

EYFS LONG TERM PLAN 2021-2022

	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
<p>GENERAL THEMES</p> <p>These themes may be adapted at various points to allow for children's interests to flow through provision</p>	<p>ALL AROUND OUR SCHOOL!</p> <p><i>Investigate and explore our school environment using senses.</i></p> <p><i>Identify key features around school and take photographs of these features.</i></p> <p><i>Learn to understand what a village is and be able to say where our school is located. Explore an aerial view of our school and draw a simple map.</i></p> <p><i>Identify animals around school</i></p>	<p>MARVELOUS ME!</p> <p><i>How have I changed? (compare photos now and then)</i></p> <p><i>My family (share photos, draw families, make connection between features of own family and other families)</i></p>	<p>EXPLORING CONTRASTING ENVIRONMENTS!</p> <p><i>It's chilly here! Where am I?</i></p> <p><i>Finding out about contrasting environments e.g. polar, desert, rainforest.</i></p> <p><i>Record simple representations of environments through drawing, art, oral discussions.</i></p>	<p>THE WORLD AROUND US!</p> <p><i>How were the cold places on earth found? (arctic explorers)</i></p> <p><i>How can we find out about the world around us?</i></p> <p><i>Around the town</i></p> <p><i>Where in the world have you been?</i></p>	<p>AMAZING UNITED KINGDOM!</p> <p><i>What is so great about the UK? Learn and understand more about the United Kingdom, its location in the world, the UK's countries and capital city. What is our weather like across the seasons?</i></p> <p><i>Draw and printing of Carleton Mill</i></p>	<p>TICKET TO RIDE!</p> <p><i>Vehicles old and new</i></p> <p><i>Around the town</i></p> <p><i>How do I get there?</i></p> <p><i>Where have you been?</i></p> <p><i>Where do we live in the UK / world?</i></p> <p><i>Fly me to the moon!</i></p> <p><i>Design and make your own transport</i></p> <p><i>Who was Neil Armstrong?</i></p>
<p>POSSIBLE TEXTS</p> <p>And old favourites</p>	<p>The Colour Monster Owl Babies Once there were Giants The Smartest Giant Pete the Cat Rainbow Fish The Very Hungry Caterpillar Same Love, different Families</p>	<p>The Big Book of Families Elmer Funny Bones Stick Man The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita Jack and the Jellybean Stalk</p>	<p>Doris the Loris On Sudden Hill Penguin Small Why Oh Why are Deserts Dry Handa's Surprise I Love You to the Moon and Back Big Bear Little Bear Snow Bear The Emperor's Egg Supertato Kippers Snowy Day Around the World with Max and Lemon</p>	<p>Penguin Small Polar Bear, Polar Bear The Easter Story The Runaway Pea Around the World with Max and Lemon Lost and Found Save the Arctic Hodge the Hedgehog</p>	<p>A Seed in Need We planted a tree Jack and the Beanstalk Perfectly Norman The Tiger Who Came to Tea Dear Zoo A Bear Called Paddington</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train! Whatever Next The Man on the Moon Pigs Might Fly</p>
<p>EXPERIENCES</p>	<p>Visit to St Mary's Church to meet our Reverend</p>	<p>What do I want to be when I grow up? Video for parents</p>	<p>Educational visit to Fire Station</p> <p>Winter hunt</p>	<p>Making ice experiment</p>	<p>Interfaith visit to school</p>	<p>Ride on a canal boat?</p>

	Walk around local area Harvest Festival	Autumn walk Christmas Nativity	Visits from: Police, Yorkshire Air Ambulance, Vets, Doctor Cooking	Spring Walk	Food tasting – different cultures Plant a seed and grow a sunflower -growing competition	
BRITISH VALUES <ul style="list-style-type: none">• Democracy• Law• Individual liberty• Mutual respect and tolerance	Birthdays Voting opportunities Rules	Birthdays Voting opportunities Guy Fawkes Day Remembrance Day Diwali Hanukah St Andrew's Day (Scotland) Christmas Day	Birthdays Rule of law Chinese New Year Voting opportunities St Valentines Shrove Tuesday	Birthdays Easter Voting opportunities St David's day (Wales) St Patrick's day (Ireland) Mother's Day Palm Sunday, Good Friday and Easter Sunday	Birthdays Eid Jewish faith Voting opportunities St George's Day (England) Fair Trade	Birthdays Voting opportunities Father's Day
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COMMUNICATION AND LANGUAGE	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
COMMUNICATION AND LANGUAGE	<ul style="list-style-type: none"> • Daily story sessions • Sharing books during sessions • Follow instructions • Talking partners • Use wide range of vocabulary 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Follow instructions • Talking partners • Use talk to organise themselves and their play 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Talking partners • Understand why listening is important • Follow instructions • Learn new vocabulary 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Talking partners • Understand why listening is important • Follow instructions • Learn new vocabulary 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Talking partners • Understand why listening is important • Follow instructions • Learn new vocabulary 	<ul style="list-style-type: none"> • Engage in daily story sessions • Sharing books during sessions • Talking partners • Understand why listening is important • Follow instructions

	<ul style="list-style-type: none"> • Understand 2 part instructions • Understand ‘why’ questions • Sing a large repertoire of songs • Know many rhymes • Discuss familiar books • Tell a long story • Develop pronunciation • Develop use of tenses and plurals • Use longer sentences of four to six words • Express point of view • Debate when they disagree using words as well as actions • Start a conversation 	<ul style="list-style-type: none"> • Continue a conversation for many turns • Understand how to listen carefully • Learn new vocabulary • Check they understand what is being said • Develop social phrases • Listen and talk about stories and build familiarity and understanding • Learn rhymes, poems and songs • Engage in non-fiction books • Listen and talk about non-fiction to develop deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Use new vocabulary during the day • Ask questions to find out more • Describe events in detail • Use talk to help work out problems and organise thinking and activities • Listen and talk about stories and build familiarity and understanding • Retell the story using repetition and some of own words • Engage in non-fiction books • Learn rhymes, poems and songs • Listen and talk about non-fiction to develop deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Use new vocabulary during the day • Check they understand what is being said • Connect one idea or action to another using a range of connectives • Explain why things work and why they might happen • Listen and talk about stories and build familiarity and understanding • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Use new vocabulary during the day • Use new vocabulary in different contexts • Ask questions to find out more • Articulate ideas and thoughts in well-formed sentences • Listen and talk about stories and build familiarity and understanding • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary in different contexts • Use new vocabulary during the day • Articulate ideas and thoughts in well-formed sentences • Listen and talk about stories and build familiarity and understanding • Engage in non-fiction books • Listen and talk about non-fiction to develop deep familiarity with new knowledge and vocabulary
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					

<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p>	<p>PSHE - Being Me in My World</p> <ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities • Select and use activities and resources with help when needed • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people • Show more confidence in new social situation • Play with one or more other children, extending and elaborating play ideas • Increasingly follow rules • Talk about their feelings 	<p>PSHE - Celebrating Difference</p> <ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself • Find solutions to conflicts and rivalries • Talk with others to solve conflicts • Understand why rules are important • Remember rules without needing an adult to remind them • Develop appropriate ways to be assertive • See themselves as a valuable individual • Build constructive and respectful relationships 	<p>PSHE – Dreams and Goals</p> <ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goal • Build constructive and respectful relationships • Express their feelings and consider the feelings of others • Manage own needs • Develop appropriate ways to be assertive • See themselves as a valuable individual • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others 	<p>PSHE – Healthy Me</p> <ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety • Show resilience and perseverance in the face of a challenge • Manage their own needs • Manage own needs • Express their feelings and consider the feelings of others • Develop appropriate ways to be assertive • See themselves as a valuable individual • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others 	<p>PSHE - Relationships</p> <ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend • Consent • Identify and moderate their own feelings socially and emotionally • Manage own needs • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of a challenge • Develop appropriate ways to be assertive • See themselves as a valuable individual • Think about the perspectives of others 	<p>PSHE – Changing Me</p> <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations • NSPCC Pants • Think about the perspectives of others • Manage own needs • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of a challenge • Develop appropriate ways to be assertive • See themselves as a valuable individual • Identify and moderate their own feelings socially and emotionally
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	<ul style="list-style-type: none"> Understand gradually how others might be feeling 					
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PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
PHYSICAL DEVELOPMENT	<p>PE - Games <i>Fundamental movement skills - run, jump, hop</i> <i>Healthy Lifestyle - balanced diet</i> <i>Positive Mind Management - Resilience</i></p> <ul style="list-style-type: none"> Develop movement, balancing, riding Skip, hop, stand on one leg and hold a pose Use large scale movements to wave flags and 	<p>PE - Gymnastics <i>Skills - -balance, coordination, flexibility</i> <i>Healthy Lifestyle - staying hydrated.</i> <i>Positive Mind Management Self-belief.</i></p> <ul style="list-style-type: none"> Take part in group activities which they make up themselves Use and remember sequences and patterns of movements 	<p>PE - Dance <i>Skills - Jump, balance, move and respond to music</i> <i>Healthy Lifestyle - active bodies</i> <i>Positive Mind Management – Positive thinking</i> <i>Watch and talk about dance</i></p> <ul style="list-style-type: none"> Use and remember sequences and patterns of movements which are related to music and rhythm Revise and refine fundamental 	<p>PE – Skipton Tennis Centre <i>Skills - move with an object</i> <i>Healthy Lifestyle – Sleep</i> <i>Positive Mind Management – Team work</i></p> <ul style="list-style-type: none"> Revise and refine fundamental movement skills to walk, run Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 	<p>PE <i>Skills - balance, coordination, flexibility, agility/moving in space</i> <i>Healthy Lifestyle – Hygiene</i> <i>Positive Mind Management – Celebrating considerately</i></p> <ul style="list-style-type: none"> Revise and refine fundamental movement skills to skip, run Move towards a more fluent style of moving, with developing control and grace Develop the foundations of a 	<p>PE <i>Fundamental movement Skills - Jumping, throwing, running</i> <i>Positive Mind Management – supporting my friends</i></p> <ul style="list-style-type: none"> Develop overall body strength, co-ordination, balance and agility Further develop and refine a range of ball skills Develop confidence, competence,

	<p>streamers, paint and make marks</p> <ul style="list-style-type: none"> Collaborate with others to manage large items Know and talk about the different factors that support their overall health and wellbeing (healthy eating, toothbrushing) Develop skills to manage school day (lining up and queuing) 	<ul style="list-style-type: none"> Match physical skills to talks and activities in setting Revise and refine fundamental movement skills to roll, crawl, climb Know and talk about the different factors that support their overall health and wellbeing (hydrated) Develop skills to manage school day (mealtimes) 	<p>movement skills to skip, jump</p> <ul style="list-style-type: none"> Develop small motor skills to use a range of tools competently, safely and confidently Combine different movements with ease and fluency Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating) 	<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Further develop and refine a range of ball skills Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Know and talk about the different factors that support their overall health and wellbeing (healthy eating, regular physical activity, good sleep routine, being a safe pedestrian, sensible screen time, toothbrushing) Develop skills to manage school day (personal hygiene) 	<p>handwriting style which is fast, accurate and efficient</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing (hygiene, tooth brushing) Develop skills to manage school day (personal hygiene) 	<p>precision and accuracy when engaging in activities that involve a ball</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing (tooth brushing)
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LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					

<p>Jane Considine – Narrative: Rainbow Fish (story)</p> <ul style="list-style-type: none"> Develop vocabulary Orally compose sentences <p>Little Wandle Letters and Sounds Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words: is I the</p> <ul style="list-style-type: none"> Understand 5 key concepts about print: meaning, different purposes, English text from left to right and top to 	<p>Jane Considine - Narrative: Jack and the Jellybean Stalk by Rachael Mortimer and Liz Pichon (Traditional Tale)</p> <p>Non-Fiction: Labels, Lists</p> <ul style="list-style-type: none"> Write labels Write a list Orally retell Retell a story Develop vocabulary and story language <p>Little Wandle Letters and Sounds Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags) <p>New tricky words: as and has his her go no to into she he of we me be</p> <ul style="list-style-type: none"> Understand 5 key concepts about print: meaning, different purposes, English text from left to right and top 	<p>Jane Considine – Non-Fiction Fact File - Penguins</p> <p>Non-Fiction: Fact File</p> <ul style="list-style-type: none"> Write facts Develop vocabulary <p>Poetry: Appreciation and Understanding Structure</p> <p>Little Wandle Letters and Sounds Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>New tricky words: was you they my by all are sure pure</p> <ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them Read some common exception words 	<p>Narrative: Handa’s Surprise by Eileen Browne</p> <ul style="list-style-type: none"> Write a sentence with a focus Retell a story Develop vocabulary <p>Poetry: Appreciation and Understanding Structure</p> <p>Little Wandle Letters and Sounds Phase 3 graphemes Review Phase 3</p> <ul style="list-style-type: none"> longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end <p>No new tricky words: review previous</p> <ul style="list-style-type: none"> Read some common exception words Read simple phrases and sentences Form lower-case letters correctly Re-read books to build confidence in word 	<p>Jane Considine - Narrative: Perfectly Norman by Tom Percival (Story)</p> <ul style="list-style-type: none"> Retell a story Write a story Develop vocabulary <p>Poetry: Appreciation and Understanding Structure</p> <p>Little Wandle Letters and Sounds Phase 4 Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>New tricky words: said so have like some come love do were here little says there when what one out today</p> <ul style="list-style-type: none"> Read some common exception words Read simple phrases and sentences Form upper-case letters correctly 	<p>Jane Considine - Narrative: Pigs Might Fly by Jonathan Emmett and Steve Cox (Traditional Tale with a Twist)</p> <p>Non-Fiction: Instructions</p> <ul style="list-style-type: none"> Retell a story Write a story Develop vocabulary Write instructions <p>Little Wandle Letters and Sounds Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words <p>No new tricky words: review all taught so far</p> <ul style="list-style-type: none"> Read some common exception words Read simple phrases and sentences Form upper-case letters correctly
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	<p>bottom, name different parts of book, page sequencing</p> <ul style="list-style-type: none"> • Develop phonological awareness so they can spot and suggest rhymes count and clap syllables in a word, recognise words with the same initial sound • Write some or all of their name • Orally blend CVC words • Orally segment CVC words • Characters and setting • Oral story telling • Sentence construction 	<p>to bottom, name different parts of book, page sequencing</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary • Write own name • Write some letters accurately • Read individual letters by saying sounds for them • Begin to blend CVC words • Begin to segment CVC words • Write a list • Re-read books to build confidence in word reading, fluency and understanding and enjoyment 	<ul style="list-style-type: none"> • Read simple phrases and sentences • Form lower-case letters correctly • Re-read books to build confidence in word reading, fluency and understanding and enjoyment • Blend CVC words • Segment CVC words • Begin to write short captions • 	<p>reading, fluency and understanding and enjoyment</p> <ul style="list-style-type: none"> • Write short captions 	<ul style="list-style-type: none"> • Read CVCC/CCVC words • Segment CVCC/CCVC words • Write a sentence • Use of full stops • Re-read books to build confidence in word reading, fluency and understanding and enjoyment 	<ul style="list-style-type: none"> • Write a sentence using a capital letter and full stop • Re-read writing to ensure it makes sense • Re-read books to build confidence in word reading, fluency and understanding and enjoyment
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MATHEMATICS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space</p>					

and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

MATHEMATICS

- Getting to know you**
- Key times of day
 - Class routines
 - Positional language
 - Where do things belong?
- Just Like Me**
- Match and sort
 - Compare amounts
 - Compare size, mass and capacity
 - Exploring pattern
- Know the last number reached when counting tells you how many (cardinal principle)
 - Show finger numbers up to 5
 - Experiment with own symbols and marks as well as numerals
 - Understand position through words
 - Describe a familiar route
 - Discuss routes and locations, using words like

- It's Me 1 2 3**
- Representing 1,2,3
 - Comparing 1,2,3
 - Composition of 1,2,3
 - Circles and triangles
 - Positional language
- Light and Dark**
- Representing numbers to 5
 - One more and one less
 - Shapes with 4 sides
 - Time
- Link numerals and amounts up to 5
 - Solve real world mathematical problems with numbers up to 5
 - Compare quantities using 'more than', 'fewer than'
 - Talk about and explore 2D shape
 - Select shapes appropriately: flat surfaces for building
 - Combine shapes to make new ones
 - Notice and comment an error

- Alive in 5**
- Introducing zero
 - Comparing numbers to 5
 - Composition of 4 & 5
 - Compare mass
 - Compare capacity
- Growing 6, 7, 8**
- Making pairs
 - Combining 2 groups
 - Length and height
 - Time
- Count objects, actions and sounds
 - Subitise
 - Link number symbol with its cardinal value
 - Compare numbers
 - Recall number bonds to 5
 - Compare length, weight, capacity

- Building 9 and 10**
- Comparing numbers to 10
 - 3d shape
- Consolidation**
- Talk about and explore 3D shape
 - Count objects, actions and sounds
 - Subitise
 - Link number symbol with its cardinal value
 - Compare numbers
 - Compare the composition of numbers to 10
 - Select, rotate and manipulate shapes in order to develop spatial reasoning skills
 - Compose and decompose shapes so that children recognise

- To 20 and Beyond**
- Building numbers beyond 10
 - Beyond 10
 - Counting patterns
 - Beyond 10
- First, Then, Now**
- Adding more
 - Taking away
- Count objects, actions and sounds
 - Subitise
 - Link number symbol with its cardinal value
 - Count beyond 10
 - Compare numbers
 - Compare the composition of numbers to 10

- Find My Pattern**
- Doubling
 - Sharing and grouping
 - Even and odd
- On the Move**
- Deepening understanding
 - Patterns and relationships
- Count objects, actions and sounds
 - Subitise
 - Link number symbol with its cardinal value
 - Count beyond 10
 - Compare numbers
 - Recall number bonds for numbers 0-10
 - Continue, copy an create repeating patterns

	<p>‘in front of’ and ‘behind’</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity • Talk about and identify patterns around them • Begin to describe a sequence of events real or fictional using words such as ‘first’ ‘then’ 	<p>in a repeating pattern</p> <ul style="list-style-type: none"> • Understand ‘one more’ and ‘one less’ • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it 		<p>a shape can have other shapes within it</p>		
GENERAL THEMES	AUTUMN TERM 1 ALL AROUND OUR SCHOOL!	AUTUMN TERM 2 MARVELOUS ME!	SPRING TERM 1 EXPLORING CONTRASTING ENVIRONMENTS!	SPRING TERM 2 THE WORLD AROUND US!	SUMMER TERM 1 AMAZING UNITED KINGDOM!	SUMMER TERM 2 TICKET TO RIDE!
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
UNDERSTANDING THE WORLD	<p>RE -God/ Creation <i>FS Unit F1 Core Learning</i> <i>Why is the word God so important to Christians?</i></p> <ul style="list-style-type: none"> • Church is a Christian place of worship • Recognise some features of a church 	<p>RE – Incarnation <i>(Christmas)</i> <i>FS Unit F2 Why do Christians perform nativity plays at Christmas?</i></p> <ul style="list-style-type: none"> • Know that Jesus was a baby in the Christmas story • Know that Jesus was born on Christmas day 	<p>RE – Interfaith F4 <i>Diocesan Syllabus</i> <i>Being special: where do we belong?</i></p> <ul style="list-style-type: none"> • Retell some religious stories, making connections with personal experiences • Discuss occasions in own lives that made them feel special 	<p>RE – Salvation (Easter) <i>FS Unit F3</i> <i>Why do Christians put a cross in an Easter Garden?</i></p> <ul style="list-style-type: none"> • Know that Easter is an important festival for Christians • Recall the story of Easter from the Bible • Know why the palm cross is important 	<p>RE– Interfaith – F5 <i>Diocesan Syllabus</i> <i>Which places are special and why? p22</i> <i>Interfaith Visit/ visitor</i></p> <ul style="list-style-type: none"> • Know that people have different religious beliefs • Know that Judaism is a religion 	<p>RE – Gospel <i>RE Ideas: Jesus</i> <i>What is important to Christians in stories about Jesus? P2</i></p> <ul style="list-style-type: none"> • Know that the Bible is important to Christians • Begin to recall some of the stories from the Bible

	<ul style="list-style-type: none"> • God is a name • Christians believe God made the world • Christians take part in a Harvest festival <p>Science – Animals including Humans</p> <ul style="list-style-type: none"> • Identify senses • Describe and comment on animals they see outside • Recognise familiar animals outside • Name and describe animals they are likely to see outside • Close observational drawing of animals 	<ul style="list-style-type: none"> • Know why Christians perform a nativity play • Recall the Christmas story from the Bible <p>Science – Seasonal change – Autumn</p> <ul style="list-style-type: none"> • Identify the four seasons • Begin to identify some of the months for the seasons • Begin to identify typical weather for Autumn • Begin to identify clothes worn during Autumn <p>History – How have I changed?</p>	<ul style="list-style-type: none"> • Begin to understand that people can be baptised <p>Science – Everyday materials and their uses</p> <p>Seasonal change – Winter</p> <ul style="list-style-type: none"> • Know what material an object is made from • Discuss similarities and differences between materials • Use vocabulary linked to materials • Begin to discuss some properties • Identify the four seasons • Begin to identify some of the months for the seasons • Begin to identify typical weather for Winter • Begin to identify clothes worn during Winter <p>Geography - Exploring Contrasting Environments</p>	<ul style="list-style-type: none"> • Know that Jesus died on the cross <p>Science – Seasonal change - Spring</p> <ul style="list-style-type: none"> • Identify the four seasons • Begin to identify some of the months for the seasons • Begin to identify typical weather for Spring • Begin to identify clothes worn during Spring 	<ul style="list-style-type: none"> • Begin to know some of traditions of Jewish people <p>Science – Plants</p> <ul style="list-style-type: none"> • Begin to name some common plants • Know what a plant needs to survive • Begin to name some parts of a plant • Develop vocabulary 	<ul style="list-style-type: none"> • Know that stories about Jesus are important to Christians <p>Science – Living things and their habitats</p> <p>Seasonal change - Summer</p> <ul style="list-style-type: none"> • Know what animals need to survive • Know the meaning of a habitat • Begin to name some different habitats • Know that different animals live in different habitats • Identify the four seasons • Begin to identify some of the months for the seasons • Begin to identify typical weather for Summer • Begin to identify clothes worn during Summer <p>History – Old and new transport</p>
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	<p>Geography - All around our school- Exploring our School Environment</p> <ul style="list-style-type: none"> Identify key features in our school environment Identify the village where school is located Identify features on an aerial view of our school Draw a simple map of our school Use senses to explore natural materials Explore how things work Begin to understand the need to respect and care for the natural environment and all living things Draw information from a map Understand that some places are special to members of the community Recognise that people have different beliefs 	<ul style="list-style-type: none"> Identify their family, commenting on photos of their family, naming who they can see and what relation they are to them Talk about what they do with their family and places they have been with them. Name and describe people who are familiar to them Explore what Christmas used to look like in the past Talk about what they see, using wide vocabulary Begin to make sense of their own life-story and family's history Develop positive attitudes about the differences between people Comment on images of familiar situations in the past Recognise that people celebrate special times in different ways 	<ul style="list-style-type: none"> Identify similarities and differences between natural world around them and contrasting environments Use vocabulary to describe contrasting locations Use images, video clips, texts and describe what they can see Introduce children to different occupations Explore materials with similar and/or different properties Talk about the differences between materials and changes they notice Talk about what they see, using wide vocabulary Recognise some similarities and differences between life in this country and life in other countries Recognise some environments are 	<p>History - How were the cold places on Earth found? (Arctic Explorers)</p> <ul style="list-style-type: none"> Identify Talk about what they see, using wide vocabulary Compare and contrast characters from stories, including figures from the past Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside 	<p>Geography - Barnaby Bear UK London- What is so great about the UK? Geographical Association</p> <ul style="list-style-type: none"> Know that we live in England Know that England is part of the UK Know that London is the capital city of England Know what the weather is like across the seasons Know that England has some fantastic places to visit Plant seeds and care for growing plants Understand key features of the lifecycle of a plant 	<ul style="list-style-type: none"> Identify how transport has changed over time Talk about what they see, using wide vocabulary Understand key features of the lifecycle of an animal Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside
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	<ul style="list-style-type: none"> Explore the natural world around them Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> different to the one in which they live Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside 			
COMPUTING	<p>Mouse skills using paint programs Mini Mash 2Paint</p> <ul style="list-style-type: none"> Use a mouse to click and drag Use a mouse to select 	<p>Keyboard skills</p> <ul style="list-style-type: none"> Find letters on the keyboard 	<p>Digital photos Mini Mash Mashcam</p> <ul style="list-style-type: none"> take photographs using a camera, iPad and computer webcam 	<p>Word processing skills</p> <ul style="list-style-type: none"> use of space bar and enter key type words on a keyboard 	<p>Online safety</p> <ul style="list-style-type: none"> what is the internet what do you use the internet for how to stay safe on the internet 	<p>Early programming – Floor Bee-bot and online Bee-Bot</p> <ul style="list-style-type: none"> programme in commands use directional language control Beebot
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EXPRESSIVE ARTS AND DESIGN	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
EXPRESSIVE ARTS AND DESIGN	<p>Art – Colour Mixing</p> <ul style="list-style-type: none"> Mix primary colours to make secondary colours Add white or black paint to 	<p>DT – How have I changed – fabric faces</p> <ul style="list-style-type: none"> Know the names of tools needed to work the materials e.g. needle 	<p>DT – Food – Healthy diet</p> <ul style="list-style-type: none"> Know how to work safely and hygienically. Know how to use non-statutory 	<p>Art - Figures – How were the cold places on Earth found? Arctic explorers</p>	<p>Art – Printing – Carleton Mill</p> <p>Work together</p> <ul style="list-style-type: none"> Create patterns or meaningful pictures when printing Observational drawing with detail 	<p>DT – Model making transport</p> <p>Know about different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>

	<p>alter tint or shade of colours</p> <ul style="list-style-type: none"> • Use thin brushes to add details • Beginning to paint landscapes • Enjoy using a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs • Recognise and name the primary colours being used • Explore working with paint on different surfaces and indifferent ways i.e. coloured, sized and shaped paper • Create a clay model using tools <p>Music – Me 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</p> <ul style="list-style-type: none"> • Find the pulse 	<p>Music - My Stories I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <ul style="list-style-type: none"> • Find the pulse • Copy-clap the rhythm of small 	<p>measures e.g. spoons/cups.</p> <ul style="list-style-type: none"> • Know how to use some techniques e.g. mix, spread, knead • Know about healthy choices in relation to eating • Know about the importance of a healthy diet <p>Music - Everyone 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,</p>	<p>Music – Our World Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <ul style="list-style-type: none"> • Find the pulse and show others your ideas 	<ul style="list-style-type: none"> • Beginning to draw landscapes • Can independently select additional tools (stamps, rollers etc.) to improve their painting <p>Music - Big Bear Funk Big Bear Funk</p> <ul style="list-style-type: none"> • Find a funky pulse • Copy-clap 3 or 4 word phrases from the song • Keep the beat of the song with a pitched note • Add pitched notes to the rhythm of the 	<ul style="list-style-type: none"> • Know how to represent and construct my own ideas, thoughts and feelings through design • Know how to use basic tools e.g. scissors or hole punches with construction materials <p>Music – Reflect, Rewind & Replay Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <ul style="list-style-type: none"> • Revise existing
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	<ul style="list-style-type: none"> ● Copy-clap the rhythm of names ● Explore high sounds and low sounds using voices and glockenspiels 	<p>phrases from the songs</p> <ul style="list-style-type: none"> ● Explore high pitch and low pitch in the context of the songs ● Invent a pattern to go with a song using one note 	<ul style="list-style-type: none"> ● Knees And Toes Invent ways to find the pulse ● Copy-clap some rhythms of phrases from the songs ● Explore high pitch and low pitch in the context of the songs ● Use the starting note to explore melodic patterns using one or two notes 	<ul style="list-style-type: none"> ● Copy-clap some rhythms of phrases from the songs ● Explore high pitch and low pitch using the images from the songs ● Use the starting note to explore melodic patterns using one or two notes 	<p>words or phrases in the song</p> <ul style="list-style-type: none"> ● Enjoy playing patterns using a combination of any of the three notes C, D and E 	<ul style="list-style-type: none"> ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects ● Talk about music expressing feelings and emotions ● Sing in a group or independently, increasingly matching the pitch and following the melody ● Develop storylines I pretend play ● Explore and engage in music making and dance, performing solo or in groups
	<ul style="list-style-type: none"> ● Begin to develop complex stories using small world ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects ● Use drawing to represent ideas like movement or loud noises ● Show different emotions in drawings and paintings, like happiness, sadness, fear etc 	<ul style="list-style-type: none"> ● Take part in a simple pretend play, using an object to represent something else ● Make imaginative and complex ‘small worlds’ with blocks and construction kits ● Explore different materials freely ● Develop own ideas and decide which materials to use to express them ● Join different materials and explore different textures ● Draw with increasing complexity and 	<ul style="list-style-type: none"> ● Return to and build on previous learning, refining ideas and developing their ability to represent them ● Listen attentively to music ● Move to music ● Talk about music expressing feelings and emotions ● Watch and talk about dance and performing art, expressing feelings and responses ● Sing in a group or independently, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings ● Talk about music expressing feelings and emotions ● Sing in a group or independently, increasingly matching the pitch and following the melody ● Develop storylines I pretend play ● Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings ● Create collaboratively, sharing ideas, resources and skills ● Talk about music expressing feelings and emotions ● Sing in a group or independently, increasingly matching the pitch and following the melody ● Develop storylines I pretend play 	<ul style="list-style-type: none"> ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects ● Talk about music expressing feelings and emotions ● Sing in a group or independently, increasingly matching the pitch and following the melody ● Develop storylines I pretend play ● Explore and engage in music making and dance, performing solo or in groups

	<ul style="list-style-type: none"> ● Explore colour and colour mixing ● Listen with increased attention to sounds ● Respond to what they have heard, expressing their thoughts and feelings ● Remember and sing entire songs ● Sing the pitch of a tone sung by another person – ‘pitch match’ ● Sing the melodic shape (moving melody, such as up and down, down and up of familiar songs) ● Create own songs, or improvise a song around one they know 	<p>detail, such as representing a face with a circle and including detail</p> <ul style="list-style-type: none"> ● Play instruments with increasing control to express their feelings and ideas ● Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> ● Develop storylines I pretend play ● Explore and engage in music making and dance, performing solo or in groups 		<ul style="list-style-type: none"> ● Explore and engage in music making and dance, performing solo or in groups 	
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