



## Cusgarne School EYFS – Long Term Plan



Enquiry Approach	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Enquiry Theme</b>	All About Me!	It's a Bug's Life	Superheroes	Sowing and Growing	Sing a rainbow	Beside the Seaside
	Communication, Language and Literacy		Planting, Sustainability and Eco-focus			
<b>Enquiry Initial Engagement Question</b>	Why am I special?	What are minibeasts and where do they live?	Who does a super job to help me?	Where does our food come from?	How can the weather change?	How can creatures live under the sea?
<b>Visits/Visitors</b>		School Cook – healthy food – fruit faces Lappa Valley to visit Santa	Police, Fire Service, Nurse	Visit to a garden centre/farm		Beach trip
<b>Links to Role Play</b>	Home Corner/Cafe	Autumn Market/Santa's Workshop	Emergency Services Base	Gardening Centre	Weather Studio	Sea Creature's Emporium
<b>Key Vocabulary</b>	<b>Welcome to School</b> Happy, sad, angry, feeling, emotion, scared, excited, worried  <b>All About Me</b> Unique, fingerprint, special, past, present  <b>My Family</b> Family, relative, sibling, mother, father, brother, sister, grandparent	<b>Celebrations</b> Celebrate, Harvest, festival, culture, fireworks, Remembrance Day, Diwali, prayer, gifts, Christmas  <b>Minibeasts</b> Habitat, microhabitat, life cycle, egg, caterpillar, cocoon, chrysalis, insects, bugs, prey, change, grow	<b>Police/Firefighters</b> Emergency, uniform, rescue, support, services, careers, danger, fingerprint  <b>Dentist</b> Teeth, tongue, gum, lips, clean, oral, hygiene, brush, healthy, unhealthy  <b>Hospitals</b> Doctor, nurse, hurt, care, medicine, emergency, first aid, bandage, operation	<b>Planting</b> Stem, petals, leaves, sun, rain, growth, seed, soil, roots, germinate, bud, compost, fruit, vegetable, harvest, gardening, watering, observation  <b>Fabulous Food</b> Taste, smell, same, different, culture, acceptance  <b>How my body changes</b> Body, healthy, unhealthy, grow, hydrate, exercise, change, different, same	<b>Weather type</b> Weather, lightning, thunder, drizzle, wind, rainbow, snow, fog, hail, cloudy, hot, cold, warm, freezing, blizzard, weather forecast, temperature, atmosphere, humidity, thermometer, ice, melt  <b>Seasons</b> Autumn, winter, spring, summer	<b>Beach</b> Safety, sea, ocean, land, wave, weather, hot, cold, wind, sun, beach, sand, coastline, shells  <b>Below the sea</b> Sea creature, fish, octopus, seal, crab, seaweed, fish, sharks  <b>Conservation/pollution</b> Recycle, reuse, reduce, plastic, material, help, teamwork

Throughout all learning, the Reception Team will ensure activities and interactions support the **Characteristics of Learning** of:

**Playing and exploring:** Children investigate and experience things, and 'have a go'. Children 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.



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Subject Area	<p>Children's Personal, Social and Emotional Development (PSED) is <b>crucial for children to lead healthy and happy lives</b> and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm, and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Self-Regulation</b> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p><b>Self-Regulation</b> Identify and moderate their own feelings socially and emotionally.</p>	<p><b>Self-Regulation</b> Talk with others to solve conflicts.</p>	<p><b>Self-Regulation</b> Show resilience and perseverance in the face of challenge.</p>	<p><b>Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p><b>Self-Regulation</b> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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><b>Managing Self</b> Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day.</p>	<p><b>Managing Self</b> Increasingly follow rules without adult reminders and understand why they are important. Able to dress and undress independently.</p>	<p><b>Managing Self</b> See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).</p>	<p><b>Managing Self</b> Shows understanding of good practices with regards to exercise, eating, sleeping and hygiene which can contribute to good health.</p>	<p><b>Managing Self</b> 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.</p>	<p><b>Managing Self</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	<p><b>Building Relationships</b> Play with one or more other children, extending and elaborating play ideas.</p>	<p><b>Building Relationships</b> Begin to understand how others may feel. Express their feelings and consider the feelings of others.</p>	<p><b>Building Relationships</b> Help to find solutions to conflicts and rivalries.</p>	<p><b>Building Relationships</b> Build constructive and respectful relationships.</p>	<p><b>Building Relationships</b> Work and play cooperatively and take turns with others.</p>	<p><b>Building Relationships</b> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
Key Skills/Knowledge	<p>To work in a pair or three to solve a problem with some adult support. To be able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations. To understand they may need to wait their turn and can anticipate this, including in group time.</p>		<p>To solve problems co-operatively. To develop skills of negotiation and compromise, with some support. To watch the person who is speaking and knows when it is their turn to speak. To show sensitivity to the needs of others and is increasingly flexible and co-operative.</p>		<p>To use what they have learnt about social interactions from close adults, in play and in relationships with others. To determine when a situation requires adult intervention. To take turns with others in conversation in a range of contexts. To show sensitivity to the needs of others, beyond own friendship group.</p>	



## Cusgarme School EYFS – Long Term Plan



	To begin to show sensitivity to the needs of others and adjust their response.					
<b>Physical Development (PD)</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy, and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control, and confidence.					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Fine Motor</b> Show a preference for a dominant hand. Use one-handed tools and equipment.  Activities/tools to support: Threading, cutting, playdough, peg boards, nuts and bolts, Mobilo, finger gym.	<b>Fine Motor</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Activities/tools to support: Threading, cutting, playdough, geoboards, finger gym, pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	<b>Fine Motor</b> Use comfortable grip with good control when holding pens and pencils.  Activities/tools to support: Threading, cutting, weaving, playdough, Lego, finger gym, practise tripod grip, pens, pencils, paintbrushes, button clothing, drawing,	<b>Fine Motor</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.  Activities/tools to support: Threading, cutting, weaving, playdough, Lego, finger gym, practise tripod grip, daily handwriting activities including letter formation.	<b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Activities/tools to support: Threading, cutting, weaving, playdough, finger gym, daily handwriting activities including letter formation.	<b>Fine Motor</b> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.  Activities/tools to support: Threading, cutting, weaving, playdough, finger gym, drawing activities – colour inside the lines of a picture, copy shapes – a cross, square, triangles, circles, begin to draw pictures that are recognisable.
	<b>Gross Motor</b> Start to eat independently and learning how to use a knife and fork. Develop the skills they need to manage a school day successfully e.g. lining up, queuing, mealtimes and personal hygiene.  Activities/tools to support: Daily wake and shake and regular movement breaks, cooperation games i.e., parachute games, climbing – outside equipment, changing for PE, embed regular toileting/handwashing routines, acknowledge and praise their efforts.	<b>Gross Motor</b> Revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.  Activities/tools to support: Daily wake and shake and regular movement breaks, ball skills- throwing and catching, crates play- climbing, skipping ropes in outside area, dance related activities, wheeled resources for children to balance, sit or ride on, or pull and push.	<b>Gross Motor</b> Know and talk about different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, screen time, sleep routines, being safe.  Activities/tools to support: Daily wake and shake and regular movement breaks, daily toothbrushing, two-wheeled balance bikes and pedal bikes without stabilisers, and scooters. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle	<b>Gross Motor</b> Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.  Activities/tools to support: Daily wake and shake and regular movement breaks, ball skills- aiming, dribbling, pushing, throwing, catching, patting or kicking, gymnastics /balance - opportunities for children to, spin, rock, tilt, fall, slide and bounce.	<b>Gross Motor</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.  Activities/tools to support: Obstacle activities - children moving over, under, through and around equipment.	<b>Gross Motor</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Activities/tools to support: Daily wake and shake and regular movement breaks, sports day - races / team games involving gross motor movements.



## Cusgarme School EYFS – Long Term Plan



<b>Communication and Language (CL)</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary</b> added, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively</b> in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, storytelling, and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Listening , Attention and understanding</b> Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	<b>Listening , Attention and understanding</b> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	<b>Listening , Attention and understanding</b> Listen to and talk about stories to build familiarity and understanding.	<b>Listening , Attention and understanding</b> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<b>Listening , Attention and understanding</b> 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 .	<b>Listening , Attention and understanding</b> Hold conversation when engaged in back and forth exchanges with their teacher and peers.
	<b>Speaking</b> Develop social phrases. “Good morning, how are you?” Learn new vocabulary and use it throughout the day in different contexts.	<b>Speaking</b> Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them.	<b>Speaking</b> Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.	<b>Speaking</b> Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<b>Speaking</b> 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.	<b>Speaking</b> 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.
<b>Core Songs and Rhymes</b>	1,2,3,4,5 Once I caught a fish alive 5 Little Ducks 5 Little Speckled Frogs  If you’re happy and you know it.  Little Red Combine Harvester Harvest Samba Cauliflowers Fluffy Harvest Time	5 Little Aliens 5 sizzling sausages 5 Little Monkeys  Christmas songs for our production of The Nativity Story. Twinkl, Twinkl Little Star  Away in a manger	Ten green bottles Ten little monkeys There were 10 in the bed Zero zero superhero  Down in the jungle To the People Who Help Us Miss Molly Had A Dolly	Old McDonald How much is that doggy in the window Flower, stem, leaves and roots Incy, Wincy spider Wiggly worm	London’s Burning Oranges and Lemons I’m A Little Teapot	Oh I do like to be beside the seaside Row, row, row the boat







## Cusgarme School EYFS – Long Term Plan



Key Skills/Knowledge	<b>Writing</b> Write some lower case letters mostly correctly.	<b>Writing</b> Use some of their print and letter knowledge in their early writing.  Form lower-case and capital letters correctly.	<b>Writing</b> Spell words by identifying the sounds and then writing the sound with letter/s.	<b>Writing</b> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<b>Writing</b> 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.	<b>Writing</b> 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.
	To know that phonemes are represented by graphemes. To articulate ideas structuring them in speech, before writing, with adult support.  To begin to write simple words/phrases using phonic knowledge and some common exception words. To re-read what they have written, with adult support. To write own name, mostly correctly.  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.		To articulate ideas structuring them in speech, before writing, with some adult support. To write simple phrases and sentences using phonic knowledge and some common exception words. To form all lower-case letters, mostly correctly. To re-read what they have written, to check it makes sense, with some adult support. To write first name correctly and begins to write surname with some accuracy.  Form lower-case and capital letters correctly. Write simple phrases and sentences that can be read by others. Spell words by identifying the sounds and then writing the sound with letter/s.		To enjoy creating texts to communicate meaning for an increasingly wide range of purposes. To articulate ideas structuring them in speech, before writing. To write simple phrases and sentences using phonic knowledge and learnt common exception words, using capital letters and full stops in the right place. To form lower case letters correctly and begins to form some capital letters accurately. To re-read what they have written to check it makes sense and, with support, make simple changes. To write full name correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	
	Maths					
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Number and Place Value</b> Numbers to 5, comparing groups <b>Addition and Subtraction</b> Sorting, changes within 5 <b>Measurement</b> Time – My Day <b>Number</b> Develop fast recognition of up to 3 objects, without having to count them (subitising). Show ‘finger numbers’ up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5. <b>Numerical Patterns</b> Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal		<b>Number and Place Value</b> Numbers to 10 <b>Addition and Subtraction</b> Numbers to 5 Addition to 10 <b>Geometry</b> Shape and space <b>Number</b> Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals. <b>Numerical Patterns</b> Count verbally beyond 10. Understand the ‘one more/one less than’ relationship between consecutive numbers to 10.		<b>Number and Place Value</b> Numbers to 20 <b>Addition and Subtraction</b> Count on and back <b>Geometry</b> Exploring patterns <b>Multiplication and Division</b> Numerical Patterns <b>Measurement</b> Measure <b>Number</b> 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	



## Cusgarme School EYFS – Long Term Plan



Key Skills/Knowledge	principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: ‘more than’, ‘fewer than’. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.		Positional language: describe a familiar route, using words such as ‘in front of’ and ‘behind’. Compare numbers using appropriate vocabulary such as ‘more than’ ‘less than’, ‘equal to’. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.		other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <b>Numerical Patterns</b> 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.	
	Say all numbers to 10. Count to 10. Recall number bonds to 5. Recall composition numbers to 5. Recall number bonds to 10. Name 2d shapes.		Subitise numbers on a dice. Recall days of the week and months of the year. Subitise numbers to 10. Double numbers to 10. Name 3D shapes.		Say all numbers to 20. Count to 20. Count forwards/ backwards from any given number within 20. Say 1 more/ less than nay number to 20. Recall 1p, 2p, 5p 10p and 20p coins.	
Understanding the World	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Natural World Science	<b>Knowledge</b> Recognise trees around our locality as physical features. Identify weather types and talk about times of the year when it is hot/cold.  <b>Skill</b> Observe and name different weather types – discuss feelings and how to dress appropriately. Describe what they see, hear and feel whilst outside. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Make comments about what they have heard and ask	<b>Knowledge</b> Observe the change in plants and trees across the different seasons. Discuss the change in weather at different times of the year. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Make comments about what they have heard and ask questions to clarify their understanding.  <b>Skill</b> Observe and understand the importance of creating suitable habitats for minibeasts. Observe change in habitats	<b>Knowledge</b> Name common animals in different locations around the local area. Understand why particular animals areas may be. Make comments about what they have heard and ask questions to clarify their understanding  <b>Skill</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Observe change in habitats and the local area over time. Participate in small group, class and one-to-one discussions,	<b>Knowledge</b> To discuss different weather types required to support plant growth. To understand that some plants are grown for food. To identify changes in local area over time and the importance of plants and trees. To understand the important role of minibeasts in growing healthy plants. To discuss the change in weather at different times of the year. Make comments about what they have heard and ask questions to clarify their understanding.  <b>Skill</b>	<b>Knowledge</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Recall and describe the effect of changing seasons on the natural world. Observe how to reverse or speed up changes (heating, cooling). Identify changes in the local area over time and the importance of plants and trees. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what

### The Natural World Science

**Knowledge** – What the children will know and understand

**Skill** – what the children will be able to do

Subject linked (whole school progressions)



## Cusgarme School EYFS – Long Term Plan



	questions to clarify their understanding.	and the local area over time. Observe and demonstrate understanding of how to care for our local area.	offering their own ideas, using recently introduced vocabulary.	Explore the natural world around them, making observations and drawing pictures of animals and plants. To observe and demonstrate understanding of how to care for our local area and those further afield.	has been read in class. Make comments about what they have heard and ask questions to clarify their understanding.  <b>Skill</b> To identify weather types and talk about times of the year when it is hot/cold. To observe and name different weather types – discuss feelings and how to dress appropriately for the weather. Explore floating and sinking. Relate floating and sinking to different types of transport. Observe and demonstrate understanding of how to care for our world and make informed travel choices. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Uses magnifying glasses to observe shells, sand, or seaweed. Explains simple cause and effect
<b>Understanding the World Past and Present History</b>  <b>Knowledge</b> – What the children will know and understand  <b>Skill</b> – what the children will be able to do	<b>Knowledge</b> To talk about the lives of the people around them and their roles in society.  <b>Skill</b> Talk about family members and people in their community. Recall events from their own recent experiences.	<b>Knowledge</b> Know some similarities and differences between things in the past and now, drawing on their experiences.  <b>Skill</b> Compare past and present in familiar contexts (e.g., toys, home, school). Recognise objects and pictures from the past. To explore their local area through the eyes of a ‘historian’.	<b>Knowledge</b> Understand the past through settings, characters, and events encountered in books read in class. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  <b>Skill</b> Listen to and retell stories about the past, including key events and characters. Talk about the lives of the people around them and their roles in society.	<b>Knowledge</b> Reinforce understanding of similarities and differences between past and present.  <b>Skill</b> Use drawings, talk and role play to represent events from the past.	<b>Knowledge</b> Extend knowledge of people in the past and their roles in society.  <b>Skill</b> Compare how people lived in different times, using stories, pictures and objects. Retell events from stories, sequencing simple events.	<b>Knowledge</b> Understand the past through settings, characters, and events encountered in stories.  <b>Skill</b> Make simple observations about the past from books, artefacts, and images. Discuss how things have changed over time.
<b>Understanding the World The Natural World Geography</b>	<b>Knowledge</b> Describe their immediate environment using knowledge from observation and discussion. Understand some important processes and changes in the		<b>Knowledge</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		<b>Knowledge</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this	





## Cusgarme School EYFS – Long Term Plan



<p><b>Knowledge</b> – What the children will know and understand</p> <p><b>Skill</b> – what the children will be able to do</p>	<p>natural world around them, including the seasons. To name the town/area in which they live and understand that this is a part of England.</p> <p style="text-align: center;"><b>Skill</b></p> <p>To follow and create simple maps of familiar places. Observe and describe features of their local environment (trees, buildings, playground). Begin to talk about seasonal changes in their surroundings. Use talk, drawings, and simple maps to represent their immediate environment.</p>		<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and stories.</p> <p style="text-align: center;"><b>Skill</b></p> <p>Compare local environment with contrasting places (e.g., countryside vs. city, hot vs. cold places). Use non-fiction texts and simple maps to explore environments. Talk about changes in the natural world. To follow and create simple maps to record a simple journey. Identify different map types. Draw information, follow and draw simple maps. (Road map)</p>		<p>country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 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.</p> <p style="text-align: center;"><b>Skill</b></p> <p>Use maps, globes, and images to explore different countries. Talk about life in other countries (weather, houses, food, animals). Make comparisons between their own environment and contrasting places.</p>
<p><b>Understanding the World</b></p>	<p style="text-align: center;"><b>Past and Present</b></p> <p>Begin to make sense of their own life story and family's history.</p>	<p style="text-align: center;"><b>Past and Present</b></p> <p>Comment on images of familiar situations in the past.</p>	<p style="text-align: center;"><b>Past and Present</b></p> <p>Compare and contrast characters from stories including figures from the past.</p>		<p style="text-align: center;"><b>Past and Present</b></p> <p>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 style="text-align: center;"><b>People, Culture and Communities</b></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <p>Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.</p>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <p>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <p>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 style="text-align: center;"><b>The Natural World</b></p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p style="text-align: center;"><b>The Natural World</b></p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p>	<p style="text-align: center;"><b>The Natural World</b></p> <p>Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p>	<p style="text-align: center;"><b>The Natural World</b></p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.</p>	<p style="text-align: center;"><b>The Natural World</b></p> <p>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><b>Expressive Arts and Design</b></p>	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, <b>self-expression, vocabulary, and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.</p>				







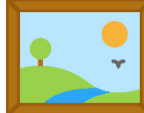


## Cusgarne School EYFS – Long Term Plan



	Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Creating with Materials</b> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.	<b>Creating with Materials</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.	<b>Creating with Materials</b> Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	<b>Creating with Materials</b> Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play.	<b>Creating with Materials</b> 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.	
	<b>Being Imaginative and Expressive</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	<b>Being Imaginative and Expressive</b> Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.	<b>Being Imaginative and Expressive</b> Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	<b>Being Imaginative and Expressive</b> Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	<b>Being Imaginative and Expressive</b> 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.	
	Autumn		Spring		Summer	
Religious Education	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Where do we belong?	Why do Christians perform Nativity plays at Christmas?	What times/stories are special and why?	Why do Christians put a cross in an <b>Easter</b> garden?	Why is the word 'God' so important to Christians?	What places are special and why?

## Early Learning Goals for The End of The Year – Holistic/Best Fit Judgement!

 Communication And Language	 Personal, Social And Emotional Development	 Physical Development	 Literacy	 Maths	 Understanding The World	 Expressive Arts And Design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>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><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>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><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p>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><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt, and recount narratives and stories with peers and their teacher.</p> <p>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>