelled write experiences) Read phrases/sentences. Read some common exception words. Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year.</p>	<p>Continue to write CVC words, using soundmat to find and record the correct letters (including digraphs and trigraphs) Learning to write short sentences, using a capital letter and full stop (through range of shared/modelled write experiences) Read phrases/sentences Read some common exception words. Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year.</p>	<p>Continue to write CVC words, using grapheme chart to find and record the correct letters (including digraphs and trigraphs) Beginning to write CVCC and CCVC words. Write short sentences, using a capital letter and full-stop (through range of shared/modelled write experiences) Re-read what they have written. Read phrases/sentences which include digraphs and trigraphs. Read some common exception words. Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year.</p>	<p>Continue to write CVC words, using sound mat to find and record the correct letters (including digraphs and trigraphs) Beginning to write CVCC and CCVC words. Write short sentences, using a capital letter and full-stop (through range of shared/modelled write experiences) Reread what they have written. Read phrases/sentences which include digraphs and trigraphs. Read some common exception words. Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year.</p>
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	Colours: red, blue, yellow, green, purple, mix of colours. Matching- colour matching, object matching, number shapes, shapes. Sorting- colour, shape and size, guess the rule.	Reception Matching – discussing similarities/differences. Sorting – colour, size and shape and discuss properties. Compare amounts – using language equal, symbol, more than, fewer than. Compare objects – by size, mass and capacity, using the language large/small, big/little, short/tall etc. Exploring and making patterns (ABAB)	Number 1- subitising, counting Number 2- subitising representations of 2, counting. Pattern- finishing a pattern, colour patterns, outdoor patterns, movement patterns.	Number 1, 2, 3- Sorting objects and subitising the amounts. Sorting 1, 2, 3 Matching pictures to numerals. 1 more, 1 less. Composition of 3. Sorting shapes. Number 4 and 5- composition. Sorting shapes. Day and night- sequencing events.	Number 3- subitising, 1:1 counting, numerals, triangles. Number 4- 1:1 counting, composition of 4. Number 5- 1:1 counting, numerals, pentagon, composition of 5.	One less. Zero. Composition of 5. Equal and unequal groups. Composition of numbers. Measuring capacity- full and empty. 6, 7, 8- representing amounts, matching, 1 more and 1 less. Making pairs, combining two groups. Comparing and measuring height, length. Time- measuring, days of the week	Consolidation 1-5 Number 6. Introduce 10 Height and length. Mass related to books- 3 little pigs, goldilocks. Capacity.	Representing 9 and 10- sorting, ordering, composition. Counting backwards from 10. Comparing within 10, making 10. 3D shapes. Patterns and movement patterns. Consolidation - 5, 6, 7, 8, combining groups, measurement s, 3D shapes, patterns	more than/fewer than one more, one less. Shape- 2D, revisit pattern Shape- 3D, revisit pattern	Number patterns Estimating missing numbers ordring numbers to 20 find my match- shape, models replicate shapes. Counting on, adding more, taking away. Making new shapes	Number 1-5 composition revision night and day- ordering events positional language	Doubles. Sharing Grouping Even and odd Problem solving Composition of number and number bonds. Patterns
Mathematics	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery Reception	Nursery	Reception	

	Colours: red, blue, yellow, green, purple, mix of colours. Matching- colour matching, object matching, number shapes, shapes. Sorting- colour, shape and size, guess the rule.	Reception Matching – discussing similarities/differences. Sorting – colour, size and shape and discuss properties. Compare amounts – using language equal, symbol, more than, fewer than.	Number 1- subitising, counting Number 2- subitising representations of 2, counting. Pattern- finishing a pattern, colour patterns, outdoor patterns, movement patterns.	Number 1, 2, 3- Sorting objects and subitising the amounts. Sorting 1, 2, 3 Matching pictures to numerals. 1 more, 1 less. Composition of 3. Sorting shapes. Number 4 and 5- composition.	Number 3- subitising, 1:1 counting, numerals, triangles. Number 4- 1:1 counting, composition of 4. Number 5- 1:1 counting, numerals, pentagon, composition of 5.	One less. Zero. Composition of 5. Equal and unequal groups. Composition of numbers. Measuring capacity- full and empty. 6, 7, 8- representing amounts, matching, 1 more and 1 less. Making	Consolidation 1-5 Number 6. Introduce 10 Height and length. Mass related to books- 3 little pigs, goldilocks. Capacity.	Representing 9 and 10- sorting, ordering, composition. Counting backwards from 10. Comparing within 10, making 10. 3D shapes. Patterns and movement patterns. Consolidation - 5, 6, 7, 8, combining	more than/fewer than one more, one less. Shape- 2D, revisit pattern Shape- 3D, revisit pattern	Number patterns Estimating missing numbers ording numbers to 20 find my match- shape, models replicate shapes. Counting on, adding more, taking away. Making new shapes	Number 1-5 composition revision night and day- ordering events positional language	Doubles. Sharing Grouping Even and odd Problem solving Composition of number and number bonds. Patterns
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		Compare objects – by size, mass and capacity, using the language large/small, big/little, short/tall etc. Exploring and making patterns (ABAB)		Sorting shapes. Day and night- sequencing events.		pairs, combining two groups. Comparing and measuring height, length. Time- measuring, days of the week		groups, measurements, 3D shapes, patterns				
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Understanding the World	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
	We will be learning all about ourselves; what we look like, our similarities and differences with others, who we live with, what we are good at and things we want to get better at. Adventure Books UW tray about our senses Sharing books about different types of families Sort humans by their characteristics	We will be learning about several different key events and festivals including, Diwali, Halloween, Bonfire Night, Remembrance, Thanksgiving and Christmas. We will also be looking at nature and the changing seasons. Observe seasons changing and what the main changes are.	This half term we will be looking at several different life cycles including that of caterpillars, chickens and frogs. Adventure Books Baking UW tray with variety of animals	This half term we will be looking at life cycles in plants. We will be focussing our learning on what plants need to grow. We will be planting our own seeds and watching them grow. UW tray with seeds, plants	Recognise some similarities and differences between life in this country and that of other countries Explore the natural world around them. ELG Past and Present (History) Talk about the lives of the people around them and their roles in society ELG People, Culture and Communities (Geography) Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate) ELG: Natural World (Science) Explore the natural world around them, making observations and drawing pictures of animals and plants					
Expressive Arts and Design	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception

	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play</p> <p>Explore colour and colour mixing</p> <p>Sing a range of well-known nursery rhymes and songs</p> <ul style="list-style-type: none"> Mixed media collage faces Portraits Smelly blossom trees Sponge printing Clay faces Sketching a friend Threading a face/person Creating pictures or collages of themselves, friends, family and Community Making hand and footprints using paint Making fingerprints using ink pads 	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Clay divas-thumb pots/coil pots Mixed media Ravana face Lanterns making Rangoli patterns- paint, pasta and beans, chalk, felts Dancing to Bollywood music 	<p>Explore and engage in music making and dance, performing solo or in a group</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Join different materials and explore different textures</p> <ul style="list-style-type: none"> We will be learning about Chinese New Year celebrations and creating artwork around this celebration. 	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Join different materials and explore different textures</p> <ul style="list-style-type: none"> We will be looking at nature and the changing seasons. observational drawing of plants/seeds. Food technology linked to plants. Charanga – Our World 	<p>ELG: Creating with materials</p> <ul style="list-style-type: none"> 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 <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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 try to move in time to the music (when appropriate) 	
	<ul style="list-style-type: none"> Music: Charanga - Me 	<ul style="list-style-type: none"> Christmas decoration activities Charanga – My stories Christmas production 	<ul style="list-style-type: none"> Life cycles of caterpillars and frogs. Butterfly symmetry painting. Painting numbers Threading a number 3 Sponge printing 0-5 Acting out the story Charanga – Everyone! 			
RE-FS2	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception
	Who am I? Harvest Which Stories are special and why?	Diwali Christmas Which people are special and why?	Who are you? Which places are special and why?	Who are you? Easter What times are special and why?	Who is God? Belonging: who are we and how do we belong?	Who is God? Our wonderful world: how can we care for living things and the earth?