



Whole School Curriculum EYFS Long Term Plan 2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Who am I?	What do you celebrate? (Teddy's Birthday)	Where do I live?	Can you sing a rainbow?	Percy the Park Keeper	Who helps me?
Reception		Do we all celebrate the same thing?	Where in the world do I live?	What makes a rainbow?	Beatrix Potter	Who helps me in my community?
	<ul style="list-style-type: none"> • Own Self • Looks, likes, dislikes • Families/Friends • Being healthy • BHM – Florella Benjamin, Elaa Fitzgerald, Oti Mabuse, Pablo Fanque	<ul style="list-style-type: none"> • What does it mean to celebrate? (Diwali, Hannukah, Eid, Holi, Saints, Christmas) 	<ul style="list-style-type: none"> • Nursery – House, bedrooms from our window • Reception – Gosforth, Newcastle, England and Earth 	<ul style="list-style-type: none"> • Nursery – Primary colours • Reception – Mixing Colours links with UTW/Science behind it 	<ul style="list-style-type: none"> • Growing • Person of the Past • Healthy Eating/Growing 	<ul style="list-style-type: none"> • Police Officers • Fire Fighters • Doctors • Dentist • People in school
Core Texts Nursery	Nursery Rhymes	Each Peach Pear Plum	The Tiger who came to tea	Colour Monster	Hungry Caterpillar	Bear Hunt
Core Texts Reception	Rosie's Walk	Dear Zoo	Handa's Surprise	The Dot	Beatrix Potter	The Lion Inside
Role Play	Home Corners x2	Costa Cafe	Travel Agents Camping Vehicles	Art Gallery	Percy's Shed Vets	Fire Station Beach
No Outsiders	The Family Book	Mommy, Mama and Me	Blue Chameleon	Red Rockets and Rainbow Jelly	You Choose	No Outsiders

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Literacy	Name writing Initial sounds labels Story retell Rhymes	CVC words Invitation Letter to Santa Party Shopping List Make own Dear Zoo book	Writing in simple phrase/sentences using a variety of stimulus.	Writing in simple sentences. Innovate the story of the Dot Science Report	Character Profile about Beatrix Potter Characters. Life cycles Comparisons between past and present	Writing own story Non chronological report
Mathematics	Getting to Know you Match, sort and compare Talk about measure and patterns	It's Me 1, 2, 3! Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5! Mass and capacity Growing 6,7,8 Length, height and time	Building 9 and 10 Explore 3-D shapes	To 20 and beyond! Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Consolidation
Art	Drawing Self Portraits	Line Kandinsky	Colour Mondrian Artventurers	Inspiration Yayoi Kusama	Sculpture Andy Goldsworthy (Forest School)	Printing Animals
Music	Kapow Unit Exploring Sounds	Kapow Unit Music and Movement	Kapow Unit Musical Stories	Music SLA Piccolo	BBC Philharmonic Gingerbread Man units	Kapow Unit Big Band
Design and Technology	Continuous Provision Sculpture: Sand – building and exploring texture dry to wet sand. Modelling: Joining with different materials - Masking tape, PVA glue, Glue gun Playdough/Salt dough: Manipulating for a purpose Textiles/Collage: Creating cards and images Structures: Create landmarks from junk modelling. Angel of the North – Antony Gormley					
Art, DT and music in Continuous Provision	Drawing Printing Painting Textiles/Collage Sculpture	Printing/Painting – different tools Mashers, sponges, fingers, potatoes, rollers Christmas Calendars	Seasons Winter Lunar New Year Listening to music – identifying songs like/dislike	Variety of things to collage with – materials, paper etc Play colour mixing – hands, fingers, paint brushes, butterflies etc	Playdough/Salt dough – Hedgehogs Manipulating for a purpose	Drawing/Sketching Draw a person – portrait – thinking of whole bodies, hair etc

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(Square, Circle and Star Zone)	Selection of untuned instruments.	Sorting instruments – bang, shake, tap, blow		Mother's Day Easter Selection of untuned instruments.	Drawing/Sketching - observational/ Imaginative – Draw animals and plants Sorting instruments – bang, shake, tap, blow	Listening to music – identifying songs like/dislike
<p>Development Matters Links</p> <p>Art and Design</p>	<p>3-4: Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>ELG: 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.</p>	<p>3-4: Explore colour and colour mixing. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG: 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.</p>	<p>3-4: Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>ELG: 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.</p>	<p>3-4: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>ELG: 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.</p>	<p>3-4: Explore colour and colour mixing.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings. 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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding of the World (Science)	Our bodies Healthy Eating Teeth Brushing Hand washing Season – Autumn	Earth – Planets Teeth – what’s good for our teeth Senses – Forest School	Fair testing cars/transport Experimenting with friction/speed linked to transport. Season - Winter	Season – Spring Experiments with colour	Planting- Seeds Animal life cycles Growth Exploring plants	Season – Summer
Understanding of the World (Science) in Continuous Provision	Mirrors and Magnifying glasses Exploring signs of autumn. Sorting healthy and unhealthy foods. Teeth - Brushing	Magnets – exploring – what is/isn’t magnetic	Stomp Rocket	Science Week – Experiments Skittle colour run experiment	Exploring items related to planting – builders’ tray deconstructed plants – roots, soil, leaves – look at and explore	Floating and Sinking

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<p>Development Matters Links</p> <p>Understanding the World (Science)</p>	<p>3-4: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>R: Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them</p> <p>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>3-4: Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>R: Recognise some environments that are different from the one in which they live.</p> <p>ELG 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.</p>	<p>3-4: Explore and talk about different forces they can feel. Use all their senses in hands-on exploration of natural materials.</p> <p>R: Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>3-4: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Continue developing positive attitudes about the differences between people.</p> <p>R: Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them</p> <p>ELG- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>3-4: Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>R: Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>ELG Children at the expected level of development will -Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>3-4: Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p>ELG Children at the expected level of development will -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.</p>
<p>Computing in Continuous Provision</p>	<p>Digital Literacy Camera app in iPad (photos of selves and signs of Autumn)</p>	<p>Use Beebots on simple maps Beebots app in Pads. Google maps</p>	<p>Remote control cars 'Go Explore' on CBeebies app.</p>	<p>Get Creative on CBeebies app Paint sparkle app Smartboard pens Photos of Spring on iPad use zoom to look more closely. Torches</p>	<p>Storytime on CBeebies Peter Rabbit game on Cbeebies Island.</p>	<p>Unplugged Digi Duck Chicken Clicking Use keyboards to practise typing as part of role play.</p>

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Understanding of the World Humanities	Who am I?	What do you celebrate? Do we all celebrate the same thing?	Where do I love? Where in the world do I live?			Who helps me? Who helps me in the community?
Understanding of the World - History	Own past – from being a baby. Investigating people from the past Teams- Swan, Grey, Stephenson, Cookson and Darling	How long have we celebrated? (Christmas a long time ago)	How do we travel now? What was transport like in the past?	Long ago – times before us.	When she lived – long ago? How do we know? Her house - Hill Top. Compare her items to our items erg kettle Language within Beatrix Potter stories Special Box	Old and current uniform of forces. Any family members from the forces – discuss olden days/current
Understanding of the World - Geography	My house – types of houses – compare with houses in other countries (CBeebies)	Where are these celebrations celebrated the most? Where in the world? (Saints where in our country?)	Where we live On Earth, In England, In Newcastle, In Gosforth Maps. Comparison between countries – Handa's Surprise – Africa/Home	Where are the Artists from? Our country? Link back to celebrations and homes from other countries.	The Earth – what is good to make things grow	Link back to our community – where is the local police station, hospital etc.
Understanding of the World – R.E	Unit 1: The Importance of belonging Unit 2: Harvest Festival Diwali (Hindu and Sikh) Christmas		Unit 3: The friends of Jesus Pancake day/Lent Chinese New Year Easter (Christian) Holi (Hindu) Visit a Church		Big Question = What religions do we have in our school? Eid-al-fitr (May) (Muslim)	
Understanding of the World in Continuous Provision	Baby photos on display including those of staff/parents/grandparents	Maps of UK Flags	Street Maps, Gosforth Maps of the world Maps of UK Atlas'	Maps	Maps Photos	Map of Gosforth

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<p>Understanding the World</p>	<p>3-4: Begin to make sense of their own life-story and family's history.</p> <p>R: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: UTW P&P Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>3-4: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>R: Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Draw information from a simple map.</p> <p>ELG:UTW P,C&C Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>3-4: Begin to make sense of their own life-story and family's history.</p> <p>R: 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. Draw information from a simple map.</p> <p>ELG:UTW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>3-4: Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p>R: 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. Understand that some places are special to members of their community.</p> <p>ELG: UTW P&P Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>3-4: Begin to make sense of their own life-story and family's history.</p> <p>R: 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. Draw information from a simple map.</p> <p>ELG:UTW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>3-4: Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>R: Explore the natural world around them. Recognise some environments that are different from the one in which they live.</p> <p>ELG: UTW NW Children at the expected level of development will -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.</p>
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PSED	<p>N- What makes me smile?</p> <p>R – What makes me happy?</p>	<p>N – Who helps me?</p> <p>R – What things do I like best?</p>	<p>N – What do I like to play with?</p> <p>R – How do I play nicely with my friends?</p>	<p>N – How can I be kind?</p> <p>R – How can I look after my world?</p>	<p>N – How can I make friends?</p> <p>R – How can I be kind?</p>	<p>N – How can I share?</p> <p>R – How do we decide how to behave?</p>
PSED in continuous Provision	<p>New routines</p> <p>Class/EYFS rules</p> <p>Making friends</p>	<p>Sharing and turn taking</p>	<p>Mixing with others (making new friends – recognising who our friends are)</p>	<p>Feelings</p> <p>Perseverance – linking to Beautiful Oops</p>	<p>Playing with something new/different</p> <p>Sharing/turn taking more independently</p>	<p>New experiences and new challenges.</p>
	<p>3-4: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>R: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>ELG: SR Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>3-4: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Become more outgoing with unfamiliar people, in the safe context of their setting. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>R: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>ELG: SR Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly..</p>	<p>3-4: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations</p> <p>R: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>ELG: BR Form positive attachments to adults and friendships with peers. Work and play cooperatively and take turns with others</p>	<p>3-4: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Develop their sense of responsibility and membership of a community.</p> <p>R: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p> <p>ELG: SR Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>3-4: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>R: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>ELG: SR Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>ELG: BR Form positive attachments to adults and friendships with peers. Work and play cooperatively and take turns with others.</p>	<p>3-4: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p> <p>R: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>ELG: SR Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly.</p>

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P.E	Floor Movement Patterns	Dynamic Balance to Agility	Static Balance – One Leg Standing	Dynamic Balance to Agility	Static Balance – One Leg Standing	Floor Movement Patterns
	Side Steps Gallop	2-2 feet jump forward and backward	5s on left foot 5s on right foot	2-2 feet jump forward and backward	10s on left foot 10s on right foot	Hop on right foot Hop on left foot Skipping
	Intro to PE-Unit 1	Ball Skills – Unit 1	Gymnastics- Unit 1	Dance – Unit 1	Fundamentals- Unit 1	Games – Unit 1
		Balance Bikes PE Service	Yoga	Yoga	PE Service	Sports Day

PE in Continuous Provision in Triangle Zone

<p>Physical Development in continuous Provision</p>	<p>3-4: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>R: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p>	<p>3-4: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>R: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>3-4: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>R: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the overall body strength, co-ordination, balance and agility needed to engage</p>	<p>3-4: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>R: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>ELG: GMS</p>	<p>3-4: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>R: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping</p>
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	<p>ELG: GMS Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>ELG: GMS Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>		<p>successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>ELG: GMS Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>	<ul style="list-style-type: none"> • skipping • climbing <p>ELG: GMS Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>
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Spanish	Basic Greetings Saying your name Saying you feel good / bad Spanish Day		Basic colours Numbers 0-10, Saying your age		Parts of the body Simple pet words Simple drinks	
Trips Nursery		Mr Merlin Magic Show	ARTventurers	Forest School Day	White House Farm	Gibside People Who Help Us Visitors
Trips Reception	Autumn Walk	Pantomime Library	Discovery Museum	Church	White House Farm	Beach People Who Help Us Visitors Forest School Day

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