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| **EYFS LTP** | **AUTUMN 1** | | **AUTUMN 2** | | **SPRING 1** | | **SPRING 2** | **SUMMER 1** | | **SUMMER 2** | |
| **Topic & Focus Books**  **Plus 5ADAY!**  **Books to know off by heart** | Marvellous Me – Puffin Peter/ Super Duper You!  Wonderful World! -Hello World! / Anna Hibicus Song / One Day, So many ways!  Autumn / Harvest – Gruffalo / Owl Babies / Scarecrow’s Wedding | | Superheroes – Supertato / Superworm  The Moon! –  Non-fiction books / Goodnight Moon! | | Winter (Polar animals, Artic, Antartic) – Polar bear, Polar bear, what do you hear? / Save the Artic / Big Bear, Little Brother  People who help us – dentist, police man, lolly pop lady - Six dinner Sid / Hair McClary / Zog | | The Farm – Farmer Duck / Rosie’s Walk / William Bee’s Wonderful World of Tractors /  Traditional tales – The Enormous Turnip / The Enormous Potato  The Easter Story – Brian Wildsmith | Planting – Jack & the Beanstalk / Titch!  Minibeasts – Tadpole’s Promise / A Butterfly is Patient / The Bee Book / Yucky Worms  Traditional Tales – Goldilocks and the 3 Bears / Goldilocks Returns | | Green Fingers – Oliver’s Vegetables / Katie and the Sunflowers  Seaside – The Snail and the Whale / Lighthouse Keeper’s Lunch  Pirates – Pirates love underpants / The Pirates are coming | |
| **Special Events** | Hallloween – Room on the Broom / Funny Bones | | Bonfire Night – Story of Guy Fawkes / Hovis the Hedgehog  Christmas / Nativity n– The Nativity story / The Snowman / Gruffalo’s Child / Night before Christmas | | Chinese New Year – Lanterns and Firecrackers / Chinese New Year Animal Story / Runaway Wok  Pancake Day – Mr.Wolf’s pancakes | | Easter – Night before Easter / Egg Drop  Mother’s Day – Monkey Puzzle / My mum is a supermum | Teddy Bear’s Picnic – A Book of Bears / Teddy Bear’s Picnic Book | | Father’s Day – Hair Love / Just Like Daddy  Sport’s Day – Frog Olympics / Grrr! | |
| **Nursery rhymes** | 12 Nursery rhymes to know off by heart – see separate list | | | | | | | | | | |
| **Experiences / Visits** | * Transition week * Cultural workshops * Owl workshop * Halloween Golden Day | | * Superhero Day * Children In Need * Penny for the Guy * Nativity * Christmas Golden Day – Santa’s Workshop   Christmas Performance | | * Go and explore in the local area. Visit the local fire station, a visit from the local police, Nurses etc. * Invite parents in about jobs * Cooking – Chinese buffet / pancakes | | * Visit to a farm * Easter Hunt * Easter Golden Day * Easter Assembly * Mother’s Day Celebration | * Grow plants * Teddy Bear’s Picnic * Children to create and ‘publish’ their own stories using a Pie Corbett story map. | | * Visit to Seaside * Summer Fayre * Father’s Day celebration * Sports Day | |
| **Parental Engagement** | Start home / school diary  Links to Seesaw  Stay and Play – Cultural Workshop  Phonics Meeting  Parents Meeting | Christmas Nativity  Christmas Fayre | | Parents invited to talk about their jobs.  Reading workshop  Interim reports  Parents Evening | | Mother’s Day afternoon  Easter assembly | | Teddy Bear’s Picnic  Reading workshop | | | Father’s Day Afternoon  Formal parents meeting  Annual school report  Sport’s day  End of Year Celebration Assembly  New starters: Welcome to Reception parents meeting  Teddy Bear’s Picnic evenings  Induction Days |
| **Action Planning** | Prepare action plan / LTP  Cohort Information Sheet  Consider previous year exit data and current entry data.  CEM / Reception Baseline  Review risk assessment | Visit action plan / LTP  Update assessments – EYFS Framework & Progression & Skills  Review risk assessment | | Visit action plan / LTP  Interim report  Review risk assessment | | Visit action plan / LTP  Update assessments – EYFS Framework & Progression & Skills  Review risk assessment | | Visit action plan / LTP  Update assessments  Review risk assessment | | | Visit action plan / LTP  Update assessments  CEM / Star Reader  End of Year reports  Review risk assessment |
| **EYFS Overarching Principles** | Unique child – constantly learning, resilient, capable, confident and self-assured. | | | | Positive Relationships – developed through learning to be strong and independent | | Enabling environments – with teaching and support from adults, responding to individual interests and needs and building learning over time including strong relationships between practitioners and parents/carters. | | Learning and development – children learn and develop at different rates and all children must be provided for. | | |
| **Characteristics of Effective Learning** | Playing and exploring – children investigate and experience things and ‘have a go’ | | | | Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements | | | Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for dong this | | | |
| **Thornhill Key Principles** | Confident, inquisitive, resilient and determined learners  Fundamental skills of reading for all  5 a day challenge! – 5 books, stories, poems, songs, rhymes every day!  Supporting language development & widening vocabulary  Positive interactions with parents – creating those early foundations.  Early Intervention – Physical Development / Communication & Language / Personal & Social  Wide range of experiences | | | | | | | | | | |
| **PRIME AREAS** | **EYFS MTP**  **In conjunction with EYFS progression of Knowledge and skills & Development Matters** | | | | | | | | | | |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT – Early Learning Goals** | 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 and actions. | | | | 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, gong to the toilet and understanding the importance of healthy food choices. | | | 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 other’s needs | | | |
| **Proposed Objectives**  **Medium Term**  Resources: PSCHE / SEAL JIGSAW | AUTUMN  Self-Regulation  To follow routines using visual timetable.  To understand behaviour using Sunshine system  To label basic feelings – happy, sad, excited, angry  To work towards an achievable goal.  Managing self  To complete a daily directed task showing increased concentration, determination and perseverance.  To speak on the carpet independently or when prompted.  To manage themselves independently at the toilet and fasten their coat.  To develop good hygiene habits – hand washing.  To understand how to be a safe pedestrian.  To try new foods and develop understanding of healthy eating.  Building Relationships  To take turns in a game and share toys supported by an adult.  To form positive attachments with adults and friendships with peers. | | | | SPRING  Self-Regulation  To follow routines independently.  To regulate their own feelings and adhere to the sunshine system.  To understand their own and others’ feelings.  To achieve a target set by an adult.  To listen and follow 2 step instructions.  Managing self  To complete a daily directed task independently.  To think of their own solutions to overcome a challenge.  To speak independently in class.  To get changed for PE.  To be developing good eating habits, understanding importance of drinking water, eating 5 a day, different types of food.  To develop good hygiene habits – cleaning teeth.  To understand and follow the classroom rules.  Building Relationships  To take turns, share and play independently showing respect, tolerance, understanding of others.  To form positive attachments with adults and friendships with peers and showing confidence with interaction  To be sensitive to their own needs and others and express this in appropriate ways, asking for help if needed. | | | SUMMER   * Children to have met above EYFS Early Learning Goals outcomes * Children to have met EYFS progression of Knowledge and Skills   Year 1 Ready – Thornhill Aims   * Children who are resilient, determined, confident in their abilities and willing to try new things. * Children who can interact positively with peers and adults and show compassion, care, acceptance and tolerance of each other. * Children who are developing their own identity and can manage their basic needs. * Children who understand how to be healthy, knowing the importance of exercise and diet, good sleep routine, good hygiene, cleaning teeth, keeping safe * Children who are confident in the routines and rules and are proud of their behaviour. | | | |
| **PHYSICAL**  **DEVELOPMENT**  **Early Learning Goals** | Gross Motor Skills   * Negotiate space and obstacles safely, with consideration for themselves and others * Demonstrated strength, balance and coordination when playing * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | | | | | 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 | | | | |
| **Proposed Objectives**  Resources:  Sticky Kids  Dough Disco  Treetops | AUTUMN  Gross Motor  To move in a variety of ways.  To jump off an object and land appropriately.  To travel over obstacles with confidence.  To negotiate space and change direction.  Beginning to use a range of equipment with confidence – balls, space hopper, bikes, bean bags etc  Fine Motor  To use a dominant hand.  To hold a pencil with a tripod grip.  To make marks with good pressure.  To use a range of small tools  To copy simple shapes.  To colour in pictures within the lines. | | | | SPRING  Gross Motor  To move energetically in a range of ways.  To negotiate space and obstacles safely, assessing risks and limitations.  To catch, kick, throw, pass a ball.  To hit a target with accuracy and precision.  To access small and large apparatus, developing strength, coordination and agility.  To follow sequences to music.  Fine Motor  To use a knife to cut food and a fork to eat properly.  To copy simple pictures and colour in neatly.  To hold a pencil effectively.  To use scissors to cut basic shapes.  To use a paint brush effectively. | | | SUMMER   * Children to have met above EYFS Early Learning Goals outcomes * Children to have met EYFS progression of Knowledge and Skills   Year 1 Ready – Thornhill Aims   * Children who are showing increased co-ordination, strength, agility, balance and strength. * Children who are confident to use apparatus, can catch and thrown a ball, hit a target and pedal a trike * Children who can move in time to music and copy a sequence. * Children who are confident with fundamental movement of walking, skipping, rolling, crawling, jumping, hopping, climbing * Children who can hold a pencil correctly and effectively – frog on the log, correct letter formation holding paper in position, writing on the lines and able to control letter size * Children who can use a knife and fork effectively to eat. * Children who can copy simple drawings and shapes and colour in within the lines. | | | |
| **COMMUNICATION AND LANGUAGE**  **Early Learning Goal** | Listening, Attention and Understanding   * Listen attentively and respond to wear 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. | | | | | | Speaking   * Participate in small group, class and one-to-one discussions, offering their ideas, using recently introduced vocabulary * Offer explanations for why things might happened, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate * Express their feelings and ideas 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. | | | | |
| **Proposed Objectives / Activities**  Resources:  Communication Trust - Universally Speaking  Word lists, word wheels  Access to S&L Therapist | Autumn  Listening, Attention & Understanding  To maintain attention, concentrate and sit quietly.  To listen and follow to 2 part instructions.  To follow a story.  To listen to others and respond appropriately.  Speaking  To answer simple questions with appropriate answers.  To learn new words and meanings.  To show understanding of prepositions.  To express their ideas and talk about interests. | | | | Spring  Listening, Attention & Understanding  To follow a story and make comments about the story.  To listen to others and respond appropriately and hold an engaging conversation on a subject of their choice. To learn new words and meanings and use recently introduced vocabulary.  Speaking  To participate in class discussions (group / carpet) with confidence using recently introduced vocabulary  To talk in an organised manner using ‘because’ and showing good awareness of tenses.  To express feelings coherently and clearly.  To offer explanations about why things happen.  To express ideas and opinions in a range of situations.  To understand and use prepositions in speech. | | | SUMMER   * Children to have met above EYFS Early Learning Goals outcomes * Children to have met EYFS progression of Knowledge and Skills   Year 1 Ready – Thornhill Aims   * Children who can listen attentively and respond appropriately in a range of situations: class, talking with peers, talking with adults, assemblies * Children who are inquisitive, confident speakers, who ask questions, express ideas, give opinions, hold conversations with peers and adults. * Children who use talk confidently for a range of different purposes: explanations, understanding, describing, socially, creatively, negotiating, problem solving * Children who are using a wide and developing range of vocabulary confidently and correctly and building a repertoire of words. * Children who can talk in well-formed grammatically correct sentences. * Children who can express their feelings coherently and confidently. * Children who can understand and use prepositions in their speech. | | | |
| **SPECIFIC AREAS** | **EYFS MTP**  **In conjunction with EYFS progression of Knowledge and skills & Development Matters** | | | | | | | | | | |
| **LITERACY**  **Early Learning Goals** | Comprehension   * Demonstrate understanding of what has been red 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 introduce vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | | | | 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 | | | Writing   * Write recognisable letters, most of which are correctly formed * Spell words by identifying sounds in them and representing sounds with a letter or letters * Write simple phrase and sentences that can be read by others | | | |
| **Proposed Objectives / Activities**  Resources:  Jolly Phonics  Floppy Phonics  Oxford Owl  Reading scheme  5 a day! | Autumn Stage 2 Sounds  Comprehension  To enjoy stories and rhymes and be able to retell and learn lines by memory.  To begin to develop an understanding of rhyming.  To use story ideas in extended play through puppets, role play etc  Word Reading  To hear and say sounds in CVC words.  To begin to link sounds and names to letters.  To segment and blend sounds supported by an adult.  To read tricky words and common exception words.  Writing  To write their name independently.  To give meaning to their marks and linking to words, letters  To make the marks | \_ O + \ / X ∆ and a square  To write recognisable letters and use correct letter formation.  To segment sounds to write CVC words and decodable words.  To write Stage2 tricky words. | | | | SPRING Stage 3 sounds  Comprehension  To anticipate key events in stories.  To answer simple questions of what, where, when, who, moving on to how and why  To renenact stories through drama, retelling, music  To retell stories, rhymes off by heart with confidence.  To show understanding of what has been read.  Word Reading  To read simple sentences using phonics knowledge to decode words.  To read CVC words, words containing digraphs, polysyllabic words.  To read stage 3 tricky words and common exception words.  Writing  To write simple sentences showing awareness of capital letters and full stops guided and modelled by an adult.  To write all stage 2 & 3 sounds and tricky words.  To write recognisable letters and use correct letter formation, writing on a line.  To segment sounds to write CVC, CVCC, CCVC words and decodable words.  SUMMER – stage 4 | | | SUMMER   * Children to have met above EYFS Early Learning Goals outcomes * Children to have met EYFS progression of Knowledge and Skills   Year 1 Ready – Thornhill Aims   * Children who are enthused by reading and books and are developing a passion for reading! * Children who are confident readers, using phonics to decode, blend and segment with developing fluency and accuracy – stage 2-4 * Children who can read tricky words and common exception words by sight. * Children who can answer simple questions about a story, anticipating key events and giving their opinion. * Children who are building up a repertoire of stories, poems, songs that they can retell and recite. * Children who are confident to write simple sentence with a capital letter and full stop, using finger spaces, writing on the line – when guided by an adult. * Children who can form all letters correctly. * Children who can use phonic knowledge to segment sounds (stage2-4) to write words. * Children who know all the names of the letters and are familiar with most capital letters. | | | |

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| **MATHEMATICS** | 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 | | Numerical Patterns   * Verbally count beyond 20, recognising the pattern of the counting system * Compare quantities up to 10 in different context, 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 | |
| **Proposed Objectives / Activities**  Resources:   * Teejay * Ten Town * Numicon * White Rose | AUTUMN  Number  To recognise numbers 1-10.  To subitise to 5.  To touch count objects and pictures up to 10.  To write numbers 0-10 (Ten Town)  Numerical Patterns  To count to 20 forwards.  To understand composition of up to 5.  To represent and compare to 5.  To work within 5 – recognising patterns on dice, pictures, fingers, in rhymes , 1 more, 1 less etc  Shape and Space  To know names and properties of basic shapes.  To understand weight, length and capacity. | SPRING  Number  To recognise numbers 11-20.  To subitise accurately to 5.  To touch count objects and pictures to 20.  To write numbers 11-20.  To begin to recall addition number bonds to 10 and subtraction number bonds to 5.  To know doubles to 10.  Numerical Patterns  To represent and compare to 10.  To understand more, less and altogether, equals and language of addition and subtraction.  To understand composition of up to 10.  To count to 20 forwards and backwards.  To continue repeating patterns, ordering and comparing numbers.  To begin to identify odd and even numbers.  Shape and Space  To tell the time to o’clock  To compare length, weight and capacity.  To compose and decompose shapes. | | SUMMER   * Children to have met above EYFS Early Learning Goals outcomes * Children to have met EYFS progression of Knowledge and Skills   Year 1 Ready – Thornhill Aims   * Children who are confident and inquisitive about number are using the language and manipulating number in the environment and in every day tasks. * Children who are confident to problem solve, make connections, use apparatus, recall facts with increasing independence * Children who can count confidently forwards and backwards to 20 and are developing an awareness of the number system, able to compare and order numbers, identify odd and even numbers and count in intervals of 2 and 10 * Children who can automatically recall number bonds to 10 and understand relationships between consecutive numbers * Children who are developing understanding of time, capacity, length and height |
| **UNDERSTANDING THE WORLD** | 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 | 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 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 | | 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 |
| **Proposed Objectives / Activities** | Autumn 1  Past and Present  To talk about things that have happened in the past – holidays, birthdays.  To know the days of the week, month of the year.  To discuss what is happening in the present – school visual timetable  To talk about their family and the people around them  To understand that some things happened a long time ago.  People, Culture & Communities  To know where they live and who they live with.  To understand the concept of the world, talking about differences and similarities from different places around the world – weather, food, people, cultures  Christian Festivals – Harvest, Christmas  Hindu Festival – Divali (Nov)  The Natural World  To talk about similarities, patterns, differences and changes in the seasons.  To show interest in the world around them.  To understand how they can look after their planet.  To name parts of the body and understand different functions. | SPRING  To understand the past through stories and know some similarities and differences between the past and present.  To understand the roles of different people in society.  People, Culture & Communities  To describe their immediate environment using knowledge from observations, stories, maps, stories etc  To explain similarities and differences between different religious and cultural communities.  Chinese New Year – January  Christian – Easter  Jewish Festival – Shabbat (April)  Sikhism Festival – Baisakhi (April)  Islam Festival – Eid (May)  The Natural World  To show interest in the world around them, making observations and drawing pictures of animals and plants.  To understand some important processes – weather, states of matter, plants, lifecycles | | SUMMER   * Children to have met above EYFS Early Learning Goals outcomes * Children to have met EYFS progression of Knowledge and Skills   Year 1 Ready – Thornhill Aims   * Children who are inquisitive, ask questions and want to know about the world around them. * Children, who understand past and present through their own experiences and knowledge acquired including figures and events from the past * Children who are accepting and respectful of all people, cultures and communities, learning through stories, plays, visitors, experiences, rhymes, songs * Children who understand that religion plays an important part in people’s lives and know about special festivals, objects, music and books. * Children who can talk about the special people around them, as well as understanding different roles in society and the impact they have. * Children, who have high aspirations of what they would like to do in the future. * Children who can use and draw information from a simple map. * Children who can recognise and describe different environments, including their own, understanding the effects of changing seasons, weather, forces and states of matter * Children who can describe the natural world using their senses and widening vocabularly * Children who can label body parts and explain what they do. |
| **EXPRESSIVE ARTS AND DESIGN** | 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 | | 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 | |
| Resources: | | | |
| **Proposed objectives / activities** | AUTUMN  Creating with materials  To construct with a purpose in mind.  To use a wide range of materials, discussing colour, texture, patterns etc  To use tools and techniques guided by an adult.  Being Imaginative and Expressive  To build a repertoire of songs, dances, rhymes.  To play alongside others cooperatively.  To act out stories in their own play. | SPRING  Creating with materials  To construct with a purpose in mind and explain the processes they have used.  To use a wide range of materials, discussing colour, texture, patterns etc  To use tools and techniques for a specific purpose with increasing control.  Being Imaginative and Expressive  To build a repertoire of songs, dances, rhymes, moving in time with music  To play alongside others cooperatively.  To act out stories in their own play inventing and adapting the narrative. | | SUMMER   * Children to have met above EYFS Early Learning Goals outcomes * Children to have met EYFS progression of Knowledge and Skills   Year 1 Ready – Thornhill Aims   * Children who are confident to sing, dance, act, share their creations and can explore, use and refine a variety of artistic effects to express ideas and feelings. * Children are creative and expressive and can use a range of mediums to share their ideas. * Children who can use their own imaginative skills to develop their own narratives, songs and dances, * Children who can use a range of materials, tools and techniques effectively and fit for purpose. * Children who can create collaboratively sharing ideas, resources and skills. * Children who are given a range of experiences to watch performances – musical, theatre, sports and talk about their feelings and responses. * Children who enjoy singing with their group and individually, developing understanding of rhythm , pitch and melody. |