

# EYFS Long Term Plan A

This plan is subject to change depending on children's evolving interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Half termly themes</b>	<b>Marvellous Me!</b>	<b>Let's Celebrate</b>	<b>Amazing Animals</b>	<b>Growing &amp; Changing</b>	<b>Kings &amp; Queens</b>	<b>Ticket to Ride</b>
<b>Possible Texts</b>	Funny Bones Love makes a family My Family, Your Family Once there were Giants Colour Monster Huge bag of worries Lost and Found A Place called Home Here we are Real Superheroes Tree	Winnie's pumpkin Snail Trail Pumpkin Soup Kippers Birthday The Birthday Invitation The Scarecrows Wedding The Great Race story of the Chinese zodiac Pick a Pine tree The Jolly Postman Alfie's Christmas Nativity	Monkey Puzzle A squash and a squeeze What the ladybird heard Owl babies The Gruffalo The Emperor's Egg Say Hi to Hedgehogs Poles Apart Lost and Found Dear Zoo The last Polar bear	The Very Hungry Caterpillar Jaspers Beanstalk Tadpoles Promise The Tiny Seed	Non-fiction texts- Kings and Queens Zog and Zog and the Flying Doctors by Julia Donaldson The Queen's Hat by Steve Anthony Usborne- Peep inside a castle Additional Suggestions: Jack & the Beanstalk The Ugly Duckling The Princess and the Pea Anansi the Spider (Ghanaian Folk Tale)	Whatever Next The Run Away Train The Journey by Neil Griffiths & Scott Mann Rosie's Walk Mrs Armitage on Wheels Mr Gumpy's Motor Car Handa's Surprise On the way home Jill Murphy Coming to England (A Wind rush story)
<b>Enrichment Opportunities</b>	Harvest Time - Church village walk, visit to the church, visit the local orchard, People who help us visit – Manchetts, Mead Construction and the Fire Brigade Class Cafe	Halloween (Pumpkin Parade), Bonfire Night, Nativity performance, Diwali, Remembrance day, Pantomime Trip, Anglesey Abbey Trip	Chinese New Year Valentines Day Class Cafe Visit from Our animal world	Mother's Day Easter Planting vegetables and sunflowers Wicken Fen Trip?	The Kings Coronation	Seaside visit Science Week Swimming Sports Day Journey on a bus to Exning Visit old Train Station in Swaffham Priors

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<b>Communication &amp; Language</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
	<p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.</p> <p>Understand use of objects and tools in the classroom e.g. children know what they can do during independent explore</p>	<p>Learn/join in with rhymes, poems and songs.</p> <p>Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong.</p> <p>Use vocabulary, including phrases, from recently read stories in conversations.</p> <p>Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children</p>	<p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about what they know about different themes.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago.</p> <p>Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...'</p> <p>Share opinions,</p>	<p>Focus attention in a variety of situations; in small groups, 1:1 and whole class.</p> <p>Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do we change and grow over time?</p> <p>Children can talk about the life cycle of a butterfly.</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because...</p>	<p>Describe a pretend object in play based situations.</p> <p>Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know.</p> <p>Use intonation and rhythm when joining in with stories and rhymes.</p> <p>Respond to</p>	<p>Use talk to explain what is happening and anticipate what might happen next.</p> <p>Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how did people travel in the past?</p>

	<p>time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story</p>	<p>can ask questions to find out more.</p>	<p>explaining preferences e.g. My favourite animal is... because...</p>	<p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed in plants</p> <p>Retell events in order e.g. ordering events from stories.</p>	<p>questions using full sentences, e.g. I think... because... this will be consistently modelled by adults' in all curriculum areas.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Children can talk about George Stevenson's Rocket and why it was important</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Marvellous Me!</b></p>	<p><b>Let's Celebrate</b></p>	<p><b>Amazing Animals</b></p>	<p><b>Growing &amp; Changing</b></p>	<p><b>Kings &amp; Queens</b></p>	<p><b>Ticket to Ride</b></p>
<p><b>Personal, Social and emotional development</b></p>	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-</p>					

operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**

Cambridgeshire PSHE	<p><b>Myself &amp; My Relationship</b></p> <p><i>Beginning and Belonging</i> <i>Family and Friends</i> <i>My emotions</i></p> <ul style="list-style-type: none"> <li>• Belonging in the class</li> <li>• Likes and dislikes</li> <li>• Similarities and differences</li> <li>• Setting goals</li> <li>• Listening skills</li> <li>• Rights Rules and Responsibilities</li> <li>• Communication &amp; cooperation</li> <li>• Ground Rules</li> <li>• Right and wrong</li> <li>• Fair and unfair</li> <li>• Families</li> <li>• Kindness, cooperation &amp; turn taking</li> <li>• Friendship</li> <li>• Bullying</li> <li>• Conflict resolution</li> <li>• Telling an adult &amp; asking for help</li> <li>• Being assertive</li> <li>• Networks of support</li> <li>• Supporting others</li> <li>• Identifying and managing emotions</li> <li>• Feelings, thoughts and behaviour</li> <li>• Fair and unfair</li> <li>• Loss and change</li> <li>• Empathy</li> </ul>	<p><b>Citizenship</b></p> <p><i>Identities and Diversity</i></p> <ul style="list-style-type: none"> <li>• Similarities, difference and diversity</li> <li>• Respecting and valuing others</li> <li>• The way we live</li> <li>• Neighbourhood</li> <li>• Our beliefs</li> <li>• Routines, customs and traditions</li> <li>• Culture, race and religion</li> </ul>	<p><b>Citizenship</b></p> <p><i>Me and My World</i></p> <ul style="list-style-type: none"> <li>• People and places</li> <li>• Family, school, neighbourhood</li> <li>• Jobs, roles and responsibilities</li> <li>• Helping and working together</li> <li>• Caring for living things</li> <li>• Local environments</li> <li>• Money</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b></p> <p><i>My Body and Growing up</i></p> <ul style="list-style-type: none"> <li>• Valuing the body</li> <li>• External body parts</li> <li>• My teeth</li> <li>• Similarities &amp; differences</li> <li>• Self-care skills</li> <li>• Change and responsibilities</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b></p> <p><i>Keeping Safe</i></p> <ul style="list-style-type: none"> <li>• Assessing risk</li> <li>• Personal safety skills</li> <li>• Networks of Support</li> <li>• Good and bad secrets</li> <li>• Good and bad touches</li> <li>• Safer play &amp; help when lost</li> <li>• Road Safety</li> <li>• Safe use of medicines</li> <li>• Medicines, pills, injections</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b></p> <p><i>Heathy Lifestyles</i></p> <ul style="list-style-type: none"> <li>• Healthy choices</li> <li>• My teeth</li> <li>• Food and drink</li> <li>• Exercise</li> <li>• Rest and sleep</li> <li>• Leisure time</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me!	Let's Celebrate	Amazing Animals	Growing & Changing	Kings & Queens	Ticket to Ride
<b>Physical Development</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
<b>Gross Motor Cambridgeshire Scheme of work</b>	Fundamentals Unit 1 (moving in an area/basic ball skills)  <i>Swimming - Developing water confidence</i>	Dance – celebrations  Fundamentals Unit 1 (Cont)	Gymnastics – Fun Gym shapes  Dance - Animals	Gymnastics – Move and hold  Fundamentals Unit 2 (Control and ball skills)	Athletics – Sports Day event practice  Multiskills Festival	Swimming - Developing water confidence, travelling around the pool, pool safety.
<b>Fine Motor</b>	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.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Daily Finger Gym sessions provide opportunities to develop fine motor control. Activities are planned according to emerging needs and development.					

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<b>Literacy</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and					

	<p>adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
<p><b>Comprehension developing a passion for reading</b></p>	<p>Fiction including picture books with familiar settings.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary/repeated refrains.</p> <p>Story language; becoming familiar with phrases like ‘once upon a time’, ‘a long time ago’, ‘lived happily ever after’.</p> <p>Develop play around favourite stories using props/puppets.</p>	<p>Fiction &amp; Non-fiction books about seasons/Autumn.</p> <p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories.</p> <p>Make comments and share their own ideas about stories.</p>	<p>Fiction &amp; Non-fiction books about animals.</p> <p>Develop play and story narratives about stories and vocabulary they have learnt.</p> <p>Sequence and retell short stories using pictures, role-play, puppets.</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>Ask questions about the book.</p>	<p>Fiction &amp; Non-fiction how people, animals and plants grow.</p> <p>Develop play and story narratives about stories and vocabulary they have learnt.</p> <p>Sequence and retell longer stories using pictures, role-play, puppets.</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p>	<p>Fiction &amp; Non-fiction books about Kings and Queens</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Fiction and Non-Fiction books about books transport and journeys.</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Character profiling; what do we know about _____</p>
<p><b>Word reading (phonics)</b></p>	<p><b>Sounds-Write</b> Units 1- 3 of the Initial Code</p> <p>Sound-Spelling correspondences (single letter)</p> <p>Blending and segmenting CVC words</p>	<p><b>Sounds-Write</b> Units 4- 6 of the Initial Code</p> <p>Sound-Spelling correspondences (single letter)</p> <p>Blending and segmenting CVC words.</p>	<p><b>Sounds-Write</b> Units 7-9 of the initial code</p> <p>Sound-Spelling correspondences (single letter)</p>	<p><b>Sounds-Write</b> Units 10-11 + Bridging units of the initial code</p> <p>Sound-Spelling correspondences (single letter)</p>	<p><b>Sounds-Write</b> Consolidation</p> <p>Sound-Spelling correspondences (digraphs)</p> <p>Blending and segmenting</p>	<p><b>Sounds-Write</b> Consolidation</p> <p>Continued practise of skills to embed before children begin extended code.</p>

		<p>Read a few common exception words</p> <p>Understand that English text from left to right and from top to bottom</p>	<p>Blending and segmenting CVCC and CCVC words.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences made up of words with known sound-spelling correspondences and, where necessary, a few exception words.</p>	<p>Blending and segmenting CCCVC and CVCCC words.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences made up of words with known sound-spelling correspondences and, where necessary, a few exception words.</p>	<p>CVC/CVCC/CCVC/CCCVC and CVCCC words containing taught digraphs.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences made up of words with known sound-spelling correspondences and, where necessary, a few exception words.</p>	
<p><b>Nursery phonics Phase 1</b></p>	<p><b>7 Aspects of Phase 1 Phonics</b></p> <p>Aspect 1 – General sound discrimination – environmental, Aspect 2 – General sound discrimination – instrumental sounds, Aspect 3 – General sound discrimination – body percussion, Aspect 4 – Rhythm and rhyme, Aspect 5 – Alliteration, Aspect 6 – Voice sounds and Aspect 7 – Oral blending and segmenting.</p>					
<p><b>Writing</b></p>	<p>Identifying a dominant hand for mark making.</p> <p>Developing pencil grip and control –working towards a tripod grip.</p> <p>Developing our mark making and give meaning.</p> <p>Recognise name clap syllables in name.</p> <p>Writing my own name.</p>	<p>Begin to form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writing labels</p>	<p>Form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short phrases and sentences dictated by an adult with known sound-spelling correspondences.</p>	<p>Form lower-case letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Develop understanding of sentence writing.</p> <p>Begin to write own short sentences with words with known sound-spelling correspondences.</p>	<p>Form capital letters correctly, with accurate ascenders and descenders.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write own short sentences with words with known sound-spelling correspondences using a capital letter and full stop.</p>	<p>Form capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-spelling correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

					<p>Re-read what they have written to check that it makes sense.</p> <p>Begin to write descriptive sentences to describe an object eg. The seed is tiny. The plant is tall.</p>	
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Marvellous Me!	Let's Celebrate	Amazing Animals	Growing & Changing	Kings & Queens	Ticket to Ride

<b>Maths</b>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including double sided counters and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
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<p>(Numberblocks episode) (Mastering Number wk)  White Rose small group</p>	<p><u>Mastering Number</u></p> <p>Subitise 1-3 Counting 1:1 correspondence Composition within 4. Language of Comparison</p>	<p><u>Mastering Number</u></p> <p>Subitise within 5 Count beyond 5 - cardinality of 5 Composition of numbers within 5 Compare sets</p>	<p><u>Mastering Number</u></p> <p>Subitise structured and random arrangements 1 more patterns Counting to 20 and beyond represent quantities between 5 and 10 Composition of 6 '5 and a bit mathematical structure</p>	<p><u>Mastering Number</u></p> <p>Subitise symmetrical patterns, linking this to doubles Count beyond 20. Composition of odd and even numbers doubles composition of numbers within 10.</p>	<p><u>Mastering Number</u></p> <p>Subitise arrangements, which expose '1 more' or 'doubles' patterns Develop verbal counting to 20 and beyond, including counting from different starting numbers Composition of 10. Order sets of objects</p>	<p><u>Mastering Number</u></p> <p>children consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.  Children are introduced to rekenreks through</p>
	<p><b>Baseline</b> <b>(One) match</b> <b>(How to count) sort</b> <b>(Another one) sort</b></p>	<p><b>(Three little pigs) (MN3) Circles and Triangles</b> <b>(Four) (MN4) 4</b></p>				



	<p><b>(Two) compare (Three) (MN1) Patterns (One, Two Three) (MN2) Representing 1,2,3</b></p> <p>White Rose- <i>'Just like me'-6 weeks</i></p>	<p><b>(Five) (MN5) 5 (Off We Go) (MN6) One more (Stampolines) (MN7) one less (time) (The Whole of Me) (MN8) Shapes with 4 sides (The terrible twos) (MN9) 3,4,5</b></p> <p>White Rose- <i>'It's 1,2,3" – 5 weeks "Light and Dark" -2 weeks</i></p>	<p>Compare equal and unequal sets</p> <p><b>(holes) (MN10) comparing numbers to 5 (Hide and Seek) (MN11) Composition of 5 (Six) (MN12) Capacity (Seven) (MN13) 5,6,7 (Once upon a time) (MN14) Combining two groups (Fluffies) (MN15) Length and Height</b></p> <p>White Rose- <i>'5 alive' -3weeks 'Growing 6,7,8' -3 weeks</i></p>	<p>Compare numbers, reasoning about which is more</p> <p><b>(Eight) (MN16) more/less, pairs (Peekaboo) (MN17) 7, 8 (Nine) (MN18) comparing numbers within 10 (double trouble) (MN19) double (Odds and evens) (MN20) Odd and Even (I can count to 20) (MN21) No's to 20</b></p> <p>White Rose- <i>'Growing 6,7,8' 2 weeks '9 and 10' 1 week 'Find my Pattern' 3 weeks</i></p>	<p><b>(Counting Sheep) (MN22) 11-20 (Numberblock Express) (MN23) 11-20 (Ten again) (MN24) capacity and shape (Numberblock castle) (MN25) addition first, then, now (Five and friends) (MNYr1-wk2) Shape (Ten Green Bottles) (MNYr1 -wk3) Suntraction – First, Then, Now</b></p> <p>White Rose- <i>'To 20 and Beyond' 'First, Then, Now'</i></p>	<p>the year 1 weeks 4-10 mastering programme.</p> <p><b>(Odd side story) MNYr1 –wk4) doubling (way of the rectangle) MNYr1 –wk5) On the move problem solving (Octoblock to the rescue) MNYr1 –wk6) first, then, now (The wrong number) MNYr1 –wk7) comparing numbers (tween scenes) MNYr1 –wk8) measure (The three threes) MNYr1 –wk9) Patterns</b></p> <p>White Rose – <i>Find my pattern On the move</i></p>
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<b>Understanding the World</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . 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.					
<b>Past &amp; Present (History)</b>	Begin to make sense of their own life-story and	Comment on images of familiar situations	Compare and contrast characters from stories,	Recognise how farming has changed over time.	The Story of King John and the Magna Carta	Comment on images of familiar situations

	<p>family's history - My past, present and future</p> <p>Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?</p> <p>Our school year – what will we do this year in Reception?</p>	<p>in the past – past Birthdays, Christmas' or other family celebrations.</p> <p>Develop an understanding of events that have happened in the past – Bonfire Night, Last Christmas.</p> <p>Recognise key figures in the past – Guy Fawkes.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>including figures from the past – The story of the Chinese Zodiac.</p> <p>Endangered animals; some animals we know about become extinct (dinosaurs), some animals now are endangered. Choose one of the animals studied and learn about why it is endangered.</p>	<p>How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p>(Teachers to tell story based on historical events)</p> <p>Locally significant areas in the past e.g. a local historical building.</p> <p>Queen Elizabeth II's coronation in Westminster Abbey.</p> <p>The Kings Coronation (May 2023)</p>	<p>in the past.</p> <p>George Stevenson; The invention of the Steam Train.</p> <p>Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history.</p> <p>Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport</p>
<p><b>People, Places and Communities</b> <i>(Geography)</i></p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?</p> <p>Community; this means the people who feature</p>	<p>Know there are different countries in the world and talk about similarities / differences between life in England and other countries. Link with Diwali festival.</p> <p>Discuss natural materials found in our area- conkers/pine cones/leaves (autumn)</p>	<p>Begin to recognise some similarities and differences between life in this country and life in other countries – Chinese New Year</p> <p>Animals in England; farm animals, woodland animals, seaside animals. Learn that different animals live in different habitats, compare and contrast. Wild animals that live in other countries around the world:</p>	<p>Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region.</p> <p>Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain, Banana: Central America, Lemons: South Africa, Pineapples: Costa Rica, Apples: France, Onions: The Netherlands, Cauliflower: Spain, Broccoli: The Uk</p>	<p>The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle.</p> <p>Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the</p>	<p>Draw information from a simple map.</p> <p>Plan a journey to the local park, or around the school grounds what would we see? What grows in our school, what grows in the park?</p>

	<p>in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies.</p> <p>People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p>		<p>Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Panda: China Polar Bear: The Arctic</p>		<p>children have connections to.</p>	
<p><b>The Natural World</b> <i>(Science)</i></p>	<p>The human body: Facial features, body parts, the senses</p> <p><i>Senses Walk TAPS Science Assessment</i></p> <p><i>Scavenger Sort TAPS Science Assessment</i></p> <p>Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p>	<p>Understand the effect of changing seasons on the natural world around them. Seasons of the year; Autumn. Observing changes using magnifying glasses – leave, trees, animals preparing for hibernation.</p> <p><i>Mixing Materials TAPS Science Assessment</i></p>	<p>Understand the effect of changing seasons on the natural world around them. Seasons of the year; Winter. Observing changes using magnifying glasses.</p> <p>Changing state of matter; frost and ice – looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p> <p>Recognise and use the following vocabulary: Farm Animals: cow/calf, pig/piglet, sheep/lamb,</p>	<p>Understand the effect of changing seasons on the natural world around them. Seasons of the year; Spring. Observing changes using magnifying glasses. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p> <p>Growing and changing; how people change as they grow, how animals change as they grow.</p> <p>Life cycles of a butterfly and/or frog.</p>	<p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Understand the effect of changing seasons on the natural world around them. Seasons of the year; Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Observing changes using magnifying glasses.</p> <p>How we stay safe in the sun; sunscreen, hats, sunglasses, staying hydrated. Safety in and around water.</p> <p>Floating and Sinking</p>

			chicken/chick, horse/foal Pets: dog/puppy, cat/kitten Wild animals: kangaroo/joey, lion/cub Life cycles: chicks, caterpillars, tadpoles	How animals change as they grow – naming baby animals e.g. calf, lamb, foal.  Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants		
RE	<b>Creation 1 (God)</b> Why is the word God so important to Christians?	<b>Incarnation 1</b> Why do Christians perform Nativity plays at Christmas?	<b>Salvation 2</b> How can we help others when they need it?	<b>Salvation 1 (Easter)</b> Why do Christians put a cross in an Easter garden?	<b>Creation 2</b> How can we care for our wonderful world?	<b>Incarnation 2</b> What makes every single person unique and precious?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me!	Let's Celebrate	Amazing Animals	Growing & Changing	Kings & Queens	Ticket to Ride
<b>Expressive Art and Design</b>	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
<b>Creating with materials</b>	Exploring with colour. Painting with primary colours and mixing secondary colours.	Exploring which colours show us different seasons.  Creating clay Divas	Puppets: Polar Bear  Clay hedgehogs	Making observational drawings/paintings of plants/flowers in our local area.	Building castles using a variety of materials.	Joining materials to make models of vehicles, focus on wheels.

	<p>Using lines to show what we look like.</p> <p>Painting portraits.</p>	<p>Creating rangoli patterns</p> <p>Use Paint and chalk to create firework paintings and pictures.</p>	<p>Use natural objects to create woodland scene</p>	<p>Create clay minibeasts</p> <p>Studying how Van Gogh used different marks to draw still life. Van Gogh – Sunflowers</p> <p>Colour mixing and symmetry when creating butterflies.</p>		<p>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 and developing their ability to represent them.</p>
<p><b>Being imaginative and expressive</b></p>	<p>Join in with role play and use resources available for props; build models using construction equipment.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups (The Nativity, Pantomime)</p>	<p>Develop storylines in their pretend play.</p> <p>Songs about animals e.g. I'm going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.</p>	<p>Songs about vehicles e.g. wheels on the bus, 5 little men in a flying saucer.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses – when I grow up (dressing up as different occupations.</p>	<p>Develop storylines in their pretend play – Punch and Judy show.</p>