

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning



Characteristics of effective learning	In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. Three characteristics of effective teaching and learning are: - playing and exploring – children investigate and experience things, and ‘have a go’ - active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements - creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Seven features of effective practice	1. The best for every child – we provide high quality education for all children so they have an equal chance of success. We are committed to narrowing the gap between disadvantaged pupils and their peers, and dedicated to providing high quality early education and care for children who have lived through difficult experiences. Our inclusive approach ensures the needs of all children are identified, including those with special educational needs and disabilities (SEND), and that they get the extra help they need so they can progress well in their learning. 2. High-quality care – we want all our children to have positive and happy experiences at school. We ensure all staff care for our children and that this is consistent across the EYFS and further up the school. We respond to the personal and emotional needs of our children and support them to understand the emotions they are feeling and how to cope with these, particularly around periods of transition. 3. The curriculum: what we want children to learn – we plan a curriculum that enables children in the EYFS to develop their language across all areas. We have an ambitious curriculum, planned to aid smooth transition into Year 1 and to enable children to continue to build on what they learn in their Reception year as they move into Key Stage 1. We plan a range of topics that appeal to children, but are flexible and willing to adapt what the children learn to match or follow their interests. We make links between areas of learning where these occur naturally, but these are not forced. 4. Pedagogy: helping children to learn – we believe that every child can make progress with the right help. We use a range of strategies to ensure this happens, with adults modelling, by watching and working with each other, through guided learning, direct teaching and child-led activities. Our EYFS provide stimulating environments, inside and out, to allow children to invent their own play, sometimes joining in to sensitively support and extend children’s learning. Towards the end of the Reception year, we introduce our children to a slightly more structure approach to support their transition into Year 1. 5. Assessment: checking what children have learnt – Assessment is about noticing what children can do and what they know. We do not collect vast amounts of data and evidence. Instead we spend time watching, talking to and interacting with the children to make our assessments. Our staff understand how children develop and learn, and are clear about what they want the children to know and/or do; they have high expectations. Accurate assessment can highlight whether a child has a special educational need and needs extra help. 6. Self-regulation and executive function – Executive function includes the child’s ability to hold information in mind, focus their attention, think flexibly and inhibit impulsive behaviour. We guide children to achieve in all areas of school life, and use metacognition in all classrooms to support this aspect of development. These abilities contribute to the child’s growing ability to self-regulate: concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult. Language development is central to self-regulation: children use language to guide their actions and plans. 7. Partnership with parents – It is important for our staff and parents to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. We listen regularly to parents and provide clear information about their children’s progress, encouraging them to support learning at home. We have an open-door policy and communicate openly with parents about a range of topics including learning, behaviour and wellbeing.

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and 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.					
	- Understand how to listen carefully and why listening is important. - Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Engage in storytimes. - Listen to and talk about stories to build familiarity and understanding.	- Understand how to listen carefully and why listening is important. - Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. - Engage in storytimes. - Listen carefully to rhymes and songs, paying attention to how they sound. - Listen to and talk about stories to build familiarity and understanding.	- Understand how to listen carefully and why listening is important. - Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail. - Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. - Engage in storytimes. - Listen carefully to rhymes and songs, paying attention to how they sound. - 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.			
	C&L ELGs Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding 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. OTHER RELEVANT ELGs Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.					

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

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Personal, Social and Emotional Development	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. We use Jigsaw to deliver the curriculum.					
	Being Me in My World In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible. Taught knowledge (key objectives in bold): • Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good Social and emotional skills (key objectives in bold): • Identify feelings associated with belonging	Celebrating Difference In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. Taught knowledge (key objectives in bold): • Know what being unique means • Know the names of some emotions such as happy, sad, frightened, angry • Know why having friends is important • Know some qualities of a positive friendship • Know that they don't have to be 'the same as' to be a friend • Know what being proud means and that people can be proud of different things	Dreams and Goals In this Puzzle (unit), the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this. Taught knowledge (key objectives in bold): • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal Social and emotional skills (key objectives in bold):	Healthy Me In this Puzzle (unit), children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know. Taught knowledge (key objectives in bold): • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them	Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry. Taught knowledge (key objectives in bold): • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry	Changing Me Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change. Taught knowledge (key objectives in bold): • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on Social and emotional skills (key objectives in bold): • Recognise that changing class can elicit happy and/or sad emotions

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	• Skills to play co-operatively with others • Be able to consider others' feelings • Identify feelings of happiness and sadness • Be responsible in the setting Key vocabulary: Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	• Know that people can be good at different things • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself Social and emotional skills (key objectives in bold): • Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between their family and other families Key vocabulary: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	• Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success Key vocabulary: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	• Know what to do if they get lost Social and emotional skills (key objectives in bold): • Can explain what they need to do to stay healthy • Recognise how exercise makes them feel • Can give examples of healthy food • Can explain what to do if a stranger approaches them • Can explain how they might feel if they don't get enough sleep • Recognise how different foods can make them feel Key vocabulary: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Social and emotional skills (key objectives in bold): • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset Key vocabulary: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	• Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home Key vocabulary: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
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THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	PSED ELGs Self-Regulation • 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. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs OTHER RELEVANT ELGs • participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L) • offer explanations for why things might happen, making use of recently introduced vocabulary (C&L) • express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of recently introduced vocabulary (C&L)
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.					
Gross Motor	Through regular access to outdoor space and a range of surfaces, children will revise and refine a range of movements including walking, jumping, running, hopping, skipping and climbing. They will practice lifting and carrying items of different masses and shape, pushing, pulling and constructing using a range of materials. As the year progresses, they will improve their core muscle strength, learning how to sit on the carpet and at a table with good posture. The children have access to a trim trail, enabling them to practice a range of movements involving movement in different directions, balance, stretching and climbing. Parachute games will promote moving at different speeds and in different directions and encourage cooperation with peers. Forest School and gardening activities will broaden opportunities for children to develop their gross motor skills (e.g. making dens, using a watering can). Children will be taught about the importance of physical activity for their health and how to move and use equipment safely. Through every day activities, children will learn to manage their movements for a range of purposes, e.g. lining up, eating lunch, moving between rooms and playtimes.					
Fine Motor	Children will have regular opportunities to practice using fine motor skills. They will be supported to use a range of tools safely and correctly, including pencils and other drawing media, paintbrushes, scissors, cutlery and knives for preparing food. They will have access to small scale resources to develop these skills, for example, threading and sewing, pouring, small world toys, construction equipment and malleable materials. Fine motor skills will be developed through a range of curriculum areas, but in particular through Understanding the World (art and DT activities). Forest School and gardening activities will broaden opportunities for children to develop their fine motor skills (e.g. making twig models, sewing seeds). Children will be taught correct pencil grip and will have opportunities to write around a theme introduced by the teacher and through role play.					
PE	Fundamental Movement Skills Skills: • Children can use space effectively. • Children can move around in a controlled way. • Children can aim a ball towards a target	Dribbling, Hitting and Kicking/ Throwing and Catching Dribbling, Hitting and Kickin Skills: • Children demonstrate basic hand eye coordination skills.	Gymnastics/ Dance Gymnastics Skills: • Children can show safe movements around designated spaces.	Bat and Ball/ Dribbling, Hitting and Kicking Bat and Ball Skills: • Pupils understand and can demonstrate how to use equipment safely.	Throwing and Catching/ Bat and Ball Throwing and Catching Skills: • Children show they have a good understanding of	Athletics Skills: • Pupils can perform a jump and land on their feet. • Pupils can run in a safe manner. • Pupils can throw an object into a space.

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	and gain success from this. - Children can balance their body. - Children can slide a bean bag towards a target. - Children can aim equipment towards a target. - Children can show good agility by dodging incoming dodgeballs. Knowledge: - Children can be creative with their movements ensuring that they are still controlled. - Children can understand how best to ensure we stay balanced and stable. - Children can show that they are able to work well as part of a team Key vocabulary: Space, Balance, Control, Hop, Jump, Skip, Forwards, Backwards, Sideways, Catching, Throwing, Rolling, Bouncing, Kicking, Aiming	- Children aim a ball towards a target and gain some success. - Children aim a ball towards a target and gain some success. - Children can show they can send a ball towards a target and gain some success. - Children pass a ball towards a partner with accuracy. - Children can show the ability to dodge an incoming ball. - Children can show the ability to defend as well as attack. Knowledge: - Children recognise what a good space is. - Children keep control of equipment using a variety of methods. - Children have a good understanding of basic ball handling skills. - Children can demonstrate effective ways to send & receive a ball. - Children can work well as part of a team. Throwing and Catching Skills: - Children show they have a good understanding of basic ball handling skills. - Children can roll a ball towards a target and gain some success. - Children can demonstrate basic	- Children can show different ways to move at low, medium and high levels. - Children can move in a controlled and co-ordinated way. - Children can perform a stationary balance both alone and with a partner. - Children can work safely on a mat - Children can jump from one foot to two feet and from one foot to the other foot and understand how to land safely - Children can use equipment safely, moving over, under and through it - Children can rock safely on different parts of their body Knowledge: - Children understand that a balance is a position of stillness. - Children can identify different shapes and jumps and understand how to land safely - Children become more confident in exploring how to use their body to perform more large and small movements across the mat. - Children understand how they can explore changing the shape of their bodies. Dance Skills:	- Pupils can demonstrate balancing a ball on a racket both stationary and whilst moving. - Pupils can roll a ball in a controlled manner to a designated area or target. Knowledge: - Pupils understand and can demonstrate how to use equipment safely. Dribbling, Hitting and Kicking Skills: - Children demonstrate basic hand eye coordination skills. - Children aim a ball towards a target and gain some success. - Children aim a ball towards a target and gain some success. - Children can show they can send a ball towards a target and gain some success. - Children pass a ball towards a partner with accuracy. - Children can show the ability to dodge an incoming ball. - Children can show the ability to defend as well as attack. Knowledge: - Children recognise what a good space is. - Children keep control of equipment using a variety of methods.	basic ball handling skills. - Children can roll a ball towards a target and gain some success .Children can demonstrate basic hand eye coordination skills. - Children can show that they can use their hands to keep control of a ball. - Children can send a ball towards a target and gain some success. - Children can demonstrate effective rolling, bouncing and throwing and can be accurate in doing so. - Children can show the ability to dodge an incoming ball. Knowledge: - Children can recognise what a good space is and try and stay within that space. - Children can show that they are able to keep control of their equipment using a variety of methods. - Children can show that they are able to work well as part of a team. - Children can show the ability to dodge an incoming ball. Bat & Ball Skills: - Pupils understand and can demonstrate	Knowledge: I can recognise a change in heart rate during exercise. Key vocabulary: Walk , Running , Jumping, Throwing, Hopping , Skipping , Jogging, Fast, Slow
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THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

		hand eye coordination skills. - Children can show that they can use their hands to keep control of a ball. - Children can send a ball towards a target and gain some success. - Children can demonstrate effective rolling, bouncing and throwing and can be accurate in doing so. - Children can show the ability to dodge an incoming ball. Knowledge: - Children can recognise what a good space is and try and stay within that space. - Children can show that they are able to keep control of their equipment using a variety of methods. - Children can show that they are able to work well as part of a team. - Children can show the ability to dodge an incoming ball. Key vocabulary: Space, Dribble, Kick, Direction, Coordination	- Children can move safely into space with control and coordination. - Children can move safely into space and can travel from one space to another. - Children can show different ways to move at low, medium and high levels. - Children can use different parts of my body in a controlled way to make and create different movements. - Children can perform a stationary balance both alone and with a partner. - Children can link their balances together to the sound of the music. Knowledge: - Children show safe movements around designated spaces. - Children can move around the area with confidence to the music - Children can understand that a balance is a position of stillness. - Children can show imagination and the ability to react to a stimuli - Children can work independently and/or with a partner to change into different roles throughout the dance	- Children have a good understanding of basic ball handling skills. - Children can demonstrate effective ways to send & receive a ball. - Children can work well as part of a team. Key vocabulary: Space, Direction, Coordination, Aiming, Stopping	how to use equipment safely. - Pupils can demonstrate balancing a ball on a racket both stationary and whilst moving. - Pupils can roll a ball in a controlled manner to a designated area or target. Knowledge: - Pupils understand and can demonstrate how to use equipment safely. Key vocabulary: Space, Direction, Coordination, Rolling, Throwing, Aiming	
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THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

			- I can listen to music and begin to understand how I should move to different types of music. - Children can listen to music and begin to understand how they may travel to different styles of music; quick beat – fast, slow beat – slow. Key vocabulary: Balance, Mirroring, Travel, Climbing, Pathways, Shapes, Create, Control, Co-ordination, Count, Imagination, Copy, Repeat, Perform			
	PD ELGs - move energetically, such as running, jumping, dancing hopping, skipping and climbing (PD ELG) - demonstrate strength, balance and coordination when playing (PD ELG) - negotiate space and obstacles safely, with consideration for themselves and others (PD ELG) OTHER RELEVANT ELGs - 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 (PSED ELG) - set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (PSED ELG) - be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED ELG)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	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. We follow the White Rose maths scheme to deliver maths lessons and supplement using the NCETM Mastering Number programme.					
	Block 1 – Match, sort and compare Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques Step 6 Create sorting rules Step 7 Compare amounts Block 2 – Talk about measure and pattern		Block 1 – Alive in 5 Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5		Block 1 – To 20 and beyond Step 1 Build numbers beyond 10 (10–13) Step 2 Continue patterns beyond 10 (10–13) Step 3 Build numbers beyond 10 (14–20) Step 4 Continue patterns beyond 10 (14–20) Step 5 Verbal counting beyond 20 Step 6 Verbal counting patterns Block 2 – How many now? Step 1 Add more Step 2 How many did I add?	

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns Block 3 – It's me 1, 2, 3 Step 1 Find 1, 2 and 3 Step 2 Subitise 1, 2 and 3 Step 3 Represent 1, 2 and 3 Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2 and 3 Block 4 – Circles and triangles Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position Block 5 – 1, 2, 3, 4, 5 Step 1 Find 4 and 5 Step 2 Subitise 4 and 5 Step 3 Represent 4 and 5 Step 4 1 more Step 5 1 less Step 6 Composition of 4 and 5 Step 7 Composition of 1–5 Block 6 – Shapes with 4 sides Step 1 Identify and name shapes with 4 sides Step 2 Combine shapes with 4 sides Step 3 Shapes in the environment Step 4 My day and night	Block 2 – Mass and capacity Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity Block 3 – Growing 6, 7, 8 Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8 Step 6 Make pairs – odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Step 9 Combine two groups Step 10 Conceptual subitising Block 4 – Length, height and time Step 1 Explore length Step 2 Compare length Step 3 Explore height Step 4 Compare height Step 5 Talk about time Step 6 Order and sequence time Block 5 – Building 9 and 10 Step 1 Find 9 and 10 Step 2 Compare numbers to 10 Step 3 Represent 9 and 10 Step 4 Conceptual subitising to 10 Step 5 1 more Step 6 1 less Step 7 Composition to 10 Step 8 Bonds to 10 (2 parts) Step 9 Make arrangements of 10 Step 10 Bonds to 10 (3 parts) Step 11 Doubles to 10 (find a double) Step 12 Doubles to 10 (make a double) Step 13 Explore even and odd Block 6 – Explore 3-D shape Step 1 Recognise and name 3-D shapes Step 2 Find 2-D shapes within 3-D shapes Step 3 Use 3-D shapes for tasks Step 4 3-D shapes in the environment Step 5 Identify more complex patterns Step 6 Copy and continue patterns Step 7 Patterns in the environment	Step 3 Take away Step 4 How many did I take away? Block 3 – Manipulate, compose and decompose Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements Step 5 Compose shapes Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes Block 4 – Sharing and grouping Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles Block 5 – Visualise, build and map Step 1 Identify units of repeating patterns Step 2 Create own pattern rules Step 3 Explore own pattern rules Step 4 Replicate and build scenes and constructions Step 5 Visualise from different positions Step 6 Describe positions Step 7 Give instructions to build Step 8 Explore mapping Step 9 Represent maps with models Step 10 Create own maps from familiar places Step 11 Create own maps and plans from story situations Block 6 – Make connections Step 1 Deepen understanding Step 2 Patterns and relationships
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THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	Key vocabulary: after, before, different, represent, zero, 1 less, 1 more, add, add more, altogether, first, left, now, part, take away, whole, double, equal groups, even, fair, grouping, groups, odd, pair, sharing, unequal, groups, height, length, long, longer, longest, measure, short, shorter, shortest, tall, taller, tallest, balanced, balancing scales, empty, float, full, heavier, heaviest, heavy, least, less, light, lighter, lightest, mass, more, most, narrow, sink, tall, thin, weight, wide, after, afternoon, before, clock, day, evening, later, lunchtime, minute, morning, night, night-time, today, tomorrow, week, weekend, yesterday, 2-d shape, 3-d shape, circle, cone, corner, cube, cuboid, curved, cylinder, face, flat, pyramid, rectangle, rotate, set, sides, solid, sort, sphere, square, straight, surface, triangle, above, around, backwards, below, beside, bottom, forwards, map, next to, position, route, top, continue, copy, mistake, repeat, repeating, pattern, same, unit of repeat		
	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		

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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). We use Little Wandle to deliver our Phonics lessons and Guided Reading. We use Drawing Club and our own writing scheme to deliver our writing curriculum.					
Phonics	Phase 2 Phonemes Recognise and know the phonemes for the following graphemes: - s a t p - i n m d - g o c k - ck e u r - h b f l Words - Segment and blend phonemes to read and write words using these graphemes, e.g. sat, luck, dim, hat, etc. Tricky words	Phase 3 Phonemes Recognise and know the phonemes for the following graphemes: - ff ll ss j - v w x y - z zz qu - sh th ng nk Words - Segment and blend phonemes to read and write words using these graphemes and those previously learned, e.g. jam, box, ship, buzz, quit, pink, etc.	Phase 3 Phonemes Be fully secure with the phonemes for the following graphemes: - ai ee igh oa - oo oo ar or - ur ow oi ear - air er Words - Segment and blend phonemes to read and write words using these graphemes and those previously learned, e.g. pain, book, zoom, blow, year, pair, etc. - Decode words with double letters: dd, mm, tt, bb, rr, gg, pp, ff	Phase 3 Phonemes - Review phase 3 graphemes: ai ee igh oa o oar or ur oo ow oi ear er air Words - Review words with double letters - Read longer words using the chunking method initially - Recognise and read words with two or more digraphs (e.g. qu-ee-n) - Read words ending in -ing (e.g. marching) - Segment and blend compound words (e.g. farmyard, popcorn)	Phase 4 Words - Read short vowels (chunk, soft) - Read words: CVCC, CCVC, CCCVCC (e.g. pond, champ, morning) - Read longer words (e.g. swimming, chimpanzee, tantrum) - Read compound words (e.g. lunchbox, windmill) - Read root words end in -ing (e.g. jumping) -ed /t/ (e.g. bumped) -ed /id/ /ed/ (e.g. grunted) -est (e.g. strongest) Tricky words - Learn new tricky words: said so have like some	Phase 4 Words - Read words with long vowel sounds (e.g. toast, paint) - Read words: CVCC CCVC, CCCVC, CCV, CCVCC (e.g. joint, sport, street, stair, spoilt) - Phase 4 words ending in -s /s/ (e.g. sports) -s /z/ (e.g. spoons) -es (e.g. dresses) - Root word ending in -ing (e.g. creeping) -ed /t/ (e.g. scooped) -ed /id/ /ed/ (e.g. floated) -ed /d/ (e.g. groaned) - Read longer words (e.g. splashes, portrait) Tricky words Revise all tricky words previously learned

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

Reading Texts (Covered in Drawing Club)	Recognise and correctly pronounce the following tricky words: the is I	- Recognise and read words ending with s /s/ (e.g. hats, sits) - Recognise and read words ending with s /z/ (e.g. his, bags) Tricky words - Recognise and correctly pronounce the following tricky words: (the is I) put pull full as and has his her go no to into she push he of we me be	- Use chunking to decode longer words, e.g. lighter, jumping, etc Tricky words - Know and correctly pronounce the following tricky words: (the is I put pull full as and has his her go no to into she push he of we me be) was you they my by all are sure pure	- Read words with s /z/ in the middle (e.g. visit) - Read words with s /s/ at the end (e.g. cooks) - Read words with es /z/ at the end (e.g. fishes) Tricky words Revise all tricky words previously learned	come love do were here little says there when what one out today	
	The Tiger Who Came To Tea Goldilocks and the Three Bears The Magic Porridge Pot Key vocabulary: slurping, feast, cautious, suddenly, farewell, arrive,, guzzle, slumber, piping hot, frosty, perfect, cramped, enchanted, conversation, steaming, gloopy, despair, cease	Room on the Broom Hansel and Gretel The Christmas Pine Key vocabulary: whoosh, scaly, horrible, passenger, fiery, swoop, confectionary, wicked, double, scary, cauldron, swish, ancient, soaring, remote, journey, gape, warble	Are the Dinosaurs Dead, Dad? The Three Little Pigs Three Billy Goats Gruff Key vocabulary: ferocious, terrified, ginormous, extinct, herbivore, carnivore, construct, sturdy, flimsy, scarper, celebrate, exhale, triple, creaky, fearless, gruesome, suddenly, determined	Superworm The Odd Egg Jack and the Beanstalk Key vocabulary: emerge, incubate, demolish, armour, fracture, cherish, zooming, brave, heroic, wiggling, indestructible, calamity, clambering, booming, descending, glittering, slinking, chopping	100 Decker Bus The Very Hungry Caterpillar Chicken Licken Key vocabulary: navigate, inflate, crew, layer, expanding, mechanical, wriggle, gobble, munch, burst, minibeast, transform, ascending, devoured, crafty, royal, parading, smirking, trickery	Pirate Pete Tiddler The Gingerbread Man Key vocabulary: peer, adventuring, polkadot, cutlass, voyage, ocean,traipsing, daydreaming, tardy, abandoned, reunited, celebrating, leap, accelerate, pursue, cunning, soggy, disappointed
	Writing Labels & Lists Narrative retelling (oral) Repetitive stories (eg: Brown Bear, Brown Bear), naming books, simple tales (eg: We're Going on a Bear Hunt)	Recount (real event) Simple Instructions Photo-based recounts, routine stories (eg: Maisey's Busy Day), recipe books	Narrative (character focus) Poetry (sound/pattern) Character-driven books (eg: Elmer), rhyming stories (eg: Oi Frog!), sound poems	Simple Letter Writing Narrative (new setting) Post-themed books (eg: The Jolly Postman), journey/adventure tales (eg: Rosie's Walk)	Instructions (routine-linked) Poetry (rhyme) How-to books (eg: My First Cook Book), rhyme-rich poetry (eg: Commotion in the Ocean)	Recount (trip/reflection) Story sequencing Trip-themed books (eg: Spot Goes to the Farm), simple timelines, sequencing stories

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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.					

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

Understanding the World	Science: Children are encouraged to show curiosity in the world around them, making observations of the environment in different contexts, listening to sounds and to what they are told. They show this curiosity through asking questions and offering their own explanations about how and why things happen. They also show their understanding in other areas of the curriculum (e.g. art). We use Kapow to deliver the curriculum. History: Show curiosity when listening about events from the past, asking questions and making comparisons. Recognise their own place on a timeline, and that of their parents and grandparents; begin to understand the recent and distant past, e.g. last year compared with the time of the dinosaurs. Begin to compare various aspects of their own lives with the past, e.g. toys, transport and holidays, and learn about influential people from the past related to these aspects. Begin to think about how things might continue to change, understanding the concept of ‘future’. We use Kapow to deliver the curriculum. Geography: Show interest in their immediate environments, inside and out, and make sense of these using their observations and what they have heard through stories. Learn that there are different countries in the world, and that different places have similarities and differences; begin to talk about these. Know that a map shows where places are in relation to each other. We use Kapow to deliver the curriculum. Religious Studies (RE): Ask simple questions about their lives and talk about some of the similarities and differences between themselves and others. Listen to religious stories, knowing that different religions have their own special books. Explain the reasons for rules, know right from wrong and understand that religious books provide rules for people about how to live their lives. Children will be encouraged to express their own thoughts and feelings and to respect others’ views if they are different from their own. They will begin to observe some similarities and differences between life in this country and life in other countries, and begin to understand that they belong to groups, including as citizens of the school, showing an understanding of the responsibility of helping others. We use Jigsaw to deliver the curriculum.		
	Science Animal Adventures Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Key Skills: - With support, asking questions about the natural world. - Commenting on what they see and hear in the natural world. - Drawing and labelling pictures of plants and animals. - With support, grouping objects, plants and animals. Key knowledge: - To know: - The names of familiar animals (e.g. farm animals, pets and animals seen in storybooks.) - The main body parts of common animals (number of legs, wings, fur and tail). - Animals, including humans, use their senses to explore the world. - Animals need food. - Animals and plants move, grow and feed. - The difference between things that are living and things that are non-living. - Plants and animals live in a range of different places (land, sea, air). - Some different places where animals live on the school site. - Science action - To know: - Some different job roles. Key vocabulary: Alive, compare, desert, farm, group, grow, home, minibeast, move, non-living, ocean, polar, sort, woodland, zoo	Science I am a Scientist Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Key Skills: - Asking questions about the natural world with support. - Beginning to share ideas and suggestions when working practically. - Beginning to make guesses about what might happen. - Commenting on what they see and hear in the natural world. - Grouping objects, plants and animals with support. - Describing their discoveries when working practically. Key knowledge: - To know: - Some objects move when pushed or pulled. - Some objects freeze or melt. - Objects float or sink. - Day is light because the sun is in the sky. - Night is dark because the sun is not in the sky. - Shadows happen when something blocks the light. - About differences in sound. Key vocabulary: Dark, daytime, float, freeze, light, loud, melt, nighttime, pull, push, quiet, sink, volume Changing Seasons (Winter Wildlife, Springtime Magic) Key Skills: - Beginning to share ideas and suggestions about what to do when working practically. - Beginning to make guesses about what might happen. - Commenting on what they see and hear in the natural world. - Using non-standard units to measure. - Drawing and labelling pictures of plants and animals. - Recognising that tables can be used to record information. - With support, grouping objects, plants and animals.	Science Our Beautiful World Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Key Skills: - Commenting on what they see and hear in the natural world. - Recognising that information can be found online and in books. - Drawing and labelling pictures of plants and animals. Key knowledge: - To know: - Some objects found in nature are natural, e.g. plants and animals. - Names for the basic plant parts (leaves, flowers, stem and roots.) - Some familiar flowering plants (e.g. daisy, rose, sunflower or daffodil). - Plants and animals live in a range of different places. - Some different places where animals live on the school site. - Plants are alive. - Seeds need water to grow. - Seeds grow into plants if taken care of. - Animals and plants move, grow and feed. - The difference between things that are living and things that are non-living. - How to help care for the planet. - Science in action - To know: - Some different job roles.

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	Changing Seasons (Autumn Treasures, Whatever the weather) Key Skills: - Beginning to share ideas and suggestions about what to do when working practically. - Beginning to make guesses about what might happen. - Commenting on what they see and hear in the natural world. - Using non-standard units to measure. - Drawing and labelling pictures of plants and animals. - Recognising that tables can be used to record information. - With support, grouping objects, plants and animals. Key Knowledge: - Some trees change in the four seasons. - Some signs of each season (leaves on the ground, cold weather, daffodils growing and sunny weather). - Some animals hibernate or store food in winter. - The weather changes throughout the year. - And compare weather types (rain, sun, snow and wind). Key vocabulary: Autumn, season, spring, summer, weather, winter	Key Knowledge: - Some trees change in the four seasons. - Some signs of each season (leaves on the ground, cold weather, daffodils growing and sunny weather). - Some animals hibernate or store food in winter. - The weather changes throughout the year. - And compare weather types (rain, sun, snow and wind). Key vocabulary: Autumn, season, spring, summer, weather, winter	Key vocabulary: Care, Earth, flower, grow, human-made, leaf, natural, plant, roots, seed, stem Changing Seasons (Sandcastle Science, Summer Senses) Key Skills: - Beginning to share ideas and suggestions about what to do when working practically. - Beginning to make guesses about what might happen. - Commenting on what they see and hear in the natural world. - Using non-standard units to measure. - Drawing and labelling pictures of plants and animals. - Recognising that tables can be used to record information. - With support, grouping objects, plants and animals. Key Knowledge: - Some trees change in the four seasons. - Some signs of each season (leaves on the ground, cold weather, daffodils growing and sunny weather). - Some animals hibernate or store food in winter. - The weather changes throughout the year. - And compare weather types (rain, sun, snow and wind). Key vocabulary: Autumn, season, spring, summer, weather, winter
	History My timeline: ‘Peek into the past’ Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day. Key Skills: - Beginning to sequence events when describing them (e.g. daily routines, events in a story). - Recognising significant dates for them (birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”). - Recounting activities that happened in their past using photos as a prompt. - Being aware of changes that happen throughout the year (e.g. seasons, nature). - Experiencing cause and effect in play.	History Dinosaurs Key Skills: - Recognising that some stories are set a long time ago. - Using stories and non-fiction books to find out about life in the past. - Using photographs and stories to compare the past with the present day. - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. - Making simple observations about the	History Adventures through time Children compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past. Key Skills: - Recognising that some stories are set a long time ago. - Recognising significant dates for them (e.g. their birthday – this was introduced in Unit 1 but could be recapped). - Being aware of changes that happen throughout the year (e.g., seasons and nature). - Experiencing cause and effect in play. - Recalling special people in their own lives. - Using stories and non-fiction books to find out about life in the past. - Using photographs and stories to compare the past with the present day. - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”, etc.).

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	- Beginning to recognise similarities and differences between the past and today. - Using photographs and stories to compare the past with the present day. - Recognising that different members of the class may notice different things in photographs from the past. - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. - Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. - Communicating findings by pointing to images and using simple language to explain their thoughts. Key knowledge: - To know that they started life as a baby but have since grown and changed. - To know that someone’s age is the time since they were born. - To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year). - To know that the environment around us changes as time passes. - To begin to know that some photographs and drawings represent the past. Key vocabulary: history, now, past, photograph, then	past from photographs and images. Key Knowledge: - To know the environment around us changes as time passes. - To know some photographs and drawings represent the past. - To know that dinosaurs did exist millions of years ago. - To know the names of some dinosaurs. - To know some of the ways we have found out about the dinosaurs, e.g. fossils Key vocabulary: dinosaur, fossil, bones egg, carnivore, herbivore	- Beginning to recognise similarities and differences between the past and today. - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. - Making simple observations about the past from photographs and images. - Deciding whether photographs or images (e.g. from stories) depict the past. - Communicating findings by pointing to images and using simple language to explain their thoughts. Key knowledge: - To know the environment around us changes as time passes. - To know the names of people that are significant to their own lives. - To know stories and books can tell us about the past. - To know in fairytales, kings/queens are usually important, powerful people who rule over others. - To know some interests and achievements from their own lives and the lives of their families and friends. - To know some people are older than others. - To know parents are older than children and grandparents are older than parents (beginning to understand the concept of generations). - To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year, etc.). - To know some photographs and drawings represent the past. Key vocabulary: achievement, courageous, king, power, queen, royalty, rule, steam train
Geography Exploring maps Exploring maps through discussion, story-telling, games and creative activity. Key Skills: - Identifying land and water on a map or globe. - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). - Discussing how environments in stories and images are different to the environment they live in. - Making observations about the features of places (in stories, photographs or in the school grounds/local area).	Geography Outdoor adventures Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. Key Skills: - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). - Discussing how environments in stories and images are different to the environment they live in. - Observing weather across the seasons. - Observing and discussing the effect the changing seasons have on the world around them. - Beginning to use the names of the seasons in the correct context. - Making observations about the features of places (in stories, photographs or in the school grounds/local area). - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Geography Around the world Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences. Key Skills: - Identifying land and water on a map or globe. - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). - Discussing how environments in stories and images are different to the environment they live in. - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). - Answering simple questions, guided by the teacher.	

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	• Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Ask questions about the world around them. Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment. • Recognising features on maps (real or imaginary). • Creating real or imaginary maps even if features are indistinguishable. Key Knowledge: • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know that usually water is represented in blue on a map or globe. • To know the name of their school and the place where they live. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of	• Ask questions about the world around them. Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds. Key Knowledge: • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. • To know some of the key characteristics of each season. • To know that there are four seasons in a year marked by certain weather conditions. • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that a place and its features can be represented in a picture. Key vocabulary: Autumn, natural objects names (e.g. acorn, leaf, flower, twig, bark, feather, seed, etc.), observe, senses words (e.g. look, feel, sour, sweet, loud, gentle, smell, touch, sound, colour, soft, hard, spiky, tickly, rough, etc.), spring, summer, weather adjectives (e.g. soft, hard, wet, bright, dark, freezing, etc.), weather words (e.g. sun, rain, snow, hot, dry, cold, wet, etc.), winter, words related to the senses and the seasons (e.g. cold, frosty, hot, sunny, wet, etc.)	• Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Recognising features on maps (real or imaginary). Key knowledge: • To know that usually water is represented in blue on a map or globe. • To know the name of their school and the place where they live. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • To know that places within this country can differ from each other. • To know that there are differences between places in this country and places in other countries. • To know that a map is a picture of a place. • To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). Key vocabulary: beach, blizzard, building, bus stop, church, city, cottage, countryside, desert, explorer, farm, field, flats, forest, hill, ice, lamp post, land, map, mountain, playground, polar, pond, post box, postcard, rainforest, river, roundabout, scientists, snow, snowstorm, tractor, travel, village, waterfall, weather
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THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

different places, even if used inaccurately (hill, field, building, road, house, old). - To know that a map is a picture of a place. - To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). - To know that a place and its features can be represented in a picture. Key vocabulary: Above, building, car park, church, city, directional language (e.g. across, around, behind, beneath, next to, under, etc.), feature names (e.g. bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, woodland, etc.), field, journey, map, path photograph, place, town, village					
RE What makes people special? - I know some Christian Stories: Moses and the 10 Commandments; Jesus Heals the Paralysed Man and Jesus Heals Blind Bartimaeus. - Talk about members of their immediate family and community. - Name and describe	RE What is Christmas? - I can recall the Christmas story. - Talk about members of their immediate family and community. - Name and describe people who are familiar to them.	RE How people celebrate? - I know about different celebrations (New Year, Chinese New Year, Persian New Year (Nowruz) and Holi). - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Compare and contrast characters from stories, including figures from the past.	RE What is Easter? - I can recall the Christmas Easter Story. - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - 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. Key vocabulary: Seasons, Winter, Spring, Summer, Autumn, Signs of Spring, Environment, Baby, Grow, New Life, Nature, Wildlife, Life	RE What can people learn from stories? - I know some stories from different cultures and worldviews. (Aesop fable, Sikh, Muslim, Indian, Asia, Christian). - 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	RE What makes places special? - I know special places for different worldviews (Church, Mosque, Synagogue) - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Understand that some places are special to members of their community. - Recognise that people have

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	people who are familiar to them. - Compare and contrast characters from stories, including figures from the past. - Recognise that people have different beliefs and celebrate special times in different ways. Key vocabulary: Family, Love, Home, Friend, Special, Teach, Role Models, Rules, Moses, Ten Commandments, Religion, Judaism, Jews, God, Jesus, Christians, Jewish, son of God, Christian, Miracle, Healing	- Compare and contrast characters from stories, including figures from the past. - 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. Key vocabulary: Chinese New Year, Map, UK, China, Celebrate, World, Special Time, Good Luck, Bad Luck, Occasion, Iran, Winter, Spring, Seasons, Nowruz, Nokhodi, Tradition, Haft-seen, Spring, Celebration, Sanatana Dharma, India, Holi, Spring, Good, Evil, Triumph	- 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. Key vocabulary: Chinese New Year, Map, UK, China, Celebrate, World, Special Time, Good Luck, Bad Luck, Occasion, Iran, Winter, Spring, Seasons, Nowruz, Nokhodi, Tradition, Haft-seen, Spring, Celebration, Sanatana Dharma, India, Holi, Spring, Good, Evil, Triumph	Cycle, Easter, Easter Egg, Celebrate, Christians, Jesus, Jerusalem, Donkey, Romans, Palm Leaves, Hosanna, Last Supper, Disciples, Garden of Gethsemane, prayer, Judas, Trial, Cross, Hot Cross Bun, Palm Cross, Weather, Christians, Resurrection	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. Key vocabulary: Story, moral, Villagers, Lies, Shepherd, Truth, Honest, Crocodile, Priest, Sikh, Equal, Muslim, Islam, Allah, creation, Snake, Serpent, India, Greedy, Grateful, Elephant, Best Friends, Coin, Jesus, Christians, God, Love	different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Key vocabulary: Teamwork, Home, Room, Places of Worship, Iconic, Visit, School, Church, Christian, Jesus, God, Worship, Prayer, Wedding, Baptism, Ceremony, Mosque, Muslim, Islam, Allah, Rules, Kippah, Synagogue, Jews, Jewish
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THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

		Christians, Jesus, Son of God, Shepherds, Angel, Good News, Joy, Saviour, Role Model, Incarnation, King, Wise Men, Gold, Frankincense, Myrrh, Nativity, Character, celebrate, special time				
	UTW ELGs • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing upon 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 • Describe the 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 • 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 OTHER RELEVANT ELGs • Listen attentively and respond to what they hear with relevant questions, comments and actions (C&L) • Offer explanations for why things might happen, making use of recently introduced vocabulary (C&L) • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of recently introduced vocabulary (C&L) • Make comments about what they have heard and ask questions to clarify their understanding (C&L) • Explain the reasons for rules, know right from wrong and try to behave accordingly (PSED) • Show sensitivity to their own and to others' needs (PSED)					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and 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. We use Kapow to deliver music and DT and Access Art to supplement our Art curriculum.					
	Art What can we see? Build dexterity skills Enabling children to look is an essential foundation skill.	Art How can we explore colour? Explore how art enriches our lives Exploring colour gives us a great opportunity to interact with the world through our senses.	Art How can we explore materials and make marks? Explore materials and mark making in a playful way We don't just have to paint on paper – the world is full of	Art How can we build worlds? Explore how they can reflect and share their views about what they have seen or made Most very young children find it easy to use their imagination to	Art How can we explore 3D materials? Explore how they can reflect and share their views about what they have seen or made	Art How can we use our bodies to make art? Use bodies and imaginations to inspire making We often assume we make art using our hands and eyes, but

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	Through looking we nurture curiosity, build knowledge, and make the world our own. Looking provides us with an opportunity for active exploration. Empowered by close looking, we can build confidence in our ability to make a creative response, developing dexterity skills along the way. Finding circles, observational and imaginative drawing, Still Life Compositions Inspired by Cezanne Key vocabulary: careful looking, object, drawing, colour, mark making	In addition to developing our early knowledge of colour and colour mixing, we can also approach colour in an intuitive way, enjoying and exploring the way colour makes us feel. Collecting colour (explorer’s book), collaging with wax crayon rubbings, printing with sting Key vocabulary: press, rub, crayon, paint, colour	textures and materials which we can use as surfaces for artwork! How can we transform the surfaces around us by using line, colour and shape, and how can we make the objects we decorate reflect our personality? The way it feels to add paint or collage to a surface changes depending upon the qualities of that surface. Is it textured or smooth? Shiny or absorbent? What shape is it? What kinds of tool might we use to paint with? What do the colours look like and what kinds of marks might we make? Does the object or surface we are painting on give us clues as to what we might paint? Nursery night-time collage, transforming objects, modroc plasterboard Key vocabulary: cut, stick, scissors, glue, shape	help invent a world around them. Through art we can encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability to give an outward form to inner ideas. Prop making for toys, creating a book world, cardboard creations Key vocabulary: card, make, model, junk-modelling, prop, craft, join	The world is full of materials, waiting to be transformed by our hands, hearts and heads. Giving children plenty of opportunity to explore materials through free exploration, ungoverned by our expectations of “outcome”, is vital if we are to help build experience of what it is possible to create. Insect hotel, clay play, fruit and veg heads Key vocabulary: 3D, sculpture, materials, tools, safe	we can use all our senses to inform our exploration Mark-making and sound, movement maps, repeat pattern printing roller Key vocabulary: print, pattern, mix, listen, respond
	DT Structures: Junk Modelling Key Skills: ● Making verbal plans and material choices. ● Developing a junk model. ● Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). ● Joining different materials together. ● Describing their junk model, and how they intend to put it together. ● Giving a verbal evaluation of their own and others’ junk models with adult support. ● Checking to see if their model matches their plan. ● Considering what they would do differently if they were to do it again. ● Describing their favourite and least favourite part of their model.	DT Textiles: Bookmarks Key Skills: ● Discussing what a good design needs. ● Designing a simple pattern with paper. ● Designing a bookmark. ● Choosing from available materials. ● Developing fine motor/cutting skills with scissors. ● Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. ● Using a prepared needle and wool to practise threading. ● Reflecting on a finished product and comparing to their design. Key knowledge: ● To know that a design is a way of planning our idea before we start. ● To know that threading is putting one material through an object.	DT Cooking and Nutrition: Soup Key Skills: ● Designing a soup recipe as a class. ● Designing soup packaging. ● Chopping plasticine safely. ● Chopping vegetables with support. ● Tasting the soup and giving opinions. ● Describing some of the following when tasting food: look, feel, smell and taste. ● Choosing their favourite packaging design and explaining why. Key knowledge: ● To know that soup is ingredients (usually vegetables and liquid) blended together. ● To know that vegetables are grown. ● To recognise and name some common vegetables. ● To know that different vegetables taste different.			

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

Key knowledge: - To know there are a range of different materials that can be used to make a model and that they are all slightly different. - Making simple suggestions to fix their junk model. Key vocabulary: join, stick, cut, bend, scissors, snip, cut, join, measure, bigger, shorter, longer, taller, thicker, thinner. materials, break, fix		Key vocabulary: thread, weave, under, over, pattern, sew, needle, thread, embroider, design, bookmark, evaluate		- To know that eating vegetables is good for us. - To discuss why different packages might be used for different foods. Key vocabulary: seeds, roots, leaves, stem, plant, flower, bud, juicy, sweet, sour, dry, wet, bitter, chewy, rough, smooth, pumpkin, carrot, sweetcorn, garlic, onion, potato, leek, spinach, peas, butternut squash, broccoli, safety, knife, blade, sharp, chop, slice, cut, saucepan, blender, chopping board, hob, boil, mix, soup, delicious, packaging, ingredients	
Music Exploring Sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamics when playing instruments, identify sounds in the environment and differentiate between them. Key skills: - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music (smiling, movement, body language). - Identifying and imitating sounds from a variety of music. - Using both speaking and singing voices. - Unconsciously beginning to sing to the pulse of a song.	Music Christmas Production Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas. Key skills: - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). - Identifying and imitating sounds from a variety of music. - Listening to music from a wide variety of cultures and historical periods. - Singing short, rhythmic rhymes and songs.	Music Movement and Sound Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. Key skills: - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). - Singing short, rhythmic rhymes and songs. - Exploring and imitating sounds. - Facing the audience when performing. - Spontaneously expressing feelings around performing. - Performing actively as part of a group.	Music Musical Stories A unit based on traditional children's tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. Key skills: - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music (smiling, movement, body language). - Identifying and imitating sounds from a variety of music.	Music Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. Key skills: - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Exploring spontaneous movement with different parts of their body in response to music. - Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). - Considering whether background music and sound effects can enhance storytelling. - Singing short, rhythmic rhymes and songs. - Using both speaking and singing voices.	Music Big Band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. Key skills: - Listening appropriately to someone leading a short musical phrase, song or rhyme. - Identifying and imitating sounds from a variety of music. - Singing short, rhythmic rhymes and songs. - Exploring different ways of making sound with everyday objects and instruments. - Exploring different ways of holding a range of instruments. - Starting to show a preference for a dominant hand when playing instruments. - Using instruments expressively to music.

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

	- Exploring vowel sounds through call and response activities. - Exploring different ways of making sound with everyday objects and instruments. - Exploring different ways of holding a range of instruments. - Starting to show a preference for a dominant hand when playing instruments. - Finding a comfortable static position when playing instruments or singing. - Developing an awareness of high and low through pictorial representations of sound. - Exploring and imitating sounds from their environment and in response to events in stories. - Exploring and imitating sounds. - Experimenting with creating sound in different ways using instruments, body percussion and voices. Key knowledge: - To understand how to listen carefully and talk about what I hear. - To know that sounds can be copied by my voice, body	- Exploring different ways of making sound with everyday objects and instruments. - Using instruments expressively to music. - Using instruments to begin to follow a beat, with guidance. - Exploring and imitating sounds. - Selecting classroom objects to use as instruments. - Selecting sounds that make them feel a certain way or remind them of something. Key knowledge: - To know that there are special songs we can sing to celebrate events. - To understand that my voice or an instrument can match an action in a song - To recognise that different sounds can be long or short. Key vocaDiwali Christmas, Hanukkah , Kwanzaa, celebration, music, dance, traditional	- Demonstrating being a good audience member, by looking, listening and maintaining attention. Key knowledge: - To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow.' - To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. Key vocabulary: action, dance, lyrics, verse, beat, tempo, high, low, pitch	- Considering whether background music and sound effects can enhance storytelling. - Singing short, rhythmic rhymes and songs. - Exploring different ways of making sound with everyday objects and instruments. - Exploring different ways of holding a range of instruments. - Starting to show a preference for a dominant hand when playing instruments. - Using instruments expressively to music. - Finding a comfortable static position when playing instruments or singing. - Exploring and imitating sounds from their environment and in response to events in stories. - Exploring and imitating sounds. - Experimenting with creating sound in different ways using instruments, body percussion and voices. - Selecting sounds that make them feel a certain way or remind them of something. - Playing sounds at the relevant point in a storytelling.	- Unconsciously beginning to sing to the pulse of a song. - Exploring vowel sounds through call and response activities. - Exploring different ways of holding a range of instruments. - Starting to show a preference for a dominant hand when playing instruments. - Finding a comfortable static position when playing instruments or singing. - Exploring and imitating sounds from their environment and in response to events in stories. - Exploring and imitating sounds. - Experimenting with creating sound in different ways using instruments, body percussion and voices. - Beginning to say what they liked about others' performances. - Facing the audience when performing. - Spontaneously expressing feelings around performing. - Performing actively as part of a group. - Demonstrating being a good audience member, by looking, listening and maintaining attention.	- Using instruments to begin to follow a beat, with guidance. - Finding a comfortable static position when playing instruments or singing. - Exploring and imitating sounds from their environment and in response to events in stories. - Exploring and imitating sounds. - Experimenting with creating sound in different ways using instruments, body percussion and voices. - Selecting classroom objects to use as instruments. - Selecting sounds that make them feel a certain way or remind them of something. - Facing the audience when performing. - Spontaneously expressing feelings around performing. - Performing actively as part of a group. - Demonstrating being a good audience member, by looking, listening and maintaining attention. Key knowledge: - To know that an orchestra is a big group of people playing a variety of instruments together.
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THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

percussion and instruments. To understand that instruments can be played loudly or softly. Key vocabulary: voice, high, low, start, stop			- Facing the audience when performing. - Spontaneously expressing feelings around performing. - Performing actively as part of a group. - Demonstrating being a good audience member, by looking, listening and maintaining attention. Key knowledge: - To understand that a piece of music can tell a story with sounds. - To know that different instruments can sound like a particular character. - To understand what 'high' and 'low' notes are. Key vocabulary: loud, quiet, instrument, lyrics, musical story, song, character	Key knowledge: - To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles). - To know that the beat is the steady pulse of a song. - To recognise music that is 'fast' or 'slow.' Key vocabulary: car, boat, train, fast, slow, beat, symbols, score	- To know that music often has more than one instrument being played at a time. - To understand that performing means playing a finished piece of music for an audience. Key vocabulary: shake, tap, bang, strum, jingle, pitch, orchestra, conductor
EAD ELGs - 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 - 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 OTHER RELEVANT ELGs - use a range of tools including scissors, paint brushes (PD ELG) - name and use a range of small tools including scissors and cutlery (PD ELG) - participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L ELG) - explore the natural world around them, making observations and drawing pictures of animals and plants (UtW ELG) - set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (PSED ELG) - be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED ELG) - make comments about what they have heard and ask questions to clarify their understanding (C&L ELG)					

THE EDWARD RICHARDSON PRIMARY SCHOOL

EYFS Long-Term Planning

Other areas of learning: Computing	Teach Computing Unit: Computing Systems and Networks – Technology Around us Recognising technology in school and using it responsibly. Skills: - Choose a piece of technology to do a job - Identify the main parts of a computer - Use a keyboard to type their name on a computer - Turn on the computer and log on with an aid - Use a mouse in different ways – click, select and drag - Use the keyboard to edit text and delete letters - Demonstrate that they can use technology safely Knowledge: - Identify examples of technology and explain how they can help us - Recognise that a computer is an example of technology - Describe what a keyboard is for - Know a computer stores work in files - Give examples of rules to keep them safe and healthy when they are using technology in and beyond the home Key vocabulary: technology, computer, mouse, trackpad, keyboard, screen, double-click, typing	Teach Computing Unit: Creating Media – Digital Painting Choosing appropriate tools in a program to create art, and making comparisons with working nondigitally. Skills: - Choose appropriate paint tools to recreate a picture - Use freehand tools, changing the colour and brush size - Use shape and line tools for precision, changing the size, shape and colour - Use the undo button to correct mistakes - Use the fill tool to colour an enclosed area Knowledge: - Explain what different freehand tools do - Recognise that computers can be used to create a range of art - Recognise a tool can be adjusted Key vocabulary: paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting,	Teach Computing Unit: Programming Moving a Robot Writing short algorithms and programs for floor robots, and predicting program outcomes. Skills: - Predict the outcome of a command on a device - Run a command on a floor robot - Choose a command for a given purpose - Choose a series of words that can be enacted as a program - Build a sequence of commands in steps from a given starting point - Combine commands in a program - Run a program on a device - Debug a program to correct errors Knowledge: - Explain what a given command does - Predict the outcome of a sequence involving up to four commands - Match a command to an outcome - Understand that a program is a set of commands that a computer can run - Know that a series of instructions can be issued before they are enacted Key vocabulary: Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program
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