

Gold Class: Long Term Overview & Progression

	Autumn 1 Marvellous Me	Autumn 2 Autumn Rhyme Time Christmas	Spring 1 Winter Helpful Heroes	Spring 2 Fantastic Fairytales Easter	Summer 1 Awesome Animals	Summer 2 Magnificent Minibeasts
Core Texts	<p>The Colour Monster by Llenas Something Special by Moon My Mum and Dad Make Me Laugh by Sharratt Mommy, Mama and Me by Newman & Thompson Daddy, Papa & Me by Newman & Thompson You Choose by Goodhart BBC Schools Radio, Rhyme Time: https://www.bbc.co.uk/teach/school-radio/articles/zhwgdwx</p>	<p>Seasons, Discovery World The Leaf Thief by Hemming & Slater The Nativity Story by David & Parry BBC Schools Radio, Rhyme Time: https://www.bbc.co.uk/teach/school-radio/articles/zhwgdwx The Wheels on the Bus by Kubler Old MacDonald Had a Farm by Adams There was an Old Lady Who Swallowed a Fly by Adams 5 Little Men by Crisp Little Wandle Rhyming Resources</p>	<p>One Snowy Night by Butterworth A Superhero Like You by Dr. Ranj Busy People Series: Doctor, Firefighter, Police Officer</p>	<p>The Enormous Turnip by Yates Jack & the Beanstalk by Alperin The Gingerbread Man by Temperin Goldilocks & the Three Bears by Alperin Sam Plants a Sunflower by Schffler The Three Billy Goats Gruff by Alperin The story of Easter by Boon</p>	<p>Monkey Puzzle by Donaldson Commotion in the Ocean by Andrea & Wojtowycz Dear Zoo by Rod Campbell Can I Be Your Dog? by Cummings How To Choose a Pet by Chandler</p>	<p>The Very Hungry Caterpillar by Carle The Teeny Weeny Tadpole by Cain & Tickle Growing Frogs by French & Bartlett Norman the Slug with the Silly Shell by Hendra & Linnet Doug the Bug that Went Boing by Hendra & Linnet Bug Hotel by Walden Mad About Minibeasts by Andrea & Wojtowycz</p>

Educational Programme, EYFS Statutory Framework – PSED: 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.

Personal, Social & Emotional Development	Become more outgoing with familiar people, in the safe context of their setting. Select and use activities and resources, with help when needed.	Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas.	Show more confidence in new social situations. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Increasingly follow rules, understanding why they are important. Make healthy choices about food, drink, activity and tooth brushing.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Remember rules without needing an adult to remind them. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling.
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Educational Programme, EYFS Statutory Framework – Communication & Language: 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.

Communication & Language	Sing a large repertoire of songs. Enjoy listening to longer stories and can remember much of what happens.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand a question or instruction that has two parts, such as ‘Get your coat and wait at the door’.	Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary.	Start a conversation with an adult or a friend and continue it for many turns. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’.	Use longer sentences of four to six words. Understand ‘why’ questions, like, “Why do you think the caterpillar got so fat?” Develop their pronunciation but may have problems saying: some sounds (r,j,th,ch and sh), multisyllabic words such as ‘pterodactyl’ or ‘hippopotamus’.	Use talk to organise themselves and their play: “Let’s go on a bus...you sit there...I’ll be the driver.” Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
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Educational Programme, EYFS Statutory Framework - Physical Development 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.

Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. Continue to develop their movement, balancing, riding and ball skills.	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.	Go up steps and stairs, or climb up apparatus, using alternate feet. 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.	Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing up zips.	Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
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Educational Programme, EYFS Statutory Framework - Literacy 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).

Literacy	Enjoy a range of books regularly, encourage children to join in with repetitive phrases within the book. Sing and learn a range of rhymes and poems.	Develop their phonological awareness so that they can spot and suggest rhymes. Engage in extended conversations about stories, learning new vocabulary.	Develop their phonological awareness so that they can count or clap syllables within a word.	Use some of their print and letter knowledge in their early writing. For example, writing a list that starts at the top of the page.	Develop their phonological awareness so that they can recognise words with the same initial sound such as mum and money.	Write some or all of their name. Write some letters accurately.
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Educational Programme, EYFS Statutory Framework = Maths: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p>Maths</p>	<p>Talk about and identify patterns around them, e.g. stripes on clothes, use informal language like 'pointy', 'spotty' etc. Develop fast recognition of objects up to 3 without having to count them individually. Select shapes appropriately. Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	<p>Describe a familiar route. Show 'finger numbers' up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Solve real world problems with numbers up to 5.</p>	<p>Recite numbers past 5. Link numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5. Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity. Discuss routes and locations, using words like 'in front of' and 'behind'. Extend and create ABAB patterns. Say one number for each item in order 1,2,3,4,5</p>	<p>Begin to describe a sequence of events using words such as 'first', 'then'. Experiment with their own symbols and marks as well as numerals.</p>	<p>Compare quantities using language 'more than', 'fewer than'. Combine shapes to make new ones – an arch, a bigger triangle etc. Notice and correct an error in a repeating pattern.</p>
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Educational Programme, EYFS Statutory Framework - Understanding the World: 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.

<p>Understanding the World</p>	<p>Begin to make sense of their own life story and family's history. Use all their senses in hands-on exploration of natural materials.</p>	<p>Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.</p>	<p>Show interest in different occupations. Explore and talk about different forces they can feel. Explore how things work. Talk about what they see using a wide vocabulary.</p>	<p>Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Understand the key features of the life cycle of a plant and an animal. Continue developing positive attitudes about the differences between people.</p>
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<p>Educational Programme, EYFS Statutory Framework – Expressive Arts & Design: 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.</p>						
<p>Expressive Arts & Design</p>	<p>Remember and sing entire songs. Listen with increasing attention to sounds. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Explore colour and colour mixing. Join different materials and explore different textures. Make imaginative and complex ‘small worlds’ with blocks and construction kits.</p>	<p>Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Begin to develop complex stories using small world equipment like animal sets and dolls. Explore different materials freely, 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.</p>	<p>Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know. Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>
<p>Religious Education (Manchester Diocese Syllabus)</p>	<p>F4 Being special: where do we belong? Thematic</p>	<p>F2 Why is Christmas special for Christians? (Incarnation)</p>	<p>F1 Why is the word ‘God’ so important to Christians? (God)</p>	<p>F3 Why is Easter special to Christians? (Salvation)</p>	<p>F5 What places are special and why? (Thematic)</p>	<p>F6 What times/stories are special and why? (Thematic)</p>
<p>Phonics: Little Wandle Letters & Sounds Revised</p>	<p>Foundations for Phonics (see LW overview) Nursery rhymes Environmental and instrumental sounds</p>	<p>Foundations for Phonics (see LW overview) Little wandle Nursery rhymes: environmental sounds, rhyming, voice sounds, syllables.</p>	<p>Foundations for Phonics (see LW overview) Little wandle Nursery rhymes: environmental sounds, rhyming, voice sounds, syllables. Intro satpin mdgo phonemes</p>	<p>Foundations for Phonics (see LW overview) Little wandle Nursery rhymes: environmental sounds, rhyming, voice sounds, syllables. Intro kce ur h b fl j phonemes</p>	<p>Foundations for Phonics (see LW overview) Little wandle Nursery rhymes: environmental sounds, rhyming, voice sounds, syllables. Intro v w y z qu ch phonemes</p>	<p>Foundations for Phonics (see LW overview) Little wandle Nursery rhymes: environmental sounds, rhyming, voice sounds, syllables. Oral segmenting and blending</p>
<p>Handwriting: Squiggle While You Wiggle</p>	<p>Big up and down movements with scarves in both hands. Recognise photo</p>	<p>Big side to side movements with scarves in both hands. Recognise name with photo</p>	<p>Big circle movements with scarves in both hands. Mark making name</p>	<p>Big zig zag/wiggly movements with scarves in both hands. Mark making name.</p>	<p>Up and down, side to side movements using crayons on paper using both hands. Attempt some letters from name.</p>	<p>Circle/wiggly/zig zag movements with crayons on paper using both hands. Name writing.</p>
<p>Maths: Master the Curriculum</p>	<p>Colours Match Sort</p>	<p>Number 1 Number 2 Pattern</p>	<p>Number 3 Number 4 Number 5</p>	<p>Number 6 Height and Length Mass Capacity</p>	<p>Sequencing Positional language More than/ fewer 2D Shape 3D Shape</p>	<p>Number composition. What comes after? What comes before? Numbers to 5</p>