

Planning in the Moment at Sutton on the Forest Primary School


Young children have a natural desire to learn, explore and question. At Sutton on the Forest Primary School we offer an environment that enables children to play and learn through their passions, curiosity and interests. Our skilful team carefully observe the children then seize the moment when a child shows interest. This is called a 'teachable moments'.

Teachable Moments During Child-Led Play

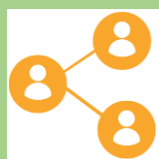
Teachable moments are about recognising that children learn in an unconscious way during informal interactions. We have a carefully planned learning environment that supports children abilities to make choices about what they want to learn and where they want to learn. This ensures that are children are motivated through the school day to be purposeful in their play and learning. Our staff team use open-ended questions to develop children's communication and critical thinking skills.

EYFS Progression of Skills 2022-23

Our skills progression shows the skills we would like the children to achieve each half term through planning in the moment and planned activities with an adult. These involve staff members thinking about where a particular group of children are now, and what they are going to achieve next.

Area of Learning	Autumn		Spring		Summer	
Events	Starting School Halloween	Diwali Christmas Remembrance Day Bonfire Night	Valentine's Day Chinese New Year	Pancake Day Easter International Women's Day		Sutton Show
<div style="text-align: center;">  </div> <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry.</p>	<p>Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding Children will begin to understand how and why questions.</p> <p>Speaking Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding Children will learn to ask questions to find out more.</p> <p>Speaking Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props.</p> <p>Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Children will use talk in sentences using a range of tenses.</p>
<p>Early Learning Goal:</p> <p>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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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. 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.</p>						

Personal, Social and Emotional Development



Children develop their personal, social and emotional skills throughout the year through wellbeing sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.
The PSHE scheme we follow throughout school is [Jigsaw](#).

Self-Regulation
Children will be able to follow one step instructions.
Children will recognise different emotions.
Children will focus during short whole class activities.

Managing Self
Children will learn to wash their hands independently.

Building Relationships
Children will seek support from adults and gain confidence to speak to peers and adults.

Jigsaw - Being Me in My World
Children will know: they have a right to learn and play, safely and happily; that some people are different from themselves; that hands can be used kindly and unkindly.
Children will identify: feelings associated with belonging; skills to play co-operatively with others; be able to consider others' feelings.

Self-Regulation
Children will talk about how they are feeling and to consider others feelings.

Managing Self
Children will understand the need to have rules.

Building Relationships
Children will begin to develop friendships.

Jigsaw - Celebrating Difference
Children will know: what being unique means; the names of some emotions such as happy, sad, frightened, angry; why having friends is important.
Children will: 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.

Self-Regulation
Children will be able to focus during longer whole class lessons.

Managing Self
Children will begin to show resilience and perseverance in the face of a challenge.

Building Relationships
Children will be able to use taught strategies to support in turn taking.

Jigsaw - Dreams and Goals
Children will: know what a challenge is; know that it is important to keep trying; know what a goal is.
Children will: understand that challenges can be difficult; recognise some of the feelings linked to perseverance and resilience; recognise how kind words can encourage people.

Self-Regulation
Children will identify and moderate their own feelings socially and emotionally.

Managing Self
Children will develop independence when dressing and undressing.

Building Relationships
Children will listen to the ideas of other children and agree on a solution and compromise.

Jigsaw - Healthy Me
Children will: 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.
Children can: explain what they need to do to stay healthy; recognise how exercise makes them feel; give examples of healthy food; can explain what to do if a stranger approaches them.

Self-Regulation
Children will be able to control their emotions using a range of techniques.

Managing Self
Children will manage their own basic needs independently.
Children will learn to dress themselves independently.

Building Relationships
Children will learn to work as a group.

Jigsaw - Relationships
Children will: know what a family is; 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.
Children can: identify what jobs they do in their family and those carried out by parents/carers and siblings; suggest ways to make a friend or help someone who is lonely; can recognise what being angry feels like.

Self-Regulation
Children will be able to follow instructions of three steps or more.

Managing Self
Children will show a 'can do' attitude.
Children will understand the importance of healthy food choices.

Building Relationships
Children will have the confidence to communicate with adults around the school.

Jigsaw - Changing Me
Children will know: the names and functions of some parts of the body; that we grow from baby to adult; know who to talk to if they are feeling worried.
Children will: recognise that changing class can elicit happy and/or sad emotions; say how they feel about changing class/ growing up; identify how they have changed from a baby.

Early Learning Goal:

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.

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.

Physical Development



Children improve their gross and fine motor skills daily by engaging in fine motor activities activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco.
The PE scheme we follow throughout school is [PE Planning](#).

Gross Motor
Children will learn to move freely, confidently and safely in a space.
Children will be able to run skilfully and negotiate space.
Children will be able to dress themselves, with support if necessary.

Fine Motor
Children will begin to use a tripod grip when using mark making tools.

PE Focus: Me and Myself

Gross Motor
Children will explore different ways to travel using equipment.
Move freely with pleasure and confidence in a range of skilful ways.

Fine Motor
Children will accurately draw lines, circles and shapes to draw pictures.

PE Focus: Movement and Development

Gross Motor
Children will be able to show increased control in holding a ball, including throwing and catching.
Children will show increasing control over an object, pushing, passing, throwing, catching or kicking it.

Fine Motor
Children will handle scissors, pencil and glue effectively.

PE Focus: Throwing and Catching

Gross Motor
Children will show increasing control when throwing and catching a ball.
Children will manage some risks when tackling new equipment.

Fine Motor
Children will use cutlery appropriately.

PE Focus: Ball Skills

Gross Motor
Children will move safely with confidence and imagination, communicating ideas through movement.
Children will run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles.

Fine Motor
Children will hold scissors correctly and cut out small shapes. Children will begin to take part in woodwork activities.

Gross Motor
Children will be able to play by the rules and develop coordination.
Children will accept the needs of others and can take turns to share, sometimes with the support of others.


Fine Motor
Children will form letters correctly using a tripod grip.

PE Focus: Working with Others

Early Learning Goal:

Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

<p>Literacy</p> 	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make. Children to write some or all of their name.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will begin to form letters correctly. Children to write some or all of their name.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p>
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Possible T4W Focus'


<p>Little Red Hen - Harvest The Enormous Turnip How to plant a seed - instructions</p>	<p>The Jolly Postman Gingerbread Man Christmas Story / Nativity Pumpkin Soup - instructions</p>	<p>The Emperors Egg - information about polar animals The Very Hungry Caterpillar Tiger who came to tea The Three Little Pigs</p>	<p>Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk</p>	<p>The Snail and the Whale The Way Back Home The Naughty Bus Oi! Get off my train!</p>	<p>Lighthouse Keeper's Lunch Under the Sea Non - Fiction The Journey Tiddler</p>
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Early Learning Goal:

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

<p>Mathematics</p> 	<p>Number Children will have a deep understanding of 1-3.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p>	<p>Number Children will know number bonds to 10, including doubling facts.</p> <p>Numerical Patterns Children will be able to count beyond 20 and higher.</p>
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Early Learning Goal:

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.

<p>Understanding the World</p>	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p>
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Communities
Children will know about features of the immediate environment.

Science: The Natural World
Children will understand the terms 'same' and 'different'.

RE: People, Culture and Communities
Children will know what Creation teaches Christians about God.

Geography: People, Culture and Communities
Children will know that there are many countries around the world.

Science: The Natural World
Children will explore and ask questions about the natural world around them.

RE: People, Culture and Communities
Children will know what Christians say God is like.

Children will know why Christians perform nativity plays.

Communities
Children will know that people around the world have different religions.

Science: The Natural World
Children will talk about features of the environment they are in and learn about the different environments.

RE: People, Culture and Communities
Children will know what kind of king Jesus may have been.

Children will know what the church is and why the local church is linked to our school.

Geography: People, Culture and Communities
Children will know about people who help us within the community.

Science: The Natural World
Children will make observations about plants discussing similarities and differences.

RE: People, Culture and Communities
Children will know why people say sorry.

Children will know why Christians put three crosses in an Easter garden.

Children will know how Easter Day is different to Good Friday.

Children will know why Christians are happy on Easter.

Communities
Children will know that people in other countries may speak different languages.

Science: The Natural World
Children will explore forces and how things move on land and in water.

RE: People, Culture and Communities
Children will know what that each person is unique and valuable and consider other religious beliefs.

Geography: People, Culture and Communities
Children will know that simple symbols are used to identify features on a map.

Science: The Natural World
Children will know some important processes and changes in the natural world, including states of matter.

RE: People, Culture and Communities
Children will know how the disciples changed when they first met Jesus.

Early Learning Goal:

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design



Music: Being Imaginative
Children will sing and perform nursery rhymes.

Art & Design: Creating with Materials
Children will experiment mixing with colours.

Music: Being Imaginative
Children will experiment with different instruments and their sounds.

Art & Design: Creating with Materials
Children will experiment with different textures.

Music: Being Imaginative
Children will create narratives based around stories.

Art & Design: Creating with Materials
Children will safely explore different techniques for joining materials.

Music: Being Imaginative
Children will move in time to the music.

Art & Design: Creating with Materials
Children will make props and costumes for different role play scenarios.

Music: Being Imaginative
Children will play an instrument following a musical pattern.

Art & Design: Creating with Materials
Children will explore and use a variety of artistic effects to express their ideas and feelings.

Music: Being Imaginative
Children will invent their own narratives, stories and poems.

Art & Design: Creating with Materials
Children will share creations, talk about process and evaluate their work.

Early Learning Goal:

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative: 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.

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.




Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of learning through play and sparking curiosity. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

	York - Autumn 		Discover - Spring 		Step back in time - Summer 	
Possible Themes NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i> WELL-BEING & Behaviour For Learning	All About me! Starting school My new class New Beginnings My family What am I good at? Being kind / staying safe	Where we live! Walk around our local area Maps of our country Talk about the natural world around us Forest school visits	Amazing Animals! Life cycles Farm Animals Animals around the world Hibernation Mini Beasts Night and day animals	Come Outside! Looking after our planet Recycling Plants & Flowers Weather / seasons The great outdoors Planting seeds	Ticket to ride! Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present Woodwork	Fun at the Seaside! Under the sea Off on holiday Where in the world shall we go? Send me a postcard! Fossils Seasides in the past Compare: Now and then! Seaside art
Possible Texts and 'old favourites'	The Colour Monster The Colour Monster Goes To School What Makes Me Me In Every House on Every Street	Little Red Hen - Harvest Old Mikamba Had a Farm The Jolly Postman Gingerbread Man Christmas Story / Nativity Leaf Man Pumpkin Soup The Snowman	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Rumble in the Jungle We're Going on a Lion Hunt Mary Had a Little Glam	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Daisy, Eat Your Peas	The Snail and the Whale The Way Back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Oil! Get off my train! No-Bot Peepo	Lighthouse Keeper's Lunch Under the Sea Non - Fiction The Journey World Atlases Tiddler Sharing a Shell Hello Sailor The Pirate Tree
'Wow' moments / Enrichment	Autumn Trail Stories by the Fireside/Fire safety Harvest Time Roald Dahl Day Halloween	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Remembrance Day Road Safety Children in Need Anti- Bullying Week	Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day	Walk to the park / Picnic Planting seeds Easter time Weather experiments Nature Scavenger Hunt Mother's Day Science Week	Post a letter Map work - Find the Treasure Let's fly - Role play and Green Screen National Railway Museum Visit Woodwork	Visit to the beach Under the Sea - singing songs and sea shanties Fossil hunting Father's Day