



John Blow Primary School

*'Be the best you can be'*

Reception Long Term Overview 2025-2026

John Blow Primary School EYFS Vision	In the Early Years, we create a nurturing foundation where every child can thrive, building confidence, resilience and curiosity through play and positive relationships.
Curriculum Drivers	<b>*Collaboration *Enquiry *Resilience *Being Prepared *Curiosity *Empathy</b>

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Themes/Interests/Lines of Enquiry</p> <p><i>(These themes may be adapted at various points to allow for children's interest)</i></p>	<p><u>Marvellous Me!</u></p> <p>Settling in Routines Ourselves, Feelings and our Senses My emotions Families</p> <p>Harvest festival</p>	<p><u>Sirens, safety gear and celebrations</u></p> <p>Diwali Bonfire Night Oral Health Fire engine Library visit</p> <p>Christmas/Nativity /family celebrations</p>	<p><u>Castles, Knights and Dragons</u></p> <p>Fairytales / traditional tales Castle role play Small world castle</p>	<p><u>"The Animals went in two-by-two"</u></p> <p>Noah's Ark Animals Farm yard Pets – family pets Jungle Safari Life-Cycle of a chick</p>	<p><u>Roots, shoots and welly boots</u></p> <p>Our Local Area – allotment / orchard Mini garden Planting and growing Welly walk Food/Healthy Eating</p>	<p><u>Explorers and discoverers</u></p> <p>Where have we been in the world? Post cards from around the world Caring for our world Locations – world maps Planning a trip Recycling Looking after the planet</p>

<p>High Quality Texts</p>						
<p>Enrichment Activities</p>	<p>All About Me Treasure Box Family photographs (home corner) Guess the baby photo  Forest School visit – September</p>	<p>Hindu celebrations Firefighters visit Dentist Visit- My Dentist Newark Visit to Church Nativity @ All Saints Church Pantomime Gusto Construction  The Jolly Christmas Postman-Christmas card home</p>	<p>Chinese New Year Castle Role play Dress up day / drama day Design a shield  Sundown Adventure Land</p>	<p>Farm Visit – Rand Farm Visit online zoos Animal / Pet visits Vets visit</p>	<p>Local Area walks Garden Centre / role play Seed growing  Forest School visit</p>	<p>Train trip to Newark (river trip / sand park)  Community Litter pick</p>

<p>Parent Link</p>	<p>Open afternoon (2.45pm) 1. Squiggle while you wiggle 2. Dough disco 3. Singing session Photos from home Harvest Festival in Church</p>	<p>Phonics drop in session  Christmas Performance @ All Saints Church</p>	<p>Maths drop in session  Design a Shield Tapestry challenge</p>	<p>Bring in a pet session  EYFS dog walk  Tapestry challenge – share your pets</p>	<p>Family picnic at the Allotment / Orchard</p>	<p>Highlights of the year video</p>
--------------------	---	---	--	--	---	-------------------------------------

Mainstream Curriculum Links	Year 1 – What is the weather like in the UK?	Year 1 – What is it like here?	Year 2 – What is a Monarch?	Year 2 – Why is our world wonderful? Year 4 – Where does our food come from?	Year 2 – Why is our world wonderful? Year 4 – What are rivers and how are they used? Year 4 – Where does our food come from? Year 6 – Why does population change?	Year 1 – What is the weather like in the UK? Year 2 – Would you prefer to live in a hot or cold place? Year 2 – Why is our world wonderful? Year 4 – Why are rainforests important to us? Year 5 – Why do oceans matter? Year 2 – How have explorers changed the world
	Year 1 – How am I making history?	Year 2 – Why is our world wonderful?	Year 3 – Are all settlements the same? Year 4 – How hard was it to invade and settle in Britain?	Year 1 – Caring for the Planet	Year 6 – What does the Census tell us about our local area?	Year 1 – Seasonal Changes Year 1 – Caring for the Planet Year 2 – Living things and their habitats Year 4 – Deforestation
	Year 2 – How was school different in the past? Year 4 – How have children’s lives changed?	Year 1 – How am I making history? Year 2 – Explores Monarchs	Year 4 – What was life like in Tudor England?	Year 2 – How have explorers changed the world Year 2 – How did we learn to fly?	Year 1, and 3 – Plants Year 1 – Growing and Cooking Year 2 – Wildlife Year 3 – Soils	
Geography	Year 1 – The Human Body	Year 2 – How do materials change?				
History	Year 1 – Seasonal Changes					
Science	Year 2 – Growing Up		Years 1 and 2 - Materials change			

**Communication and Language**

\*Listening, Attention and Understanding \*Speaking

**Children at the Expected Level (ELG)**

**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.

**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><b>Children in Reception</b></p>	<ul style="list-style-type: none"> <li>*Understand how to listen carefully and why listening is important.</li> <li>*Engage in story time.</li> <li>*Understand and follow simple instructions.</li> <li>*Listen to and talk about stories to build familiarity and understanding.</li> <li>*Answer simple problem solving questions.</li> <li>*Learn new vocabulary, exploring new words and their meanings, using a variety of tenses.</li> <li>*Ask questions to find out more and clarify their understanding.</li> <li>*Listen to and talk about stories to build familiarity and understanding.</li> <li>*Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>*Stay on topic when speaking</li> <li>*Begin to speak in the correct tense</li> <li>*Use most consonants correctly (l, r, th may be still developing)</li> <li>*Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand how to listen carefully and why listening is important.</li> <li>*Engage in story time.</li> <li>*Understand and follow simple instructions.</li> <li>*Listen to and talk about stories to build familiarity and understanding.</li> <li>*Listen to a story in a whole group</li> <li>*Listen to other's views and opinions</li> <li>*Understand how &amp; why questions using a full sentence</li> <li>*Follow a short story (phonics) without pictures</li> <li>*Answer an adults question, Learn new vocabulary, exploring new words and their meanings, using a variety of tenses.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand time and sequence concepts – first, then, next</li> <li>*Listen attentively to a story in a whole group to build familiarity and understanding of the core story</li> <li>*Follow more complicated instructions containing 3 parts</li> <li>*Be confident speaking in the whole group</li> <li>*Comment on other's views and opinions and feelings</li> <li>*Describe in detail what they see or know</li> <li>*Understand and follow more complicated instructions.</li> <li>*Connect one idea or action to another using a range of connectives.</li> <li>*Learn rhymes, poems and songs.</li> <li>*Use gestures and expressions to bring imaginary characters to life and explain the role they take on.</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to and learn rhymes and poems in a whole group</li> <li>*Continue a rhyming string</li> <li>*Comment on non-fiction books linked to the theme</li> <li>*Ask the meaning of unfamiliar words</li> <li>*Use language to hold a two way conversation with an adult/child</li> <li>*Use talk to solve problems</li> <li>*Use adjectives to describe what they see</li> <li>*Explain predictions and observations</li> </ul>	<ul style="list-style-type: none"> <li>*Listen in a whole group in a range of situations</li> <li>*Understand what a question is</li> <li>*sustain a two way conversation with an adult/child</li> <li>*Ask questions to clarify their understanding about a topic</li> <li>*Use a connective correctly to link two ideas – because, and, so, but</li> <li>*Communicate to others in a sentence as part of a team</li> <li>*Use new vocabulary in different contexts</li> <li>*Make up new stories with others which are increasingly detailed in their structure and understanding of characters and acting out in play.</li> </ul>	<ul style="list-style-type: none"> <li>*Listen in a larger group – e.g. assembly</li> <li>*Sustain a two way conversation with an adult/child</li> <li>*Use adjectives in speech to describe objects or situations</li> <li>*Explain plans and review the outcomes</li> <li>*Be confident offering detailed explanations in a range of situations</li> <li>*Speak clearly &amp; fluently about the past, present and future</li> </ul>
-------------------------------------	--	--	---	--	--	--

<b>Knowledge and Skills Overview</b>	<ul style="list-style-type: none"> <li>*Listen to adults/children in a group</li> <li>*Be confident to speak to adults and children in a group</li> <li>*Sit quietly when appropriate</li> <li>*Follow instructions related to time eg before, after, later, first, last</li> <li>*Know what good listening looks like</li> <li>*Understand positional language – finding things</li> <li>*List 5 objects that are linked and can be seen</li> <li>*Learn and use vocabulary linked to themselves</li> <li>*Talk About Yourself!</li> <li>*Answer a register with good morning/good afternoon</li> </ul>	<ul style="list-style-type: none"> <li>*Learn vocabulary linked to the seasons/celebrations</li> <li>*Recount an event</li> <li>*Use story vocabulary</li> <li>*Answer a question in a full sentence</li> <li>*Speak in a full sentence</li> <li>*Use vocabulary linked to the seasons/celebrations</li> <li>*Recount a past event</li> </ul>	<ul style="list-style-type: none"> <li>*Comment on what they hear</li> <li>*Learn and use vocabulary linked to traditional stories, journeys</li> <li>*Tell me a story!</li> <li>*Answer a child's question</li> <li>*Use vocabulary linked to time</li> <li>*Retell a story</li> <li>*To use positional language</li> <li>*Learn and use vocabulary linked to different locations and comparative vocabulary</li> <li>*Tell me about differences</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to know what an adjective is</li> <li>*Learn vocabulary linked to farming, growth, healthy eating</li> <li>*Explain your thinking</li> <li>*Use vocabulary linked to non-fiction books</li> <li>*Use vocabulary linked to poems</li> <li>*Recite a poem /rhyme</li> </ul>	<ul style="list-style-type: none"> <li>*Give a list of 5 abstract things which are linked</li> <li>*Learn and use vocabulary linked to different locations and comparative vocabulary</li> <li>*Tell me about differences</li> <li>*Recite a poem or rhyme</li> <li>*Use a range of vocabulary learnt within Reception</li> </ul>	<ul style="list-style-type: none"> <li>*Learn and use vocabulary linked to different locations and comparative vocabulary</li> <li>*Tell me why</li> <li>*Use vocabulary linked to different locations</li> <li>*Learn and use vocabulary linked to the past and present</li> <li>*Use comparative vocabulary</li> </ul>
--------------------------------------	--	---	--	---	---	--

**Personal, Social and Emotional Development**

**\*Self-Regulation**

**\*Managing Self**

**\*Building Relationships**

**Children at the Expected Level (ELG) 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.

**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><b>Children in Reception</b></p>	<ul style="list-style-type: none"> <li>*Understand the importance of exercise and its effects on different parts of the body</li> <li>*Understand why it is important to take care of ourselves</li> <li>*Understand the importance healthy food choices and what a balanced diet is</li> <li>To identify and express their feelings happy, sad, scared, excited, proud, angry, calm, loved</li> <li>To explore different coping strategies to regulate our emotions</li> <li>To consider the reasons behind our emotions</li> <li>*Talk about people that hold a special place in children's lives and think about what it means to be a valued person</li> <li>To moderate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>*Festivals (Diwali)</li> <li>*Understand why sharing is important</li> <li>*Understand the characteristics that make a good friend</li> <li>*Learn the importance of supporting others by being kind</li> <li>*Talk about people that hold a special place in children's lives and think about what it means to be a valued person</li> <li>*Know some simple strategies for managing their feelings</li> <li>*Accept praise for positive acts</li> <li>*Follow directions from an adult</li> <li>*Talk about what they intend to do</li> <li>*Source/request resources to follow their plans</li> <li>*Know what it means to</li> </ul>	<ul style="list-style-type: none"> <li>*Learning the importance of listening and playing recall games</li> <li>*Understanding the importance of listening, telling the truth and thinking of others' feelings</li> <li>*Following instructions or actions and persevering when things get difficult</li> <li>*Learn to follow instructions involving several actions and give simple instructions</li> <li>*Learn to listen and follow instructions</li> <li>*Know that all emotions are ok but not all responses are</li> <li>*Recognise how others feel in a story</li> <li>*Use some simple strategies to manage their feelings</li> <li>*Know what it means to be treated with respect</li> <li>*Use talk to interact and negotiate with adult intervention</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise that animals have feelings</li> <li>*Use talk to resolve conflict with adult intervention</li> <li>*Know that other's may have different ideas and that is ok</li> <li>*Be able to follow their plan and review how well it went</li> <li>*Talk about what they intend to do and how</li> <li>*Manage their own behaviour in a familiar setting</li> <li>*Know how to look after their personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about families and understand that all families are valuable and special</li> <li>*Understand why it is important to cooperate and share with others</li> <li>*See themselves as a valuable individual and know it is okay to like different things</li> <li>*See themselves as a valuable individual and to share their interests with a group</li> <li>*To explore diversity through thinking about similarities and differences</li> <li>*Use talk effectively to manage conflict</li> <li>*Adapt their plans and explain why they chose to this with adult intervention</li> </ul>	<ul style="list-style-type: none"> <li>Explore what it means to be a safe pedestrian</li> <li>To understand why we have rules</li> <li>Learn to understand the importance of persistence in the face of challenge through teamwork activities, developing confidence in their own ability to solve problems.</li> <li>Learn to work together as a team to overcome challenges and communicating effectively with others to build a den.</li> <li>Learn 'grounding' coping strategies and how to use them in different situations.</li> <li>To understand the importance of perseverance in the face of challenge.</li> <li>Deal with change positively</li> <li>Manage their own behaviour in an unfamiliar setting</li> </ul>
-------------------------------------	---	---	--	--	---	--

	<p>socially and emotionally</p> <ul style="list-style-type: none"> <li>*Deal with change positively</li> <li>*Select activities from those available</li> <li>*Know the class boundaries, rules, sanctions, rewards and routines</li> </ul>	<p>be respectful</p> <ul style="list-style-type: none"> <li>*Build relationships with adults/children through talk</li> </ul>	<ul style="list-style-type: none"> <li>*Understand other's emotions via story characters</li> </ul>			(Transition)
<b>Knowledge and Skills Overview</b>	<ul style="list-style-type: none"> <li>*Know their place in the class and school</li> <li>*Know that they are unique</li> <li>*Know that they are valued as a member of the class</li> <li>*Follow the class values</li> <li>*Be able to line up and queue</li> <li>*Remove and fold jumpers</li> <li>*Change into wellies</li> <li>*Make new friends</li> </ul>	<ul style="list-style-type: none"> <li>*Say how they feel (feelings)</li> <li>*Follow daily routines with some support</li> <li>*Put on waterproof coats and trousers with support</li> <li>*Know that there are things that they cannot do YET but will with practise</li> <li>*Share resources</li> <li>*Turn take</li> <li>*Seek adult support to have needs met</li> <li>*Know how to care for our teeth</li> <li>*Know how to brush their teeth correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Say why they feel as they do</li> <li>*Be able to plan ahead what to do</li> <li>*Know that we learn from our mistakes</li> <li>*Follow daily routines independently</li> <li>*Listen and follow instructions carefully</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise how friends are feeling</li> <li>*Have some strategies to support friends</li> <li>*Treat others with respect</li> </ul>	<ul style="list-style-type: none"> <li>*Know their place in the community</li> <li>*Know their place in the wider world</li> <li>*Work as part of a team</li> <li>*Know the difference between healthy and unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>*Know their place in the community</li> <li>*Know their place in the wider world</li> <li>*Know how to be a safe pedestrian</li> <li>*Apply what they have learned in keeping healthy and looking after ourselves</li> <li>*Listen to others and accept their ideas in play</li> <li>*Adapt their plans and review their progress independently</li> <li>*Regulate behaviour to avoid conflict</li> </ul>

### Physical Development

\*Gross Motor      \*Fine Motor

See Little Wandle Scheme for detailed plans for phonics, reading and handwriting / transcription

Children at the Expected Level (ELG) 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.
- \* **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.
- \* Handwriting and phonics is covered by the Little Wandle scheme

<p><b>Children in Reception</b></p>	<ul style="list-style-type: none"> <li>*Work with others to move large construction resources safely</li> <li>*Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.</li> <li>*Revise and refine the fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>*Develop their small motor skills in order to use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>*Know and talk about the different factors that support their overall health and well-being:</li> </ul>	<ul style="list-style-type: none"> <li>*Work with others to move large construction resources safely</li> <li>*Travel in a range of ways – hop, jump, skip etc.</li> <li>*Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.</li> <li>*Revise and refine the fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>*Develop their small motor skills in order to use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop the overall body strength, co- ordination, balance and agility.</li> <li>*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>*Be aware of others and space outdoors</li> <li>*Combine different movements</li> <li>*Change speed and direction</li> </ul>	<ul style="list-style-type: none"> <li>*Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating</li> <li>*Use large materials to build an outdoor construction</li> <li>*Develop the overall body strength, co- ordination, balance and agility.</li> <li>*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>*Know and talk about the different factors that support their overall health and well-being: regular physical activity and healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>*Know and talk about the different factors that support their overall health and well-being</li> <li>*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>*Combine different movements with ease and fluency.</li> <li>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>*Combine different movements with ease and fluency.</li> <li>*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>*Use large construction creatively</li> <li>*Use large climbing equipment</li> <li>*Move with control and grace</li> <li>*Combine different movements</li> <li>*Change speed and direction</li> </ul>
-------------------------------------	---	--	---	--	--	---

<b>Knowledge and Skills Overview</b>	<ul style="list-style-type: none"> <li>*Balance on a large beam</li> <li>*Hold a body shape/position in yoga</li> <li>*Roll and ball dough</li> <li>*Use large tweezers to pick up items</li> <li>*Use a tripod pencil grip</li> <li>*Apply correct pressure</li> <li>*Hold scissors correctly</li> <li>*Cut a curved line, rotating the paper</li> <li>*Draw a cross (+)</li> <li>*Trace a simple picture of a person/house</li> <li>*Use a large paintbrush and hold it correctly</li> <li>*Use a knife to spread (Bread)</li> <li>*Use a knife to cut food with adult support (soup)</li> <li>*Hold a pencil effectively</li> <li>*Form name correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Balance on a narrow beam</li> <li>*Cut out a circular shape, rotating the paper</li> <li>*Cut a zig zag line</li> <li>*Draw a diagonal line (/)</li> <li>*Copy a simple picture of a person/house</li> <li>*Explore smaller brushes</li> <li>*Hold it correctly</li> <li>*Use a fork to hold food still to cut</li> <li>*Use a knife to cut food</li> <li>*Hold a pencil effectively</li> </ul>	<ul style="list-style-type: none"> <li>*Balance on an upturned bench in</li> <li>*Sit upright on the carpet</li> <li>*Use threading activities</li> <li>*Cut out a large square shape, turning the paper</li> <li>*Draw a square</li> <li>*Select a correct sized brush for a task</li> <li>*Use a knife to push food onto a fork (e.g peas)</li> </ul>	<ul style="list-style-type: none"> <li>*Balance a beanbag on various points</li> <li>*Begin to throw and catch a ball</li> <li>*Work in a pair/team</li> <li>*Sit correctly at a table</li> <li>*Build a simple model with Lego</li> <li>*Cut out a small square shape, turning the paper</li> <li>*To draw a diagonal line (\)</li> <li>*Use large needles to sew</li> <li>*Draw a simple picture – free drawing</li> </ul>	<ul style="list-style-type: none"> <li>*Use a range of resources to build a den</li> <li>*Know different ways of attaching resources – e.g. string, pegs</li> <li>*Throw, catch, bounce and kick a ball</li> <li>*Participate in team games</li> <li>*Cut a range of simple shapes</li> <li>*Complete a drawing adding details</li> </ul>	<ul style="list-style-type: none"> <li>*Build elaborate models</li> <li>*Cut a range of more complex shapes, such as pictures</li> <li>*Draw a triangle</li> <li>*Complete a drawing with attention to scale/size</li> </ul>
--------------------------------------	--	---	---	--	---	--

**Literacy**

\*Comprehension      \*Word Reading      \*Writing

See Little Wandle Scheme for detailed plans for phonics, reading and handwriting / transcription

**Children at the Expected Level (ELG) 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.

**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 is consistent with their phonic knowledge, including some common exception words.

**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.

\* Use GPC knowledge to participate in dictation activities throughout the provision

<p><b>Children in Reception</b></p>	<ul style="list-style-type: none"> <li>*Listen and enjoy sharing a range of books</li> <li>*Know that print carries meaning and in English, is read from left to right and top to bottom</li> <li>*Know the difference between text and illustrations</li> <li>*Listen and respond to stories in a small group</li> <li>*Answer questions about what is happening or may Happen</li> <li>*Make predictions about what might happen</li> </ul>	<ul style="list-style-type: none"> <li>*Listen and respond to stories</li> <li>*Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</li> <li>*Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</li> <li>*Use picture clues to help read a simple text</li> <li>*Write their first and some of their second name</li> <li>*Write words using the correct initial and final letter to communicate</li> </ul>	<ul style="list-style-type: none"> <li>*Enjoy joining in with rhyme, songs and poems.</li> <li>*Join in with repeated refrains and key phrases</li> <li>*Retelling stories in the correct sequence, draw on language patterns of stories</li> <li>*Innovate a well-known story with support</li> <li>*Know how to use non-fiction books</li> <li>*Begin to write in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to and learn rhymes and poems in a whole group</li> <li>*Predict and anticipate key events based on illustrations, story content and title</li> <li>*Know how to use non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>*Comment, predict, deduce information on stories from other cultures</li> <li>*Understand the structure of a non-fiction book is different to a fiction book</li> <li>*Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why</li> <li>*Engage in conversation and can answer questions when reading wordless fiction and nonfiction books</li> </ul>	<ul style="list-style-type: none"> <li>*Recall the main points in text in the correct sequence Talk about themes of simple texts e.g. perseverance, good v evil</li> <li>*Discuss the books shared and develop theme related language, retelling stories and predicting key events in stories.</li> <li>*Retell stories using own words and new vocabulary learned. Children supported to use this language in their discussions and play.</li> <li>*Write short sentences with words with known sound-letter correspondences using capital letter, finger spaces and full stop.</li> <li>*Re-read what they have written to check that it makes sense.</li> <li>*Orally retell a simple 5-part story having a clear understanding of the beginning, middle and end</li> </ul>
<p><b>Knowledge and Skills Overview</b></p>	<ul style="list-style-type: none"> <li>*Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover</li> <li>*Know book language – author, illustrator</li> <li>*Write their first name</li> </ul>	<ul style="list-style-type: none"> <li>*Retelling stories</li> <li>*Discuss picture books</li> <li>*Make deductions from the pictures</li> <li>*Predict what might happen in the end</li> <li>*Answer questions about the book</li> </ul>	<ul style="list-style-type: none"> <li>*Know vocabulary linked to time – first, then, next</li> <li>*Hold a simple sentence with adult support</li> </ul>	<ul style="list-style-type: none"> <li>*Respond to Rhymes</li> <li>*Continue a rhyming string</li> <li>*Write first and second name forming letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Know how to use non-fiction books</li> <li>*Write a simple sentence using finger spaces</li> <li>*Use a full stop</li> <li>*Read what has been written for sense</li> <li>*Correctly form letters</li> <li>*Make phonetically plausible attempts to spell</li> </ul>	<ul style="list-style-type: none"> <li>*Consolidate correct formation</li> <li>*Look at positioning on the line and size</li> </ul>

**Mathematics**

**\*Number**

**\*Numerical Patterns**

**Children at the Expected Level (ELG) 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.

**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.

**Children in Reception**

<b>Knowledge and Skills Overview</b>	Getting to know you	It's me 1,2,3	Alive in 5	Length, height and time	To 20 and beyond	Sharing and grouping
	Match, sort and compare	Circles and triangles	Mass and capacity	Building 9 and 10	How many now?	Visualise, build and map
	Talk about Measure and patterns	1,2,3,4,5	Growing 6,7,8	Explore 3D shapes	Manipulate, compose and decompose	Make connections
	*Term 1 prioritises singing and counting	Shapes with 4 sides				
<b>White Rose EYFS</b>	Subitising	Counting ordinality and cardinality	Subitising	Counting ordinality and cardinality	Counting ordinality and cardinality	Review and assess
	Counting ordinality and cardinality	Comparison	Counting ordinality and cardinality	Comparison	Subitising	
	Composition	Composition	Composition	Composition	Composition	
	Comparisons				Comparison	
<b>NCETM Mastering Number</b>	Subitising	Counting ordinality and cardinality	Subitising	Counting ordinality and cardinality	Counting ordinality and cardinality	Review and assess
	Counting ordinality and cardinality	Comparison	Counting ordinality and cardinality	Comparison	Subitising	
	Composition	Composition	Composition	Composition	Composition	
	Comparisons				Comparison	

	<p><u>Provision provocations</u></p> <p>Counting real object including natural Patterns and threading Singing and songs Shape mats / light box Construction equipment Measuring equipment outside Sand/water tray measuring and problem solving</p>	<p><u>Provision provocations</u></p> <p>Counting real objects including seasonal/natural items – e.g., chicks, eggs, tulips, leaves, buds. Pattern creation and threading – e.g., flower patterns, coloured eggs, caterpillar bead threading. Singing and number songs – e.g., “Five Little Ducks,” “One, Two, Buckle My Shoe,” seasonal counting rhymes. Shape exploration mats / light box – e.g., spring shapes, flowers, butterflies. Construction equipment – e.g., build nests, greenhouses, or bug hotels using blocks and connectors. Measuring equipment outside – e.g., measure puddles, plant growth, length of twigs or petals. Sand/water tray measuring and problem solving – e.g., pouring water into pots, comparing capacity, adding/removing to solve problems.</p>	<p><u>Provision provocations</u></p> <p>Counting real objects including seasonal/natural items – e.g., shells, pebbles, toy beach animals, ice cream scoops. Pattern creation and threading – e.g., seashell patterns, pebble mosaics, flower garlands. Singing and number songs – e.g., “Ten Green Bottles,” “Five Little Monkeys,” seaside counting rhymes. Shape exploration mats / light box – e.g., sun, umbrellas, beach balls, boats, 2D/3D seaside shapes. Construction equipment – e.g., build sandcastles, beach huts, boats, outdoor forts. Measuring equipment outside – e.g., measure distances in the playground for “mini Olympics,” measure jumps, lengths of ribbons, water in buckets. Sand/water tray measuring and problem solving – e.g., filling jugs, capacity challenges, floating and sinking experiments, sharing picnic items.</p>
--	---	---	---

<b>Understanding the World</b>		
<b>*Past and Present</b>	<b>*People, Culture and Communities</b>	<b>*The Natural World</b>
	History    Geography    Science	R.E

**Children at the Expected Level (ELG) 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.

**ELG: People, Culture and Communities**

- \*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- \*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.
- \* 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

**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><b>Children in Reception</b></p>	<ul style="list-style-type: none"> <li>*Talk about what they see and experience</li> <li>*Talk about members of their immediate family and community.</li> <li>*Name and describe people who are familiar to them.</li> <li>*Understand how things change over time</li> <li>*Explore the natural world around them.</li> <li>*Begin to show care to the environment</li> <li>*Describe what they see, hear and feel whilst outside linking to the seasons</li> <li>*Understand how things change over time</li> <li>*Explore fruits and vegetables and the differences between them</li> <li>*Explore a pumpkin and describe it using the five senses</li> <li>*Understand the life cycle of a human</li> </ul> <p><b>RE (Nottinghamshire Agreed Syllabus 2022):</b>  <b>Autumn 1:</b> Which stories are special and why?  *Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p> <p>Rev Keeler to share stories from the bible with EYFS children and whole school</p> <p>Harvest celebration</p>	<ul style="list-style-type: none"> <li>*Talk about what they see and experience</li> <li>*Compare and contrast characters from stories including figures from the past</li> <li>*Explore the natural world around them.</li> <li>*Begin to show care to the environment</li> <li>*To know who keeps us safe in the community – Police, Doctors, Fire-fighters etc.</li> <li>*Describe what they see, hear and feel whilst outside linking to the seasons</li> <li>*Understand the effect of the changing seasons on the natural world around them.</li> <li>*Understand how things change over time</li> </ul> <p><b>RE (Nottinghamshire Agreed Syllabus 2022):</b>  <b>Autumn 2:</b> Which people are special and why?  *Understand that some places are special to members of their community.  *Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p> <p>Christmas story  Nativity and key characters</p>	<ul style="list-style-type: none"> <li>*Talk about what they see and experience</li> <li>*Compare and contrast characters from stories including figures from the past</li> <li>*Recognise some similarities and differences between life in this country and life in other countries</li> <li>*Recognise and talk about different environments</li> <li>*Describe what they see, hear and feel whilst outside linking to the seasons</li> <li>*Understand the effect of the changing seasons on the natural world around them.</li> <li>*Understand how things change over time</li> </ul> <p><b>RE (Nottinghamshire Agreed Syllabus 2022):</b>  <b>Spring 1:</b> Which places are special and why?  *Understand that some places are special to members of their community.  *Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p> <p>Chinese New Year  Shrove Tuesday  Lent</p>	<ul style="list-style-type: none"> <li>*Talk about what they see and experience</li> <li>*Compare and contrast characters from stories including figures from the past</li> <li>*Comment on familiar situations in the past</li> <li>*Explore the natural world around them</li> <li>*Talk about what they notice using their senses</li> <li>*Begin to understand the need to respect and care for the natural environment and all living things</li> <li>*Describe what they see, hear and feel whilst outside linking to the seasons</li> <li>*Understand the effect of the changing seasons on the natural world around them.</li> <li>*Understand how things change over time</li> <li>*Understand the life-cycle of a chick</li> <li>*Identify similarities and differences in relation to living things</li> </ul> <p><b>RE (Nottinghamshire Agreed Syllabus 2022):</b>  <b>Spring 1:</b> Which times in our lives are special and why?  *Understand that some places are special to members of their community.  *Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p> <p>Noah's Ark  Easter</p>	<ul style="list-style-type: none"> <li>*Compare and contrast figures from stories including figures from the past</li> <li>*Explore the natural world around them</li> <li>*Recognise that some environments that are different to the one they live in.</li> <li>*Understand what plants need to grow</li> </ul> <p><b>RE (Nottinghamshire Agreed Syllabus 2022):</b>  <b>Spring 1:</b> Who and what do we belong to?  *Recognise and talk about why people have different beliefs and celebrate special times in different ways.</p>	<ul style="list-style-type: none"> <li>*Comment on images that are familiar situations in the past</li> <li>*Compare and contrast figures from stories including figures from the past</li> <li>*Recognise some similarities and differences between life in this country and life in other countries.</li> <li>*Explore the natural world around them</li> <li>*Draw information from a simple map</li> <li>*Recognise that some environments that are different to the ones they live</li> <li>*Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><b>RE (Nottinghamshire Agreed Syllabus 2022):</b>  <b>Spring 1:</b> Caring for our wonderful world.  *Recognise and talk about why people have different beliefs and celebrate special times in different ways</p>
-------------------------------------	---	--	---	---	--	--

<p><b>Knowledge and Skills Overview</b></p>	<ul style="list-style-type: none"> <li>*Identify what they can do now that they couldn't as a baby</li> <li>*Listen and respond to stories about babies</li> <li>*Talk about starting Reception</li> <li>*Name who lives in their house</li> <li>*Talk about extended family members</li> <li>*Explore the outdoor area</li> <li>*To talk about our community – school, homes, families, clothes, transport etc.</li> <li>*Compare ourselves to our friends – what is the same/different</li> <li>*Know it is ok to be different</li> <li>*Observe the changes in the garden and local area in Autumn</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about experiences of bonfire night</li> <li>*Know about Guy Fawkes</li> <li>*Talk about past experiences of celebrating Christmas</li> <li>*Know all families are different in make-up</li> <li>*Identify roles and occupations in the post office</li> <li>*Name and identify where different vegetables grow</li> <li>*Observe the changes in the garden and local area in Winter</li> <li>*Listen and comment on stories about Autumn</li> <li>*Know about some cultural traditions – Xmas, Bonfire, Diwali (Recap)</li> <li>*Know some special stories for religions – Rama &amp; Sita (Recap), the first Christmas</li> <li>*Know religions have special places - temple /church</li> <li>*Know how religions celebrate</li> <li>*Compare these celebrations looking at similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>*Comment on local historical landmarks</li> <li>*To talk about our community – school, homes, families, clothes, transport etc.</li> <li>*Understand how the Chinese Culture celebrates Chinese New Year</li> <li>*Compare to how we celebrate New Year</li> </ul>	<p>Understand how farm life has changed over time e.g machinery etc</p> <ul style="list-style-type: none"> <li>*Understand the role of a farmer</li> <li>Talk about ideas of new life in nature</li> <li>Observe the changes in the life-cycle of a chick</li> <li>Use scientific vocabulary to describe the changes</li> <li>Observe changes during growth</li> <li>Observational drawings of the life-cycle of a chick</li> <li>Know what keeps us healthy</li> <li>Show care towards other living creatures</li> <li>Talk about past experiences of celebrating Easter</li> <li>Know about Easter celebrations</li> <li>Know the Easter story is important to Christians</li> <li>Recognise and retell stories connected with celebration of Easter</li> <li>How do Christians remember these stories at Easter</li> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> </ul>	<ul style="list-style-type: none"> <li>*Do something positive for our community</li> <li>Understand the key features of the life cycle of a plant</li> <li>Observe the changes in the garden and local area in Spring</li> <li>Know the conditions for growth – planting potatoes, strawberries, vegetables, pumpkins and plants</li> </ul>	<p>Understand why some local landmarks are there and what it tells us about places</p> <ul style="list-style-type: none"> <li>*Understand how transport has changed over time</li> <li>*Discuss past experiences of EYFS and prepare for transition into Year 1</li> <li>*To share likes and dislikes about our community</li> <li>*To identify people of significance in local environment</li> <li>*Visit local library</li> <li>*Talk about our community</li> <li>Compare different countries around the world</li> <li>*Find countries on a map</li> <li>*Draw/create a simple maps</li> <li>*Observe the changes in the garden and local area in Summer</li> <li>*Do something positive for our community</li> </ul>
---	--	---	---	---	---	--

Expressive Arts and Design

\*Creating with Materials

\*Being Imaginative and Expressive

**Children at the Expected Level (ELG) 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.

**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.

Art	<p><i>"I am artist"</i></p> <p>Mark making</p> <p>Self-portrait</p>	<p><i>"I am artist"</i></p> <p>Card making and colour mixing – make a Christmas card to post home (Jolly Postman)</p>	<p><i>"I am artist"</i></p> <p>Collage and texture</p> <p>Scissor skills</p>	<p><i>Focus artist = Henri Rousseau</i></p> <p>Exploring textures and colours of the jungle</p>	<p><i>"I am artist"</i></p> <p>Painting and printing with natural materials</p>	<p><i>"I am artist"</i></p> <p>Self-portrait</p> <p>Creating pictures from a stimulus</p>
DT	<p><b>Making a Harvest Soup</b></p> <p>Cutting, chopping, preparing</p>	<p><b>Diva lamps (salt dough)</b></p> <p>Santa's workshop – wrapping presents</p>	<p><b>Puppets</b></p> <p>Design a shield / castle</p>	<p><b>Animal masks</b></p>	<p><b>Design and make a minibeast home</b></p>	<p><b>Design a vehicle</b></p>

<p><b>Children in Reception</b></p>	<ul style="list-style-type: none"> <li>*To investigate the marks and patterns made by different textures</li> <li>*Use a pencil to create an observational drawing of themselves</li> <li>*Use a variety of colours and materials to create a self-portrait</li> <li>*Use a range of natural and recycled materials to create pictures and models</li> <li>*Explore fruit and vegetable printing</li> <li>*Design a vegetable soup recipe</li> <li>*Learn how to use a knife safely</li> <li>*Safely use tools to prepare ingredients</li> <li>*Explore and experiment with play-doh.</li> <li>*Using a variety of tools and equipment safely.</li> <li>*Act out first hand experiences in role play and small world</li> <li>*Develop storylines in their pretend play.</li> <li>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>*Recite nursery rhymes and repeated refrains.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>*Respond to music through the medium of painting</li> <li>*Look at pictures of a local beach and create a collage to represent it</li> <li>*Explore use and refine a variety of artistic effects to express their ideas and feelings</li> <li>*Return to and build on their previous learning, refining ideas and developing their own ability to represent them.</li> <li>*Explore and engage in group music making performing in a group (nativity)</li> <li>*Develop storylines in their pretend play</li> <li>*Use available role play resources to recreate experiences</li> <li>*Using costumes to support role play</li> <li>*Take on the role of familiar people (postman etc)</li> <li>*Develop storylines in their pretend play</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to use a variety of drawing tools and techniques</li> <li>*To develop threading and weaving skills</li> <li>*To practise and apply threading skills using a specific material e.g hessian</li> <li>*To create a puppet by cutting and joining materials</li> <li>*To use simple stitches to sew materials</li> <li>*Use story props to act out familiar stories for friends</li> <li>*Listen and respond to different music</li> <li>*Move in response to music</li> </ul>	<ul style="list-style-type: none"> <li>*Develop skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see.</li> <li>*Explore the work of Henri Rousseau and practice techniques when using collage materials</li> <li>*Use available role play resources to make up stories</li> <li>*Act out stories outside of their first hand experiences</li> <li>*Create music to accompany an event</li> </ul>	<ul style="list-style-type: none"> <li>*Explore water colour paints Choosing a media for a purpose</li> <li>Use natural materials to make patterns and pictures</li> <li>*Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>*Act out stories outside of their first hand experiences</li> <li>*Listening and responding to music from our own and other countries</li> <li>*Explore and engage in music making in solo and group performances</li> <li>*Play instruments with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>*Make a 3-D sculpture using a planned design</li> <li>*Used mixed media to decorate</li> <li>*Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>*Plan and design a 3-D model</li> <li>*Listen attentively, move to and talk about music expressing their feelings and responses</li> <li>*Create collaboratively, sharing ideas, resources and skills</li> </ul>
-------------------------------------	---	---	--	--	--	--

<p><b>Knowledge and Skills Overview</b></p>	<ul style="list-style-type: none"> <li>*Exploring resources</li> <li>*Deciding what to make</li> <li>*Name Primary colours</li> <li>*Mix primary colours to create secondary colours (poster paint)</li> <li>*Explore Playdough</li> <li>*Use the tools</li> <li>*Ball &amp; Roll the dough</li> <li>*Exploring available resources – mark make with crayons creating rubbings in the outdoor environment</li> <li>*Mark make with felt tip pens and chalk in the environment</li> <li>*Colour in a picture</li> <li>*Looking at and responding to the work of a variety of portrait artists</li> <li>*Create a portrait</li> <li>*Explore using loose parts and general small world resources to act out stories</li> <li>*Using costumes to support role play</li> <li>*Retell a simple repetitive story</li> <li>*Explore musical instruments</li> <li>*Sing harvest songs</li> <li>*Tap name syllables</li> <li>*Keep a beat to a nursery rhyme</li> <li>*Sing simple nursery rhymes</li> <li>*Talking about favourite nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>*Describe what they will use</li> <li>*Adapt as necessary</li> <li>*Evaluate the end result as a class</li> <li>*Discuss what they like/dislike</li> <li>*Choose from a range of paints to suit the purpose</li> <li>*Begin to use a variety of drawing tools and techniques</li> <li>*Watching and responding to a live performance</li> <li>*Learn and sing songs as a class (nativity)</li> </ul>	<ul style="list-style-type: none"> <li>*Mix primary colours to create secondary colours (powder paint)</li> <li>*Know how to use a big needle and thread</li> <li>*Evaluate the end result</li> <li>*Taking on the role of a story character (hot seating)</li> <li>*Use puppets to retell stories</li> <li>*Retell a familiar more complex story</li> <li>*Tap out character names</li> <li>*Create their own movement to music</li> </ul>	<ul style="list-style-type: none"> <li>*Choose paint for a purpose</li> <li>*Using costumes to support role play</li> </ul>	<ul style="list-style-type: none"> <li>*Apply skills and knowledge</li> <li>*Use smaller paintbrush with control</li> <li>*Make up a story to match a picture book</li> <li>*Using story language</li> <li>*Tap out simple songs</li> </ul>	<ul style="list-style-type: none"> <li>*Think about the media used to decorate their model for desired effect</li> <li>*Adapt plans as necessary</li> <li>*Evaluate the end result</li> <li>Plan and design a new vehicle</li> <li>*Use construction, junk modelling materials to create design</li> <li>*Act out stories outside of their first hand experiences</li> <li>*Retell a familiar more complex rhyming story</li> <li>*Learn and recite poems</li> <li>*Responding to Music/Dance</li> <li>*To perform a series of moves</li> <li>*Perform for friends</li> <li>*Watch and reflect on others performance</li> </ul>
---	--	---	---	---	---	---

## EYFS Enticing Environment Overview

This overview outlines how the learning environment will be enhanced to inspire curiosity, talk, independence and play across six engaging EYFS topics. Each topic uses inviting visuals, real-life resources and open-ended provocations to support child-led learning across all areas of the EYFS.

### Marvellous Me

#### Key Enhancements:

- Self-portrait station with mirrors, skin-tone resources and name labels
- Family display using real photographs and child voice captions
- Emotion area with puppets, mirrors and calming tools
- Dressing-up clothes reflecting different roles, cultures and abilities
- Body puzzles, measuring tapes and handprint activities

### Sirens and Safety Suits

#### Key Enhancements:

- Role-play area transformed into a fire station / police station / hospital
- High-visibility clothing, helmets, clipboards and radios
- Small-world emergency scenes with vehicles and figures
- Road safety setup with signs, crossings and bikes/scooters
- Non-fiction books, photos and artefacts from local services

### Castles, Knights and Dragons

#### Key Enhancements:

- Large-scale castle role play using blocks, boxes and fabrics
- Shields, swords (foam), crowns and cloaks
- Small-world castles with dragons, knights and mythical creatures
- Story stones, maps and scrolls for mark-making
- Construction area with loose parts to build towers and bridges

### Animals Went in Two by Two

#### Key Enhancements:

- Small-world animal habitats (jungle, farm, polar, ocean)
- Sorting and matching animals by size, habitat or features
- Animal footprints, feathers and natural materials to explore
- Non-fiction books and animal fact cards with real images
- Role-play vet or zoo keeper area

### Roots, Shoots and Welly Boots

#### Key Enhancements:

- Mini garden area with soil, pots, seeds, bulbs and watering cans
- Real tools and equipment for planting, digging and caring for plants
- Natural materials to explore (roots, leaves, bark, seeds, flowers)

- Growth and life-cycle visuals with photographs and simple vocabulary
- Role-play garden centre / allotment with produce, scales and baskets

## Discoverers and Explorers

### Key Enhancements:

- World maps, globes and floor maps with named locations and landmarks
- Small-world exploration scenes (boats, trains, planes, vehicles)
- Suitcases, backpacks, passports, tickets and postcards for role play
- Non-fiction books and photographs of places around the world
- Planning-a-trip role-play area with maps, checklists and travel props

### *Protected Characteristics*

Through an age-appropriate EYFS curriculum, children are introduced to diversity, inclusion and respect by learning about themselves, their families, their community and the wider world, supporting understanding of protected characteristics such as race, religion, disability and sex in a meaningful and developmentally appropriate way.

### Protected characteristics that can be covered in this document

#### 1. Age

**Relevance:** All children are the same age group, but EYFS explicitly supports understanding **growth and change over time**.

#### Where this appears in the document:

- “Marvellous Me”
- Talking about babies → now
- “What I can do now that I couldn’t as a baby”
- Life cycles (humans, chicks, plants)

#### How this supports children:

- Helps children understand that everyone develops at different rates
- Builds self-esteem and patience with others
- Supports transition and resilience

#### 2. Disability

**Relevance:** Some children (or family members) may have visible or hidden disabilities. EYFS supports inclusion, empathy and understanding differences.

#### Where this appears in the document:

- PSED: empathy, kindness, respect
- “Know that it is ok to be different”
- Inclusive role play (sirens, safety suits, hospital)
- Adapted activities and teamwork
- Emotional regulation and coping strategies

#### How this supports children:

- Encourages acceptance of different needs and abilities
- Develops empathy through stories, role play and discussion
- Normalises adjustments and support without labelling

In EYFS, disability is explored through **experience and attitude**, not diagnosis.

### 3. Race

**Relevance:** Children notice differences in skin colour, hair and cultural background from a very young age.

**Where this appears in the document:**

- Self-portraits with diverse skin tones
- “Explore diversity through similarities and differences”
- Stories from different cultures
- Maps, postcards, “Where have we been in the world?”
- Community and global awareness

**How this supports children:**

- Helps children positively recognise difference
- Prevents stereotypes forming
- Builds respect and curiosity about others

### 4. Religion or Belief

**Relevance:** Children experience religious and cultural celebrations through family and community life.

**Where this appears in the document:**

- Diwali
- Christmas and Nativity
- Easter
- Chinese New Year
- RE syllabus: special stories, places, celebrations
- Visits to church and visitors sharing beliefs

**How this supports children:**

- Builds understanding that people celebrate in different ways
- Encourages respect without expectation of belief
- Supports British Values (mutual respect and tolerance)

### 5. Sex (boys and girls)

**Relevance:** Children form ideas about gender very early.

**Where this appears in the document:**

- Non-gendered role play (firefighters, vets, builders, carers)
- Equal access to all activities
- Mixed group teamwork
- Sports, construction, creative play for all

**How this supports children:**

- Challenges stereotypes (e.g. “only boys do this”)
- Builds confidence and aspiration
- Encourages equality and fairness

## 6. Sexual Orientation (age-appropriate)

**Relevance:** Children do not learn about sexual orientation directly, but they **do learn that families come in different forms.**

**Where this appears in the document:**

- “Talk about families and understand all families are valuable”
- Family photos
- Home corner
- “People who are special to us”

**How this supports children:**

- Validates children from all family backgrounds
- Prevents exclusion or shame
- Promotes belonging and security

In EYFS, this is about **family diversity**, not sexuality.

**Protected characteristics not directly taught (but indirectly supported)**

**Gender reassignment**

**Marriage and civil partnership**

**Pregnancy and maternity**

These are **not age-appropriate concepts**, but the curriculum still supports:

- Respect
- Inclusion
- Understanding change
- Caring relationships