

EYFS Long Term Plan



| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Bears | Let's Celebrate! | Winter Wonderland! | Come Outside! | Amazing Animals! | Fun at the Seaside! |
| Possible Themes/Interests/Lines of Enquiry | Starting School - My New Class New Beginnings Ourselves The Colour Monster Teddy Bears Bears Autumn Harvest Family | Autumn Stick Man Diwali Celebrations Bonfire Night Father Christmas The Christmas Story Christmas around the world | Winter Ash Wednesday Shrove Tuesday Arctic Lost and Found Snow Bears Penguins Chinese New Year | Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring The Bog Baby | Life cycles – Frog/butterfly/plant/sunflowers Farm Boydells Dairy Farm visit Local Area – Little Waltham Caterpillar Transformation | Summer holidays (past and present) Hot places Rockpools Underwater worlds Mermaids Pirates Travel/ Transport |
| Communication and Language ❖ <i>Listening, Attention and Understanding</i> ❖ <i>Speaking</i> | Settling in activities Making friends Children talking about experiences that are familiar to them. Understand how to listen carefully and why listening is important. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play. Rhyming and alliteration. | Develop vocabulary. Use new vocabulary through the day. Understand how to listen carefully and why listening is important. Listen in familiar & new situations. Listening and responding to stories Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Takes part in discussion. Develop social phrases. Tell me a story - retelling stories Story language Word hunts | Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Ask's how and why questions... Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. Begin to describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. | Understand how to listen carefully and why listening is important. Demonstrate sustained focus when listening to a story. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Begin to connect one idea or action to another using a range of connectives. Describe events in detail – time connectives. | Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Contribute to whole class discussions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. | Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Contribute to whole class discussions. Children hold longer conversations, respond relevantly. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. |

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| | | | | Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" | | |
| | <p style="text-align: center;"><i>Learn new vocabulary.</i> <i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Use new vocabulary in different contexts.</i> <i>Use new vocabulary through the day.</i> <i>Learn rhymes, poems, and songs.</i> <i>Listen to and talk about stories to build familiarity and understanding.</i></p> | | | | | |
| <p>Personal, Social and Emotional Development</p> <p>❖ <i>Self-regulation</i> ❖ <i>Managing self</i> ❖ <i>Building relationships</i></p> | <p>Class rules, settling in and routines.</p> <p>Can talk about feelings (link to The Colour Monster).</p> <p>Welcome distractions when upset.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Know likes and dislikes.</p> <p>Independently organise belongings in the morning. Manage personal hygiene.</p> <p>Organising own belongings.</p> <p>Self-help skills (e.g. dressing and undressing for PE, hand washing and cutlery).</p> <p>Build constructive and respectful relationships.</p> | <p>Increasingly following classroom rules, understanding why they are important.</p> <p>Remembering rules without reminders.</p> <p>Understands how others may be feeling (link to The Colour Monster).</p> <p>Beginning to express their feelings and consider the perspectives of others.</p> <p>Plays well with others. Begin to take turns and share resources.</p> <p>Independently choose where they would like to play.</p> <p>Continue to build constructive and respectful relationships.</p> <p>Organising own belongings.</p> <p>Self-help skills (e.g. dressing and undressing for PE, hand washing and cutlery).</p> | <p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>Manage their own needs.</p> <p>Able to manage own emotions and feelings.</p> <p>Beginning to consider others feelings and perspectives (link to The Colour Monster).</p> <p>Can identify kindness.</p> <p>Seek others to share activities and experiences.</p> <p>Begin to show greater resilience and perseverance when faced with challenges.</p> <p>Beginning to find own resources.</p> <p>Understands the importance of regular exercise.</p> | <p>Can make choices and communicate what they need.</p> <p>Show persistence when faced with challenges.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p> <p>Road safety.</p> <p>Understanding the importance of e-safety/ limiting screen time.</p> | <p>Understands other emotions and needs are different to their own.</p> <p>Beginning to know that other children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>The Colour Monster.</p> <p>Confident to try new activities.</p> <p>Show resilience and perseverance.</p> <p>Healthy eating and healthy lifestyle choices (e.g. importance of regular teeth brushing, balanced diet, sleep etc.)</p> <p>Beginning to set own goals.</p> | <p>Able to identify and moderate own feelings.</p> <p>See themselves as a unique and valued individual.</p> <p>Can seek out a challenge and enjoy the process. Setting goals for Year 1.</p> <p>The Colour Monster.</p> <p>Show sensitivity to others' needs and feelings.</p> <p>Water safety.</p> <p>Sun safety.</p> |
| Physical Development | PE Focus: Tag Rugby Football | PE Focus: Basketball Dance (3 sessions) | PE Focus: Hockey Gymnastics | PE Focus: Netball Dance (3 sessions) | PE Focus: Tennis Rounders | PE Focus: Athletics Dance (3 sessions) |

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| <p>❖ <i>Gross Motor Skills</i></p> <p>❖ <i>Fine Motor Skills</i></p> | <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Fine Motor Skills: Threading Cutting Playdough Daily Fine motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencils and paint brushes beyond whole hand grasp. Develop pencil grip.</p> <p>Gross Motor Skills: Cooperation games (e.g. parachute games). Climbing – outdoor play equipment Explore different ways of moving. Changing for PE Help individual children to develop good personal hygiene (acknowledge and praise their efforts). Provide regular reminders about thorough handwashing and toileting.</p> | <p>Fine Motor Skills: Threading Cutting Weaving Playdough Daily fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Gross Motor Skills: Revise and refine the fundamental movement skills children have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Ball skills - throwing and catching. Crates and tyre play- climbing. Skipping ropes in outside area. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push (scooters, bikes, trikes etc).</p> | <p>Fine Motor Skills: Threading Cutting with scissors Weaving Playdough Daily fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Buttons on shirts and PE polo shirts.</p> <p>Gross Motor Skills: 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. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Dance - moving to music Gymnastics - balance</p> | <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> <p>Fine Motor Skills: Threading Cutting Weaving Playdough Daily fine motor activities Hold pencil effectively with comfortable grip Forms recognisable letters (most of which are correctly formed)</p> <p>Gross Motor Skills: Balance- children moving with confidence Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> | <p>Fine Motor Skills: Threading Cutting Weaving Playdough Daily fine motor activities. Use one hand consistently for fine motor tasks. Develop pencil grip and letter formation continually. Develop the foundations of a handwriting style which is fast, accurate and efficient. Cut along a straight line with scissors. Start to cut along a curved line, like a circle. Draw a cross.</p> <p>Gross Motor Skills: Obstacle activities - children moving over, under, through and around equipment.. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> | <p>Fine Motor Skills: Threading Cutting Weaving Playdough Daily fine motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Lego.</p> <p>Gross Motor Skills: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Races / team games involving gross motor movements. Dance - moving to music Combine different movements with ease and fluency</p> |
| <p><i>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport</i></p> <p><i>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 spoon.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>Develop overall body-strength, balance, co-ordination, and agility.</i></p> | | | | | | |
| <p>Literacy</p> <p>❖ <i>Comprehension</i></p> <p>❖ <i>Word reading</i></p> <p>❖ <i>Writing</i></p> | <p>Comprehension: Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the</p> | <p>Comprehension: Enjoys an increasing range of books.</p> <p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming</p> | <p>Comprehension: Play is influenced by experience of books (small world, role play).</p> <p>Encourage children to record stories through picture drawing/mark making.</p> | <p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> | <p>Comprehension: Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> | <p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.</p> |

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| <p>book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Recognises initial sounds.</p> <p>Recognise words with the same initial sound.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Daily name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> | <p>stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Retell stories related to events through acting/role play.</p> <p>Christmas letters and lists.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> | <p>Making up stories with themselves as the main character.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to Little Wandle.</p> <p>Make the books available for children to share at school and at home.</p> | <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books.</p> <p>Innovate a well-known story with support.</p> <p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Children develop their own narratives and explanations by connecting ideas or events</p> | <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Stories from other cultures and traditions.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> | <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> |
| <p>Word Reading: Hear general sound discrimination.</p> <p>Initial sounds.</p> <p>Able to orally blend CVC words.</p> <p>Reciting know stories</p> <p>Listening to stories with attention and recall.</p> | <p>Word Reading: Knows that print is read from left to right.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (CVC words).</p> | <p>Word Reading: Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to Little Wandle.</p> | <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> | <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> | <p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Reading simple sentences with fluency.</p> |

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| <p>Help children to read the sounds speedily. This will make sound-blending easier.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> | <p>Read a few common exception words matched to Little Wandle.</p> <p>Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> | | <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> | <p>Naming letters of the alphabet.</p> <p>Distinguishing capital letters and lower case letters.</p> | <p>Reading CVCC and CCVC words confidently.</p> |
| <p><i>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p> <p><i>Read books consistent with their phonic knowledge.</i></p> | | | | | |
| <p>Emergent writing: Develop listening and speaking skills in a range of contexts.</p> <p>Aware that writing communicates meaning.</p> <p>Give meaning to marks they make.</p> <p>Understand that thoughts can be written down.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom.</p> | <p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.</p> <p>Makes make marks and drawings using increasing control.</p> <p>Know there is a sound/symbol relationship.</p> <p>Use some recognisable letters and own symbols.</p> <p>Use appropriate letters for initial sounds.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly.</p> <p>Recognise that after a word there is a space.</p> | <p>Emergent writing: Write CVC words/labels.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand.</p> <p>Write from left to right and top to bottom.</p> <p>Begin to form recognisable letters.</p> | <p>Emergent writing: Build words using letter sounds in writing.</p> <p>Write CVCC/CCVC words.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters.</p> <p>Know how to form clear ascenders and descenders.</p> | <p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing.</p> <p>Use writing in play. Use familiar words in their writing.</p> <p>Write short sentences which can be read by others.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> | <p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g. lists, stories, instructions).</p> <p>Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC.</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> |

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| | Draws lines and circles. | | | | | Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. |
| <i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly.</i> | | | | | | |
| Little Wandle Letters and Sounds Revised  | Phase 1 Phase 2 graphemes: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l New tricky words: is, l, the | Phase 2 graphemes: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk • words with –s /s/ added at the end (hats, sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags, sings) New tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be | Phase 3 graphemes: l, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er • words with double letters • longer words New tricky words: was, you, they, my, by, all, are, sure, pure | Phase 3 graphemes: Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end No new tricky words Review all taught so far | Phase 4: Short vowels with adjacent consonants • CVCC, CCVC, CCVCC, CCCVC, CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est New tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today | Phase 4: Phase 3 long vowel graphemes with adjacent consonants • CVCC, CCVC, CCCVC, CCV, CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words No new tricky words Review all taught so far |
| | Mathematics ❖ <i>Number</i> ❖ <i>Numerical Patterns</i>  | Just like Me! <ul style="list-style-type: none"> - Match and sort - Compare amounts - Compare size, mass and capacity - Explore pattern It's Me 1, 2, 3! <ul style="list-style-type: none"> - Represent, compare and composition of 1, 2 and 3 - Circles and triangles - Positional language Light and Dark <ul style="list-style-type: none"> - Represent numbers to 5 - One more and less - Shapes with 4 sides - Time | Alive in 5! <ul style="list-style-type: none"> - Introduce zero - Compare numbers to 5 - Composition of 4 and 5 - Compare mass and capacity Growing 6, 7, 8 <ul style="list-style-type: none"> - Make pairs - Combine two groups - Length and height - Time Building 9 and 10 <ul style="list-style-type: none"> - Compare numbers to 10 - Number bonds to 10 - 3D shape - Pattern | To 20 and Beyond <ul style="list-style-type: none"> - Build numbers beyond 10 - Count patterns beyond 10 - Spatial reasoning (match, rotate and manipulate) First, Then, Now <ul style="list-style-type: none"> - Add - More - Take away - Spatial reasoning - Compose and decompose Find My Pattern <ul style="list-style-type: none"> - Double - Share and group - Odd and even - Spatial reasoning - Visualise and build On the Move <ul style="list-style-type: none"> - Deepen understanding - Patterns and relationships - Spatial reasoning - Mapping | | |
| Understanding the World | Name and describe people who are familiar to them. | Comment on images of familiar situations in the past. | Seasonal change: Winter | Can children make comments on the weather, culture, clothing, housing. | Planting | Materials: Floating / Sinking – boat building Metallic / non-metallic objects |

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| <p>❖ <i>Past and Present</i></p> <p>❖ <i>People, Cultures and communities</i></p> <p>❖ <i>The Natural World</i></p> | <p>Identifying their family.</p> <p>Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Talk about members of their immediate family and the relationship to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Getting to know the environment. Navigating around our classroom and outdoor areas.</p> <p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, story map around school, seating maps, nature area map and read commons signs and logos.</p> <p>Seasonal change: Autumn</p> | <p>Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali</p> <p>Ask questions, use different sources to find answers including books.</p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Seasonal change: Autumn</p> | <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Chinese New Year</p> <p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week).</p> <p>Listening to stories and placing events in chronological order.</p> <p>Explore a range of arctic animals. Learn their names and label their body parts.</p> <p>Making sense of different environments and habitats.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> | <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Seasonal change: Spring</p> | <p>Life cycles (plants, butterflies and tadpoles).</p> <p>Understand the key features of the life cycle of a plant or animal.</p> <p>The Very Hungry Caterpillar</p> <p>Recount an event, orally, pictorial and/or with captions.</p> <p>Talk about key roles people have in society both in the present and past.</p> <p>Name and describe people who are familiar to them within their community (e.g., police, fire service, doctors, dentist).</p> <p>Discuss people who help us to stay healthy (e.g. nurses, doctors, opticians etc.).</p> | <p>Seasides long ago - comment on images of familiar situations in the past.</p> <p>Describe features of objects, people, places at different times and make comparisons.</p> <p>Talk about what is the same and different.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Creating maps to help locate things.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Order experiences in relation to themselves and others, including stories.</p> <p>Can children differentiate between land and water?</p> <p>Seasonal change: Summer</p> |
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| | <p align="center"><i>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.</i></p> <p align="center"><i>Describe what they see, hear, and feel outside.</i></p> <p align="center"><i>Observation: Explore the natural world around them and make observations and drawings of animals and plants.</i></p> <p align="center"><i>Understand the need to respect and care for the natural environment and all living things.</i></p> | | | | | |
| Religious Education | Being special: where do we belong? | Why is Christmas special for Christians? | Why is the word 'God' so important to Christians? | Why is Easter Special to Christians? | What places are special and why? | What times/stories are special and why? |
| Expressive Arts and Design ❖ <i>Exploring and using media and materials</i> ❖ <i>Being Imaginative</i> | Portrait skills – drawing themselves, observational work. Develop storylines in their pretend play. Using objects to represent something else. Make imaginative and constructive 'small world'. Join in with songs Beginning to mix colours Sing call-and-response songs, so that children can echo phrases of songs you sing. Provide opportunities to work together to develop and realise creative ideas. Artist study – Jackson Pollock (collaborative work) | Take part in pretend play, using an object to represent something else. Make imaginative and constructive 'small world'. Story maps Printing Firework pictures. Christmas decorations. Christmas cards. Christmas songs/poems FS and KS1 Christmas Nativity | Colour mixing Explore different textures Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Creating puppets on sticks (developing narrative) Chinese New Year: Making lanterns Chinese writing Puppet making Chinese music and composition | Create collaboratively sharing ideas, resources, and skills. Make different textures; make patterns using different colours. Children will explore ways to protect the growing of plants by designing scarecrows. Printing Mother's Day crafts Easter crafts (including, patterns on Easter eggs, pastel drawings) Provide a wide range of props for play which encourage imagination. | Listen attentively, move to, and talk about music, expressing their feelings and responses. Symmetrical butterflies Collage farm animals Artwork themed around Eric Carle Life cycles Flowers Sun flowers Artist Study – Van Gogh | Watch and talk about dance and performance art, expressing their feelings and responses. Sand pictures Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Making passports. Water pictures Colour mixing for beach huts Colour mixing for underwater pictures. Father's Day crafts |
| | <p align="center"><i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p align="center"><i>Explore and engage in music making and dance, performing solo or in groups.</i></p> <p align="center"><i>Singing – well known nursery rhymes, familiar songs and chants.</i></p> | | | | | |
| | (PPA cover) Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers | (PPA cover) Charanga Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song | (PPA cover) Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes | (PPA cover) Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey | (PPA cover) Charanga Songs: Big Bear Funk | (PPA cover) Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat |