

Harewood C of E Primary School, Early Years Foundation Stage (EYFS) Curriculum Long-Term Plan

Also see the Long-Term Curriculum Overview, Long-Term Planning for Areas of Provision,
Class One Reading Books - Termly Overview and whole school Key Knowledge Progression Documents



EYFS Coverage by Term	Autumn	Spring	Summer
<p>Religious Education (RE)</p>	<p>Autumn 1 - Why is the word God so important to Christians? (UC- Creation)</p> <p>Autumn time and Harvest - I wonder why we give thanks to God for Harvest?</p> <p>Noah story & Make a Promise Rainbow - linked to learning the school behaviour code.</p> <p>Autumn 1 & 2 - How are special times celebrated? (Hub F2 - multi-faith focus on Autumn Festivals, Christmas and special occasions our families celebrate)</p> <p>Autumn 2 - Why do Christians perform Nativity plays at Christmas? (UC - Incarnation) Christmas story & Nativity Performance</p>	<p>Spring 1 - What makes every single person unique and special? (UC – Incarnation)</p> <p>Jesus Christ growing up.</p> <p>Spring 1 & 2 - How are special times celebrated? (Hub F4 multi-faith focus) – Spring festivals and celebrations (include Mothering Sunday 30th March 2025).</p> <p>Shrove Tuesday (4th March 2025) and Lent.</p> <p>The Wonders of Nature – Link to Incarnation. What can we see in our wonderful world?</p> <p>Spring 2 - Why do Christians put a cross in an Easter Garden? (UC – Salvation) (the Easter story)</p>	<p>Summer 1 - How can we care for our wonderful world? (UC – God/Creation - Multi-faith focus)</p> <p>What do religious believers believe about who created the world? (Hub)</p> <p>Summer 2 – Where do we live and why is it special? (Hub F1 – multi-faith focus)</p> <p>Which places are special & why? (Hub F3)</p> <p>Visit All Saint's church (Churches Conservation Trust).</p> <p>How prayer can help us reflect, help others and give opportunities to improve ourselves.</p> <p>Stories from the New Testament & the miracles of Jesus.</p> <p>How to be a good helper. How have we improved and looked after our classroom and garden through the year?</p> <p>Say thank you for our year of learning - Whole School Thanks giving celebration</p>
<p>EYFS Prime Area - Communication and Language (CAL)</p> <p>ELG: Listening, Attention and Understanding</p> <p>ELG: Speaking</p>	<p>Listen to songs, music, rhymes and poems (share the ones that interest the children several times).</p> <p>Story time (read by an adult) at least once a day. Focus on new vocabulary and language structures from the stories we share.</p> <p>Dedicated 'book time' (choose a book to look at each day).</p> <p>Share favourite books and stories from home.</p> <p>Games structured to sustain attentive listening and negotiation.</p>	<p>Past, present and future tenses.</p> <p>Listen carefully to each other, follow directions and express needs and feelings appropriately.</p> <p>Story time (read by an adult) at least once a day. Consider new vocabulary as well as what is happening - anticipate what might happen next.</p> <p>Cultivate a love of books and storytelling.</p> <p>Understanding story structure, characterisation, inference and prediction.</p>	<p>Present ideas to others as descriptions, explanations, instructions or justifications.</p> <p>Explain to others how we can accomplish a task.</p> <p>Engage in activities and games structured to include instructions with several ideas or actions.</p> <p>Discuss, plan and negotiate for shared activities.</p>

<p>Also see Reading overview – texts to share for each term.</p> <p>Links closely to Literacy below.</p>	<p>“Show and Tell” sessions to recall past experiences, share information & help us learn about each other (link to PSED)</p> <p>Talk about and reflect on learning weekly using the Notice board/Memories Book photographs.</p> <p>Sequence stories with pictures and retell in our own words using prompts (creation story, Noah’s Ark, Little Red Hen, Room on the Broom)</p> <p>Learn the words and the meaning of specific prayers- lunch time, end of day and school prayer.</p>	<p>Discuss Memories Book, photographs and displays. Consider what we have experienced, what we have learned and plan what we can do next.</p> <p>Make plans for activities.</p> <p>“Show and Tell” sessions to recall past experiences, share information & help us learn how to ask good questions.</p> <p>Library book sharing to begin (parents to read at home)</p> <p>NELI (Nuffield Early Language Intervention) begins if needed.</p>	<p>Describe why and how things were made (link to EAD). What might be done to change or improve it?</p> <p>Continue to use the Memories Books to remind us about experiences, learning and accomplishments - what we will do next?</p> <p>Record our own experiences and memories through language, as well as other media (voice recording, video, pictures and writing).</p> <p>“Show and Tell” sessions to recall past experiences, share information & help us learn how to ask questions. Focus on asking ‘how’ and ‘why’ questions of each other.</p> <p>Use knowledge of familiar stories as a basis for imaginative play and own story telling.</p> <p>Use provocations and real-life experiences as a basis for imaginative play and own story telling (Pirate treasure hunt, chicks and dragon eggs).</p>
<p>EYFS Prime Area - Personal, Social and Emotional Development (PSED)</p> <p>ELG: Self-Regulation</p> <p>ELG: Managing Self</p> <p>ELG: Building Relationships</p>	<p>Contribute to good health - hand washing, self-care & toilet routines, managing personal hygiene.</p> <p>Get to know each other. How are we different and how are we the same?</p> <p>Develop trusting and caring relationships with new adults and friends.</p> <p>Take responsibility for the setting up and upkeep of the environment.</p> <p>Negotiate rules together, establishing boundaries, roles and responsibilities to give children ownership of the classroom/garden and other school areas.</p> <p>Promise Rainbow - understanding the school behaviour code & our responsibilities to the Class team.</p>	<p>Games, discussion, stories about how to manage feelings and behaviour.</p> <p>Respect & care for animals (pets, domestic and wild).</p> <p>Consider the implications of making choices and expressing preferences.</p> <p>Explaining reasons for actions and taking responsibility - considering the consequences of their words and actions.</p> <p>Knowing when we need it and asking for support.</p> <p>Learning strategies to resolve conflicts and find a compromise where there is the possibility of conflict.</p>	<p>Explore, plan and talk about what they are learning, valuing their own ideas and individual ways of doing things.</p> <p>Give children time to pursue learning without interruption, complete activities to their satisfaction, and return to them so they can reflect on successes and achievements.</p> <p>Fair and unfair situations, express feelings about fairness and how we can make things fair – what can we do when it isn’t?</p> <p>The effect of exercise on our bodies and why it’s good to exercise.</p> <p>Prepare a healthy picnic for our summer celebration in the park.</p> <p>Prepare for transition to Class Two in September by thinking about how we have</p>

Play games together, share stories and think about how to manage feelings and behaviour in different situations, such as waiting patiently for our turn and sharing resources.

Discuss healthy eating & make dinner choices based on what we like and what is good for us.

Learn how to change for PE.

SEAL (Social and Emotional Aspects of Learning) sessions. The **SEAL** themes this term are: **'New Beginnings'** and **'Getting on and Falling Out'**.

You, Me, PSHE – (do two units in this longer term starting September, before phonics formal Phase 2 teaching begins)

Aut 1 - Careers, financial capability and economic wellbeing. Gender roles: Talk about the lives of the people around them and their roles in society - *key text story, When You're Fast Asleep by Peter Arrhenius (school copy)*

<https://www.youtube.com/watch?v=bxh1OfNepvU>

Also - Drugs, alcohol and tobacco education – Managing their own basic hygiene and personal needs – *key text story Blow Your Nose Big Bad Wolf by Steve Smallman*

[Blow your nose, BIG BAD WOLF Full story \(Kids books read aloud by the Odd Socks Nanny family\) - YouTube](#)

(re-visited with D-side Spring term, medicines)

British Values - rule of law

Know the reason for rules, know right from wrong and try to behave accordingly (link to school behaviour code)

You, Me, PSHE - Aut 2 - Identity, society and equality – British Values - mutual respect.

Understanding the world – people, culture and communities

Key text story – It's Only One by Tracey Corderoy

[Kids book read aloud It's Only One - YouTube](#)

Pol-Ed unit – Relationships

Aut 1 - How can I be a good friend?

How can I make other children feel happy?

Aut 2 - How can I play nicely with others?

Continue to develop understanding of similarities and differences.

Develop tolerance for different cultures and what makes us all unique.

Keeping healthy – eating, exercise, sleeping, hygiene and self-care (including oral hygiene).

Dressing independently for PE.

Agree a goal to work towards.

SEAL themes: **'Say no to Bullying'** **'Going for Goals'** and **'Good to be me'**

You, Me, PSHE - Spring 1 - Keeping safe and managing risk
British Values – rule of law

Explain the reason for rules, know right from wrong; stranger danger

Key text story Who's Good and Who's Bad – Little

Red Riding Hood? by Steve Smallman (school copy)

[Fairytales Gone Wrong: Who's Bad and Who's Good, Little Red Riding Hood? - Google Search](#)

Additional key stories The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and The Three Horrid Pigs and the Big Friendly Wolf by Liz Pichon

You, Me, PSHE - Spring 2 – Mental Health and Wellbeing - Self regulation, Show an understanding of their own feelings and those of others. Being able to wait for what they want and control their immediate impulses

British Values – individual liberty

Key text story, The Jar of Happiness by Ailsa Burrows

[The Jar of Happiness - YouTube](#)

Pol-Ed Unit – Keeping Safe

Spring 1 - How can I play safely?

Spring 2 - How can I keep safe at school?

How can I keep safe at home?

grown and changed during the year and how to make the new Class One children welcome in school. Showing sensitivity to the needs of others.

Prepare emotionally for Sports Day (positive attitudes and sportsmanship).

Develop the Reflective Space

Set a goal for themselves and work towards it.

The SEAL themes for this term are: **'Relationships'** and **'Changes'**.

You, Me, PSHE - Summer 1 – Physical Health and Wellbeing PSED – managing self. Understanding the importance of healthy food choices

British Values – individual liberty

Key text story, Which food will you choose by Claire Potter (school copy)

[Which Food Will You Choose. Read-Aloud - YouTube](#)

Additional key story and activities – Oliver's Vegetables by Vivian French

You, Me, PSHE - Summer 2 - PSED -self regulation. Show an understanding of their own feelings and those of others. Building relationships.

Show sensitivity to their own and others needs
Protected Characteristics – gender focus
British Values – individual liberty, mutual respect

Key text story Alex and Alex by Ziggy Hanaor (school copy)

[Alex & Alex by Ziggy Hanaor \(Children's Book\) - YouTube](#)

Pol-Ed Unit – Understanding the Law

Summer 1 - What are rules?

What are consequences?

Summer 2 - What can I do if I'm feeling big emotions?

Who are the police and how do they help us?

Arrange a PCSO visit

	<i>How can adults at school help me?</i>		
<p>EYFS Prime Area - Physical Development (PD)</p> <p>ELG: Gross Motor Skills</p> <p>ELG: Fine Motor Skills</p>	<p>Be aware of space and safety in the classroom, garden hall and big playground.</p> <p>Climb, swing, dangle, balance and roll safely in the garden.</p> <p>Cutting, sticking (favourite things and stories).and wrapping (Christmas).</p> <p>Glitter sand and tools.</p> <p>Building / fixing Duplo and wooden blocks.</p> <p>Food preparation tools – knives, peelers.</p> <p>Dough Disco and modelling in dough.</p> <p>Letter formation in line with our phonics progression.</p> <p>PE lessons – Autumn 1 – Travelling and using space (spatial awareness and travelling in different directions and on different parts of body) Check for crawling, walking, running, hopping, skipping and jumping.</p> <p>Autumn 2 – Ball skills, sending and receiving (large balls, bouncing throwing and catching).</p>	<p>Letter formation with dedicated handwriting sessions – apply letter formation families.</p> <p>Modelling in plasticine.</p> <p>Different joins and ways to fix materials together at the making table-including fitting treasury tags, split pins and use tape dispenser correctly.</p> <p>Gardening.</p> <p>Mixing, grinding and chopping in the mud kitchen.</p> <p>Use cutlery for eating.</p> <p>Building and fixing with k'nex and Mobilo.</p> <p>PE lessons – Spring 1 – Games (Striking and Hitting a ball; Throwing and catching; Travelling, passing and possession; Using space; Attacking and defending; Tactics and rules)</p> <p>Spring 2 – CHECK DATE OF SPORTS DAY Gymnastics, Balancing and Obstacles (Travelling; rolling and body positions; weight on hands; jumping and landing; balancing and sequencing)</p>	<p>Handwriting on lines controlling letter size.</p> <p>Modelling in clay.</p> <p>Building and fixing with small Lego and revisit children's favourite construction materials.</p> <p>Build large structures in the garden safely (den building, pirate ship).</p> <p>Ride a balance bike and begin to use a pedal bike in the garden.</p> <p>Climb safely to the top of the Climbing Cube.</p> <p>Be able to 'hopscotch'.</p> <p>PE lessons – Summer 1 - Athletics (running, jumping and throwing a ball) Preparations for Sports Day challenges.</p> <p>Summer 2 – Dance (Respond imaginatively to music; Skip in time to beat; Copy, practise and repeat actions; Show changes of shape and level)</p>
<p>EYFS Specific Area – Literacy (L)</p> <p>ELG: Comprehension</p> <p>ELG: Word Reading</p> <p>ELG: Writing</p>	<p>Phonics - Review and assess all Phase One aspects of Letters and Sounds (continue in alongside Phase Two). Focus on rhyme and rhythm.</p> <p>Identify phonemes in spoken words (sound talk)</p> <p>Phase Two & progression to Phase Three. (L&S) using Twinkl Phonics.</p> <p>Home and school reading 'one to one' (directly in line with phonics progression).</p>	<p>Phonics – Complete and consolidate Phase Three and deliver Phase Four of Letters and Sounds. <i>See new Twinkl planning timetable with slowed progress of Phase Three to two GPC per week from Phase 3 week 4.</i></p> <p>Home and School reading 'one to one' continues daily (in line with phonics progression).</p> <p>Alphabet letter 'names' and learn long and short vowel sounds.</p>	<p>Phonics – Consolidate Phase Four and develop writing skills - move to Phase Five if appropriate.</p> <p>The frequency of 'one to one' Home and school reading will reduce this term for children who are continuing to make good progress. Focus will be increasingly on extended writing opportunities.</p> <p>Alphabet activities and games – identify vowels.</p>

<p>Also see Phonics Long Term Plan.</p> <p>Links closely with comprehension, sequencing and developing a love of stories in CAL above.</p>	<p>Real life purposes for writing, - lists, labels, signs, instructions, letters and invitations.</p> <p>Writing for role play and interests in all areas of provision, modelled, scaffolded and supported by adults applying known GPC.</p> <p>Correct letter formation for the whole alphabet introduced – in line with phonics teaching progression.</p> <p>Mark making/writing using a wide range media and mediums (inside and out).</p> <p>Share children's favourite stories, encouraging them to bring books from home.</p>	<p>Read text and information from home on Tapestry together for show and tell.</p> <p>Guided/group reading sessions to develop understanding of story structure, characterisation, inference and prediction.</p> <p>Writing for different child-initiated purposes to support play and for a real purpose of interest to the children (have a go writing).</p> <p>Writing for a wide range of purposes - including lists, instructions, letters; Model licenses (Tech Machines); character names and 'Top Trump' style action cards to engage boys in writing.</p> <p>Real life purposes for writing, - lists, labels, signs, instructions, letters and invitations.</p>	<p>Purposeful writing of signs, labels, captions or instructions linked to the children's own interests (using 'have a go writing').</p> <p>Continue to model and encourage writing as a form of communication and to inform others, including child-initiated to support play (of interest and motivating to the children).</p> <p>Model and encourage writing to retell and sequencing familiar stories, write own stories and descriptive writing about imaginary worlds.</p> <p>Writing text at home for Tapestry Show and Tell contributions and reading them to the class.</p> <p>Introduce library book system to borrow from school and parents to read at home.</p>
<p>EYFS Specific Area – Mathematics (M)</p> <p>ELG: Number</p> <p>ELG: Numerical Patterns</p> <p>Also see the White Rose Planning Documents</p>	<p>White Rose Reception (new scheme)</p> <p>Autumn 1 'Getting to know you' (2 wks) Block 1 'Match Sort and Compare', Block 2 'Talk About Measure and Patterns', Block 3 'It's Me 1,2,3', Autumn 2 Block 4 'Circles and Triangles', Block 5 '1,2,3,4,5' Block 6 'Shapes with Four Sides' & (moved from Spring on WRM yearly planner - see below) Block 7 'Alive in 5' & 'Consolidation'.</p> <p>Set up our environment -grouping, matching and sorting by material, colour, size and/or use.</p> <p>Record maths ideas independently.</p> <p>Principles of counting and conservation of number.</p> <p>Subitise.</p> <p>Understand the composition of each number to five.</p> <p>Morning, afternoon, days of the week, months of the year and seasons.</p>	<p>White Rose Reception: Spring 1 - Block 8 'Mass and Capacity', Block 9 'Growing 6,7,8' Block 10 'Length, Height and Time', Consolidation week.</p> <p>Spring 2 - Block 11 'Building 9 & 10' Block 12 'Explore 3D Shape' and 'Consolidation'.</p> <p>Order and identify numbers to 10 & match them to numerals and quantities.</p> <p>Use ordinal language to sequence events.</p> <p>Numberblocks 'six' to 'ten'.</p> <p>Interactive maths games and board games to add and take away.</p> <p>Identify mathematical problems based on own interests and fascinations.</p> <p>Rerecord mathematical ideas independently.</p> <p>Counting on and back from numbers other than one.</p>	<p>White Rose Reception; Summer 1 - 'Block 13 'To 20 and Beyond' Block 14 'How Many Now?', Block 15 'Manipulate Compose and Decompose' and 'Consolidation'.</p> <p>Summer 2 - Block 16 'Sharing and Grouping', Block 17 'Visualize Build and Map', Block 18 'Make Connections & 'Consolidation'</p> <p>Verbally count, identify and order numerals to 20 (and count beyond). Write numerals to ten. Numberblocks 'Eleven' to 'Twenty'.</p> <p>Subitising groups Introduce mathematical symbols.</p> <p>Recite numbers and count forwards and back from other starting points than one. Adding and subtracting in practical activities, games or through projects, routines and in role play.</p> <p>Record mathematical ideas and calculations.</p> <p>Standard notation & mathematical symbols.</p>

	<p>Birthday board (months focus) & link it to Jesus' birthday in Aut 2.</p> <p>Numberblocks 'One' to 'five'.</p> <p>Recite numbers in order to twenty.</p> <p>Manipulate and match pattern and shapes, explore arrangements of 2D & 3D shapes.</p> <p>Investigate symmetry and positional language.</p> <p>Measure time in simple ways (sand timers).</p> <p>Board games & made up games to compare number and count.</p> <p>Number rhymes & mathematical story books</p>	<p>Estimation.</p> <p>Mathematical vocabulary to describe 'solid' 3D shapes and 'flat' 2D shapes. Review repeating and more abstract patterns (including simple symmetry).</p> <p>Magnetic shapes.</p> <p>Comparative vocabulary-more, less, bigger, smaller, shorter, taller, heavier, lighter.</p> <p>Everyday language related to time-"Big Picture".</p> <p>Understand the composition of each number to ten.</p> <p>Compare quantities to ten in different contexts.</p> <p>Share equal quantities (Easter egg hunt).</p> <p>Learn interactive maths games and board games.</p> <p>Mathematical story books.</p>	<p>Use number lines and a 100 square to see number patterns and aid calculations.</p> <p>Identifying groups of two, fives and tens.</p> <p>Explore, represent and explain number patterns including odds, evens, doubles.</p> <p>Share equal quantities (Treasure hunt).</p> <p>Use board games & made-up games to develop understanding of number, sharing, division, fractions and money.</p> <p>Making maps for directional language, measure distances with non-standard measures (Brimham Rocks).</p> <p>Explore the properties of objects: weighing, measuring ordering items by length, height, weight and capacity (incl chicks / dragons)</p> <p>Mathematical story books.</p>
<p>EYFS Specific Area - Understanding the World (UW)</p> <p>ELG: Past and Present</p> <p>ELG: People, Culture and Communities</p> <p>ELG: The Natural World</p>	<p>On-going through the year - Opportunities to follow children's own lines of interest, discuss, make links and record, in their own way, ideas about the things which fascinate them.</p> <p>'Harvest' I wonder where our food comes from?</p> <p>One Apple crumble (from our apple trees).</p> <p>Days of the week, months and seasons through introduction of the Big Picture.</p> <p>Seasons are covered over the year – Autumn 1 - Changes which happen in the Autumn & how animals are affected.</p> <p>Autumn walk.</p>	<p>Compare and contrast the natural world and man-made environments - Window by Jeannie Baker.</p> <p>Seasons focus - winter into spring, how these changes affect plants and animals (wild, domestic and pets).</p> <p>Spring walk – flower art for mother's day cards.</p> <p>Environmental visit to Harewood Estate.</p> <p>Changes in states of matter freezing, dissolving, waterproof and absorbent materials.</p>	<p>Understand that thinking about the past is called History. Consider why it is important to remember and learn from history (visit Harewood Church). <u>Talk about changes through time not 'differences'</u></p> <p>Reflect on 'Window' (from Spring) and introduce 'Belonging' by Jeannie Baker What is recycling? What impact do we have on the world?</p> <p>Seasons – Summer time celebrations and special places.</p> <p>Understand that thinking about our world, its physical features and how it works is Geography and Science.</p>

	<p>Aut 2 - Winter & how it affects plants and animals. Winter walk & environmental visit to Harewood Estate.</p> <p>How do we celebrate birthdays/ How do we give thanks?</p> <p>What celebration are important to our families?</p> <p>Plant hyacinths for Christmas gifts.</p> <p>Celebrate and share information, objects and photos from home so we can each learn about different family customs/routines and see where there are similarities. Value differences.</p> <p>The Christmas Story (life in the distant past). Operate iPads to take photos. Use technology to share information between school and home.</p>	<p>How we can care for living creatures and the environment?</p> <p>Consider more distant 'history' through learning about the life of Jesus. I wonder why people's lives were different in the past?</p> <p>Notice similarities and differences between our own lives and the lives of other people in the past.</p> <p>How can we investigate natural and man-made objects and materials?</p> <p>How are computers used to retrieve and record information?</p> <p>Use technology to support, display and celebrate learning.</p> <p>Access on-line activities in the ICT suite to support literacy and number work</p> <p>Use remote control vehicles (Tech Machines).</p> <p>Bee Bots -What is programming?</p>	<p>Understand that life can be different in different regions of the world – animals from different countries (Harewood farm visit and Harewood Estate environmental visit).</p> <p>Describe different environments (man-made and natural).</p> <p>Animals and camouflage - hunting and being hunted (Brimham Rocks). Geography – how the rocks at Brimham were formed.</p> <p>I wonder if all changes can be reversed.</p> <p>Express opinions and hear different points of view.</p> <p>Chick incubation and hatching.</p> <p>Using a keyboard and mouse in the IT suite.</p> <p>Use iMotion to tell a story.</p>
<p>EYFS Specific Area - Expressive Arts and Design (EAD)</p> <p>ELG: Creating with Materials</p> <p>ELG: Being Imaginative and Expressive</p> <p>A new song with a Christian theme will be enjoyed each</p>	<p>Role play focus – initially home, family & jobs – will be developed to reflect the children's interests, experiences and ideas.</p> <p>Draw ourselves & representations of events, people and other objects.</p> <p>What happens when we mix colours/combine colours & use different media & textures. Focus on Autumn time.</p> <p>Little Red Hen performance story for Harvest.</p> <p>Modelling in play dough.</p> <p>Small world - Dolls house, animals, castle (requested by children on visit).</p>	<p>Role play following children's ideas and interests.</p> <p>Small construction – K-nex and Mobilo</p> <p>Large construction – following children's interests.</p> <p>Can we make our models water proof? - link to recycling different materials and Imaginary World Doors to keep in the garden.</p> <p>Modelling in plasticine.</p> <p>Sketching flowers (Spring walk).</p>	<p>Role play following children's ideas and interests.</p> <p>Make Imaginary World Doors for Fairy Garden.</p> <p>Shop and cafe play – including money (visit Muddy Boots?).</p> <p>Small construction – Lego (small).</p> <p>Large construction – dens.</p> <p>Modelling in clay.</p> <p>I wonder if we can improve our models.</p>

<p>week for Collective Worship.</p>	<p>Small construction – Duplo & wooden bricks.</p> <p>Large construction in the garden (Ark)</p> <p>Learn the Christmas story and songs to perform for the Nativity.</p> <p>Design and make a Christmas Cards.</p> <p>Singing hands 'Christmas' songs /Makaton. <i>Weekly dedicated music lesson.</i></p>	<p>Mix colours (colour workshop) for flower pictures. Learn techniques for brush work and colour 'tint' and 'tone' etc.</p> <p>Design and make 'Spring flower pictures' after walk using secondary colour mixing.</p> <p>Design and make Mothers' Day card for Mothering Sunday (19.3.23)</p> <p><i>Weekly dedicated music lesson.</i></p>	<p>Make music and perform for different audiences.</p> <p>Practise for a performance in the end of year Thanksgiving service.</p> <p>Recognise and explore how sounds can be changed, recognise repeated sounds and sound patterns and match movement to music from different cultures.</p> <p><i>Weekly dedicated music lesson.</i></p>
<p>Pre-Planned Provocations - including External Visits & Visitors</p>	<p>Cooking 'One Apple' crumble or corn bread (Autumn 1)</p> <p>Autumn Walk & environmental visit to Harewood Estate (Autumn 1)</p> <p>Colour workshop- primary mixing (Autumn 1)</p> <p>Design & make a Christmas card (Autumn 1 for PTA & Autumn 2 for home)</p> <p>Remembrance Day - make wreath for school</p> <p>Nativity at St. George's wk12 (29.11.24)</p> <p>Class 2 production wk14(10/11.12.24)</p> <p>Christmas visit Harewood House (Aut 2)</p> <p>End of term - We break up on 20.12.24</p>	<p>Window by Jeannie Baker (Spring 1)</p> <p>Tech Machines with remote control (Spring 2)</p> <p>Bee Bots (Spring 2)</p> <p>Spring Walk & environmental visit (Spring 2)</p> <p>Colour workshop/secondary (Spring 2)</p> <p>Design & make Mothers' Day card Mothers' Day 30.3.25 end of wk26 (Spring 2 wk 5)</p> <p>Easter Egg Hunt – Good Friday is 18.4.25 at end of half term holiday.</p> <p>End of term - We break up on 4.4.25</p>	<p>Imaginary World doors</p> <p>Belonging by Jeannie Baker</p> <p>Castle Pirate Treasure Hunt (Summer 1)</p> <p>Picnic in the Park (Summer 2)</p> <p>Frog Life Cycle</p> <p>Chick incubation & life cycles (Summer 2)</p> <p>Brimham Rocks (Summer 2)</p> <p>Dragons (Summer 2)</p> <p>Harewood Picnic /farm Visit (Summer 2)</p> <p>Harewood Estate environmental visit</p> <p>End of term - We break up on 18.7.25</p>

White Rose Maths Reception Scheme 2024

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

WRM Reception Scheme suggested timetable. I am moving the first Spring Block (Block 7) forward into Autumn, as Autumn term has a total of 15 weeks and Spring term only has 12 weeks.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and		It's me 1, 2, 3		and les	1, 2, 3, 4, 5		s with

Level 2 Overview



Core Teaching	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus GPCs	s a t p	i n m d	g o c k	c k e u r	h b f l	ff ll ss 's' saying /z/	Revise weeks 1-6
Focus Tricky Words				to, the	no, go, I	Revise all taught tricky words	Revise all taught tricky words
Key Learning Activities	<p>Teach new GPCs 's', 'a', 't', 'p'.</p> <p>Practise oral blending. Practise oral segmenting.</p>	<p>Revise previously taught GPCs and teach new GPCs 'i', 'n', 'm', 'd'.</p> <p>Practise oral blending.</p> <p>Practise oral segmenting.</p> <p>Teach blending for reading with week 1 and 2 GPCs.</p> <p>Blend and read the high frequency words 'is', 'it', 'in', 'at'.</p>	<p>Revise previously taught GPCs and teach new GPCs 'g', 'o', 'c', 'k'.</p> <p>Practise oral blending and segmenting words. Practise blending for reading.</p> <p>Teach segmentation for spelling.</p> <p>Blend and read high frequency word 'and'. Demonstrate reading captions containing 'and'.</p>	<p>Revise previously taught GPCs and teach new GPCs 'c', 'k', 'e', 'u', 'r'.</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Learn to read tricky words 'to' and 'the'.</p> <p>Support children to read captions containing 'the' and 'and'.</p> <p>Demonstrate writing captions containing 'a' and 'and'.</p>	<p>Revise previously taught GPCs and teach new GPCs 'h', 'b', 'f', 'l'.</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Learn to read tricky words 'no', 'go' and 'I'. Support children to read captions containing 'no', 'go', 'I', 'the' and 'to'.</p> <p>Demonstrate writing captions containing 'a' and 'and'.</p>	<p>Revise previously taught GPCs and teach new GPCs 'ff', 'll', 'ss', 's' saying /z/.</p> <p>Practise blending for reading.</p> <p>Practise segmenting for spelling.</p> <p>Learn to read tricky words 'the', 'to', 'no', 'go' and 'I'.</p> <p>Support children to read captions containing 'no', 'go', 'I', 'the' and 'to'.</p> <p>Demonstrate writing captions containing 'a' and 'and'.</p>	<p>Revise all Level 2 GPCs.</p> <p>Revise all Level 2 tricky words.</p> <p>Practise blending for reading.</p> <p>Revise blending high frequency words.</p> <p>Practise segmenting for spelling.</p> <p>Continue to support children to read words and captions.</p>
Assessment	Can children recognise and say the GPCs s, a, t, p?	Can children blend to read CVC words containing taught Level 2 GPCs including i, n, m, d?	Can children segment to spell VC and CVC words containing taught Level 2 GPCs including g, o, c, k?	Can children write a caption containing taught GPCs and the high frequency word 'and'?	Can children blend to read words containing taught GPCs including h, b, f, l and the tricky words 'I', 'the', 'go', 'to'?	Can children blend to read words containing taught GPCs including 'ff', 'll', 'ss', 's' making /z/, the tricky word 'to' and the high-frequency words 'and' and 'a'?	Assess children on their knowledge of all Level 2 sounds and tricky words using the Level 2 Assessment Pack .

Level 3 Overview



Core Provision						
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 1	j, i, w, e	Revise Level 2 words		jam, jet, jig, Jack, Jill, jug, wet, van, vac, Kev, Bey, win, wet, web, wag, wed, wick, six, box, fox, mo, fo, was	<ul style="list-style-type: none"> Revise Level 2 previously taught GPCs and teach new GPCs 'j', 'i', 'w', 'e'. Learn the alphabet song. Learn to identify both upper and lower-case letters. Learn the letter names. Practise blending for reading. Practise segmenting for spelling. Read sentences with previously taught Level 2 sounds, 'j', 'i', 'w', 'e' and tricky words 'so', 'go', 'y', 'he', 'to'. Lots of Fun Reading Minibook 	Can children read the focus GPCs and tricky words?
Week 2	y, z, zz, qu, ch	he, she	the, to	yep, yes, yell, yum, yuck, yak, zip, buzz, fizz, jazz, zig zag, quick, quiz, quilt, quack, quiff, quilt, chip, chili, rich, chat, chick, chop, chin	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'y', 'z', 'zz', 'qu', 'ch'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Teach reading tricky words 'he' and 'she'. Teach spelling tricky words 'the' and 'to'. Practise writing captions with Level 2 sounds, weeks 1-2 of Level 3 and tricky words 'he' and 'to'. The Quiz Writing Minibook 	Can children spell words with this week's taught GPCs and the tricky words 'he' and 'to'?



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	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 5	gh, oa	my	no, go, I (recap)	night, light, high, right, fight, sigh, sight, might, oak, goat, boat, load, coat, soap, load, foal, road, nightlight, cockroach, raincoat, tight, chain, foam	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'gh', 'oa'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Teach reading the tricky word 'my'. Practise reading two-syllable words. Practise reading captions and sentences. Practise writing captions and sentences. We Will Get Them a...Reading Minibook 	Can children read captions using the week's focus GPCs and the tricky word 'my'?
Week 6	oo (long), oo (short), ar	you	no, go, I (recap)	moon, roof, pool, hoof, food, foot, boot, too, cook, wood, book, hood, wool, hook, good, look, shark, car, jar, cart, card, park, far, dart, market	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'oo' (long), 'oo' (short), 'ar'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Teach reading the tricky word 'you'. Teach reading two-syllable words. Practise reading captions and sentences. Practise writing captions and sentences. Far and Fun Writing Minibook 	Can children spell words with this week's focus GPCs and tricky words?



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Core Provision						
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 3	sh, th, th, ng	we, me, be	the, to (recap)	shop, shed, shut, ship, cash, fish, mush, bath, thin, path, thick, that, this, then, them, with, than, sing, hang, sing, song, bang, wing, king, long	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'sh', 'th', 'ng'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Teach reading tricky words 'we', 'me' and 'be'. Practise reading captions and sentences. Practise writing captions and sentences. The King Reading Minibook 	Can children read captions using the week's focus GPCs and tricky words 'we', 'me' and 'be'?
Week 4	ai, ee	was	no, go, I	aim, hail, wait, main, rain, tail, pain, bail, sea, keep, feet, swim, sweep, week, feed, dove, beads, peas, bee, coffee, rolling, sheep	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'ai', 'ee'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Teach reading the tricky word 'was'. Teach spelling the tricky words 'so', 'go' and 'I'. Teach reading two-syllable words. Practise reading captions and sentences. Practise writing captions and sentences. Fun at the Park Writing Minibook 	Can children spell words with this week's taught GPCs and the tricky words 'so', 'go' and 'I'?

Core Provision						
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 7	cc, ur	they	the, to (recap)	corn, fork, form, torn, horn, worth, torch, cork, fur, surf, turf, church, bump, curl, um, hurt, turn	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'cc', 'ur'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Teach reading the tricky word 'they'. Practise reading two-syllable words. Practise reading captions and sentences. Practise writing captions and sentences. Dad's Diver Reading Minibook 	Can children read captions using the week's focus GPCs and the tricky word 'they'?
Week 8	oe, oi	here	the, no, I (recap)	howl, owl, vow, now, cow, pore, nose, town, fowl, bow, down, boil, soil, foil, oil, coil, join, how, boiling, avoid	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'oe', 'oi'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Teach reading the tricky word 'here'. Practise spelling of two-syllable words. Practise reading captions and sentences. Practise writing captions and sentences. Let's Cook! Writing Minibook 	Can children spell words with this week's focus GPCs and tricky words?



Level 4 Overview

Core Teaching	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
Focus Tricky Words (reading)	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Revision of all Level 4 tricky words
Focus Tricky Words (writing)	he, she, me, we, be	was, you	they, are, all	my, here	Revision of all Level 4 tricky words
Example Words	land jump tuft past hand camp milk nest	from stop swim twig trip plum drop flat	crabs crisp stamp clams plant drink slept twist	windmill cliff-top handstand softest windswept fantastic sandpit pumpkin	struts split scrap strict drinks crafts strum discs
Example Words (Including Level 3 Digraphs)	paint roast burnt toast chomp thank shelf boost	train track spoon swing brush green scarf thing	sweets shrimp crunch shrink sticks sports frowns branch	lunchbox treetop sunflower sparkling thunderstorm lagoon varnish lightning	spring splash sprinkler splinter sunscreen street strong champs



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	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 9	ae, ai	all, are	go, to (recap)	ear, hair, tear, gear, fear, beard, year, cheer, hair, park, air, fair, fair, chair, repair, dear, appear, near	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'ae', 'ai'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Teach reading tricky words 'ai' and 'ae'. Practise reading captions and sentences. Practise writing captions and sentences. <i>Oh Dear! Reading Mini-book</i> 	Can children read captions using this week's focus GPCs and the tricky words 'ai' and 'ae'?
Week 10	ure, er	All Level 2 reading tricky words (recap)		cure, pain, manure, secure, injure, manure, pepper, letter, hammer, ladder, mermaid, pen, barb, finger, tickle, better, perch	<ul style="list-style-type: none"> Revise previously taught GPCs and teach new GPCs 'ure', 'er'. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Practise reading the tricky words 'ure' and 'er'. Practise reading of two-syllable words. Practise writing captions and sentences. <i>Fixing the Truck! Writing Mini-book</i> 	Can children spell words with this week's focus GPCs and tricky words?



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Core Provision						
	Focus	Focus Tricky Words (reading)	Focus Tricky Words (writing)	Example Words	Key Learning Activities	Assessment
Week 11	Revise weeks 1-5	All Level 2 reading tricky words (recap)	All Level 2 spelling tricky words (recap)	jacket, wax, cobweb, vase, visit, van, exit, jog, yet, liquid, check, quit, fuzz, rich, yes, buzz, along, bother, chicken, wings, thick, mash, with, finish, feeling, again, sheet, chain, teeth, nails, Gail, week, high, unload, tonight, ahead, road, sight, foal, eight, this, keep, feet, right, need, long, oak, bath, soap, foam, chop, coat, light	<ul style="list-style-type: none"> Revise Level 2 Weeks 1 to 5 GPCs. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Practise reading all the Level 2 reading and spelling tricky words. Practise reading two-syllable words. Practise writing captions and sentences. <i>Top Dog Fan Reading Mini-book</i> 	Can children blend together sounds to read words and captions containing weeks 1-5 Level 2 GPCs and tricky words?
Week 12	Revise weeks 6-10	All Level 2 reading tricky words (recap)	All Level 2 spelling tricky words (recap)	soon, foot, booth, cook, hook, shark, farmyard, sharp, torch, cork, popcorn, airport, church, budget, surf, turnip, coin, turmoil, boil, oil, owl, down, town, powder, beard, gear, shearing, near, pat, chair, hit, hair, tower, secure, perch, pure, manure, river, ears, hat, soil, farmer, lure	<ul style="list-style-type: none"> Revise Level 2 Weeks 6 to 10 GPCs. Sing alphabet song to practise letter names. Practise identifying both upper and lower-case letters. Practise letter names. Practise blending for reading. Practise segmenting for spelling. Practise reading all the Level 2 reading and spelling tricky words. Practise reading of two-syllable words. Practise writing captions and sentences. <i>Pip Rabbit Writing Mini-book</i> 	Can children segment sounds to spell words and captions containing weeks 6-10 Level 2 GPCs and tricky words?

	Week 1	Week 2	Week 3	Week 4	Week 5
Key Learning Activities	Revise previously taught GPCs. Teach and practise reading and spelling CVCC words. Teach reading tricky words 'said' and 'so'. Teach spelling tricky words 'he', 'she', 'me', 'we' and 'be'. Practise reading sentences. Practise writing sentences. Felt and Wilf Reading Mini-book	Revise previously taught GPCs. Teach and practise reading and spelling CCVC words. Teach reading tricky words 'have', 'like', 'come' and 'some'. Teach spelling tricky words 'was' and 'you'. Practise reading sentences. Practise writing sentences. The Trip to Everest Reading Mini-book	Revise previously taught GPCs. Teach and practise reading and spelling words containing adjacent consonants including CVCC, CCVC and CCVC words. Teach reading tricky words 'were', 'there', 'little' and 'one'. Teach spelling tricky words 'they', 'are' and 'all'. Practise reading sentences. Practise writing sentences. The Camping Trip Reading Mini-book	Revise previously taught GPCs. Teach and practise reading and spelling polysyllabic words including adjacent consonants. Teach reading tricky words 'do', 'when', 'out' and 'what'. Teach spelling tricky words 'my' and 'here'. Practise reading sentences. Practise writing sentences. The Storm Reading Mini-book	Revise previously taught GPCs. Teach and practise reading and spelling words including three-letter adjacent consonants, CCCVC, CCVC, CCVC and polysyllabic words containing three-letter adjacent consonants. Revise reading all Level 4 tricky words. Revise spelling all Level 4 tricky words. Practise reading sentences. Practise writing sentences. Band Night at Spring Camp Reading Mini-book