

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
Values/British Values	Aim high	Engage	Support	Respect	Courage	Resilience
Safeguarding	Who to talk to? NSPCC Speak out stay safe	Anti-Bullying Week Who to talk to? Feeling safe at school NSPCC Let's talk PANTS	Internet Safety Day Who to talk to?	Who to talk to? 999 PCSO NSPCC Let's talk PANTS	Who to talk to? Pedestrian Training	Who to talk to? RNLI Water safety NSPCC Let's talk PANTS Internet safety
Charity links		Children in Need	NSPCC Number day	Sport/Comic Relief		
Key skills	Self-Management Evaluating Strengths and Weaknesses, Setting Goals and Targets, Managing and Regulating Self	Being Creative Imagining, Generating, Inventing, Taking Risks for Learning	Working with Others Being Collaborative, Being Sensitive to Others' Feelings, Being Fair and Responsible	Resilience and independence Building confidence, and develop problem-solving skills.	Managing Information Asking, Accessing, Selecting, Recording, Integrating, Communicating	Thinking, problem Solving and Decision Making Searching for Meaning, Deepening Understanding, Coping with Challenges
Community	Harvest festival	West End Lights Christmas Fair		Easter service	Teddy bear picnic	June fling
Enhanced activities	Local area walk Cooking focus: Bake gingerbread men	People who help us – visits to school including emergency services Pantomime Post a letter to Santa Cooking focus: Christmas baking	Visit the church. Tasting Chinese food. trying different toppings on pancakes. Cooking focus: making smoothies (linked to Sport's Relief)	Gardening and planting Working with kitchen staff – where does food come from? Cooking focus: Cheese scones for healthy lifestyle	Have a party Cooking focus: Make fairy cakes and decorate for party	Whole school trip to the zoo. Cooking focus: Make and have a picnic

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Essential Letters and Sounds	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
Link to Development Matters and Statutory Framework for the EYFS	Phase 2 Read individual letters by saying the sounds for them. Blend sounds into words. Read harder to read and spell words. Read simple phrases and sentences made up of words with known letter sound correspondences.	Phase 3 Read individual letters by saying the sounds for them. Blend sounds into words. Read harder to read and spell words. Read simple phrases and sentences made up of words with known letter sound correspondences. Spell words by identifying the sounds and write them.	Phase 3/4 Read individual letters by saying the sounds for them. Blend sounds into words. Read harder to read and spell words. Read simple phrases and sentences made up of words with known letter sound correspondences. Spell words by identifying the sounds and write them. Read letter groups that represent one sounds (digraphs and trigraphs). Read sentences with fluency.	Phase 3-4 Read individual letters by saying the sounds for them. Blend sounds into words. Read harder to read and spell words. Read simple phrases and sentences made up of words with known letter sound correspondences. Spell words by identifying the sounds and write them. Read letter groups that represent one sounds (digraphs and trigraphs). Read sentences with fluency.	Phase 4 Read harder to read and spell words. Read simple phrases and sentences made up of words with known letter sound correspondences. Spell words by identifying the sounds and write them. Read letter groups that represent one sounds (digraphs and trigraphs). Read sentences with fluency.	Phase 5 introduction Read harder to read and spell words. Read simple phrases and sentences made up of words with known letter sound correspondences. Spell words by identifying the sounds and write them. Read letter groups that represent one sounds (digraphs and trigraphs). Read sentences with fluency.
By the end of each term children will know...	Phase 2 Week 1 - s a t p Week 2 - i n m d - I, the, no Week 3 - g o c k - put, of, is Week 4 - ck e u r - to, go, into Week 5 - s ss - Assess and review week R:1 - pull Week 6 - h b f/ff l/l - as, his	Phase 3 Week 1 - j v w x - he she buses Week 2 - y z/z qu ch - we, me be Week 3 - sh th ng nk - push Week 4 - ai ee igh oa - was, her Week 5 - -es - Assess and review week R:2 Week 6 - Review week R:3 - my, you	Phase 3/4 Week 1 - oo - Review week R:4 Week 2 - ar ur oo or - they, all, are Week 3 - ow oi ear air Week 4 - ure er ow - ball, tall Week 5 - Assess and review week R:4 - when, what Week 6 - Review week R:6	Phase 3-4 Week 1 - Review week R:7 - said, so, have Week 2 - Review week R:8 - were, out, like Week 3 - Review week R:9 - some, come, there Week 4 - Review week R:10 - little, one, do Week 5 - Assess and review week R:11 - children, love Week 6 - Review week R:12	Phase 4 Week 1 - Phase 4:1 CVCC - ed /ed/ Week 2 - Phase 4:2 CCVC - ed /t/ Week 3 - Phase 4:3 CCVCC - ed /d/ Week 4 - Phase 4:4 CCCVC Week 5 - Assess and review week R:13 Week 6 - Phase 4:5 CCCVCC -er -est	Phase 5 introduction Week 1 - ay ou ie ea -le - oh, their Week 2 - oy ir ue aw - people, Mr, Mrs Week 3 - wh p hew oe - your, ask, should Week 4 - au ey a-e e-e - would, could, asked Week 5 - Assess and review week R:14 - house, mouse, water Week 6 - i-e o-e u-e c - want, very

ELG – Word Reading	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
Key texts	Books about starting school Pete the cat The Gingerbread Man Books about families Monkey Puzzle The Little Red Hen Goldilocks and the Three Bears The Best Diwali Ever	The Leaf Thief The Gruffalo It was a Cold Dark Night Night Monkey Day Monkey Owl Babies The Snowman Stick Man	One Snowy Night Pip and Posy: the Snowy Day Penguin and Pinecone The Great Race And Tango Makes Three Lost and Found	Jack and the beanstalk Mr Wolf’s Pancake The Enormous Turnip The Very Hungry Caterpillar We’re Going to Find the Monster Chicken Licken The Clangers – The Egg	Whatever Next How to Catch a Star The Smeds and the Smoos Toys in Space Look Up Mr Benn – The Space Man	Three Billy Goats Gruff Rapunzel The Three Little Pigs Zog Mr Benn – Red Knight Little Red Riding Hood The Magic Porridge Pot
Link to Development Matters and Statutory Framework for the EYFS	Attach meaning to mark making. Write initial sounds. Write recognisable letters, most of which are correctly formed.	Write initial sounds. 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 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 short sentences with words with known letter sound correspondences.	Write short captions/sentence by identifying the words. Then segmenting the sounds and writing the corresponding letters. Write short sentences with words with known letter sound correspondences using a full stop and a capital letter.	Write short sentences with words with known letter sound correspondences using a full stop and a capital letter. Re-read own writing to check it makes sense.	Write short sentences with words with known letter sound correspondences using a full stop and a capital letter. Re-read own writing to check it makes sense.

By the end of each term children will know...

	<ul style="list-style-type: none"> How to use letters in independent marking making, using some sounds correctly, including initial sounds. How to copy a word. How to write their own first name accurately, beginning to form letters correctly. 	<ul style="list-style-type: none"> How to write words and captions which include the phonemes they have been taught and some harder to read and spell words. How to write short, dictated sentences with adult support. How to write capital letters. How to identify capital letters and full stops in writing. 	<ul style="list-style-type: none"> How to write simple captions and sentences independently. How to write words using the phonemes they have been taught. How to write recognisable letters, most of which are correctly formed.
ELG - Writing	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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. 		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story

Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:

Key texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gingerbread Man (and alternative versions) My Skin, your Skin Multi-cultural books about families Books about different homes Little Lumpty On my way home Monkey Puzzle Dear Zoo Goldilocks and the Three Bears	The Baby Hedgehog Day Monkey, Night Monkey Funny Bones After the Storm The Best Diwali Ever Seasonal books Owl Babies Whatever Next The Tiger who came to Tea Stickman Owl and the Star	The Sleepy Penguin Lucky Bamboo The Great Race (Emily Hiles) 365 Penguins And Tango Makes Three 10 Little Penguins Lost and Found Polar Animals Penguin and Pinecone Matthew Henson books Chinese New Year books Seasonal books Mrs Armitage on wheels Peace at Last Lost and Found Guess how much I love you	Jack and the Beanstalk (and alternative versions) Jasper and the Beanstalk Oliver's Vegetables Eddie's Garden The Seed (Eric Carle) Growing beans – non fiction books The Gruffalo Handa's surprise Mr Wolf's Pancakes	Toys in Space Look Up Old and New Toys Dig, Dig, Digging How to Catch a Star Six Dinner Sid Mr Gumpy's outing Something Else Elmer Giraffes can't dance The lion inside The Lion who wanted love	The Kiss that Missed Hansel and Gretel Chicken Licken The 3 Little Pigs Good Knight Sleep Tight The Knight Who Wouldn't Fight Zog Shhh! Non fiction books about castles

Key songs and rhymes	Hush Little Baby Old Mother Hubbard I've got a body Funny bones If you're happy and you know it Dingle, Dangle Scarecrow	When Santa got stuck up the chimney Jingle Bells We wish you a Merry Christmas Rudolph the Red Nosed Reindeer	Here we go round the mulberry bush Frosty the Snowman We're Walking in the Air (music) Heads, Shoulders, Knees and Toes	Five little ducks Five little speckled frogs Hot cross buns Mary, Mary quite contrary Jack and Jill	Five little men in a flying saucer Zoom, Zoom Zoom The National Anthem Down in the Jungle 5 Little Monkeys Swinging in the Trees	When Goldilocks Lived at the House of the Bears Old McDonald The Grand Old Duke of York I am a princess
Link to Development Matters and Statutory Framework for the EYFS	Engage in story times, poems, rhymes and songs Learn and use new vocabulary and apply this to different contexts Listen to and talk about stories to build familiarity and understanding. Retell stories.					
By the end of each term the children will know...						
Comprehension	<ul style="list-style-type: none"> that stories have a beginning, middle and an end. When listening to familiar stories and they can recall some key events using key vocab First, next, after that, finally. 	<ul style="list-style-type: none"> how to sequence familiar stories. How to retell a familiar story. How to express preference for books/ songs/ rhymes. 	<ul style="list-style-type: none"> how to listen to stories and begin to predict what may happen next. how to talk about a favourite book in detail. 	<ul style="list-style-type: none"> that non-fiction texts contain information and can be read in any order. To know how to justify a prediction using because. how to make predictions and explain understanding in shared texts. 	<ul style="list-style-type: none"> how to justify a preference when choosing texts when learning. how to understand a sentence that they have just read. 	<ul style="list-style-type: none"> how to retell stories and narratives using own words and new vocabulary taught. how to anticipate key events in stories.
ELG - Comprehension	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:						

<p>Link to Development Matters and Statutory Framework for the EYFS</p>	<p>Developing and using new vocabulary Describing events in increasing detail Retell stories using some exact phrases and their own words Learn and use new vocabulary and apply this to different contexts Connect ideas using a range of connectives orally Retell familiar stories in detail and innovate to tell own stories</p>
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By the end of each term, children will know...

<p>Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> How to begin to show the physical attributes of a good listener (sit, look, listen etc). Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with. How to remember some of what happens. Know how to sing songs and say rhymes independently, for example, singing whilst playing. How to hear the difference between a range of sounds. To stop and listen when asked by an adult. To listen to others 1:1 or small groups when the conversation interests them. 	<ul style="list-style-type: none"> Demonstrate good listening through increased interaction. To engage in new rhymes, poems and songs. Know how to explain my thinking in front of a small group of children. How to listen to a story and can remember much of what happens. How to share a book with a friend talking through the pictures or repeating language heard when it was read. How to talk about and retell a range of familiar stories, with visual prompts. <ul style="list-style-type: none"> How to make predictions about a story using the relevant vocabulary with independence. 	<ul style="list-style-type: none"> Showing an understanding of a broader vocabulary. To engage in new rhymes, poems and songs. Know how to ask questions to find out more. How to listen to and talk about selected nonfiction to develop deep familiarity with new knowledge and vocabulary. How to begin to think about 'why' events happen. How to respond to open questions that aren't visible. To understand a range of complex sentence structures. 	<ul style="list-style-type: none"> Initiates interactions and shows an understanding of more complex questions. To engage in new rhymes, poems and songs. How to use new vocabulary in different contexts How to describe events in some detail. How to begin to understand and ask how and why questions. How to listen to adults from the local community. To follow a story without pictures of prompts. 	<ul style="list-style-type: none"> New rhymes, poems and songs. How to articulate ideas and thoughts in well-formed sentences. How to sustain listening and attention for a longer period of time. How to engage in non-fiction books. How to articulate ideas and thoughts in well-formed sentences. How to sustain listening and attention for a longer period of time. 	<ul style="list-style-type: none"> Explore new rhymes, poems and songs. Articulate ideas and thoughts in well-formed sentences. How to sustain listening and attention for a long period of time. To understand questions such as who, what, where, when, why and how. How to have conversations with adults and peers with back and forth exchanges
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<p>Speaking</p>	<ul style="list-style-type: none"> • How to initiate a conversation with an adult. • How to initiate a simple conversation with a friend. • How to describe characteristics of objects: e.g. what size/shape/colour it is. • How to use conjunction 'and' in sentences. • How to attempt to answer 'why' questions. 	<ul style="list-style-type: none"> • How to verbally tell another child if I want them to do something different. • How to ask 'what, where' when exploring things in play • How to describe events • How to retell stories. • How to initiate a conversation with an adult which includes questions. • How to clearly use talk to organise my play with others. • How to enunciate most key sounds. • How to begin to use tenses and plurals to extend my sentences (but may get the irregular ones a bit muddled). • How to begin to make predictions about a story, sometimes supported by an adult with vocabulary. 	<ul style="list-style-type: none"> • How to clearly use talk to organise my play. • How to use alliteration phrases in their play, e.g. sizzling sausages/ chunky chips. • How to ask and answer 'why' questions in context. • Several previously unfamiliar words • (related to my current and previous learning focus) and can use them in context. 	<ul style="list-style-type: none"> • How to begin to understand how and why questions and give explanations. • How to use because to explain their predictions and thinking. • How to talk more extensively about things that are of particular importance to them linking to our local environment. 	<ul style="list-style-type: none"> • How to begin to express own opinions and justify them. • How to begin to articulate their own thoughts and ideas. • Uses talk for a range of purposes. • How to use talk to help work out problems and organise thinking and activities. • How to explain how things work and why they might happen • How to respond during whole class discussions. • How to connect one idea or action to another using a range of connectives. • How to articulate their thoughts and ideas in well-formed sentences. 	<ul style="list-style-type: none"> • How to explain how things work or why things have happened. • How to use talk to help work out problems and organise thinking and activities. • How to explain how things work and why they might happen. • How to respond during whole class discussions. • How to connect one idea or action to another using a range of Connectives. • How to articulate their thoughts and ideas in well-formed sentences.
<p>ELG - Listening, Attention and Understanding</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> • 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. 					

ELG Speaking	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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. 					
Key vocabulary	<p>Family, home, school, plesiosaur, Mary Anning, self, portrait, features, (looking at more detailed features compared to Nursery ie eye brows, eyelashes), Lincoln, West End, common, map, road, path, live,</p>	<p>autumn, season, change, colour, divali, Rama and Sita, celebration, Festivals of Light, Bonifre Night, sparklers, fizz, Guy Fawkes, Christmas, nativity, Jesus, Mary, Joseph, stable, Bethlehem, Oral health, clean, tooth decay,</p>	<p>Winter, freeze, melt, frost, snow, ice, season, change, cold, freezing, penguin, antartcitca, South Pole, seal, whale, albatross, dolphin, North Pole, artctic, Polar bear, hare, fox etc. Lunar (Chinese) New year, Year of the ..., Valentine's Day, love, friendship, family, Shrove Tuesday, lent, pancake, place of worship, church</p>	<p>Grow, change, root, stem, leaf, flower, water, light, photosynthesis, spring, season, change, life cycle, egg, caterpillar, chrysalis, butterfly, frogspawn, tadpole, froglet, frog Oral health, clean, tooth decay,</p>	<p>Space, planet, astronaut, earth, moon, names of planets, solar system, Material, strong, construct, stable, map, road, path, aerial view, Lincoln Castle, Lincoln Cathedral, uphill, downhill, toys, old and new, windup, lever,</p>	<p>Materials, waterproof, leak, permeate, dry, secure, float, sink, investigate, experiment, summer, change, Farm, (aniamls that live on a farm), Oral health, clean, tooth decay,</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
Theme taken from PSHE association	<p>Me and My Relationships</p> <ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2) 	<p>Valuing Difference</p> <ul style="list-style-type: none"> I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend 	<p>Keeping Safe</p> <ul style="list-style-type: none"> What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings 	<p>Rights and Respect</p> <ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world 	<p>Being my Best</p> <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger

			<ul style="list-style-type: none"> Keeping safe online People who help to keep me safe 	<ul style="list-style-type: none"> Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe 		<ul style="list-style-type: none"> Me and my body - girls and boys
<p>Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:</p>						
<p>Link to Development Matters and Statutory Framework for the EYFS</p>	<p>See self as a valuable individual To build constructive and respectful relationships Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspective of others To express feelings and consider the feelings of others</p>		<p>See self as a valuable individual To build constructive and respectful relationships Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspective of others To express feelings and consider the feelings of others Know and talk about the different factors that support their overall health and wellbeing.</p>		<p>See self as a valuable individual To build constructive and respectful relationships Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspective of others To express feelings and consider the feelings of others Know and talk about the different factors that support their overall health and wellbeing.</p>	
<p>Planned Termly Activities</p>	<ul style="list-style-type: none"> Learning our school rules. Take turns and share. Using good manners. To identify people special to them and why special, e.g. family, friends, carers. How to be a good friend. Naming and recognising different emotions, talking about your emotions and deal with feelings in a positive way. To be able to name an adult they can go to if they are worried about anything. 	<ul style="list-style-type: none"> Similarities and differences between self and others. How are we all unique Boundaries that are appropriate with friends and others. To understand that people's bodies and feelings can be hurt Other families can look quite different from their family. – Types of family Bullying can affect our mental wellbeing. Anti bullying week Pantosaurus 	<ul style="list-style-type: none"> Understanding what is safe to go into and onto our bodies. How to be safe indoors and outdoors. Media Literacy and Digital Resilience (Internet safety Day) How can the internet help us? What is it used for? Ask for help if unsure what to do. Being sensible about the amount of time being spent online. That games have age restrictions to keep us safe. Identifying feelings and how to deal with them in a positive way. Children's Mental Health Week 	<ul style="list-style-type: none"> How can we look after out special people? How can we look after our planet/ environment? Why do people work? What do they do? Who works in our community? What is money? What is it used for? Where do we get money from? Oral health Pantosaurus 	<ul style="list-style-type: none"> To identify positive things about themselves and recognise and celebrate their strengths and say what they enjoy about school and things they do outside of school. Belief that everyone can do things to improve surroundings and support others. Why do we need to stay healthy? The importance of healthy eating. What are healthy food choices? Benefits of exercise, rest / sleep. Pedestrian safety 	<ul style="list-style-type: none"> The different seasons and their changes. Life stages of plants animals and humans. Preparation for Year 1. To learn about change and the associated feelings. What boundaries are appropriate in friendships? How to recognise that you are feeling unsafe? – Make sure you are listened to, bodies and feelings can be hurt How to deal with a real emergency 111 or 999. How to stay safe in the sun.

By the end of each term children will know...						
<p>Self-Regulation</p>	<ul style="list-style-type: none"> To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one- step instructions 	<ul style="list-style-type: none"> It's not ok to keep secrets that make us feel unsafe. The Pants rules -privates are private -always remember your body belongs to you -no means no -talk about secrets that upset you -speak up, someone can help To talk about how they are feeling. To begin to consider the feelings of others To adapt behaviour to a range of situations. 	<ul style="list-style-type: none"> To ask an adult for help if they see something they don't like online. That we all experience different emotions and be able to name happy, sad, cross, tired, scared, worried. To focus during longer whole class lessons. To follow two- step instructions. 	<ul style="list-style-type: none"> It's not ok to keep secrets that make us feel unsafe. The Pants rules - privates are private - always remember your body belongs to you -no means no - talk about secrets that upset you speak up, someone can help. To identify and moderate their own feelings socially and emotionally <ul style="list-style-type: none"> To consider the feelings and needs of others 	<ul style="list-style-type: none"> That we all experience different emotions and be able to name happy, sad, cross, tired, scared, worried. To know that we can speak to a grown up if we are feeling any emotion that we don't like. That bullying can hurt other people's feelings. That bullying can hurt other people's feelings. <ul style="list-style-type: none"> To control their emotions using a range of techniques. To set a target and reflect on progress throughout 	<ul style="list-style-type: none"> How they feel about moving to Year 1 and who they can talk to about it. To know that we can speak to a grown up if we are feeling any emotion that we don't like. It's not ok to keep secrets that make us feel unsafe. <ul style="list-style-type: none"> To maintain focus during extended whole class teaching. To follow instructions of three steps or more.
<p>Managing Self</p>	<ul style="list-style-type: none"> That it is fair to share and take turns with others. To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the Year R environment. To use the toilet independently. 	<ul style="list-style-type: none"> To develop class rules, and understand why we need to have rules. To put a P.E. kit on independently. To have confidence to try new activities. 	<ul style="list-style-type: none"> That they have things that they are good at and enjoy in school and out of school. That spending a lot of time looking at screens doesn't support a healthy lifestyle. To begin to show resilience and perseverance in the face of challenge. To practice doing up a zipper. 	<ul style="list-style-type: none"> That we should brush our teeth twice a day to avoid tooth decay. Which foods are good for our teeth and which foods we should eat as a treat and what can happen to our teeth if we eat too many treats. To practice doing buttons. 	<ul style="list-style-type: none"> That to lead a healthy lifestyle we need to eat and drink healthily, get enough sleep and exercise. To know that to cross the road safely, we stop, look and listen. To know that to be safe when walking in our local area, we need to stay on the pavement, hold hands with a grown up. To show a 'can do' attitude. 	<ul style="list-style-type: none"> That to stay safe in the sun we should wear a hat, wear sunscreen, drink water and stay in the shade as much as possible. To call 999 in an emergency. To understand the importance of healthy food choices. To show resilience and perseverance in the face of challenge

<p>Building Relationships</p>	<ul style="list-style-type: none"> How to name those special to them including those in their family. That being a good friend involves being kind and respectful. Who to ask for help if a relationship makes you feel unhappy or unsafe. To seek support of adults when needed To gain confidence to speak to peers and adults 	<ul style="list-style-type: none"> That we are all different and unique and that's what makes us special. We must treat our friends how we like to be treated eg we must use kind words as we don't like it when others use unkind words to us. To play with children who are playing with the same activity. To begin to develop friendships. To have positive relationships with all Year R staff. 	<ul style="list-style-type: none"> That families can look different to their own and can be made up of a variety of family members. To begin to work as a group with support. To use taught strategies to support turn taking. 	<ul style="list-style-type: none"> To listen to the ideas of other children and agree on a solution and compromise. 	<ul style="list-style-type: none"> To work as a group. To begin to develop relationships with other adults around the school. 	<ul style="list-style-type: none"> We must treat our friends how we like to be treated eg we must use kind words as we don't like it when others use unkind words to us. That peoples bodies and feelings can be hurt. To have confidence to communicate with adults around the school. To have strong friendships
<p>ELG - Self-Regulation</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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 to follow instructions involving several ideas or actions. 					
<p>ELG – Managing Self</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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. 					
<p>ELG – Building Relationships</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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. 					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:						
Link to Development Matters and Statutory Framework for the EYFS	<ul style="list-style-type: none"> Revise and refine the movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing (moving with more fluency and control). Develop strength, balance and ability Develop small motor skills to use a range of tools competently, safely and confidently e.g. pens, scissors, knife and fork. Paintbrushes Confidently and safely use a range of large and small apparatus indoors and outdoors Develop and refine a range of ball skills (kicking, throwing, catching, passing, batting and aiming) Develop the foundations of a handwriting style which is fast, accurate and efficient 					
	<u>Gross motor</u> Introduction to PE: Unit 1 Balls Skills: Unit 1	<u>Gross motor</u> Fundamentals: Unit 1 Gymnastics: Unit 1 Firework dance.	<u>Gross motor</u> Games: Unit 1 Dance: Unit 1 Chinese new year dance	<u>Gross motor</u> Fundamentals: Unit 2 Dance with Miss Sophie	<u>Gross motor</u> Games: Unit 2 Forest School with Mrs McTear Multi skills linked to Sport's day	<u>Gross motor</u> Ball Skills: Unit 2 Gymnastics: Unit 2 Multi skills linked to Sport's day
Continuous/Enhanced Provision	Over the course of the year, children will have the opportunity to explore the 'Funky Fingers' table in their classroom with a variety resources and activities which promote the development of fine motor skills. Outdoors, the children have access to the climbing frame in the playground and pirate ship/climbing equipment on the field in dry weather, and a variety of equipment in the outdoor area which promotes gross motor skill development all year round.					
By the end of each term, children will know:						

Physical Development	<p>Fine motor:</p> <ul style="list-style-type: none"> -To use a dominant hand -To mark make using different shapes -To begin to use a tripod grip when using mark making tools -To use tweezer to transfer objects -To thread large beads -To use large pegs -To begin to copy letters. -To hold scissors correctly and make snips in paper -To hold a fork and spoon correctly. <p>Gross motor:</p> <ul style="list-style-type: none"> -To move safely in a space. -To stop safely. -To develop control when using equipment. -To follow a path and take turns -To work co- operatively with a partner. 	<p>Fine motor:</p> <ul style="list-style-type: none"> -To begin to use anticlockwise movement and retrace vertical lines -To hold scissors correctly and cut along a straight and zigzagged lines. -To use a tripod grip when using mark making tools -To accurately draw lines, circles and shapes to draw pictures -To write taught letters using correct formation <p>Gross motor:</p> <ul style="list-style-type: none"> -To balance. -To run and stop. -To change direction. -To jump -To hop. -To explore different ways to travel using equipment. 	<p>Fine motor:</p> <ul style="list-style-type: none"> -To use a tripod grip when using mark making tools -To hold scissors correctly and cut along a curved line -To use tools such as; a hammer, saw -To thread small beads -To use small pegs -To write taught letters using correct formation <p>Gross motor:</p> <ul style="list-style-type: none"> -To roll and track a ball, -To develop accuracy when throwing to a target. -To dribble using hands. -To throw and catch with a partner. -To dribble a ball using feet. To kick a ball to a target 	<p>Fine motor:</p> <ul style="list-style-type: none"> -To hold scissors correctly and cut out large shapes -To write letters using the correct letter formation and control the size of letters -To use tools such as; a hammer, saw and screwdriver <p>Gross motor:</p> <ul style="list-style-type: none"> -To create short sequences using shapes, balances and travelling actions. -To balance and safely use apparatus. -To jump and land safely from a height. -To develop rocking and rolling. -To explore traveling around, over and through apparatus. 	<p>Fine motor:</p> <ul style="list-style-type: none"> - To hold scissors correctly and cut out small shapes -To copy letters using correct formation -To paint using thinner paintbrushes <p>Gross motor:</p> <ul style="list-style-type: none"> -To use counting to help to stay in time with the music when copying and creating actions -To move safely with confidence and imagination, communicating ideas through movement -To explore movement using a prop with control and co- ordination -To move with control and co- ordination, copying, linking and repeating actions -To remember and repeat actions, exploring pathways and shapes 	<p>Fine Motor:</p> <ul style="list-style-type: none"> -To hold scissors correctly and cut various materials -To create drawings with details -To copy letters using the correct formation -To independently use a knife, fork and spoon to eat a range of meals. <p>Gross motor:</p> <ul style="list-style-type: none"> -To develop accuracy when throwing and practise keeping score -To follow instructions and move safely when playing tagging games -To learn to play against an opponent -To play by the rules and develop coordination -To explore striking a ball
ELG – Gross Motor Skills	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 					

ELG – Fine Motor Skills	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all case • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:						
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Compare weight and capacity Continue, copy and create repeating patterns	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Select, rotate and manipulate shapes to develop spatial reasoning skills Use vocabulary linked to time	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Understand one more and one less Explore the composition of numbers to 1- (part, part whole) Compare length Compare weight and capacity Begin to measure time using non standard units	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Understand one more and one less Explore the composition of numbers to 1- (part, part whole) Select, rotate and manipulate shapes to develop spatial reasoning skills	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Explore the composition of numbers to 1- (part, part whole) Automatically recall number bonds to 5 and 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can	Count objects actions and sounds Subitise Match numeral to value Count beyond 10 Compare numbers Explore the composition of numbers to 1- (part, part whole) Automatically recall number bonds to 5 and 10. Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can
Planned Activities	See NCETM Mastering Number and White Rose Maths Plans					
By the end of each term children will know...						

<p>Number and Numerical Patterns</p>	<ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed. • subitise different arrangements, both unstructured and structured. • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers, connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns. • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek •
<p>Number vocabulary</p>	<p>Subitise - see, look, groups, whole, more, less, part Count – counting, number, (number names), how many?, cardinality (concept not word) Comparison – compare, more, fewer, fair, share, same, different, less</p>	<p>Subitise - see, look, groups, whole, more, less, part Count – counting, number, (number names), how many?, cardinality (concept not word) Comparison – compare, more, fewer, fair, share, same, different, less Composition – parts, whole, group, combination, how many, se, make, sets, (number names), number bond, number pair, partition, split, separate, amount</p>	<p>Subitise - see, look, groups, whole, more, less, part Count – counting, number, (number names), how many?, cardinality (concept not word) Comparison – compare, more, fewer, fair, share, same, different, less Composition – parts, whole, group, combination, how many, se, make, sets, (number names), number bond, number pair, partition, split, separate, amount</p>

<p>Shape, Space and Measure</p>	<ul style="list-style-type: none"> • Know that objects can be compared and ordered according to their size and use the associated vocabulary. • Copy, continue and create their own simple AB repeating patterns. • Know that circles have one curved size and triangles have three straight sides. Begin to recognise these shapes in everyday items. • Hear and begin to use positional language to describe how items are positioned in relation to other items. • Know that squares and rectangles have four straight sides and for corners. They begin to recognise these shapes on everyday items. • Talk about night and day and order key events in their daily routines. 	<ul style="list-style-type: none"> • Know that objects can be compared according to weight, and that smaller objects can be heavier than larger objects and use the associated vocabulary. • Know that objects can be compared according to capacity and use the associated vocabulary. • Use mathematical vocabulary to describe height and length. • How sequence events from their day, and use vocabulary 'yesterday', 'today', 'tomorrow' to describe when things happen. • To name some 3D shapes and explore similarities and differences. • Copy, continue and create their own patterns which include three full patterns of repeat. 	<ul style="list-style-type: none"> • How to select and rotate a shape to fill a given space. • That shapes can be combined and separated to make new shapes. • Use positional language to describe where objects are in relation to other objects. • That places and models can be replicated and experience looking at these from different positions. • The children understand that we can make maps and plans to represent places and use these to see where things are in relation to other things.
<p>SSM vocabulary</p>	<p>Comparison of weight Big, small, large, bigger, larger, smaller, heavy, heavier, heaviest, light, lighter, lightest Comparison of Capacity – full, fuller, fullest, empty, nearly empty, estimate Pattern – repeat, next, create, copy, rotate, move, turn, place, move, position, in front, next to, behind Shape – square, rectangle, circle, triangle, sides, corners Time – night, day, routine, order, first, next, then, after that, clock</p>	<p>Comparison of weight Big, small, large, bigger, larger, smaller, heavy, heavier, heaviest, light, lighter, lightest Comparison of Capacity – full, fuller, fullest, empty, nearly empty, estimate Length – long, longer, longest, short, shorter, shortest, tall, taller, tallest Time – yesterday, today, tomorrow, (days of the week), night, day, afternoon, morning, evening. 3D shape – cone, cube, cuboid, sphere, cylinder, pyramid, same different, Pattern – repeat, notice, next, create, copy.</p>	<p>Pattern – repeat, next, create, copy, rotate, move, turn, place, move, position, in front, next to, behind Shape – join, separate, connect Positional language – under, over above, below, next to, inside, outside, on top of, in front of, behind</p>
<p>ELG - Number</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> • 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. 		
<p>ELG – Numerical Patterns</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> • 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. 		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
	Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:					
Link to Development Matters and Statutory Framework for the EYFS	<p>People, Culture and Communities Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways (Christmas, Diwali) Compare and contrast characters from stories, including figures from the past (Nativity, Rama and Sita).</p>		<p>People, Culture and Communities Compare and contrast characters from stories, including figures from the past (Easter story). Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways (Easter).</p>		<p>People, Culture and Communities Compare and contrast characters from stories, including figures from the past (Creation story). Recognise some similarities and differences between life in this country and life in other countries.</p>	
Planned Activities:	<p>Hindu - Diwali Christian - Christmas Harvest Remembrance Sunday Bonfire Night, Halloween</p>		<p>Christian - Easter, Pancake Day Muslim - Eid and Ramadan Chinese (Lunar) New Year St Valentine's Day New Year Mother's Day</p>		<p>Buddhist - Buddha Day Jewish - Shavout Muslim - Eid-ul-Adha Father's Day May Day The king's birthday Visit to the local church</p>	
By the end of each term, children will know:						
People, Cultures and Communities	<ul style="list-style-type: none"> Learn that some times are special and be able to describe them, eg Diwali, Christmas, birthdays, candles, lights, food, stories, celebrations Know that celebrations may be different for their friends. Know and talk about their family celebrations Know that people worship in different places Be told the nativity story Know that Christians believe that Jesus is the son of God Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. 		<ul style="list-style-type: none"> What pancake day is and why we celebrate it. Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. How and why Muslims celebrate Eid. Why Chinese New Year happens and how it is celebrated. 		<ul style="list-style-type: none"> The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it That Buddhists celebrate Buddha day and how they do this. When the King's Birthday is. What it is like inside a church. 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world	Me, Myself and I	Bright Lights and Dark Nights	A Winter Wonderland	Ready, Steady Grow	Our special world	Tell me a story
Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:						
Link to Development Matters and Statutory Framework for the EYFS Foundation Stage	<p><u>Past and Present</u> Talk about members of their immediate family and community Name and describe people who are familiar to them</p> <p><u>People, Cultures and Community</u> Understand that some places are special to members of their community</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them Draw information from a simple map</p>	<p><u>Past and Present</u> Compare and contrast characters from stories including figures from the past Comment on images of familiar situations in the past</p> <p><u>People, Cultures and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them</p>	<p><u>People, Cultures and Communities</u> Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them Draw information from a simple map. Recognise some environments that are different from the one in which they live</p>	<p><u>People, Cultures and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them Explore the natural world around them</p>	<p><u>Past and Present</u> Comment on images of familiar situations in the past</p> <p><u>People, Cultures and Communities</u> Talk about members of their immediate family and community Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries</p> <p><u>The Natural World</u> Draw information from a simple map Recognise some environments that are different from the one in which they live</p>	<p><u>Past and Present</u> Comment on images of familiar situations in the past</p> <p><u>The Natural World</u> Understand the effect of changing seasons on the natural world around them Compare and contrast characters from stories including figures from the past Draw information from a simple map Recognise some environments that are different from the one in which they live</p>

<p>Planned termly activities</p>	<ul style="list-style-type: none"> All about me – what can I do now? Past and future, how have I changed? My Family, Special People and different types of families My home and different types of homes What were we like as babies? What did we used to do? How have we changed? Where did we go in the summer holidays? Mary Anning My body – parts of the body and the senses. My local area and what is it like – Maps of local area, google maps 	<ul style="list-style-type: none"> People who help us and what jobs do they do – link to PSE and safe people. People who work at night and why Classification - Woodland animals /Nocturnal animals Other festivals and why are they important - Diwali Bonfire Night – including Guy Fawkes Remembrance day World Hello Day- Nepal Seasonal change – Autumn Using a computer – what a computer is/does – simple computer skills 	<ul style="list-style-type: none"> Changes of state – Freezing and Melting – why does it happen? Animal classification – sorting and comparing animals in different Climates. Penguins and where they live. Floating and sinking experiments – boat making Other festivals and why are they important Chinese new year Valentine’s day Pancake day Seasonal changes – Winter Places of worship Cold places in the world - Matthew Henson explorer Walk to local church - see it on a map and create our own map. 	<ul style="list-style-type: none"> What do plants need to grow? What happens to a plant without water / light? What are the parts of a plant? Where does our food come from? Food to fork. Animals and their babies Lifecycle of a butterfly/frog Significant individuals of the past (Van Gogh) Seasonal changes - Spring Other festivals and why are they important – Easter – Church service 	<ul style="list-style-type: none"> To know how and why Muslims celebrate Eid. What is it like in another country? – link to own class, hot climate What is our planet called? What other planets are in our solar system? Seaside holidays then and now The coast - Comparing maps 	<ul style="list-style-type: none"> The best material to use and why – waterproofing Naming and describing different materials – similarities and differences Construction –the best material to use and why Strength of materials – link to the 3 pigs Castles and nobility Seasonal changes – Summer Hot to stay safe in the sun/during the summer.
<p>By the end of the term children will know...</p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> how they have changed since being a baby who is in their family some key features of their home (rooms, garden) Who Mary Anning was and what she 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> at least 5 jobs people do to help us (Police Officer, Doctor, Nurse, Paramedic, Teacher, Vet etc) <p><u>People, Culture and Communities</u></p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> that Matthew Henson was an arctic explorer. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> that people celebrate different festivals (Lunar (Chinese) New 	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> That Christians worship in a church and some features of a church (alter, pews, cross) <p><u>The Natural World</u></p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> some similarities and differences between seaside holidays then and now. <p>To compare maps of costal areas from the past and the present.</p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> That Bristol has a historic Castle and Cathedral. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> That some materials build stronger houses than others. (Eg wooden

	<p>did</p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> there are different kinds of families (2 mums, 2 dads, mum and dad, mum or dad, step mum, dad etc) there are different kinds of homes (flat, bungalow, house, caravan) <p><u>The Natural World</u></p> <ul style="list-style-type: none"> What a map is Some features of their local area (Coop, Common) 	<ul style="list-style-type: none"> that people celebrate different festivals (Diwali, Bonfire Night, Remembrance day) and to know why they celebrate these some similarities and differences between these celebrations <p><u>The Natural World</u></p> <ul style="list-style-type: none"> the names and features of some woodland animals (hedgehog, squirrel, owl, fox, mouse) from books and pictures that some woodland animals are 'nocturnal' what the word 'season' and 'autumn' means that leaves fall from the trees, it gets colder, conkers, fir cones fall from the trees in autumn 	<p><u>Year, Valentine's Day, Shrove Tuesday)</u> and to know why they celebrate these.</p> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> It is the season of 'winter' and that it sometimes snows and can be frosty and the temperatures can be freezing in winter. That some objects float and some sink. That water can freeze and turn to ice, and ice can melt and turn to water. To be able to sort and classify animals that live in different climates (eg penguin and lion, polar bear and parrot) That penguins live in Antarctica. That the North Pole and South Pole are cold and where they are in the world. To be able to point to cold climates on a globe. 	<ul style="list-style-type: none"> It is the season of Spring and that blossom and leaves grow on the trees. Spring flowers grow (daffodils, tulips, crocus) A plant has roots, a stem, a leaf and sometimes a flower. That roots drink the water to help it grow. That a plant needs water, light and air to grow and what happens if they don't have these. The life cycle of a butterfly and vocabulary of the different stages (egg, chrysalis, butterfly) The life cycle of a frog and the vocabulary associated with the different stages (frog spawn, tadpole, froglet, frog.) 	<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> That people celebrate different festivals (Eid) and know why they celebrate these. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> That we live on Earth and there are other planets in our solar system (name some other planets). That the sun is a star. <ul style="list-style-type: none"> That animals in the stories read (Giraffes Can't Dance, The Lion Who Wanted to love, The Lion Inside), live Africa and in other hot climates and where they are in the world. <ul style="list-style-type: none"> To be able to point to hot climates on a globe. 	<p>blocks, over paper). • That some materials absorb water and that some don't and are waterproof.</p> <ul style="list-style-type: none"> It is the season summer, and that it is often warm in summer, and how to stay safe in the sun. To identify the Castle and Cathedral on a simple map.
<p>ELG - Past and Present</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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; 					

<p>ELG - People, Culture and Communities</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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.
<p>ELG - The Natural World</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Expressive Arts and design</p>	<p>Me, Myself and I</p>	<p>Bright Lights and Dark Nights</p>	<p>A Winter Wonderland</p>	<p>Ready, Steady Grow</p>	<p>Our special world</p>	<p>Tell me a story</p>
<p>Through adult led, child led and enhanced provision and by following children's interests, our children will have many opportunities to:</p>						

<p>Link to Development Matters and Statutory Framework for the EYFS Foundation Stage</p>	<p>Creating with Materials Return to and build on their previous learning, refining ideas</p> <p>Being Imaginative and Expressive Develop storylines in their pretend play Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Develop storylines in their pretend play</p> <p>Watch and talk about dance and performing art, expressing their feelings and responses</p>	<p>Creating with Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Being Imaginative and Expressive Explore and engage in music making and dance, performing solo or in groups</p> <p>Develop storylines in their pretend play</p>	<p>Creating with Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Being Imaginative and Expressive Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performing art, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Creating with Materials Create collaboratively sharing ideas, resources and skills</p> <p>Being Imaginative and Expressive Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Creating with Materials Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas</p>
<p>Planned Termly Activities</p>	<p>Music – exploring sound Self-portraits- Black lined drawings Mark making with different materials. Home and doctors role play Exploring construction kits Printing with dots Paint members of my family Creating Rangoli patterns through collage</p>	<p>Colour mixing orange-pumpkins Clay work - Diva lamps Panto visit Christmas role play (home or Santa's workshop) Creating fireworks using chalk on black paper Creating poppies using printing Creating spikes on hedgehog using fork Junk modelling different homes Creating owls with pompoms on pegs Christmas cards Creating Christmas decorations</p>	<p>Music – Music and movement Collage- Lunar New Year lanterns and animals Outdoor band- Lunar New Year Dragon dance Making instruments- Lunar New Year Chinese takeaway role play Making a snowflake Designing a winter snow suit Junk modelling musical instruments for dragon dance Dragon dance Collage a penguin Making a boat for the boy and the penguin</p>	<p>Music – Transport Observational drawing – daffodils Daffodils- water colour Colour mixing green-plants Exploring artists –Van Gogh and Egon Shiele's Sunflowers Pancake making/ Garden Centre role play</p> <p>Make a mother's day card. Making an easter basket Make an easter card Paper weaving. Sewing with hessian. Designing bookmarks.</p>	<p>Music – Big band Space chalk pictures. Den making Making rocket – large scale. Joining materials Space station role play Making toilet roll tube rockets. Water colour planet painting.</p>	<p>Building a house for the 3 little Pigs Making boats and other transport Designing and making crowns Castle/knights role play Printing with sponges to make castles. Creating a dragon. Creating pictures with natural objects. Make father's day cards</p>

<p>Continuous and Enhanced Provision</p>	<p>Over the course of the year, children will have opportunity to explore a variety of materials and media on the Creation Station, in line with their current interests. They will have a variety of role play areas and small world areas which also link to their current interests. They will sing planned and spontaneous songs daily, and hear a variety of music both inside and outside.</p>					
<p>At the end of each term children will know:</p>						
<p>Creating with Materials</p>	<ul style="list-style-type: none"> • How to draw a simple person through using enclosed shapes, lines and dots. • That representations can be made using mark making resources. • That famous artists such as Van Gogh were famous portrait artists and look at some of their work. • How to use brush stroke techniques to paint a portrait. 	<ul style="list-style-type: none"> • That colours can be changed in a predictable way by mixing them together. That orange is made by mixing red and yellow. • To know that a dot can be created using the 'pinch' technique, by manipulating clay manually. • The technique of printing with a sponge/block and for it to be successful both the paper and the block/sponge need to be held still. 	<ul style="list-style-type: none"> • To collage, small pieces of coloured paper need to be stuck closely together to create an effect. That collage can be used to create a different effect to paint. • How to make a shaker or guitar with junk materials. • How to create a boat out of water proof materials. 	<ul style="list-style-type: none"> • That green is made by mixing blue and yellow. That the hue of green can be changed by the amount of blue and yellow added. • That the artists Van Gogh and Egon Shiele painted Sunflowers and to compare. • How to look at an object and draw what they see. • How to use watercolours to paint and use lots of water and do keep the paintbrush clean. 	<ul style="list-style-type: none"> • How to use masking tape and different types of glue to join materials. That different materials require different tape/glue to join them effectively. • How to build a den and ensure a den is stable. • How to use water colours to create a planet. • To create stars and planets with chalk on black paper. 	<ul style="list-style-type: none"> • That collage and paint can be combined to create a different effect eg different papers and fabrics can create different textures and patterns. • How to use a variety of construction materials to build a 'house'.

<p>Being Imaginative and Expressive</p>	<p>Music: Most children should respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name.</p> <ul style="list-style-type: none"> How to role play familiar situations in the home. 	<p>Music: Most children should respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs.</p> <ul style="list-style-type: none"> That music can evoke feelings and images in our minds. That we can move our bodies to create images and in response to music. How to role play Christmas celebrations. 	<p>Music: Most children should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.</p> <ul style="list-style-type: none"> That for Lunar New Year, people perform a dragon dance, and to create and perform our own. How to role play familiar situations in the home. 	<p>Music: Most children should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.</p> <ul style="list-style-type: none"> How to role play making pancakes. How to role play buying items in a garden centre. 	<p>Music: Most children should respond to music, in the context of Funk music. Some children will be able to share and assess their own performance</p> <ul style="list-style-type: none"> How to role play a birthday party. 	<ul style="list-style-type: none"> How to engage in fantasy role play (castle, knights, princesses etc).
<p>ELG – Creating with Materials</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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. 					
<p>ELG – Being Imaginative and Expressive</p>	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> 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. 					