

Leighswood EYFS

‘No job is more important than working with children in the early years’

EYFS Development matters 2021

At Leighswood our school ethos ensures that we have a W.I.L.D curriculum where we Wonder, Investigate, Learn and Discover. Children have the opportunity to be WILD, indoors and outdoors in our enabling, planned and research based environment that allows children to lead their own learning with the adults at their sides. We work in partnership with our parents and our Leighswood Community and take on the huge responsibility of keeping children safe and secure.

We endeavour to provide the best possible opportunities for all the unique children in our care.

Alongside making learning fun, engaging and relevant to each child, we also ensure all these opportunities add to each child's capacity to learn. When children start their journey at Leighswood we see children full of possibilities and it is our responsibility to build positive relationships with these children and their families in order to know how best to develop their learning.

We understand that high quality interactions are the key to develop and deepen children's understanding and our adults are able to do this effectively, naturally and exquisitely.

We draw our curriculum from several sources including:

EYFS statutory framework
Birth 2 Five Matters
Development Matters
The curiosity approach
Reggio Emilia
Read Write Inc
In the moment planning
Forest Schools
Narrative Immersive curriculum



The W.I.L.D environment in Reception

Our environments at Leighswood allow our children to shine both literally and metaphorically. We believe that children are at the centre of all we do here at Leighswood. In all areas of Early Years we promote an environment that promotes curiosity, engagement, wonder, investigation and exploration.

To do this we provide an environment full of natural materials that give an atmosphere of calm. There is a plethora of play and learning opportunities provided through many open ended resources and loose parts. To find out more click the following link. <https://www.pacey.org.uk/news-and-views/pacey-blog/2019/march-2019/getting-to-grips-with-loose-parts-play/>





Key features of our practice at Leighswood

1. The best for every child

At Leighswood we believe that all children are unique and deserve the best possible chances in life. Our high quality education and care ensures children experience the best possible outcomes for themselves. We pride ourselves on identifying children's needs early and quickly and are then able to support them through our highly trained and dedicated staff

2. High-quality care

At Leighswood we know that when children are shown care and love they thrive both mentally and physically, therefore we offer high quality care and nurturing in our setting. The adults that work at Leighswood adore working with children and this shines through when you meet them. Consequently the children receive the care they deserve.

3. The curriculum: what we want children to learn

Our curriculum at Leighswood is ambitious and personalised to the children here. Our curriculum has two strands, one firmly driven by children's interests and enthusiasms, whilst we also have a skills based curriculum to ensure children develop the skills required for their next stage in Learning.

4. Pedagogy: helping children to learn

We use a mix of different approaches here at Leighswood; these offer child led experiences, adults led learning, peer to peer support and direct teaching. The well planned organised environment indoors and outdoors is organised to encourage children to wonder, investigate, learn and discover in all areas of learning.

5. Assessment: checking what children have learnt

All our adults working with children have an in-depth knowledge of child development which they use to assess the needs of every child. Assessment is important to identify the development requirements of all children. At Leighswood any assessment has to be accurate and of use to the adults working with the child in enabling them to plan new learning for the children

6. Self-regulation and executive function

These are important aspects of a child's development, self regulation is the child's ability to remember, focus and think flexibly. This allows children to self-regulate where they can plan, concentrate, adapt, develop

patience and become resilient.

our curriculum allows for children to build these functions by using language to guide them and taking part in play that develops self help skills.

7. Partnership with parents

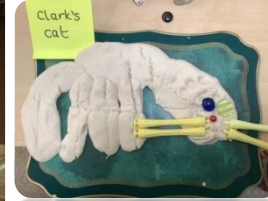
We pride ourselves in having strong relationships with parents/carers at Leighswood. We know that parents/carers understand and know their child the best and we can work with them to ensure their child thrives at school. Our partnership includes

- Open days and coffee mornings
- Regular parent consultations
- Childrens reports
- Time to talk conversations
- Open door policy
- Sharing resources for home e.g. book bags, chatter bags



Characteristics of effective learning

Playing and exploring: - 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: - 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: - 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.



SEND in EYFS

Here at Leighswood we value all pupils and celebrate diversity of experience, interest and achievement. Our children need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

We are committed to identifying potential barriers in a child's development as early as possible in order to respond appropriately.

We listen and understand when parent's and carers express concerns about their child's development as well as listen to the choice of the child. Our staff are alert to identifying emerging difficulties and communicate any concerns professionally and sensitively with parents and carers.

We support parents and carers, and guide the process of collecting initial response evidence as well as creating individual plans for children, with small, measurable targets which are monitored and reviewed termly. We ensure parents and carers are involved every step of the way.

When appropriate we draw on support from outside agencies, including Speech and language therapists, Community Paediatrics, the School Nursing Team and Child and Adolescent Mental Health Services (CAMHS). In some cases, children's needs require more specialised support in which Early Years Inclusion Funding can be applied for in Nursery, or an Educational Health Care Plan may be requested through the Local Authority using evidence gathered from parents, carers, children, school and other agencies.

For more information around SEND provision at Leighswood,

Please contact our SENCO - Miss Carla Gibbs.

"Fairness is not giving everyone
the same thing.
Fairness is giving each person
what they need to succeed"



A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age". (p83)







SEND Code of Practice 2014





EYFS Reception Long Term Plan










| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|---|---|
| <p>Go WILD into books A detailed analysis of a chosen narrative. Developing long term memory. Use children's ideas and inspirations to develop learning alongside narrative</p>  |  <p>Incredible you by Rhys Brisenden and Nathan Reed</p> <p>Vocab Incredible Identity Equality Unique</p> <p>Songs 123 Its good to be me, You don't know you're beautiful</p> <p>Poems I'm Glad I'm Me</p> <p>Other narratives Super Duper You All are welcome Little Leaders My skin your skin The World made a rainbow We are together Our Class is a Family Me and my Sister Sulwe Mum and Dad make me laugh In Every House on Every Street</p> |  <p>The Word Collector by Peter H Reynolds</p> <p>Vocab Word Syllable Author/Narrator Illustrator Fiction/Non Fiction</p> <p>Songs World of Pure Imagination Christmas performance songs</p> <p>Poems On the Ning Nang Nong</p> <p>Other narratives Oi Frog, Oi Cat, Oi Dog The Lost Words Gallimaufry An interesting word for everyday of the year The book with no pictures series What a wonderful word Extraordinary things to cut and collage</p> |  <p>How to Catch a Star By Oliver Jeffers</p> <p>Vocab Constellation Gravity Circuit electricity</p> <p>Songs Catch a falling star The circuit shuffle Clean our teeth(Charanga)</p> <p>Poems The star Rap</p> <p>Other narratives Let's go said the pencil Morris the Mankiest Monster Olympig Alans scary Teeth Football Fever Marcel the boy who shut out the sun - The Neds and the Noos On the moon Look Up Unplugged The Tale of the Toothbrush Rosie Revere Engineer The Magnificent Thing</p> |  <p>Anywhere artist By Nikki Slade Robinson</p> <p>Vocab Material Media Roots stem leaves flower Trunk Oxygen</p> <p>Songs Colour song Trees Trees Trees Parts of Plant Song</p> <p>Poems Create our own poem using noun phrases</p> <p>Other narratives I am an artist The day the crayons quit Red Bottomed Robber Henry's Scissors The sunflower sword Ish Matisse's Magical Trail Tin Forest Cyril The Lonely Cloud A Gallery of cats Hey water The Paper Caper A Forest</p> |  <p>Somebody Swallowed Stanley By Sarah Roberts</p> <p>Vocab Reduce Reuse Recycle Pollution Extinct</p> <p>Songs Reduce Reuse Recycle All things bright and beautiful Pick it Up</p> <p>Poems Broken Bottles</p> <p>Other narratives The clean up crew Don't let them disappear One Plastic Bag One World Together Somebody Crunched Colin Tidy The Tale of the Whale How Many Legs The Wide Wide sea Monkey Puzzle</p> |  <p>P is for Passport By Devin Scillian</p> <p>Vocab Passport Country Ocean Equator Poles</p> <p>Songs Sea shanties Summer Holiday I do like to be beside the Seaside</p> <p>Poems Let's go out in a row boat</p> <p>Other narratives One is a snail and ten is a crab World Atlases You Can't take an Elephant on holiday The Naughty Bus On the way home Things that GO Emma Jane's Aeroplane The flying Bath</p> |

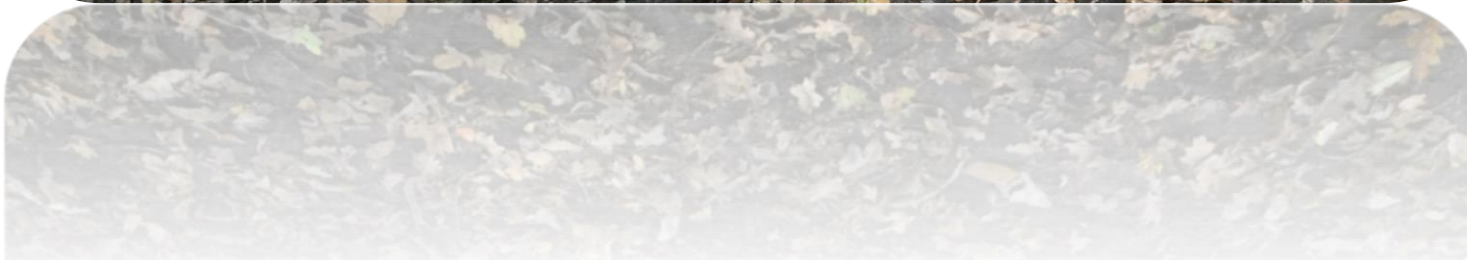
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| <p>Ideas for action <i>These ideas provide a golden thread to hang opportunities from throughout the term.</i></p> <p><i>Alongside these are the 'in the moment' opportunities provided from observation and positive relationships with children.</i></p>  | <p>PSED</p>  <p>We are all individuals joining a new community Starting school</p> <p>Induction period/part time (see induction pack)</p> <p>We will get to know our new classroom/friends and teachers.</p> <p>We will learn who else is in school that helps us? office staff/dinnertime staff/others practitioners</p> <p>We will talk about our family/friends/home life and what makes us special.</p> <p>We will write our incredible name.</p> | <p>CLL/Literacy</p>  <p>We are storytellers, narrators, actors and illustrators.</p> <p>We are readers, learning to blend sounds to read words.</p> <p>We will learn the features of books, cover, pages, spine, blurb, and take care whilst handling books.</p> <p>We will retell familiar stories using language and creating pictures.</p> <p>We will create our own stories using Helicopter stories We will use Royal Shakespeare 'Whoosh' techniques to tell stories.</p> <p>We will immerse ourselves in a range of fiction and non fiction texts in our exciting book based environments</p> | <p>Physical</p>  <p>We are movers and shakers. We can make big movements and small movements</p> <p>We are fit and healthy and can take good care of ourselves.</p> <p>We will be chefs preparing healthy snacks</p> <p>We will learn the importance of keeping our teeth clean</p> <p>We will explore yoga poses and become strong bears, meerkats, lizards, penguins and lions.</p> <p>We will Use the three friend hold to make Monkey Marks (Kinetic letters)</p> <p>We will challenge our bodies by exploring obstacles.</p> | <p>EAD</p>  <p>We are artists using a range of mediums.</p> <p>We will experiment with shape form and texture</p> <p>We will look at the Artists - Dali, Van Gough, Mattise</p> <p>We will use clay to make a sculpture</p> <p>We will Paint to music listening to arrange of musicians.</p> <p>We will work with our Artist in Residence and display our work in a gallery.</p> <p>We will use our imaginations to create rolls in our play using curious props in our environment.</p> | <p>UW</p>  <p>We are conservationist and activists.</p> <p>We will learn simple features of our planet, including land, sea, arctic</p> <p>We will look at animals from around the world, where they live and if they are in danger.</p> <p>We will learn the effects of humans on our planate focusing on plastic pollution, chopping down trees, and littering.</p> <p>We will work to improve our school environment by creating signs and litter picking.</p> <p>We will learn about recycling and sort materials according to their property glass metal plastic paper</p> <p>We will learn what we can do to reverse damage to our planet</p> <p>We will write to Sir David Attenborough.</p> | <p>Maths</p>  <p>We are tourists and travelers.</p> <p>We will countdown to the Summer holidays</p> <p>We will create our own flag.</p> <p>We will spend holiday money in the holiday shop.</p> <p>We will pack and weigh our holiday luggage Holiday money</p> <p>We will take part in common wealth games/olympics</p> <p>We will measure distances using a range of measures.</p> |
| <p><i>Cross curricular possibilities based on children's interest</i></p> | <p>Write Incredible' name</p> <p>Create animals from the story - dog fish cat bird - spell them</p> <p>Create own zoo - use phonics to label</p> <p>Create patterns and rainbows from illustrations</p> <p>Write messages in bottle</p> <p>Counting caterpillars</p> | <p>Counting letters in words</p> <p>Counting syllables</p> <p>Creating a word jar</p> <p>Counting collections</p> <p>Play Adjective games</p> <p>Play Silly soup</p> <p>Chinese whispers</p> <p>Poetry</p> <p>Text art</p> <p>Story pictures</p> <p>Word hunts</p> | <p>Link to space</p> <p>Create junk model rocket</p> <p>Make own salt dough Beegu</p> <p>Constellation dot to dot numberlines</p> <p>science experiments - make a circuit</p> <p>Alien maths</p> <p>Starry Night pictures</p> | <p>Learn about Plants & Flowers</p> <p>Weather - favourite weather data collection</p> <p>Natural objects maths</p> <p>Painting with flowers</p> <p>Dissecting plants/flowers whole to parts</p> <p>creating own garden</p> <p>Tree houses</p> | <p>Create junk model animal</p> <p>Create animal collage from 'litter'</p> <p>Plastic bag art</p> <p>Create signs for school to pick up litter</p> <p>Write 'who am I' animal clues.</p> <p>Observational drawings of animals</p> <p>Superhero costumes and alter egos - writing</p> <p>Bad guy subtraction</p> | <p>Look at names of different countries and look at their flags.</p> <p>tatse to explore sauce flavours from around the world</p> <p>discuss modes of transport</p> |

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| <p>Enhancements</p> | <p>Children bring in family photos</p> <p>Random Acts of Kindness Day</p> <p>Celebration of skills Self-portraits, compare and contrast to peers.</p> <p>Perform song/Poem</p> <p>Fashion show - dress up photo-shoot.</p> | <p>Each child to create Helicopter Story to share with parents on dojo</p> <p>Performance of song/poem</p> <p>No pen day Weekly Whoosh</p> <p>Children bring in their favourite book /PJ day Visit school library</p> <p>In the spotlight - children share something of interest.</p> | <p>Boot camp visit</p> <p>Internet Safety Day</p> <p>Healthy Eating Week</p> <p>Weekly cooking club</p> <p>Performance of song/poem</p> | <p>Egg incubation</p> <p>Visit from Artists</p> <p>Art exhibition/visit gallery</p> <p>Artist in residence project</p> | <p>World Environment Day</p> <p>End of project Protest to parents</p> <p>Litter picking contest</p> | <p>Visit to the beach/sandpit</p> <p>Fossil hunting</p> <p>Seaside celebration</p> |
| <p>Forest school</p>  | <p>Recap Forest stay safe rules</p> <p>Natural portraits Mud Painting Mallets and threading to hang portraits Stick Whittling</p> | <p>Listening walk Rules for listening Scavenger hunt Outdoor storytelling Campfire story Collections</p> | <p>Forest Olympics</p> <p>Forest Food</p> <p>Skewering</p> | <p>Forest band Clay forest sculptures Make a frame with sticks and twine</p> | <p>Litter picking Recycled bottle bird feeder Water recycling Rain measuring Signs to stop litter</p> | <p>Create a vehicle Sports day Forest passport Goodbye Forest celebration</p> |
| <p>Seasonal celebrations</p>  | <p>Black History Month</p> <p>Harvest time</p> | <p>Dash and Bob turn Ten Remembrance day Diwali Guy Fawkes / Bonfire Nativity /Christmas</p> | <p>Chinese New Year LENT Pancake day</p> | <p>Mother's Day Queen's Birthday</p> | <p>May Day</p> | <p>Sports days Father's Day</p> |
| <p>Parents in partnership</p> | <p>Pumpkin Party Phonic open day Parent consultation Launch buzz books</p> | <p>Launch Maths bags Christmas show</p> | <p>Doodle day Parent consultation Launch curious conversations</p> | <p>Easter extravaganza ART</p> | <p>Recycle recycle recycle day</p> | <p>Leighfest EYF Parent consultation School Report</p> |

Early Learning Goals/ assessment at the end of Reception

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| <p>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</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> |

EYFS Nursery Long Term Plan

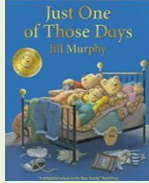


Go WILD into book

A detailed analysis of a chosen narrative. Developing long term memory. Use children's ideas and inspirations to develop learning alongside narrative



Autumn 1



Just one of those days

by Jill Murphy

Vocab

Songs

5 Little Leaves
The Tidy Up Team (Every Day Songs)
Big Red Combine Harvester
When Goldilocks went to House of the Bears

Poems
Goldilocks (Wriggle & Roar)
Let Me Do It (A Great Big Cuddle)
Angry (A Great Big Cuddle)

Other narratives

So Much
The family book
You're all my favourites
Ravi's Roar
Ruby's Worry
Pumpkin soup
Owl Babies
Leaf Man

Autumn 2



Oh No Shark in the Snow

by Nick Sharratt

Vocab

Songs

Twinkle, Twinkle Christmas Star
We Wish You a Merry Christmas
5 Little Elves
5 Brown Reindeer

Poems

Off By Heart: Poems for Children to Learn, Remember and Perform

Other narratives

Shark in the dark
Shark in the park
Shark in the park on a windy day
Don't put your finger in the jelly nelly
The Gingerbread Man
A Thing Called Snow
Pick a pine tree

Spring 1



Bumpus Jumpus Dinosaur Rumpus

By Tony Mitton and Guy Parker Rhys

Vocab

Songs

Have A Go
I'm a Mean Old Dinosaur
See the Dinosaurs Dance (Charanga)
We're Off To Rhyming Land

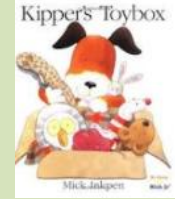
Poems

Dinosaurs (Beat Baby Raps)
Stomp Chomp Big Roars, Here Come the Dinosaurs!

Other narratives

Dinosaur Rap
Worrysaurus
How Tall was a T-rex?
Sometimes I like to Curl Up in a Ball
Everyone can Learn to Ride a Bike
Jacob O'Reilly wants a Pet
The Three Billy Goats Gruff

Spring 2



Kippers toybox

By Mick Inkpen

Vocab

Songs

5 currant buns
5 Little Speckled Frogs
10 fat sausages
Changing my size
Little Peter Rabbit
Easter Bunny

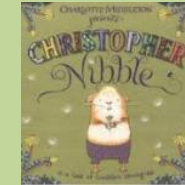
Poems

Poems to Perform
Hang your Knickers on the line

Other narratives

Mouse Shapes
Mick Inkpen stories
Barry the fish with fingers
The hairy scary monster
Ten in a bed
Abigail
Pete the cat
Simon sock
Pants
Hat tricks
How Much Does a Ladybug Weigh?
The Three Little Pigs

Summer 1



Christopher Nibble

By Sarah Roberts

Vocab

Songs

Happy Sun High Picnic
Steam Train
There's a Tiny Caterpillar

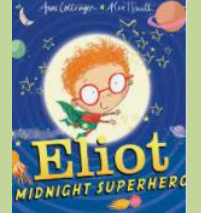
Poems

Arabella Miller
The Guinea Pig
Dandelions
Caterpillar, Butterfly
Flowers
Honey
(A First Book of Nature)

Other narratives

Christopher's Caterpillar
Oliver's Vegetables
Tidy
A Forest
The Great Paper Caper
Jasper's Beanstalk Tree
A Seed is Sleepy
A Butterfly is Patient
Jack and the Beanstalk

Summer 2



Eliot Jones midnight Superhero

by Anne Cottringer

Vocab

Songs

Give Yourself A P-A-T On The Back
Come with me to the beach
Sunglasses
Let's Be Superheroes (Action Song)

Poems

If I was a super hero
On the Ning Nang Nong Lion (Rumble in the Jungle)

Other narratives

When I build with blocks
The Naughty Bus
Supertato
Not a Box
Not a stick
The Little Red Hen

Ideas for action

These ideas provide a golden thread to hang opportunities from throughout the term.



Alongside these are the 'in the moment' opportunities provided from observation and positive relationships with children.



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|  <p>We're about to embark on a new and exciting learning journey.</p> <p>We are all individuals who have come together to form a new community.</p> <p>We will get to know our new friends and teachers.</p> <p>We will explore our new environment, both indoors and outdoors.</p> <p>We will establish rules and boundaries</p> <p>We will talk about our family/friends/home life and what makes us special.</p> |  <p>We are celebrating our love of books.</p> <p>We will pay close attention to familiar stories and remember key events and phrases.</p> <p>We will learn about the features of books, such as the cover, title, and pages, as well as how to handle books carefully.</p> <p>We will visit the school library.</p> <p>We will learn Lola Leopard's listening skills.</p> <p>We will learn to speak with confidence.</p> <p>We will create our own stories using Tales Toolkit and learn about characters and settings.</p> <p>We will become independent problem solvers and solution-focused thinkers.</p> |  <p>We will become Archaeologists.</p> <p>We will challenge our bodies by exploring obstacles, climbing trees and jumping from heights.</p> <p>We will romp and stomp like dinosaurs.</p> <p>We will join in with steady beats and irresistible rhymes.</p> <p>We will develop self help skills.</p> <p>We will use a variety of media to make large marks, both indoors and outdoors</p> <p>We will focus on how to handle scissors and other tools safely.</p> <p>We will explore poses and become strong bears, meerkats, lizards, penguins and lions.</p> <p>We will Use the three friend hold to make Monkey Marks (Kinetic letters).</p> |  <p>We will count anywhere and everywhere.</p> <p>We will count backwards and forwards</p> <p>We will discover our number rich environment</p> <p>We will explore creating our own maths graphics.</p> <p>We will investigate patterns all around us and recreate our own.</p> <p>We will experiment with weights and measures.</p> <p>We will explore shapes in our environment.</p> |  <p>We will become horticulturalists and develop a love of nature.</p> <p>We will find out how care for our natural environment.</p> <p>We will explore native wildlife.</p> <p>We will explore natural materials.</p> <p>We will get involved with growing flowers and vegetables for our Nursey garden.</p> <p>We will experience cooking from the garden</p> <p>We will explore beyond our world.</p> |  <p>We'll use our imaginations to create characters in our play.</p> <p>We will utilise loose parts and props during role play.</p> <p>We will enhance our art using various mdeia and materials.</p> <p>We will learn new techniques and artistic skills.</p> <p>We will discover the artist Roy Lichtenstein.</p> <p>We will perform songs learnt throughout the year.</p> |
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| <p>SCHOOL</p> <p><i>Cross curricular possibilities based on children's interest</i></p> | <p>Counting friends</p> <p>Mark making</p> <p>Ring games and songs</p> <p>Trying new food for picnic</p> <p>Teddy bears party/picnic</p> <p>Role play</p> | <p>Exploring freezing and melting</p> <p>Exploration of whole school environment</p> <p>Sea creatures</p> <p>Ice party</p> | <p>Dinosaur exhibition</p> <p>Music and movement</p> <p>Beat Baby</p> <p>Dinosaur swamp</p> <p>Making marks with muddy footprints</p> <p>Rhyming rhythms</p> | <p>Toys old and new</p> <p>Special objects and friends</p> <p>My personal belongings and what personal to me 'the pants rule'</p> <p>Charcoal sketching</p> | <p>Healthy snacks and tasting sessions</p> <p>Chef/cooking</p> <p>Gardening club/ community garden</p> <p>Build homes for the creatures in the woods</p> | <p>Clocks/time</p> <p>Virtual lion in the Nursery</p> <p>Jobs for the future</p> <p>The Queen/ Royalty</p> <p>Different cultures</p> <p>Experiemnts</p> <p>Wide world /globe/earth</p> |
| <p>Enhancements</p> | <p>Three bears cottage</p> <p>Porridge oats to explore</p> <p>Porridge tasting session</p> <p>Bring teddy to school day</p> <p>Take our bear home</p> | <p>Kindness elves</p> <p>Danger zone dangerous sharks!!!</p> <p>Follow a simple recipe to make very own gingerbread people</p> <p>Salt dough stars</p> <p>Christmas</p> | <p>Dinosaur party</p> <p>Dinosaur swamp</p> <p>Paleontologists and archaeologists</p> <p>Outdoor Obstacles</p> <p>Large scale mark making</p> <p>Finger gym</p> <p>Washing and pegging socks and pants</p> <p>Follow a simple recipe to make pancakes</p> | <p>Toy sale/swap</p> <p>Toy museum</p> <p>Create transition art inspired by Junk DNA</p> <p>Design and make wheeled wooden toys</p> <p>Explore designing and creating puppets</p> <p>Maths mayhem</p> <p>Pet visits</p> <p>Board games/lotto</p> <p>Milkshake café</p> | <p>Visit the library</p> <p>Library/ librarian</p> <p>Gardening tools outdoor and indoor</p> <p>Plants</p> <p>Chefs equipment for taster menu/recipe books/menus chinese indian pizza</p> <p>Caterpillar to Butterfly lifecycle</p> <p>Learn how to peel and chop vegetables to make soup.</p> | <p>Material for role play</p> <p>Create own vegetable superhero!</p> <p>Job centre / enhance environment with photos of jobs for the future</p> <p>End of year celebration</p> |

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| <p>Forest School</p>  | <p>Forest stay safe rules</p> <p>Equipment and preparation</p> <p>Nature Art - exploring Autumn leaves</p> | <p>Introduce the mallets</p> <p>Making Bird Feeders</p> <p>Making nests</p> <p>Outdoor decorations</p> | <p>Introduce the palm drills and screwdrivers</p> <p>Seasons - trees - changes</p> <p>Create ice gardens</p> | <p>Explore shapes in the environment</p> <p>Den building</p> <p>Clay Owls on trees</p> | <p>Cut herbs in the gorgeous garden to create 'Stone Soup'</p> <p>Explore composting</p> <p>Dig for worms to create a wormery</p> | <p>Art in the woods</p> <p>Clay faces</p> <p>Creating with willow</p> |
| <p>Seasonal celebrations</p>  | <p>Birthday celebration routine</p> <p>Pumpkin party</p> <p>Harvest</p> | <p>Diwali</p> <p>Christmas</p> | <p>Valentine's Day</p> <p>Shrove Tuesday (Pancake Day)</p> | <p>Easter extravaganza</p> | <p>Eid al-Fitr</p> <p>The queens jubilee (70yrs)</p> | <p>EYFS festival</p> |
| <p>Parents in partnership</p> | <p>Stay and play sessions</p> <p>Parent consultations</p> <p>EYFS meeting with parents</p> | <p>Christmas celebrations</p> <p>Story bags</p> <p>Maths bags</p> | <p>Parent consultations</p> <p>Non fiction library</p> | <p>Story Café</p> | <p>Stay and play sessions</p> <p>Community garden - plant swap</p> | <p>Parent consultations</p> <p>Performance of songs</p> <p>Leighswood EYFS festival</p> |

Goals for the end of Nursery

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| <p>Children can: Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</p> <p>Answer why what where why questions</p> <p>Remember familiar rhymes and songs</p> <p>Speaks in sentences of more than 6 words</p> <p>Hold a conversation taking turns in conversation</p> <p>Listens when in a small group</p> <p>Ask questions Use a range of prepositions to describe position e.g. 'in-front', 'behind', 'next to'. (Wellcomm)</p> | <p>Children will: Show confidence in choosing activities and resources</p> <p>build positive relationships</p> <p>find solutions to conflicts and understand how others are feeling</p> <p>share and take turns with others</p> <p>show independence with all self help skills</p> <p>understand the importance of oral hygiene</p> <p>have special friendships</p> <p>follow instructions and take part in group activitie</p> <p>share their interests with others</p> <p>talk about family and friends</p> <p>Names and talks about a wide range of feelings e.g. angry, scared. (Wellcomm)</p> | <p>Children will: ride a tricycle with pedals and ride a balance bike independently</p> <p>climb, run, jump, skip, stand on one leg, and hop with increasing control</p> <p>create a sequence of movements and remember them</p> <p>move and use equipment in their play with the support of others e.g big cogs</p> <p>show preference for dominant hand</p> <p>use a comfortable grip to write and draw</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>use small tools confidentially including scissors and knife and fork</p> <p>develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> | <p>Children will; Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Begin to develop their phonological awareness, so that they can, spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</p> <p>talk about the stories they have listened to and shared</p> <p>show an understanding of writing/emergent writing</p> <p>write some letters accurately</p> <p>write their own name</p> | <p>Children will; create own patterns and recognise patterns on objects</p> <p>use time language, before, after, then, next, first , count objects, sounds and actions (10)</p> <p>sing number songs and rhymes</p> <p>be able to instantly recognise how many items in a group (subitise)</p> <p>link the number symbol to its cardinal value (up to 5)</p> <p>Uses words such as <i>first, before, after, soon, later or last</i> when talking about routines, recent events or events in a story. (wellcomm)</p> <p>Uses comparative language to talk about size, length, weight, capacity and time. (wellcomm)</p> | <p>Children will; know and talk about different people and have positive attitude towards differences</p> <p>Explore a range of natural materials outdoors and indoors and recognise similarities and differences</p> <p>know all the people in their family and show interests in others</p> <p>understand how to plant seeds and plants and what they need to grow</p> <p>understand why we need to care for our environment</p> <p>know about a range of religious celebrations (Christmas, Diwali, new Year)</p> | <p>Children will; create drawings and painting and talk about them</p> <p>explore a variety of different media in order to create individual work</p> <p>add details to paintings and drawings</p> <p>listen to music of different genres and recognise some of them</p> <p>remember and sing each core song</p> |

EYFS Acorns Long Term Plan



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| <p>Go WILD into book</p> <p>A detailed analysis of a chosen narrative. Developing long term memory. Use children's ideas and inspirations to develop learning alongside narrative</p>  | <p>Autumn 1</p>  <p>Owl Babies By Martin Waddell</p> <p>Vocab</p> <p>Songs, Twinkle Twinkle Little Star Dingle Dangle Scarecrow Miss Polly</p> <p>Poems Two Little Dickey Birds There's a Wide Eyed Owl</p> <p>Other narratives Goat goes to playgroup. Sometimes I feel sunny My first day at Nursery</p> | <p>Autumn 2</p>  <p>Mucky Duck by Sally Grindley</p> <p>Vocab</p> <p>Songs, Head shoulders knees and toes. Row row row your boat Five Little Ducks</p> <p>Poems Old Mac Donald had a Farm Ba Ba Black Sheep</p> <p>Other narratives From head to toe by Eric Carle Dirty Bertie by David Roberts</p> | <p>Spring 1</p>  <p>The Super scooter By Axel Scheffler</p> <p>Vocab</p> <p>Songs, I drive my little Motor Car Old Mac Donald's Tractor</p> <p>Poems Jack and Jill Humpty Dumpty</p> <p>Other narratives I want to do it Myself by Tony Ross Making friends by Jess Stockman</p> | <p>Spring 2</p>  <p>Super Duper You By Sophy Henn</p> <p>Vocab</p> <p>Songs, This is the way we wash our Hands..... Everybody do this just like me Bend and Stretch (sticky kids)</p> <p>Poems Wash your Dirty Hands Put your Finger on your Nose Wind the Bobbin up</p> <p>Other narratives Wash your hands by Tony Ross Well Done by Richard Morgan</p> | <p>Summer 1</p>  <p>Brown Bear By Bill Martin Junior</p> <p>Vocab</p> <p>Songs, Funky Monkey song (sticky kids) I can sing a Rainbow</p> <p>Poems I Spy the colour..... Teddy Bear, Teddy Bear turn around.....</p> <p>Other narratives Mixed up chameleon Eric Carle My first colours Colours by Shirley Hughes</p> | <p>Summer 2</p>  <p>Going on a bear hunt By Michael Rosen</p> <p>Vocab</p> <p>Songs, Wheels on the bus Old McDonald had a Farm Let's go Walking (sticky kids)</p> <p>Poems Five Little Speckled Frogs Incy Wincey Spider</p> <p>Other narratives Dear Zoo Spot goes on holiday Where's my Teddy? By Jez Alborough</p> |
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Ideas for action

These ideas provide a golden thread to hang opportunities from throughout the term.

Alongside these are the 'in the moment' opportunities provided from observation and positive relationships with children.



This is me'
Starting school

We say bye to parent/carer (supporting seperation)

Building relationship with key person (mother duck)

I can find my special places in school, building a sense of belonging, my peg, my bottle etc

My family and people special to me

Starting my learning journey in Acorns



'let's get moving'

We are using our Gross motor skills outside and in, tunnels, obstacle courses, walk in the forest, large action movements for songs

Music, dancing and moving different genres

We will use our Fine motor skills for Malleable materials Small world toys Funky finger activities Mark making with a variety of tools Exploring texture/shaving foam/paint Spray bottles



'Coming together'
'We are family'

Let's share Turn taking games Roll a ball Pass the ??? Hide and seek Ring games Chatter bags Talking sticks Rhyming spoons

Singing rhymes and sharing stories

Who are we? ID badges



'I can do it'
Growth mind set

We use our Self-help skills to focus on, washing hands, hanging coat up, putting wet suit and welly boots on, going to the toilet

Choosing time Make your play choice

Make a snack choice Snuffle station for nose wiping

YOU CAN DO IT in all areas of play and learning



'I can sing a rainbow'

We are Artists, we Explor colours, shape and texture We Experiment with differnet painting techniques- bubble, printing, hands, potatoes, rollers, cutters

Colour hunt Colour walk Colour mixing Colour eye spy Coloured water play

Colour days



'Time for an adventure'

Lets go on a Picnic, make our food have we got enough for everyone? What shape do we want our sandwiches

Let's get ready for school, transition time for Nursery Look at uniform, school bags, visit school, teachers visit Acorn room.

Go on a bear hunt Role play Animal adventure Number Bears

Introduction to Forest School EYFS

Cross curricular possibilities based on children's interest

My shoebox - collect my favourite things/things that are special to me. Make at home and share at school

Introductions to safety rules in outdoor area

Mark Making on large scale with Mud, String in paint, Welly boots printing, Treading, Roller painting.

Ring games Hide and Seek Running games


Football Click Clack Track Roll the Barrell down the hill Sound Lotto

Washing Socks in Water play Dressing up with Hats - Hippo wears a Hat story Washing Bikes








Doing a job - collecting chatter bags, giving out Water Bottles

Spray Bottle markmaking Couloured Bricks in the Building area Bubble Blowing pictures

Making Bear Sandwiches Exploring Nursery garden.

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| <p>Enhancements</p> | <p>Home corner Photos of families Pictures on pegs Home comforts/ cushions, settee</p> | <p>Music corner Physical obstacle course</p> | <p>Makaton signs visible and used Daily timetable - makaton</p> | <p>Praise Stickers Achievements/ Congratulations certificates</p> | <p>Colour display made by children collecting items Beat babies Push and pull large equipment eg wheelbarrows</p> | <p>Animal visits (tortoise), goldfish, guinea pigs, rabbits)</p> |
| <p>Forest School</p>  | <p>Discover uneven ground and trip hazards Weather in Autumn Weather in Autumn</p> | <p>Explore Forest area Weather in Autumn</p> | <p>Name items in forest - trees, silver birch, grasses long and short, mud, soil, worms, insects, birds compost, tools, wheelbarrow, spade, fork, litter picker Weather in Spring</p> | <p>Become independent with suits and wellies Sounds of the forest, what can we hear and see Weather in Spring</p> | <p>Planting in the forest Weather in Summer</p> | <p>Learn the song round And round the fire pit - Weather in Summer</p> |
| <p>Seasonal celebrations</p>  | <p>Harvest celebration Pumpkin party</p> | <p>Christmas party and performance Bonfire Night Remembrance day</p> | <p>Chinese New Year Shrove Tuesday</p> | <p>Carers Day Easter</p> | <p>Queen's Birthday</p> | <p>Sports day</p> |
| <p>Parents in partnership</p> | <p>Story cafes' Pumpkin party Time2talk conversations 2yr Development check</p> | <p>Chatter bags go home Home link scrap book/photos etc Finding out about favourite activity at home. Story cafes' Wellcomm workshop</p> | <p>Time2talk conversations Doodle day Story cafes'</p> | <p>Easter Extravaganza World Book day Story cafes'</p> | <p>Colour days Story cafes'</p> | <p>Time2talk conversations Leighswood EYFS festival Story cafes' Teddy bears picnic</p> |

Goals for the end of 2's

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| <p>Children can: Shift from one task to another if you get their attention</p> <p>Can use around 300 words Can link up to 5 words Can follow simple instructions Understand who questions when looking at a picture Can listen to a short story Understands sentences containing 2 information carrying words. Understands action words e.g. jumping, drinking. Understands the prepositions 'in', 'on' and 'under'. Understands and uses pronouns e.g. 'I', 'he', 'she', 'you' and 'they'. Understands the functions of body parts e.g. we look using our eyes. Begins to categorise things into groups by learning their functions (e.g. things to eat, wear, drive). Understands and uses plurals e.g. ducks, cats.</p> | <p>Children will: enjoy the company of other children and want to play with them</p> <p>develop friendships with other children</p> <p>have preferences in their play</p> <p>go to their key person when support is needed</p> <p>use a toilet and wash and dry hands</p> <p>express a range of emotions and begin to talk about them</p> <p>children understand kind hands</p> <p>share and take turns with support</p> | <p>Children will: Climb on, in and out of obstacles confidentially</p> <p>children can scoot on a tricycle and begin to use pedals</p> <p>show increasing independence in self help skills putting wellies on, coats on and dress and undress themselves</p> <p>eat snack and drink independently</p> <p>use one handed tools, brushes, pens, crayons</p> | <p>Children will; enjoy looking at and sharing books</p> <p>have favourite books</p> <p>ask questions or make comments about book and pictures</p> <p>enjoy joining in with rhymes and jingles</p> <p>copy movements to rhymes and songs</p> <p>enjoy making marks</p> | <p>Children will; recognise simple patterns eg spots and stripes</p> <p>understand more and same</p> <p>count in rhymes and songs</p> <p>build with a range of resources different shapes and sizes</p> <p>complete a simple puzzle,</p> | <p>Children will; recognise simple differences between people</p> <p>explore the world in which we live</p> <p>enjoy exploring forest area</p> <p>be interested in exploring different material e.g. mud, foam, leaves</p> <p>show an interest in mini beasts</p> <p>notice changes in the weather</p> <p>talk about different people in their lives</p> <p>know who they live with and that is called home</p> | <p>Children will; create drawing and paintings</p> <p>explore paint and malleable materials</p> <p>notice when music is playing and begin to respond to it by movement or sound</p> <p>join in songs and rhymes</p> <p>start to develop role play</p> <p>make models in construction and block area</p> |