

Reception Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Themes	Marvellous Me	Come Outside	Traditional tales	Growing	At the farm	Super heroes
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	It's good to be me...	Out of this world...	Once upon a Time	If you go down to the woods today...	Ready, Steady, Go!	On Safari
Shared Reading/ Linked texts to help secure and think more deeply about knowledge	The Colour Monster The Rainbow Fish My funny family Titch Mouse's First Day Harry and the Dinosaurs start school	How to Catch a Star Winnie the Witch Christmas Story / Nativity Rama and Sita	The Three Little Pigs Hansel & Gretel The Ugly Duckling The Jolly Postman	Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk	Mr Gumpy's Boat Mrs Armitage on Wheels	Handa's Hen Handa's Noisy Night Rumble in the Jungle
WOW Moments Enrichment Opportunities Visits, Visitors and Experiences to secure children's knowledge	Visits into class from People who Help us in school (Mrs Oliver, Miss Hughes in the office, Miss Mac Lunchtime supervisor, Mrs Vasey the School Cook)	Christmas Trip Walk to the post box – letters to Santa. Remembrance Day Bonfire Night Children in Need	Spring Walk Farm Visit? STEM workshop? Big Bird Watch Chinese New Year LENT Internet Safety Day	Butterflies. Teddy Bears Picnic? Growing Frogs Easter time Easter Craft and Decorated Egg competition.	Bus Journey? Police Visit Dentist Visit RNLI Visit	Zoo? Blue Cross Visit? Sports Day Graduation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	It's good to be me	Out of this world...	Once upon a time...	If you go down to the woods today...	Ready, Steady, Go!	On Safari
Characteristic s of effective learning	Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
	<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
Overarching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.	Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.	Enabling Environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.	Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.		
Assessment Opportunities	DfE Baseline assessment in house baseline Set up RWI Set up Maths Intervention groups Pre Writing Assessment	Ongoing assessments Baseline analysis Parents evening info EYFS team meetings In house moderation RWI Assessment	Ongoing Assessment Pupil Progress Meetings RWI Assessment EYFS Team Meetings	Ongoing Assessment RWI Assessment Maths Assessment EYFS Team Meetings	Ongoing Assessment RWI Assessment EYFS Team Meetings	RWI Assessment EYFS Meetings End of year reports ELG Data
Parent Partnership Opportunities	Staggered Start (2Days) Reading Workshop Family/Baby Photos Picture Books to share at home	Parents Evening Picture Books to share at home Nativity		Parents evening Mid term reports		End of Year Report Graduation Sports Day

<p>Personal, Social and Emotional Development</p>	<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>Developing routines and rules for a happy classroom. Coming into and going home routines developed.</p> <p>Seeing self as an individual</p> <p>Developing bonds as members of the class.</p> <p>Developing roles in the classroom & developing independence in carry out small tasks.</p> <p>RSE - Caring for Me</p> <p>Reflection on the first week/half term. .</p> <p>Know to close the toilet door</p>	<p>Daily Routines become established.</p> <p>How to deal with emotions.</p> <p>Building self confidence - Look at what I can do.</p> <p>RSE - Respectful Relationships.</p> <p>Continuetor build new relationships built on respect.</p> <p>Anti Bullying Week</p> <p>Know to remain in toilet cubicle until fully dressed.</p>	<p>RSE - People who care for me Giraffes Can't Dance - what am I good at?</p> <p>Bedtime routines and why it is important</p> <p>Respect peers privacy when using a shared bathroom</p> <p>Turn taking games</p>	<p>RSE - Healthy Eating Learning about personal qualities and differences. Celebrating differences.</p> <p>Healthy use of screen time.</p> <p>Keeping Safe at Home Food preparation</p>	<p>PANTS - NSPCC I know which parts of my body are private and should remain so.</p> <p>RSE - Respectful Relationships What makes a good friend? Looking after others</p>	<p>Taking part in Sports day - winning & losing. Changes ahead. Look how far I have come!</p>

<p>Physical Development</p>	<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, coordination 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, coordination 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 coordination, 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>		
<p>Fine Motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip - begin to use tripod grip (if not already) Scissor skills - cut along a line continuously. Lunch time routines - using fork and spoon. Complete 6 piece jigsaw. Be able to take off and put on coat. Pull of jumpers with increasing independence. Blow own nose and dispose of tissue. Cooking - measure using cupfuls and spoons, mixing, kneading.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Use tripod grip - holding pencil between thumb and two fingers. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Scissors - turn paper to cut. Lunch - knife, fork and spoon. Complete 10+ piece jigsaw. Take off own jumper and turn correct way Get changed independently for PE and outdoor learning. Make healthy food choices at lunchtime - drinking enough water. Cooking - Use knives to spread and cut soft food Use the bridge technique to cut.</p>	<p>Use a dynamic tripod grip to form letters. Use one hand consistently for fine motor tasks Draw a cross Scissors - cut a variety of materials (e.g card, paper, tissue etc) Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Lunchtime- know and fork with precision. Complete 20+ pie jigsaw. Know how to button and unbutton own clothing. Tidy up and take care of own possessions - including recognising when to take off and put on own clothing. Build things with smaller linking blocks, such as Duplo or Lego Cooking - cut hard food using a knife. Use a grater and a peeler. Threading, cutting, weaving, playdough, Fine Motor activities.</p>

<p>Fine Motor Activities</p> <p>Gross Motor</p>	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/ Balance</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities- children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Races / team games involving gross motor movements dance related activities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance</p>
<p>PE Focus</p>	<p>Team Games Learning PE routines</p>	<p>Ball Skills</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Speed, agility and travel Manipulation and coordination Fitness Circuits</p>	<p>Team Games Sports Day Preparation</p>
<p>Communication and Language</p>	<p>From Development Matters 2021</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					
<p>Communication and Language</p>	<p>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.</p>					

<p>Literacy</p> <p>Phonics</p>	<p>Settling in activities Making friends Talk about familiar experiences Talking through routines - register/lunches/snack time Singing nursery rhymes</p>	<p>Daily routines become established. Greenhouse words Retelling stories - small world/puppet theatre Understand how to listen carefully and why it is important. New vocabulary.</p>	<p>Ask how and why questions Retelling story using story telling vocabulary built up using T4W. Learn songs, rhymes, poems and funny rhymes. Describe events in increasing detail.</p>	<p>Describe events in detail. Recount event using time connectives. Sustained focus when listening to a story. Listen to others.</p>	<p>Recapping our learning regularly throughout the year. Asking and answering questions. Speaking in front of the class.</p>	<p>Read aloud books with children that will extend their understanding of the world. Answer how and why questions. Giving instructions to others.</p>
	<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>					
	Set 1 Sounds Whole Class	Set 1 Sounds Differentiated Groups	Differentiated Groups	Differentiated Groups	Differentiated Groups	Differentiated Groups

Fiction	<p>Little Red Hen</p> <ul style="list-style-type: none"> - Retell the story using a story map - Create own story map - Innovate story map <p>-Name writing -Letter formation -Initial sounds/Labels</p>	<p>Whatever Next</p> <ul style="list-style-type: none"> -Sequence the story -Predict what might happen next <p>-CVC words -Lists and Captions -Name writing - limited prompts</p>	<p>Goldilocks and the Three Bears</p> <p>CVC words / simple sentence writing using high frequency words</p>	<p>The Gruffalo</p> <p>retell parts of the story / repeated refrains / speech bubbles</p> <p>Complete a sentence</p> <p>Begin to hold a sentence. Write surname Introduce capital letters</p>	<p>Mr Gumpy's Outing</p> <p>Write a simple sentence using capital letters and full stop.</p>	<p>Handa's Surprise</p> <p>Retell the story in own words / reverse the journey Describe each animals Write new version</p> <p>Write more than one sentence using capital letters and full stops.</p> <p>Capital letters</p>
	Non-Fiction	Ourselves	Space	Recipe: How to make porridge	Information text: Minibeast Fact File	Non-chronological report: Diary entry about a journey People who help us
Shared Reading Texts	<p>The Colour Monster The Rainbow Fish My funny family Titch Mouse's First Day Harry and the Dinosaurs start school</p>	<p>Winnie the Witch Christmas Story / Nativity Rama and Sita</p>	<p>The Three Little Pigs Hansel & Gretel The Ugly Duckling The Jolly Postman</p>	<p>Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk</p>	<p>The Naughty Bus The Train Ride Mrs Armitage's Bike</p>	<p>Handa's Hen Handa's Noisy Night</p>
Poetry	Funny Faces – James Carter	Firework Poem – James Carter Zim Zam Zoom/ Space Poems		Growing- Tony Milton		

<p>Comprehension</p>	<p>Develop book-like vocabulary through the use of patterned texts. Simple action rhymes and rhyming words. Reenact traditional tales and give characters a voice.</p>	<p>Begin to predict what might happen at the end of a story Know 'role' character, author, illustrator as we talk about books, stories and role play.</p>	<p>Know the pattern in stories and anticipate key events. Sequence main events in story. Describe main characters. Play using story narrative.</p>	<p>Know how to retrieve information from simple non-fiction books and the internet. Use illustrations for meaning. Know 'cover, blurb, setting event' as we talk about books, stories and role play. Recall and discuss stories.</p>	<p>Make simple predictions and explain events in books. Main settings, events and principal characters Make up stories with others. Non-fiction library</p>	<p>Know 'fiction and non-fiction' as we talk about books, stories and role play. Choosing own books for pleasure Make predictions and use illustrations.</p>
<p>Word Reading</p> <p>Children will be working in different groups for Read Write Inc. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Green & Purple books for more confident readers. This will be led by RWI half termly assessments.</p>	<p>Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell</p>	<p>Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were</p>	<p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>

<p>Writing</p> <p>TFW used as stimulus across the year. Texts may change due to children's interests. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names. Labels. Captions. Lists.</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles. Character descriptions. Write 2 sentences</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems Recount – A trip to the park</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>
<p>Mathematics</p>	<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 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.</p>					

<p>Mathematics focus See scheme of work for more detail</p>	<ul style="list-style-type: none"> • Positional Language • 1:1 counting • Match and sort • Compare amounts • Compare size, mass and capacity • Exploring pattern 	<ul style="list-style-type: none"> • Representing 1, 2 and 3 • Comparing 1, 2 and 3 • Representing numbers to 5 • One more and less • Composition of 1, 2,3 • Circles and triangles • Positional Language • Shapes with 4 sides • Time 	<ul style="list-style-type: none"> • Introducing zero • Comparing Numbers to 5 • Composition of 4 and 5 • 6, 7 and 8 • Making pairs • Combining 2 groups • Length and Height • Time 	<ul style="list-style-type: none"> • 9 and 10 • Comparing Numbers to 10 • Bonds to 10 • 3D Shape • Pattern 	<ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Adding more • Taking away • Spatial reasoning • Match, rotate and Manipulate • Compose and Decompose 	<ul style="list-style-type: none"> • Doubling • Sharing and grouping • Even and Odd • Deepening understanding • Patterns and Relationships • Spatial Reasoning • Visualise and Build • Mapping
<p>Mathematics Development matters</p>	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns. • Compare length, weight and capacity • Count objects, actions and sounds. 	<ul style="list-style-type: none"> • Compare numbers • Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> • Explore the composition of numbers to 10. • Understand the 'one more than/one less than' relationship between consecutive number. • Compare length, weight and capacity • Link the number symbol with its cardinal number value. 	<ul style="list-style-type: none"> • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-10. • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Count beyond ten. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-10. • Verbally count beyond 20, recognising pattern of the counting system.

<p>Linked Texts</p>	<p>Button Box Find my Match Pattern Bugs / Pattern Fish Noah's Arc</p>	<p>One Bear at Bedtime Noah's Ark Circle / Triangle / Square Me on a Map Kipper's Toybox Pete the Cat & his Four Groovy Buttons Day Monkey, Night Monkey</p>	<p>The Paper Dolls None the Number A Squash and Squeeze Room on the Broom Who Sank the Boat Mr Gumpy's Outing Six Dinner Sid Titch Tall Mr Wolf's Week</p>	<p>Pattern Bugs How do Dinosaurs count to 10? Mouse Count Mouse Shapes 10 Black Dots The Napping House Changes, Changes Pattern Fish</p>	<p>One is a Snail, 10 is a Crab 10 on a Train Snail Trail Which One Doesn't Belong? Which One Doesn't Belong? Which is Round? Which is Bigger? My Granny went to Market One Ted falls out of bed Grandpa's Quilt</p>	<p>10 on a Train Snail Trail Which One Doesn't Belong? Which is Round? Which is Bigger? My Granny went to Market One Ted falls out of bed Grandpa's Quilt The Story of Alison Hubble Two of Everything Double Dave The Doorbell Rang One Odd Day Mr Gumpy's Motor Car Billy's Bucket How many legs? The Secret Path In Every House on Every Street</p>
<p>Understanding the World</p>	<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>					

<p>PSTT Stem Learning Resources</p> <p>Natural World</p> <p>Seasonal Changes</p>	<p><u>It's good to be me</u></p>	<p><u>Out of this world Space</u></p>	<p><u>Once upon a time... Houses around the world</u></p>	<p><u>If you go down to the woods today...</u></p>	<p><u>Ready, Steady, Go Transport</u></p>	<p><u>On Safari</u></p>
	<p>Geography links</p> <ul style="list-style-type: none"> Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Explore Autumn Changes by going on an autumn hunt, discuss how the weather changes. <p>Science links</p> <ul style="list-style-type: none"> My Body Introduce the 5 senses. Regular discussions about keeping healthy through food, exercise, sleep and oral healthy. 	<p>Geography links</p> <ul style="list-style-type: none"> Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Autumn. Provide opportunities for children to note and <p>record the weather.</p> <p>Science links</p> <ul style="list-style-type: none"> Famous Space Explorers Journeys and travel. Life on a rocket Can children make comparisons between Earth and other planets Shadow Tubes / Light & Dark 	<p>Geography links</p> <ul style="list-style-type: none"> Can children talk about their homes and what there is to do near their homes? Look out for children drawing/ painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. <p>Look over photos</p> <p>of houses from different countries to talk about similarities and differences.</p>	<p>Geography links</p> <ul style="list-style-type: none"> Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Take photos on route and use did maps to plot where they were. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – <p>Changes in the leaves, weather, seasons,</p> <ul style="list-style-type: none"> Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. <p>Science links</p> <ul style="list-style-type: none"> Building a 'Bug Hotel' Life cycle of a butterfly. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on 	<p>Geography links</p> <ul style="list-style-type: none"> Local area mapping - where do I live - how do I get to school? Local Landmarks Use digi maps to draw simple maps. Discuss being part of a community. <p>Science links</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments. 	<p>Geography/Science links</p> <ul style="list-style-type: none"> Share non-fiction Texts and use GoogleEarth or compare different countries. Name some features of the environment ie jungle, desert, farm. Listen to how children communicate their understanding of their own environment and contrasting environments <p>through conversation and in play.</p> <ul style="list-style-type: none"> Use bee-bots on simple maps. Encourage the children to use navigational language.



- experiences.
- Planting- labelling parts of a plant and instructions on how to care for them.



Past and Present

- Share baby photos, Make comparisons between themselves as babies and now.
- Understand that their family members were once babies.
- Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.

- Famous Space Explorers Journeys and travel.
- Recall the story of Guy Fawkes.
- Sequence of our daily / weekly routines Using linear calendar in daily routines

- Life Cycles, talk about how the caterpillar changes and grows over time.
- How we grow – comparing ourselves with adults.

- Look at the difference between transport in the past and transport now.
- Journeys and Travel
 - To name important people who help us in the community and their roles.

- Aerial Maps
- Compare Walbottle Past and Present

People,
Cultures and
Communities

<ul style="list-style-type: none"> ○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. ○ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. ○ Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. 	<p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Discuss how they celebrate Christmas</p> <p>Use world maps to show children where some stories are based.</p> <p>Post letters to Santa – visit local post box.</p>	<p>Share different cultures of versions of famous traditional tales</p> <p>Describe things they have seen whilst outside including animals and plants.</p> <p>Making sense of different environments and habitats.</p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p>	<ul style="list-style-type: none"> ○ Introduce children to different occupations and how they use transport to help them in their jobs. ○ Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Look at images from the past also. ○ 	<ul style="list-style-type: none"> ○ Use Handa's Surprise to explore a different country. ○ Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. ○
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RE & Festivals	Talk about people who are special to them. Recognise similarities and differences between themselves and others. Recognise that families are different	Bible Stories - The First Christmas Celebrations - Christmas celebrations in a Church, Diwali, Remembrance Day Bonfire Night Hannukah	<u>The importance of belonging</u> Children to know that they belong to a family, our school, our class, our friends.	<u>The importance of belonging</u> Discuss how Christians are welcomed to the church through baptism. Vicar to visit to talk to the children about baptism	<u>Friends of Jesus</u> Children will listen to stories about Jesus and his friends. Bible Stories - Joseph and his coat of many colours. Celebrations - Eid, Holi St George's Day	<u>Friends of Jesus</u> Children will listen to stories about Jesus and his friends. Bible Stories - The Story of Moses. Jonah & the Big Fish Fathers Day
Experiences	<u>Harvest festival</u> - introducing the idea that thanking god is an important part of religions.		Celebrations New Year Chinese New Year Shrove Tuesday Valentine's Day	Celebrations Lent, Easter Mothers Day		
	Baby photos Family Photos	Weather Experiments Christmas Trip	Following different recipes	Caterpillars to watch grow Chicks hatching Planting Seeds Weather	Map work – Find the treasure Visit from doctor/nurse/police	Tasting food from other cultures
Technology	Can take a picture with an ipad.	Can record a video to tell a story.	Learn to direct a bee bot.	Use an app independently.	Type in their name in the notes section.	<ul style="list-style-type: none"> • Begin to give reasons why we need to stay safe online Can use the internet with adult supervision to find and retrieve information of interest to them
Expressive Art & Design	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.					

Art and Design	<p>Collages</p> <ul style="list-style-type: none"> • Self-portraits with increasing detail. • In junk modelling, take picture of children's creations and record them explaining what they did. 	<p>Printing –</p> <p>Firework pictures- Kiyoshi Yamashita</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Artist focus Wassily Kandinsky -</p> <ul style="list-style-type: none"> • circles 	<p>Experiment with colour mixing</p> <p>Independent Colour mixing</p> <p>Use different paint techniques Use different textures and materials to make houses for the three little pigs</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and Composition</p>	<p>Ideas and artists</p> <ul style="list-style-type: none"> • L.S Lower-stickman-charcoal drawings • Create symmetrical butterflies • Make different textures; make patterns using different colours. • Children will explore ways to protect the growing of plants by designing scarecrows. • Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers • Mother's Day crafts. Easter crafts 	<p>Sculpture</p> <ul style="list-style-type: none"> • Design – Use a variety of media to create 3D creations e.g transport • Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. 	<p>Drawing- Observational drawing</p> <ul style="list-style-type: none"> • Create Fruit Faces • Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.
Artist Focus		<p>Wassily Kandinsky – circles</p> <p>Firework pictures- Kiyoshi Yamashita</p>		<ul style="list-style-type: none"> • L.S Lower-stickman-charcoal drawings 		<p>Giusseppe Arcimboldo - Vertumnus</p>

<p>Music</p>	<p>Sing familiar nursery rhymes. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>Explore different instruments</p> <p>Listen to music and make their own dances in response.</p>	<p>Explore pitch and dynamics (high/low/loud/quiet)</p>	<p>Explore tempo (fast/slow/long/short)</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p>	<p>Follow a steady beat.</p>	<p>Compose simple songs.</p>
<p>Home Corner</p>	<p>Role-play area will follow the children's own interest as they year progresses.</p>					