

### Long-term Rationale: EYFS

#### *Learning for today....preparing for tomorrow*

The TVEd long-term plan for EYFS has been designed to fulfil the early years framework, whilst taking into account the area in which we serve.

#### ***Intent: -***

Our early years curriculum aims to develop the pupils holistically, taking into consideration early childhood development and their cognitive stage.

The curriculum is progressive and coherently planned to engage all learners and to build upon the children's prior knowledge. Through continuous and enhanced provision, and the direct teaching of knowledge and skills, our curriculum develops each child's unique characteristics, builds resilience, self-regulation and independence, thereby increasing their knowledge and sense of themselves and the wider world. The development of communication and language is a fundamental skill which allows pupils to be increasingly articulate in their learning and prepare them for the next stage of their education

#### **Overview**

The documentation is based upon the Early Years Framework with the statutory requirements for September 2021. It reflects the expectations of sequential and progressive direct teaching, using the supporting documents of Development Matters and Birth to Five. The 'characteristics of effective learning' are at the heart of our early years curriculum which provides opportunities for pupils to develop in environments which enable learning and ignite curiosity and enthusiasm. In addition to this the trust has an expectation that continuous provision reflects all prime areas, meeting the needs of the children in the setting. The coherent long term learning sequence has been developed to ensure a secure foundation for social and academic development and readiness for year 1.

Characteristics of Effective Learning	Areas of Development		Aspects September 2021
<b>Engagement: Playing and exploring</b> <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<b>Prime areas</b>		
	<b>Personal, Social and Emotional Development</b>	Self-regulation	
		Managing self	
Building relationships			
<b>Motivation: Active learning</b> <ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keeping trying</li> <li>Enjoying achieving</li> </ul>	<b>Physical Development</b>	Gross motor skills	
		Fine motor skills	
	<b>Thinking: Creating and thinking critically</b> <ul style="list-style-type: none"> <li>Having own ideas</li> <li>Making links</li> <li>Choosing ways to do things</li> </ul>	<b>Communication and Language</b>	Listening, attention and understanding
Speaking			
<b>Specific areas</b>			
<b>Literacy</b>		Comprehension	
		Word reading	
		Writing	
<b>Mathematics</b>		Number	
		Numerical patterns	
<b>Understanding the World</b>		Past and present	
	People, culture and communities		
	The natural world		
<b>Expressive Arts</b>	Creating with materials		
	Being imaginative and expressive		

## EYFS PRIME AREA: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

**Intent: To provide opportunities for pupils to develop a positive sense of self, and create strong relationships with those around them. By learning how to manage their emotions, pupils will develop skills in co-operation and dealing conflict, in order to support their ability to achieve in school and later life.**

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Self-Regulation

- Talk with others to find solutions to conflicts and rivalries
- Talk about their feelings using words like happy, sad, angry, worried

### Managing Self

- Increasingly be able to follow rules and understand why they are important
- Select and use activities and resources with help when needed

### Building Relationships

- Be more outgoing with unfamiliar people in the context of the setting
- Play with one or more children, extending and elaborating play ideas

**By the end of reception (ELG) most children will be able to:**

### Self-Regulation

- Show understanding of own feelings and those of others and begin to regulate their own behaviour
- Set and work towards simple goals appropriately, being able to wait for what they want and control their impulses
- Give focussed attention to what the teacher says, responding appropriately
- Show an ability to follow instructions involving several ideas or actions

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play co-operatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others' needs

## PSED: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery Self-Regulation</b>	All about me (Understanding feelings, and recognising self - worth)	AfL direct teaching based on needs of the class	AfL direct teaching based on needs of the class
<b>Nursery Managing Self</b>	All about me (self - care)  Being Healthy (healthy eating: fruit salad)	Create and model activities designed to allow independence and perseverance in the face of challenge.	Health and Happy: How high can I jump? (independence, resilience, perseverance, being healthy)
<b>Nursery Building Relationships</b>	All about me (co-operative play / positive relationships)	AfL direct teaching based on needs of the class	AfL direct teaching based on needs of the class
<b>Reception Self-Regulation</b>	Me, my family, my friends (regulating behaviour, understanding others)	AfL direct teaching based on needs of the class	AfL direct teaching based on needs of the class
<b>Reception Managing Self</b>	Healthy Eating (exotic fruits and shakes)	Create and model activities designed to allow independence, resilience and perseverance in the face of challenge.	Health and Happy: How far can I run? (independence, resilience, perseverance, being healthy)
<b>Reception Building Relationships</b>	Me, my family, my friends (positive attachments, showing sensitivity)	Chinese New Year cultural similarities and differences (Show sensitivity to their own and others' needs)	AfL direct teaching based on needs of the class

## EYFS PRIME AREA: PHYSICAL DEVELOPMENT

**Intent:** To develop all-round physical development to enable healthy and active lives. Through specialist and direct teaching and ongoing weekly provision, opportunities are provided to develop both gross and fine motor skills and develop co-ordination and control.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Gross motor

- Use large muscle movements to wave flags, streamers and may be linked to sequences and patterns of movement
- Move in a variety of ways and choosing the appropriate movement such as walking inside, running in a larger space
- Collaborate with others to choose correct resources and move equipment safely

### Fine motor

- Use one handed tools and equipment
- Show a preference for a dominant hand
- Be increasingly independent in getting dressed and undressed

**By the end of reception (ELG) most children will be able to:**

### Gross motor

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrates strength, balance and co-ordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

### Fine motor

- 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 use accuracy and care when drawing

### PHYSICAL: CONTINUOUS PROVISION AND DIRECT TEACHING\*\*Order to be determined by teaching staff\*\*

	Autumn	Spring	Summer
<b>Nursery</b> <b>Gross motor</b>	PE: Movement including spacial awareness, ball skills including catching and throwing	PE: Gymnastics and ball skills	PE: Basic Orienteering and Athletics Happy and healthy - How high can I jump?
<b>Nursery</b> <b>Fine motor</b>	Use a range of small tools- see Expressive Arts plan plan	Show accuracy when drawing - see Expressive Arts plan plan	Drawing v painting - see Expressive Arts plan plan
<b>Reception</b> <b>Gross motor</b>	PE: Movement including spatial awareness and gymnastics	PE: Indoor Athletics and Orienteering	PE: Dance and Athletics Happy and healthy - How far can I run?
<b>Reception</b> <b>Fine motor</b>	Use a range of small tools- see Expressive Arts plan plan	Drawing v painting - see Expressive Arts plan plan Show accuracy when drawing - see Expressive Arts plan plan	Use a range of small tools- see Expressive Arts plan plan Show accuracy when drawing - see Expressive Arts plan plan

## EYFS PRIME AREA: COMMUNICATION AND LANGUAGE

**Intent:** To develop the spoken language and vocabulary of pupils to enable them to access all areas of learning. Through conversation, questioning and modelling, children will be able communicate effectively with people around them.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Listening, attention and understanding

- Enjoy listening to longer stories remembering much of what happens
- Sing a large repertoire of songs
- Be able to talk about familiar books and tell a long story
- Understand a question or instruction with two parts
- Understand why questions

### Speaking

- Use a wider range of vocabulary
- Express a point of view and explain using words and actions when then disagree with a friend or adult
- Start a conversation with a friend or adult and continue it
- Use talk to organise their play

**By the end of reception (ELG) most children will be able to:**

### 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

### 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.

## COMMUNICATION AND LANGUAGE: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery</b> <b>Listening,</b> <b>attention and</b> <b>understanding</b>	Listen and respond when they are spoken to by an adult.	Answer questions in a small group situation linked to well-known stories.	Understand why questions.
<b>Nursery</b> <b>Speaking</b>	Answer the register. Talking one to one with a key adult. Repeating key vocabulary modelled.	Start a conversation and continue to turn take.	Retell well-known stories and sing a repertoire of rhymes.
<b>Reception</b> <b>Listening,</b> <b>attention and</b> <b>understanding</b>	Take turns in a group and class situation, listening to other people when they speak.	Ask own relevant questions to find out more.	Use talk to help work out problems and organise thinking. Explain how things work and why they might happen.
<b>Reception</b> <b>Speaking</b>	One to one and small group discussions around direct teaching areas. Focus on speaking in sentences.	Sharing own ideas and opinions.	Connect ideas using a range of connectives.

**EYFS SPECIFIC AREA: LITERACY**

Intent: To develop secure foundations in communication, language, reading and writing. The curriculum aims to instil a love of books and reading, with the offer developing skills in both word reading and comprehension. Children will be able to listen to, and talk about stories, poems, rhymes and non-fiction, and develop secure foundations in decoding printed words. Equally as important, children will develop good language comprehension which will support the development of self and wider world. Reading, is crucial to the development of writing and direct and continuous opportunities to record will be offered provide a secure foundation in handwriting, spelling and writing for meaning in readiness for year 1.

**By the end of nursery (taken from Development Matters) most children will be able to:**

- Comprehension**
- Engage in extended conversations about stories
- Word Reading**
- Understand that print has different purposes
  - Talk about the different parts of a book and understand how to hold it and follow the print
- Writing**
- Use print in early writing
  - Write some or all of their name
  - Write some letters accurately

**By the end of reception (ELG) most children will be able to:**

- 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.
- Word Reading**
- Say a sounds for each letter of the alphabet and at least 10 digraphs
  - Read words consistent with their phonic knowledge by sound-blending
  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including common expectation words
- 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

**READING AND WRITING: DIRECT TEACHING**

**\*\*Order to be determined by teaching staff\*\***

	Autumn		Spring		Summer	
<b>Nursery</b>	Fiction Nursery Rhymes	Fiction Nursery Rhymes Non-Fiction	Fiction Nursery Rhymes Non-Fiction	Fiction Nursery Rhymes Non-Fiction	Fiction Nursery Rhymes Non-Fiction	Fiction Rhymes Non-Fiction
<b>Word reading and comprehension</b>	Adults share books- how to hold	Adults share books - print has meaning	share books in groups- name different parts of the book	share books in groups- how follow text	Count/clap syllables in a word Introduce RWI pictures	Recognise words with the same initial sound Introduce RWI pictures
<b>Writing</b>	Adding marks to their pictures to show meaning	Adding marks to their pictures to show meaning	Begin to create individual marks to represent meaning	Use print and letter knowledge to write a list	Begin to form some letters correctly in their name	Begin to form some letters correctly in their name
<b>Reception</b>	Fiction Nursery Rhymes Non-Fiction/	Fiction Nursery Rhymes Non-Fiction /	Narrative Rhymes & Repeated refrains Non-Fiction /	Narrative Rhymes & Repeated refrains Non-Fiction	Narrative Rhymes and poetry Recount	Narrative Rhymes and poetry Recount

## TVED Long Term Curriculum Map

<b>Word reading and comprehension</b>	Begin 1:1 reading Read individual letters by saying the sound (SET 1)	Blend sounds into words  (SET 1 and begin blending)	Read some letter groups that represent one sound  ( SET 1 Photocopy ditty)	Read simple phrases and sentences  ( SET 1 Red ditty)	Read simple phrases and sentences with some CEW  ( SET 1 Red ditty/ SET 2 Green)	Read simple phrases and sentences with some CEW  ( SET 2 Green/purple)
<b>Writing</b>	Form lower case letters correctly	Write lists/model labels using known sound-letter correspondance	Write captions using known sound-letter correspondance	Write short sentences using a capital letter and full stop	Write short sentences using a capital letter and full stop	Reread what they have written to check it makes sense

## EYFS SPECIFIC AREA: MATHEMATICS

**Intent:** To provide a strong grounding in numbers to 10, developing a deep conceptual understanding of which to provide the building blocks for future mathematical concepts. Curiosity around number, shape, space and measures will be developed through a range of opportunities to support their readiness for school and the mathematical world around them.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Number

- Recognise up to 3 objects without counting them (subitising)
- Say one number for each item in order and know that the last number reached is the total
- Show finger numbers up to 5 with a set finger pattern
- Link numerals and amounts to show the right number of objects to match a numeral up to 5 e.g pencils in a pot

### Numerical patterns

- Recite past 5 forwards and backwards
- Compare quantities using language 'more than' 'fewer than'
- Experiment with their own symbols and marks as well as numerals
- Talk about and identify patterns around them including repeating patterns
- Describe a familiar route
  
- Talk about and explore 2d and 3d shapes using language such as sides, corners, flat, round
- Select shapes appropriately e.g. flat surfaces for building
- Understand position through words only, not gestures
- Make comparisons between objects relating to size, length, weight and capacity

**By the end of reception (ELG) most children will be able to:**

### Number

- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers to 10, including evens and odd, double facts and how quantities can be distributed evenly.
  
- Select, rotate and manipulate shapes in order to develop spatial awareness
- Investigate how shapes can be combined to make new shapes
- Copy, continue and create repeating patterns
- Compare length, weight and capacity using comparative language

## MATHS: DIRECT TEACHING

**\*\*Order to be determined by teaching staff\*\***

	Autumn	Spring	Summer
Nursery	Counting rhymes and songs using fingers to represent numbers Recite numbers counting past 5 Talk about and explore 2D shapes and language associated	Compare quantities using vocabulary such as more than, less than Talk about and explore 3D shapes and language associated Talk about and identify patterns Discuss routes and locations using appropriate vocabulary	Recognition of up to 3 objects Show finger numbers up to 5 Link numerals amounts up to 5 Make comparisons between size, length, weight and capacity



# TVED Long Term Curriculum Map

<b>Reception</b>	<b>Number Number Patterns</b>  Representing, comparing, composition of 1-3 Matching and sorting	<b>Number Number Patterns</b>  Introduce zero Representing, comparing, composition of 4-6 1 more and 1 less Repeating patterns	<b>Number Number Patterns 7-10</b>  Representing, comparing, composition of 7-10 making pairs Combining 2 groups	<b>Number Number Patterns</b>  Consolidation 1-10 Bonds to 10 Adding more Taking away	<b>Number Number Patterns</b>  Building numbers beyond 10- comparing and ordering Counting patterns beyond 10- adding to full sets of 10 Doubles Odd and even Sharing and grouping
	<b>Measure</b> Compare size, capacity and mass <b>Shape</b> Circles and triangles Shapes with 4 sides	<b>Measure</b> Compare mass and capacity Length and height <b>Shape</b> 3d shape and patterns		<b>Shape</b> Spatial reasoning - visualise and build	

## EYFS SPECIFIC AREA: UNDERSTANDING THE WORLD

Intent: To ensure a range of personal experiences which increases the children’s knowledge and sense of the world around them, fostering an understanding of our diverse world. The opportunities would enrich and widen vocabulary, supporting the development in oracy and comprehension.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Past and present

- Talk about their own family and memories they have
- Understand people have different occupations and use this in their play
- **People Culture and Communities**
- Describe their immediate environment using knowledge from observation, discussion,
- Notice and talk about the differences between people, families and communities
- Know there is different countries in the world and that they may be different

### The Natural World

- Explore collections of materials with similar or different properties, talking about what they see
- Explain the key features of a plant and animal life cycle
- Understand the need to respect and care for the natural environment
- Talk about different forces they can feel

**By the end of reception (ELG) most children will be able to:**

### Past and present

- Talk about the lives and roles of people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate– maps.

### 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.

## UNDERSTANDING THE WORLD: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
Nursery <b>Past and present</b>	Remembering People (ways of remembering those close, who have passed away)	My Family	
Nursery <b>People, culture and communities</b>	Diwali and Christmas (what are they)	My House  Chinese New Year and Easter (what are they)	Birthdays (why and how)
Nursery <b>The Natural World</b>	Seasons: Weather and Self (autumn / winter)	Seasons: Weather and Self (winter / spring)  Pets	Seasons: Weather and Self (summer)  Woodland Environment (inc comparison to local area)  Mini beasts and woodland animals

## TVED Long Term Curriculum Map

<b>Reception</b> <b>Past and present</b>	People who help us (people's lives and their roles in society)  Remembering People (remembrance day)	Past V Present (homes or toys)	
<b>Reception</b> <b>People, culture and communities</b>	Diwali: Cultural similarities and differences  Christmas: How is it celebrated around the world	Chinese New Year : Cultural similarities and differences  The Easter Story	
<b>Reception</b> <b>The Natural World</b>	Seasons: Changes in the natural world (autumn / winter)	Seasons: changes in the natural world (winter / spring)	Seasons: Changes in the natural world (summer)  Seaside Environment (inc. comparison to local and woodland area) Farm Animals

## EYFS SPECIFIC AREA: EXPRESSIVE ARTS AND DESIGN

**Intent:** To develop artistic and cultural awareness which allows creativity and imagination to be fostered. Repetition and depth of their experiences is fundamental to enhancing their appreciation across the arts.

**By the end of nursery (taken from Development Matters) most children will be able to:**

Creating with Materials

- Use objects to represent something else in imaginative small worlds
- Explore different materials and decide which materials to use
- Draw with increasing complexity

Being Imaginative and Expressive

- Show different emotions in drawings or paintings
- Sing entire songs and clap simple rhythms
- Play instruments with increasing control to express their feelings

**By the end of reception (ELG) most children will be able to:**

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 props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and-when appropriate- try to move in time with music.

### EXPRESSIVE ARTS AND DESIGN: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery</b> <b>Creating with materials</b>	Colours of the rainbow- painting	Mark making leading to drawing	Artist study- Kandinsky- abstract art painting v drawing
<b>Nursery</b> <b>Being imaginative and expressive</b>	Performance for others: Christmas	Sing a range of nursery rhymes	Performance for others: music and singing
<b>Reception</b> <b>Creating with materials</b>	Experiment with colour and materials	Artist study- Seurat- pointillism	Artist study-Mondrian- abstract art Show and explain their creations
<b>Reception</b> <b>Being imaginative and expressive</b>	Performance for others: Christmas	Performance for others- invent own performance for peers	Performance for others- rhythm and rhyme