










Rosley CE School Long Term Curriculum (and progression of skills) 2024-2025

Please note: These plans are used as a guide; we adopt a flexible approach to allow us to plan in the moment and follow children's interests and natural curiosity.



	Autumn Term		Spring Term		Summer Term	
	Autumn 1 Sept/Oct	Autumn 2 Nov/Dec	Spring 1 Jan/Feb	Spring 2 Mar/April	Summer 1 May/June	Summer 2 July
Subject	Autumn	Celebrations	Winter	Spring Growth	Late Spring	Summer
Events	Harvest	Bonfire night Diwali Remembrance Day Birthday and Christmas	Lunar New Year Valentine's Day Shrove Tuesday Lent	Easter World Book Day Mother's Day Red Nose Day	Earth Day St Georges Day Father's Day Midsummer Child Safety Week	Transition to next school year World Music Day
Communication and Language (C&L)  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS/KS1 productions, assemblies and weekly interventions.	Children will begin to develop listening skills, engage with stories, songs and rhymes. Children will begin to develop a wider vocabulary.	Children will be developing listening skills by joining in with stories and rhyme time. Children will be developing the use of new vocab – using story language in re-telling familiar tales and stories with props/small world.	Children will continue to develop listening skills – joining in with small group and whole class circle time and discussions. Children will develop conversation skills – talk to others in small groups or an adult 1:1. Attempting to take turn in conversation.	Children will use props for retelling stories – using repeated refrains and story language. Children will begin to join in with small group and whole class discussions – turn taking in conversation modelled by an adult/peer.	Children listen to simple instructions and follow small steps. Children will be developing vocabulary linked to new learning.	Children will listen to stories and relate them to their own experiences. Children will talk and discuss what they know, and recall simple events.
Personal, Social and Emotional Development (PSED)  Children develop their personal, social and emotional skills throughout the year through circle times, social stories, high quality diversity stories, etc.	Children will be settling in to their new environment, and becoming familiar with new surroundings. SCARF – My Relationships. Self- portrait plate. Eyes hair colours. 'Funny Bones' Name body parts. I am special, Box with mirror. Pass around. Children will begin to build relationships with adults and peers. Children will begin to join in with toileting and hand washing routines.	Children will be developing friendships with peers – beginning to share and take turns with adult support. SCARF – Valuing Difference- 'Elmer the Patchwork Elephant'. 'Rainbow Fish' Children will be developing their self-confidence, particularly during play. Children will enjoy 'helping' with daily routines and tasks. Children will begin to develop an awareness of their own feelings.	New intake of children settling in. Children may have formed special friendships. Feed the Birds Children will be developing a continued awareness of their own and other people's feelings – helping new children to settle in whilst gaining a sense of responsibility. SCARF – Keeping Safe – Who looks after us, Safety indoors and outdoors. 'Little Red Riding Hood.'	Children will begin to identify and talk about their own emotions. Family and Friends Children will be becoming independent in managing own hygiene – toileting and hand washing. SCARF – Rights and Respect – caring for living things Food, washing hands. 'The Hungry Caterpillar' Children will have friendships, and enjoy playing with others 1:1 and in small groups.	New intake of children settling in. Children will have strong friendships, and a sense of responsibility, helping new children to settle in. SCARF – Being my best, 'Giraffes Can't Dance' Feelings. Children will attempt to dress and undress themselves. Children will work in small groups, with adult support.	Children will have formed relationships with adults and peers in class. Beginning to initiate conversations. Children will talk about taking turns during games/activities. SCARF – Growing and Changing, Share baby photos, Boys and Girls, differences. Children will continue to develop self-care routines – toileting, hand washing, and dressing and undressing.

<p>Physical Development (PD)</p> 	<p>Children will begin to develop gross motor skills, learning to make large movements, in large spaces. For example – making shapes with gymnastic ribbons outside.</p> <p>Children will begin to develop fine motor through using large/chunky equipment when mark making.</p>	<p>Children will be developing an interest in moving in different ways – fast, slow, running, jumping, stamping, etc.</p> <p>Children will be developing fine motor skills through activities such as threading, peg boards, Duplo, playdough, etc.</p>	<p>Children will be developing gross motor skills: obstacle course – balance, under/over/through movements, climb, jump, run and crawl.</p> <p>Some children will have developed a dominant hand, and will be beginning to developing a comfortable tripod grip when using a pencil.</p>	<p>Children will be exploring different ways of moving over, under and through equipment.</p> <p>Some children will have developed a dominant hand, and will be beginning to developing a comfortable tripod grip when using a pencil.</p>	<p>Children will be practicing ball skills – rolling and catching a large ball.</p> <p>Children will be able to use pens, pencils and paint brushes to draw circles and lines.</p> <p>Children will be able to use tools to manipulate playdough – rolling pins/ cutters.</p>	<p>Children will join in with group games – practicing running, jumping, and negotiating space.</p> <p>Children may have an established pencil grip and be attempting to copy some letters.</p>
<p>Literacy</p> 	<p>Children will listen to stories and begin to join in with repeated refrains.</p> <p>Pre -school - Children will show interest and begin to recognise familiar print – name, logos, etc.</p> <p>Children will begin to show interest in mark making, and may begin to give mean to the marks they make.</p>	<p>Children will begin to engage with and enjoy an increasing range of books.</p> <p>Pre-school - Children will begin to recognise familiar print – their own name, logos, etc.</p> <p>Children will be attempting to mark making – and start to give mean to the marks they make.</p>	<p>Children will join in with chanting and doing actions to familiar stories.</p> <p>Some children will be able to recognise own name.</p>	<p>Children will re-tell familiar stories using story language – repeated phrases.</p> <p>Children will recognise familiar print – logos and names of friends in class.</p> <p>Some children will be able to write their own name – copying.</p>	<p>Children will begin to realise that information can be retrieved from books – non-fiction texts</p> <p>Children will use story language and props/images to retell a familiar story.</p> <p>Children will draw pictures of favourite parts of a story.</p>	<p>Children will experience a variety of books exploring other countries and cultures.</p> <p>Children will understand that information can be retrieved from books, computers, magazines. (Adult support)</p> <p>Children will draw simple representations – people, food, etc.</p>
<p>Phonics</p>	<p>Children will be exposed to phase 1 sounds. Pre-school children will be gradually introduced to Set 1 Read, Write inc sounds.</p>					
<p>Mathematics</p> 	<p>Children will join in with early Mathematical Experiences: Counting rhymes and songs</p> <p>Children will begin to match and sort objects – by one attribute e.g. colour.</p>	<p>Children will join in with counting rhymes.</p> <p>Children will practice touch counting objects 1-3.</p> <p>Children will be introduced to subitising for numbers 1-3.</p> <p>Shapes – Children will become familiar with circles and squares, and use these shapes to make pictures.</p>	<p>Children will continue to join in with counting rhymes</p> <p>Children will be practicing counting objects to 5.</p> <p>Shape – Children will explore the shape ‘square’.</p>	<p>Children will recite and count objects to 5, and attempt beyond.</p> <p>Children will begin to recognise numerals to five.</p>	<p>Children will begin to represent numbers to 5.</p> <p>Some children will recognise numeral to five.</p> <p>Children will use mathematical language – tall, short, the same as.</p>	<p>Children will begin to recite, count and represent numbers to 5.</p> <p>Shape and pattern – creating pictures.</p>
<p>Understanding the World (UW)</p>	<p>Children will join in with discussions about themselves and their family.</p>	<p>Children will talk about themselves and their family – Christmas time. Recalling previous experiences.</p>	<p>Children will learning and talk about people who help us,</p>	<p>Children will be able to talk about past events in their lives.</p>	<p>Children will talk about animals and their features – long neck, fur, claws, etc.</p>	<p>Children will explore maps, making simple</p>

<p>People, Culture and Communities/RE</p> 	<p>Children will explore the outdoor environment, and be encouraged to notice some seasonal changes that are happening.</p> <p>Computing: Repeating patterns, following instructions to develop computational thinking</p>	<p>Children will explore the changes in the outdoor environment – cold, frost, etc.</p> <p>Children will become aware of The Christmas Story.</p> <p>Computing: Algorithms – following instructions to make a Christmas Craft, seasonal focus on patterns with autumn leaves</p>	<p>and what they have done to help our world.</p> <p>Computing: Collaboration – encourage children to play together in the construction and small world areas</p>	<p>Children will be able to discuss how to stay healthy.</p> <p>Children will talk about being part of the Rosley community.</p> <p>Children will explore the outdoor area, and notice some differences (spring flowers growing, etc).</p> <p>Computing: Decomposition/algorithm - baking</p>	<p>Children will use the outdoor area including the woods to find mini-beasts.</p> <p>Computing: Abstraction – Mini Beast hunting</p>	<p>representations. (animal treasure maps)</p> <p>Children will acknowledge that other countries may speak other languages.</p> <p>Computing: Logical reasoning – packing and preparing for a visit to the seaside</p>
<p>Expressive Arts and Design</p> 	<p>Children will sing nursery rhymes regularly and attempt to join in with simple phrases and actions.</p> <p>Children will begin to explore colour.</p>	<p>Children will begin to explore the different sounds that instruments make.</p> <p>Children will engage with Christmas craft activities, and be encouraged to talk about the different textures they are using.</p> <p>Children will sing a song at the Christmas Production</p>	<p>Children will explore moving to the sound of music.</p> <p>Children will begin to use recycled materials to junk model and build.</p>	<p>In imaginative play children will use dressing up and props to act out roles from own experiences.</p> <p>Children will join in with Music sessions, beginning to move in time to the music.</p>	<p>Children will begin to explore playing instruments.</p> <p>Children will explore using a variety of materials to make representations – animals.</p>	<p>Children will retell familiar stories and tales during play – using props, story language and collaborate with peers.</p> <p>Children will begin to talk about their creations, using simple explanations.</p>

2024 - 2025	Possible visits	Possible visitors
Autumn 1	Autumn- Visit Stockwood to look for different leaves and autumn fruit	
Autumn 2	Celebrations- Stockwood at Christmas	Post person- Letter to Santa
Spring 1	Winter- Walk around school to look for signs of winter	Vet- What animals need
Spring 2	Early Spring- Signs of spring at Stockwood	Fire Officer- Safety with fire
Summer 1	Late Spring- Walk to the Millenium woods and look for signs of summer	Police Officer- What do they do
Summer 2	Summer- Visit Stockwood signs of summer	Coast guard- Safety with water