

Early Years Foundation Stage

Theme overview

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
FS1	I wonder... who is special? All about me Family Friends	I wonder... who can help me? People who help us Bonfire Night Christmas	I wonder... when will it snow? Winter Changes weather Chinese New Year	I wonder... can I tell a story? Spring Traditional Tales imagination	I wonder... who lives on a farm? Farms Growing Animals change	I wonder... who is hiding in the sea? Summer Weather Under the Sea Animals seaside
FS2	I wonder...who is special? Starting school Our families How have I changed? My interests People who help us Our community and locality	I wonder...what sparkles in the sky? Celebrations -Diwali, Bonfire night, Christmas Autumn Cultures Food Our celebrations	I wonder...when the snow falls? Winter Changes in state Polar Comparing places Famous explorers	I wonder...where the story ends? Traditional tales Clothes Clothes of the past Castles	I wonder...what's hiding in the garden? Mini beasts Plants Changes Lifecycles Weather Seasons	I wonder...where my dream will take me? (3 week mini topic) Imagination Fantasy worlds Dreams and reflection Superheroes Space

Parental engagement

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
FS1	Come play with me	Christmas performance	Come read with me	Easter Craft Afternoon	Teddy bears picnic	Sports day
FS2	Come sing with me	Come read with me/Fred talk Christmas Performance	We're going on a polar bear hunt story telling	Junk modelling parent workshop	Poetry share	Minibeast hunt and Booknic Sports day

Ballifield Primary School Long Term Plan 2025-2026



Early Years Foundation Stage

Core texts Overview

	Autumn		Spring		Summer	
FS1 Core texts	The Gruffalo	Real superheroes	The Gruffalos Child	The three little pigs by Nick Sharratt	A Squash and a Squeeze	Tiddler
	Super Duper You by Sophy Hen	A superhero like you!	The big freeze – Pippa Curnick	What's the time, Mr Wolf?	Too many carrots	Gigantic
	Guess how much I love you by Sam McBratney	Police: hurrying, helping, saving!	Ridiculous by Micheal Coleman	Goldilocks and the three bears by Mara Alperin	What the ladybird heard	The whale who wanted more
	How to babysit a Grandad by Jean Reagan	Emergency by Margaret Mayo	Snow bear	Goldilocks and the three crocodiles	Farmer Clegg's night out	Somebody swallowed stanley
	Monkey Puzzle by Julia Donaldson	Doctorsaurus	Don't wake up the bear	Little red riding hood by Mara Alperin	Mavis the bravest	Boo! A fishy mystery
	Peace at last	Zog and the flying doctors	Iris and Isaac	The Great Gran Plan	Click, Clack, Moo cows that type	Blobfish
	10 little fingers and 10 little toes	Stick Man				Somewhere in the reef
FS1 Poems	Bubbles Poem	Nursery Rhyme week	Frost poem	Gingerbread Man	What the ladybird heard	Pirate Pete Poem
FS2 English core texts	Rainbow Fish	The Jolly Postman – Alan Ahlberg	Going on a bear hunt – Michael Rosen	Little Red riding hood	The Very Hungry Caterpillar – Eric Carle	Supertato - Sue Hendra
	Owl babies – Martin Waddell	Kippers Birthday	Lost and Found – Oliver Jeffers	Goldilocks and the three bears	Jack and the Beanstalk	
Story time core texts	I am absolutely too small for school	Jolly Postman	One Snowy night	The three little pigs and the big bad wolf	The crunching munching caterpillar	Alien's love underpants
	Elmer/Paddington Bear You choose	Sparks in the sky	Penguin	Pigs might fly	Superworm	There's an alien in your book
	You choose	Kippers birthday	Lost and found	Cinderella	The very lazy ladybird	Billy's bucket
		My pet star				

Early Years Foundation Stage

	Mixed Perfectly Norman Funny bones	How to catch a star Stickman	Polar bear, polar bear what do you hear? The emperors egg Blown away	Instellar Cinderella The gingerbread man The gingerbread man 2: what happened later	The very busy spider The very greedy bee Walter the wonder snail The wall and the wild Tree Jim and the beanstalk The extraordinary gardener	
FS2 Poems	Grow up!	Autumn Days	My treasures	On the ning nang nong!		

Topic related vocabulary

For vocabulary taught through our story time sessions please see 'EYFS oracy curriculum'.

	Autumn		Spring		Summer	
FS1	Ourselfs Head, hair, face, tongue, cheek, lips, eyes, nose, teeth, mouth, ear, chin, neck, shoulders, back, hand, thumb, fingers, elbow, arm, leg, hand, feet, fingers, toes, knees, tummy, boy, girl, running, jumping, eating, drinking, kicking, sleeping, big, small, baby photos, looking how we have grown	People who help us Doctor, nurse, police officer, firefighter, ambulance, fire engine, helicopter, emergency, postal worker, builder, teacher, dentist, uniform, helping, building, teaching, posting, in, on, under vet cutting Celebrations Diwali, Bonfire night, Visit from Firefighter, Christmas	Winter Winter, cold, ice, melt, sun, freeze, freezing, hat, scarf, gloves, winter clothes, seasons, dark, frost, snow, melting, solid, liquid, warm, penguins, artic animals, polar bears, seals, orca whales Chinese new year Celebrations Chinese New year, Chinese new year dance workshop	Traditional tales Giant, castle, axe, beanstalk, pig, wolf, straw, sticks, bricks, house, hiding, blowing, river, troll, goat, bridge, over, bear, bowl, scared, fast, slow	Farm Farm, farmer, field, tractor, seeds, cow, calf, sheep, lamb, chicken, chick, pig, piglet, picking, planting, watering, growing, digging, fruit, vegetables, milk, cheese, wool, egg, meat, honey, flour, bread, growing, comparing size, big, small, water, sun, Flowers, vegetables, radish, potatoes, cress, soil	Under the Sea Sea Creatures, whales, dolphins, crabs, starfish, seaweed, lobster, snail, sharks, buckets, big, little, enormous, octopus, treasure, pirates, coral, float, sink, plastic, jellyfish, seal, fish, diver

Early Years Foundation Stage

FS2	Ourselves family, relative, mum, dad, brother, sister, cousin, aunt, uncle, grandparents, old, young, house, home, pets, old, young, baby, toddler, teenager, adult, face, body, skeleton, bones, eyes, ears, head, nose, mouth, teeth, tongue, hair, lips, love, kindness, thank you, sorry, sad, angry, calm, happy, worried Historical figures Guy Fawkes, gunpowder plot, bonfire, past, history Celebrations Diwali, dark, light, Hindu, Christmas, Christian, religious, festival, celebration, belief, special Seasons Autumn, change, leaves, colour, fall, harvest, conker, acorn	Polar regions map, globe, Arctic, Antarctica, regions, north pole, south pole, environments, country, place, different, travel, clothing, igloo, survive, polar bear, penguins, arctic foxes, arctic hares Changes of state predict, change, melt, freeze, ice, water, solid, liquid, heat, warm, cold, frozen Traditional tales Goldilocks, bears, wolf, problem, solution, Little red riding hood, retell, predict, sequence, clothes, old, new, past, present, before, then, now, castle	Plant Growth Seed, Garden, Grow, Plant, stem, tree, fruit, vegetable, produce, flower, leaf, roots, bulb, soil, water, sunlight, carbon dioxide, temperature, nectar, pollen, healthy, nutrients, petals Minibeasts Insect, spider, bee, ladybird, butterfly, worm, dragonfly, caterpillar, woodlouse, slug, snail, centipede, wings, legs, fly, classify, habitat, vertebrate, invertebrate, lifecycle, egg, chrysalis, cocoon, pattern, colour Seasons spring, warmer, longer, summer, hot
------------	--	---	--

THE STATEMENTS FOR EACH AREA OF LEARNING HAVE BEEN SPLIT BETWEEN TERMS FOR EXTRA FOCUS BUT ALL WILL APPLY ON AN ONGOING BASIS THROUGHOUT THE YEAR

Communication and Language educational programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions 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 **language-rich environment is crucial**. By **commenting on what children are interested in or doing**, and **echoing back what they say with new vocabulary added**, practitioners will build children's language effectively. **Reading frequently** to children, and **engaging them actively in stories, non-fiction, rhymes and poems**, and then providing them with **extensive opportunities to use and embed new words** in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with **support and modelling from their teacher**, and sensitive **questioning** that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

F1

Listening,
Attention and
understanding

Speaking

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Early Years Foundation Stage

	- Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."					
F2 Listening, Attention and understanding Speaking	Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. <u>Learn new vocabulary.</u> <u>Use new vocabulary throughout the day.</u>	Listen to and talk about stories to build familiarity and understanding Ask questions to find out more and to check they understand what has been said to them. <u>Engage in rhymes and songs</u> Express and share their ideas Develop social phrases. <u>Engage in story times.</u> Use recently introduced vocabulary	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>Respond to what others say in context</u> Articulate their ideas and thoughts in well-formed sentences.	Retell a story, joining in with repeated refrains 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 Connect one idea or action to another using a range of connectives. <u>Describe events in some detail.</u> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	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 Use new vocabulary in different contexts. Learn rhymes, poems and songs 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	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <u>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.</u>
<u>Oracy in EYFS</u> Both year groups follow our EYFS Oracy curriculum. Tier 2 vocabulary is taught explicitly through our story time sessions. Please see 'EYFS oracy curriculum'.						
F1	Strategies in F1 - Encouraging to talk in full sentences e.g 'I am sitting next to...' - Remodelling sentences back to children - Sentences stems e.g. 'For breakfast, I had..' - Talk through stories					

Early Years Foundation Stage

	• Rainbow small talk • Tapestry share This happens during group times, snack and through provision.
F2	Strategies in F2 • Talk for writing • Sentence stems e.g. 'I would like...please' • Alternative vocabulary explored in whole class sessions • Remodelling sentences back to children • Widget symbol sentences • Talk partners • Rainbow talk • Hot seating • Barrier games • Tapestry share

Personal, Social and Emotional Development educational programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is **fundamental to their cognitive development**. Underpinning their personal development are the important **attachments that shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions**, develop a **positive sense of self**, **set themselves simple goals**, have **confidence in their own abilities**, to **persist and wait for what they want** and direct attention as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies**, including **healthy eating, 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 children can achieve at school and in later life.

F1	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. <i>Be increasingly independent in their own care needs: brushing their teeth, using the toilet and</i>	Play with one or more other children, extending and elaborating play ideas <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> Develop their sense of responsibility and membership of a community. <i>Make healthy choices about food and drinking and tooth brushing. (physical development)</i>	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand gradually how others might be feeling. <i>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (physical development)</i>	Develop appropriate ways of being assertive. <i>Talk with others to solve conflicts.</i>	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them
-----------	---	--	---	--	---

Early Years Foundation Stage

	<i>washing/drying their hands thoroughly. (physical development)</i>					
F2 Self-regulation Managing Self Building Relationships	Identify basic feelings e.g. happy, sad See themselves as a valuable individual Begin to build positive relationships Know and understand the school rules and expectations	Identify and moderate their own feelings socially and emotionally Begin to identify factors that support our health and wellbeing including tooth brushing, sleep <i>Manage their own needs.</i> Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Build constructive and respectful relationships Express their feelings and consider the feelings of others	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <i>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing – sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</i>	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <i>Follow the school rules and expectations</i> Think about the perspectives of others. Work and play cooperatively and take turns with others	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. <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</i> Form positive attachments to adults and friendships with peers	Show resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Show sensitivity to their own and to others’ needs.
	Myself - Who am I? – my name <i>I am Nefertiti</i> - What’s special about me? <i>Only one you</i> - Friendships <i>Smile</i> <i>I’m sticking with you</i>	Squeaky Clean - Toileting - Tooth brushing <i>Lion at bedtime</i> - Hidden germs - Hygiene Dentist visit Myself and those around me - Being independent	Taking care of our world - Respecting our classroom and environment - Recycling <i>The messy magpie</i> - Global warming (linked to UW) Taking care of my body	Staying safe - PANTS campaign <i>Pantosaurus</i> Myself and those around me - Friendships - Right and wrong choices - Feelings of others <i>Have you filled a bucket today?</i>	Staying safe - Online safety <i>Smartie the penguin</i> - Road safety Myself and those around me - Friendships - What makes a good friend?	Personal growth - Setting goals - Being focussed - Perseverance - Resilience <i>Sesame street videos</i> - Getting ready for Year One

Ballifield Primary School Long Term Plan 2025-2026



Early Years Foundation Stage

	- Classroom rules and routines - Feelings Ruby's worry Daisy's dragons Colour monster - Trusted adults	- Our feelings - Being a good friend Meesha makes a friend - Being respectful, kind Sesame street videos	- Healthy living – exercise, sleep, screen time - Healthy eating Doctor visit		Squirrels who squabble Feelings of others Have you filled a bucket today?	
--	--	--	--	--	--	--

Physical Development educational programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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**.

F1 Gross motor skills Fine motor skills	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Show a preference for a dominant hand.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
F2 Gross motor skills Fine motor skills	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping -	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Progress towards a more fluent style of moving, with developing control and grace.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Ballifield Primary School Long Term Plan 2025-2026



Early Years Foundation Stage

	running - hopping - skipping – climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use a range of small tools, including scissors, paint brushes and cutlery	Hold a pencil effectively	Combine different movements with ease and fluency. Negotiate space and obstacles safely, with consideration for themselves and others Develop the foundations of a handwriting style which is fast, accurate and efficient.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Demonstrate strength, balance and coordination when playing Begin to show accuracy and care when drawing.	
<u>F2 PE lessons</u>	Introduction to PE Unit 1 - Physical: run, jump, hop, skip, balance, crawl - Social: share, communication, work safely, co-operation, leadership - Emotional: independence, perseverance, confidence - Thinking: select and apply actions, comprehension, reflection, make decisions	Fundamentals - Physical: balance, run, jump, hop, change direction - Social: support others, work safely, take turns - Emotional: honesty, determination - Thinking: decision making, comprehension, select and apply	Dance - Physical: actions, dynamics, space - Social: work safely, respect, collaboration - Emotional: independence, confidence - Thinking: select and apply actions, creativity, exploration, recall, provide feedback	Gymnastics - Physical: shapes, balances, jumps, rocking, rolling, travel - Social: work safely, collaboration, share and take turns - Emotional: determination, confidence - Thinking: comprehension, creativity, select and apply	Ball skills - Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick - Social: work safely, collaboration, co-operation, support others - Emotional: perseverance, independence, honesty - Thinking: use tactics, comprehension	Games - Physical: run, balance, change direction, throw, catch - Social: work safely, communication, co-operation, support and encourage others - Emotional: confidence, honesty, determination, manage emotions - Thinking: comprehension, decision making

Early Years Foundation Stage

Literacy educational programme

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when **adults talk with children about the world around them** and the **books** (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription (spelling and handwriting)** and **composition (articulating ideas and structuring** them in speech, before writing).

F1 Comprehension Word reading (see phonics) Writing	Begin to understand the five key concepts about print: 1. print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book 5. page sequencing Write some or all of their name.		Engage in extended conversations about story, learning new vocabulary. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.		Write some letters accurately.
F2 Comprehension Word reading (see phonics) Writing	Read individual letters by saying the sounds for them. Hear and record initial sounds in words	Anticipate – where appropriate – key events in stories Begin to retell stories Use recently introduced vocabulary Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Begin to write simple sentences and captions.	Retell a story, joining in with repeated refrains Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Have some favourite books and be able to talk about them Create own stories based on my interests and stories I have read. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed

Early Years Foundation Stage

		to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending Spell words by identifying the sounds and then writing the sound with letter/s. Spell words by identifying sounds in them and representing the sounds with a letter or letters		Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs Write short sentences with words with known sound-letter correspondences, beginning to use a capital letter and full stop. Re-read what they have written to check that it makes sense.	Write simple phrases and sentences that can be read by others.
Phonics	In Nursery, Phase 1 phonics is taught from the start of the year. Fred Games are introduced during the Spring term. During the Summer term, Read Write Inc. lessons are delivered to those children moving to F2. In Reception, Read Write inc. lessons begin once the children are in school full time following the 'Making a strong start in Reception' guidance.				

Mathematics educational programme

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**.

F1	Recite numbers past 5. Show 'finger numbers' up to 5. Talk about and explore 2D and 3D shapes (for	Say one number for each item in order: 1,2,3,4,5. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Describe a familiar route. Combine shapes to make new ones – an arch, a bigger triangle etc.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
-----------	---	---	--	---	---	---

Early Years Foundation Stage

	example circles, rectangles, triangles and cuboids) using informal and mathematical language (sides, corners, straight, flat and round). Select shapes appropriately, flat surfaces for building, triangular prism for a roof etc.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Notice and correct an error in a repeating pattern.	Make comparisons between objects relating to size, length, weight and capacity. Discuss routes and locations, using words like 'in front of' and 'behind'. Understand position through words alone – for example, "The bag is under the table," – with no pointing.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	
F2 Number Numerical patterns (white rose) *Shape, space and measures	Just like me! -match and sort, compare amounts -compare size, mass & capacity, exploring pattern It's me 1, 2, 3! -representing, comparing, composition 1,2,3 -circles and triangles, positional language Place value (to 2) Matching and sorting amounts Comparing amounts Representing Counting forwards and backwards More/less Odd and even Addition and Subtraction	It's me 1, 2, 3! -representing, comparing, composition 1,2,3 Light and dark -representing numbers to 5, one more or less -shapes with 4 sides, time Place value (to 5) Comparing amounts Representing Counting forwards and backwards Odd and even Addition and Subtraction One more/less Composition Problem solving	Alive in 5 -introducing 0, comparing numbers to 5, composition of 4&5 -compare mass, compare capacity Growing 6, 7, 8! -making pairs, combining 2 groups -length & height, time Place value (to 7) Comparing amounts Representing Counting forwards and backwards Odd and even Addition and Subtraction One more/less Combining 2 groups Composition Problem solving	Growing 6, 7, 8! -making pairs, combining 2 groups -length & height, time Building 9 & 10 -comparing numbers to 10, number bonds to 10 -3D shape, pattern Place value (to 10) Comparing amounts Representing Counting forwards and backwards Odd and even Addition and Subtraction One more/less Combining 2 groups Composition Number bonds to 10	To 20 and beyond -building numbers beyond 10, counting patterns beyond 10 -spatial reasoning, math, rotate, manipulate First then, now -adding more, taking away - spatial reasoning, compose and decompose Place value (to 20) Comparing amounts Building numbers beyond 10 Counting patterns beyond 10 Odd and even Addition and Subtraction	Find my pattern -doubling, sharing and grouping, even and odd -spatial reasoning, visualise and build On the move -deepening understanding, patterns and relationships - spatial reasoning, mapping Place value (to 20) Comparing amounts Building numbers beyond 10 Counting patterns beyond 10 Deepening understanding, patterns and relationships

Early Years Foundation Stage

	Composition <u>Multiplication and division</u> Doubling and halving <u>Shape, space and measures</u> Circles Positional language Compare size, mass and capacity, exploring pattern Compare numbers. Subitise. Automatically recall number bonds for numbers 0–3 Explore the composition of numbers to 3. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Talk about maths and what they notice Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	<u>Multiplication and division</u> Doubling and halving <u>Shape, space and measures</u> Triangles Rectangles Squares Pentagons time Subitise. Automatically recall number bonds for numbers 0–3 Explore the composition of numbers to 5. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Is increasingly able to order and sequence events using everyday language related to time	<u>Multiplication and division</u> Doubling and halving <u>Shape, space and measures</u> Comparing mass/capacity Length/height hexagons time Subitise (recognise quantities without counting) up to 5 Subitise. Automatically recall number bonds for numbers 0–3 Explore the composition of numbers to 8. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Becomes familiar with measuring tools in everyday experiences and play	Problem solving <u>Multiplication and division</u> Doubling and halving <u>Shape, space and measures</u> Length/height Time 3D shape Pattern Subitise. Automatically recall number bonds for numbers 0–3 Have a deep understanding of number to 10, including the composition of each number; 14 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 Explore the composition of numbers to 10. Count objects, actions and sounds.	Taking away Adding more <u>Shape, space and measures</u> Length/height Spatial reasoning Compose and decompose shapes Subitise. Automatically recall number bonds for numbers 0–3 Count beyond ten. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Verbally count beyond 20, recognising the pattern of the counting system Have a deep understanding of number to 10, including the	Odd and even <u>Addition and Subtraction</u> Taking away Adding more <u>Multiplication and division</u> Doubling and halving Sharing and grouping <u>Shape, space and measures</u> Length/height Spatial reasoning Compose and decompose shapes Subitise. Have a deep understanding of number to 10, including the composition of each number; 14 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Solve problems involving number
--	---	---	--	--	---	---

Early Years Foundation Stage

		Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	Compare length, weight and capacity.	Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. 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. Continue, copy and create repeating patterns. Uses informal language and analogies (e.g. heart shaped and hand-shaped leaves), as well as mathematical terms to describe shapes	composition of each number; 14 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Solve problems involving number Give reasons for the answers and their thinking Talk to adults and peers about what they notice	Give reasons for the answers and their thinking Talk to adults and peers about what they notice and explain their maths
--	--	--	--------------------------------------	--	--	---

Understanding the world educational programme

Understanding the world involves guiding children to **make sense of their physical world and their community**. 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.

Early Years Foundation Stage

F1 Past and present (History) People, Culture and Communities (RE) The natural world (Geography, Science) Technology *taken from birth to 5 matters	Begin to make sense of their own life-story and family's history. Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. <i>Explore how things work (technology).</i>	Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people. Show interest in different occupations.	Talk about the differences between materials and changes they notice.		Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
F2 Past and present (History) People, Culture and Communities (RE) The natural world (Geography, Science) Technology *taken from birth to 5 matters	Comment on images of familiar situations in their past/life. Talk about the lives of the people around them and their roles in society Talk about members of their immediate family and community. Name and describe people who are familiar to them. Identify places that are special to me. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this	Recognise some similarities and differences between life in this country and life in other countries. Begin to investigate and create maps. Recognise some environments that are different to the one in which they live. Describe what they see, hear and feel whilst outside. 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	Comment on images of familiar situations in the past. 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. Develops digital literacy skills by being able to access, understand and interact with a range of technologies	Draw information from a simple map. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them, including the seasons Describe their immediate environment using knowledge from observation, discussion.	Create own maps. Can use the internet with adult supervision to find and retrieve information of interest to them

Early Years Foundation Stage

	Describe their immediate environment Completes a simple program on electronic devices uses ICT hardware to interact with age-appropriate computer software	country and life in other countries. 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 Understand the effect of changing seasons on the natural world around them. Can draw a picture on screen	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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 Can create content such as a video recording, stories and/or draw a picture on screen		stories, non-fiction texts and maps Can use the internet with adult supervision to find and retrieve information of interest to them	
--	---	---	--	--	--	--

Expressive art and design educational programme

The development of children's artistic and cultural awareness supports their **imagination and creativity**. It is important that children have regular opportunities to engage with the arts, enabling them to **explore and play with a wide range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for **developing their understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in **interpreting and appreciating what they hear, respond to and observe**.

F1 Creating with materials Being imaginative and expressive	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Take part in simple pretend play, using an object to represent something else	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Remember and sing entire songs. Play instruments with increased control to	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tune sung by another person (pitch match). Sing the melodic shape, moving melody such as up down, down and up or familiar songs. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Create their own songs or improvise a song around one they know.
---	--	---	--	--	--

Ballifield Primary School Long Term Plan 2025-2026



Early Years Foundation Stage

	even though they are not similar. Listen with increased attention to sounds.	express their feelings and ideas.			
F2 Creating with materials Being imaginative and expressive	Explore and use a variety of artistic effects Listen to and enjoy music	Use and explore and variety of materials, tools and techniques Sing songs in a group or on their own. Explore and engage in music making and dance, performing solo or in groups	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Move to and talk about music Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	Share their creations, explaining the process they have used Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	Make use of props and materials when role playing characters in narratives and stories. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 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.