

EYFS Long Term Plan- Nursery 3-4 year olds Development Matters

Reception- ELG Development Matters

(Cycle A)

	Autumn 1- Myself	Autumn 2- Under The Sea!	Spring 1- Hello Spring!	Spring 2- People who help us	Summer 1- Amazing Animals!	Summer 2- At the Seaside!
CL	- 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 - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day. - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences.	- 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. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases. - Engage in story times.	• 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 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound.	- 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. - 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." - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	- 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 multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' <u>Listening, Attention and Understanding</u> - 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 <u>Speaking</u> - 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	- Use a wider range of vocabulary. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs <u>Listening, Attention and Understanding</u> - 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 <u>Speaking</u> - 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

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					tenses and making use of conjunctions, with modelling and support from their teacher	
	Autumn 1- Myself	Autumn 2- Under The Sea!	Spring 1- Hello Spring!	Spring 2- People who help us	Summer 1- Amazing Animals!	Summer 2- At the Seaside!
PD	- 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. - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	- Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - 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.	- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - 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. - 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 their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	- 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. - Develop overall body-strength, balance, co-ordination and agility. - 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. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	- 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. ELGs Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.	- Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ELGs Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
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PSED	- 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.	- Develop their sense of responsibility and membership of a community - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	- Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations.	- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	- Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts.	- Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the

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	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others.	• Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	- Play with one or more other children, extending and elaborating play ideas. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	- Increasingly follow rules, understanding why they are important. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	<u>Self-Regulation</u> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> • 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. <u>Building Relationships</u> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing <u>Self-Regulation</u> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> • 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. <u>Building Relationships</u> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
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L	- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes -	- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes -	• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same	• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same	• 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.	• 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.

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	page sequencing - we read English text from left to right and from top to bottom • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them.	page sequencing - we read English text from left to right and from top to bottom • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	• Write some or all of their name. • Write some letters accurately. <u>ELGs Comprehension</u> • 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, nonfiction, rhymes and poems and during role play. <u>Word Reading</u> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing</u> • 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.	• Write some or all of their name. • Write some letters accurately. <u>ELGs Comprehension</u> • 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, nonfiction, rhymes and poems and during role play. <u>Word Reading</u> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing</u> • 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.
Phonics	Level 1 Twinkl Phonics Level 2 Twinkl Phonics s a t p i n m d g o c k c k e u r h b f l f f l l s s 's' saying /z/ Revise weeks 1-6	Level 1 Twinkl Phonics Level 3 Twinkl Phonics Step 6: j v w x Step 7: y z z z qu ch sh th (unvoiced) th (voiced) ng ai ee igh oa oo (short) oo (long) ar or ur ow oi ear air ure er Practise all Level 3 GPCs Practise all Level 3 GPCs	Level 1 Twinkl Phonics Level 3 & 4 Twinkl phonics Step 6: j v w x Step 7: y z z z qu ch sh th (unvoiced) th (voiced) ng ai ee igh oa oo (short) oo (long) ar or ur ow oi ear air ure er Practise all Level 3 GPCs Practise all Level 3 GPCs	Level 1 Twinkl Phonics Level 4 Twinkl Phonics CVCC Words CCVC Words Adjacent Consonants Polysyllabic Words Three-Letter Adjacent Consonants	Level 1 Twinkl Phonics Level 4 Twinkl Phonics CVCC Words CCVC Words Adjacent Consonants Polysyllabic Words Three-Letter Adjacent Consonants	Level 2 Twinkl Phonics s a t p i n Level 4 Twinkl Phonics CVCC Words CCVC Words Adjacent Consonants Polysyllabic Words Three-Letter Adjacent Consonants
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M	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	• Know that the last number reached when counting a small set	• Solve real world mathematical problems with numbers up to 5.	• Make comparisons between objects relating to size, length, weight and capacity.	• Solve real world mathematical problems with numbers up to 5.	• Talk about and identifies the patterns around them. For example: stripes on clothes,

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	- Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Experiment with their own symbols and marks as well as numerals. - Count objects, actions and sounds. - Subitise. - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten. - Compare numbers.	of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10. - Select, rotate and manipulate shapes to develop spatial reasoning skills.	- Compare quantities using language: 'more than', 'fewer than'. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. - Compare length, weight and capacity.	- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Combine shapes to make new ones – an arch, a bigger triangle, etc. - Automatically recall number bonds for numbers 0-5 and some to 10. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10.	- Compare quantities using language: 'more than', 'fewer than'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. ELGs Number - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' ELGs Number - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
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UW	- Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Explore how things work. - Talk about the differences between materials and changes they notice. - Continue developing positive attitudes about the differences between people.	- Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary - Recognise some environments that are different to the one in which they live.	- Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	- Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Draw information from a simple map.	- Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. ELGs Past and Present - Talk about the lives of the people around them and their roles in society.	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos ELGs Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and

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	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • 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 country and life in other countries.	• Understand the effect of changing seasons on the natural world around them.			• 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	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
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	Autumn 1- Myself	Autumn 2- Under The Sea!	Spring 1- Hello Spring!	Spring 2- People who help us	Summer 1- Amazing Animals!	Summer 2- At the Seaside!
EAD	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Join different materials and explore different textures. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • 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.	• 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. • 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.	• Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • 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.	• Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.	• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ELGs Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 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.	• Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. ELGs Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 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.

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RE- CST links, RJED, RED Objectives					
Autumn 1- Myself	Autumn 2- Under The Sea!	Spring 1- Hello Spring!	Spring 2- People who help us	Summer 1- Amazing Animals!	Summer 2- At the Seaside!
CST-Care of creation	CST-Preferential Option for the poor	CST-Solidarity and peace	CST-Community and participation	CST-Dignity of workers	CST-Human Dignity
Autumn 1- RED Creation & Covenant	Autumn 2- RED Prophecy and Promise	Spring 1- RED Galilee to Jerusalem	Spring 2- RED Desert to Garden	Summer 1- RED To the ends of the Earth	Summer 2- RED Dialogue and Encounter
- God made our beautiful world and everything in it. - God made me. - God made me. - God loves me. - God loves everyone. - God made the wonderful world - The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. - Give thanks for God's wonderful world - Look after me. - Look after God's world. - The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. - God created the world and said, 'Indeed it is very good' (Genesis 1:31). - The whole of Creation shows God love for us (Laudato Si' 84–88). - God is love. - God made each one of us. - God loves each one of us as a unique person. - God made a wonderful world and what God creates is good. - God loves us and we are part of a family. - CST God made the Earth and sky. God made all	• Mary was going to have a baby. • His name will be Jesus (Lk 1:26-31, 38). • Jesus was born in Bethlehem (Lk 2:4-7). • Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20) • Mary had a baby called Jesus • Advent wreath. • The tradition of the crib. • Nativity celebration. • Celebrate Advent, it is a time to get ready for Christmas. • God sent Jesus to love us all. • The Annunciation (Lk 1:26-31, 38). • The Nativity (Lk 2: 4-7). • The Shepherds visit the manger (Lk 2:8-20). • Mary was chosen by God to give birth to his Son. • Jesus was born in a stable and laid in a manger. • Shepherds were told by angels to visit him. • The tradition of the crib to tell the story of Jesus' birth • Various cultures celebrate Jesus' birthday in different ways. • CST By our work in Advent, we help others and ourselves and we show our love to God. • CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. The Dignity and Rights of Workers	- The Wise Men visit Jesus (Matt 2:1-12). - Jesus welcomes the little children (Mk 10:v16). - Jesus blesses the little children (story retold) - Jesus was born for everyone. - The Glory Be is a special prayer - Show love to everyone like Jesus. •The visit of the Magi (Matt 2:1-12). •What? Jesus blesses the little children (Mk 10:13-16). •How? Feeding of 5000 (Jn 6:1-14). to recognise key events). •The Magi visited Jesus with gifts. •Jesus is God's Son and came for everyone. •Jesus' birth is celebrated at Christmas. •Jesus came to show God's love and welcomes everyone. •Jesus takes care of everyone. •That the Church prays the 'Glory Be' as a response to the coming of Jesus. •We welcome and show love to everyone in our words and actions as Jesus does. •We are called to help the poor and hungry. •CST You need food, water, a house, your school, a good doctor, and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people. An Option for the Poor and Vulnerable	•Lent is a time to care for others. •Jesus died on a cross. It is a sad time. •Jesus was given new life by God his Father. Jesus rose and everyone celebrates. •Love God and love everyone (great commandment). •Caring for others in Lent. •Jesus died on a cross. •Jesus rose and we celebrate •Simple signs of Lent – colour purple, seeds, growing. •Simple signs of Easter –colour white, growth, •Easter Garden. •Care for others. •Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs •A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). •The great commandment (Lk 10:25-28). •Listen to and talk about the season of Lent and Easter. •Jesus died on Good Friday and rose again on Easter Sunday. •Easter is a celebration that Jesus is with us still. •Easter celebrates new life. •Simple religious symbols in Lent and Easter. •The Church uses purple and ashes as signs of Lent and being sorry. •Representations of Holy Week and Easter: palms, the cross, Easter gardens, and symbols of new life	•Jesus went back to his Father. •He sent a special friend, the Holy Spirit, to look after us. •The Holy Spirit is our friend. The Holy Spirit looks after us. •The parish church is a special place where we meet our friends. We sing and say prayers. - The parish church. We gather with friends at church, especially on Sunday. •Story of Pentecost (Simple Telling). •The early Christian community (Acts 2:42-47). •Coming of the Holy Spirit at Pentecost. •The Good News of Jesus lived out by the early Christian community. •Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate. The parish church and the parish family meet there to celebrate. - CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community. - CST All people are God's children. That makes us brothers and sisters. We are connected to each	•Friends of Jesus: Hear a simple life of St Peter and St Paul. •Learn about other saints important to the school / class •Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. •Explore a range of pictures of Jesus from a non-European tradition •Learning about other faith communities should happen throughout the year when it is most relevant to the class and the local community (this will inevitably have a knock on impact on your RE curriculum and there may be elements from previous branches you wish to cover here eg parables / stories of Jesus from Branch 3 and elements of the parish Church learning from Branch 5) •In summer term, you may wish to invited a member of a local faith community to share why their community if important to them. •Friends of Jesus: Hear a simple life of St Peter and St Paul. •Learn about other saints important to the school / class •Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. •Explore a range of pictures of Jesus from a non-European tradition

EYFS Long Term Plan- **Nursery 3-4 year olds** Development Matters

Reception- ELG Development Matters

(Cycle A)

	the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! Stewardship - Celebrate God's beautiful world. - The words and actions of the sign of the cross. - We enter God's family, the Church, through baptism. - Care and love for self, family, others, and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person			•Various cultures celebrate Lent and Easter in different ways, for example: pancakes, hot cross buns, Easter eggs. •Trying to help others by what we do in Lent. Could include Raasa Parade (Kerala) and other Lent customs around the world. •CST Every single person on Earth needs these things: food, water, work, clothes, a home, a school, and a doctor. Some people have what they need, but many people don't. •Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this. Rights and Responsibilities	other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. Solidarity	•Learning about other faith communities should happen throughout the year when it is most relevant to the class and the local community (this will inevitably have a knock on impact on your RE curriculum and there may be elements from previous branches you wish to cover here eg parables / stories of Jesus from Branch 3 and elements of the parish Church learning from Branch 5) •In summer term, you may wish to invited a member of a local faith community to share why their community if important to them.
RJED	Cultural day <i>Personal Social and Emotional & Communication and Language & Understanding of The World</i> Our class is a family (story of the week) <i>Personal Social and Emotional & Understanding of The World & Literacy & Physical</i>	<i>Look at the different seas all over the world. (Understanding of the world)</i>	<i>Look at Rangoli patterns and shapes and colours used. (Understanding of the World, Maths)</i>	Florence Nightingale- Nurse <i>Personal Social and Emotional & Understanding of The World</i> Dr Ranj (story of the week) <i>Literacy & Understanding of The World</i>	-Valentina Tereshkova: first female astronaut <i>Understanding of The World</i> -Look up (story of the week) <i>Literacy & Understanding of The World</i>	-Natural habitats of animals from around the world <i>Personal Social and Emotional & Communication and Language & Understanding of The World</i> -Cbeebies lets go for a walk- Ranger Hamza <i>Communication and Language & Understanding of The World</i>

Visits/experiences (EYFS)

Autumn 1- Myself	Autumn 2- Under The Sea!	Spring 1- Hello Spring!	Spring 2- People who help us	Summer 1- Amazing Animals!	Summer 2- At the Seaside!
Movie-Inside Out	Panto Trip	Easter Egg Hunt	Visit from fire engine/emergency vehicles	Butterflies	Trip to Seaside

EYFS Long Term Plan- Nursery 3-4 year olds Development Matters
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(Cycle A)

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