

# 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>People Who Help Us</b>	<b>Stories from the Past</b>	<b>We're Going on Safari</b>	<b>Journeys</b>
<b>Possible Texts</b>	The Enormous Turnip Marvellous Me It's Okay to be Different The family Book Funny Bones The colour monsters Have you filled a bucket today? Best Friends or Not?	Room on a Broom Pumpkin Soup Tree The Jolly Christmas Postman Father Christmas The very First Christmas- Nativity	Cops & Robbers Zog and the Flying Doctors Mr Wolf's Pancakes	St George and the dragon Greek Myths- Medusa Aesops Fable- Tortoise & the hare	Handa's Surprise We all went on Safari The Three Little Pigs	NaughtyBus Duck in the Truck Mrs Armitage on Wheels The Wheels on the Tuk Tuk Guido's Gondola Mr Gumpy's Motor Car The Cat, The Mouse and the Runaway Train Shackleton's Journey
<b>Enrichment Opportunities</b>	Harvest Festival Class Café- Reading and Phonics	Bonfire Night Nativity Diwali Remembrance day Trip- Panto	Chinese New Year Valentine's Day Pancake Day  Class Café- Maths	World Book Day Mother's Day Easter Trip- Anglesey Abbey	Class Café- Helen.W	Science Week Swimming Journey on a bus Sports Day Trip- Seaside
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>People Who Help Us</b>	<b>Stories from the Past</b>	<b>We're Going on Safari</b>	<b>Journeys</b>

<p><b>Communication and Language</b></p>	<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 free flow 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</p>	<p>Learn 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 can ask questions to find out more.</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, explaining preferences e.g. My favourite polar animal is.... Because...</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once</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 animals change as they grow?</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>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.</p>	<p>Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.</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 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</p>	<p>Use talk to explain what is happening and anticipate what might happen next in stories.</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>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>

	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.		they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Articulate their ideas and thoughts in well-formed sentences.	Retell events in order e.g. ordering events from the stories.	activities, and to explain how things work and why they might happen.	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>People Who Help Us</b>	<b>Stories from the Past</b>	<b>We're Going on Safari</b>	<b>Journeys</b>
<b>Personal, Social and Emotional Development</b>	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-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
<b>Cambridgeshire PSHE</b>	<b>Myself &amp; My Relationship</b> Beginning and Belonging Family and friends My Emotions  Belonging in the class Likes and dislikes Similarities and differences Setting goals Rights, Rules and Responsibilities Communication & cooperation Right and wrong Fair and unfair Families Kindness, cooperation & turn taking	<b>Citizenship</b> Identities & Diversity  Similarities, difference and diversity Respecting and valuing others The way we live Neighbourhood Our beliefs Routines, customs and traditions Culture, race and religion	<b>Citizenship</b> Me & My world  People and places Family, school, neighbourhood Jobs, roles and responsibilities Helping and working together Caring for living things Local environments Money	<b>Healthy &amp; Safer Lifestyles</b> Keeping safe  Assessing risk Personal safety Networks of Support Good and bad secrets Good and bad touches Safer play & help when lost Road Safety Medicines, pills, injections	<b>Healthy &amp; Safer Lifestyles</b> Healthy lifestyles  Healthy choices My teeth Healthy eating Exercise & physical activity Rest and sleep Leisure time including sensible amounts of 'screen time' Being a safe pedestrian	<b>Healthy &amp; Safer Lifestyles</b> My body and growing up  Valuing the body External body parts My teeth Similarities & differences Self-care skills Change and responsibilities

	Friendship Conflict resolution Telling an adult & asking for help Networks of support Identifying and managing emotions Feelings, thoughts and behaviour Loss and change Empathy					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>People Who Help Us</b>	<b>Stories from the Past</b>	<b>We're Going on Safari</b>	<b>Journeys</b>
<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 for Physical Education</b>	Continue to develop their movement, spatial awareness, riding (scooters, trikes and bikes).  <b>Fundamentals Unit 1 (spatial awareness/basic ball skills)</b> <b>Folder 2 – reception book p. 60</b>	Continue to develop their movement, spatial awareness, riding (scooters, trikes and bikes).  <b>Fundamentals Unit 1 (Cont- spatial awareness/basic ball skills)</b>  <b>Folder 2 – reception book p. 60</b>  <b>Dance- Fireworks (BBC Sounds)</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes).  <b>Gymnastics – Fun Gym shapes</b> <b>Folder 2 – reception book p. 34</b>  <b>Dance - Toys</b> <b>Folder 1 – reception book p. 6</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes).  <b>Gymnastics – Move and hold</b> <b>Folder 2 – reception book p. 24</b>  <b>Fundamentals Unit 2 (Control and ball skills)</b> <b>Folder 1 – reception book p. 74</b>	Continue to develop their movement, riding (scooters, trikes and bikes).  <b>Athletics – Sports Day event practice/obstacle</b>  <b>Dance – On Parade</b> <b>Folder 2 – reception book p.10</b>	Continue to develop their movement, riding (scooters, trikes and bikes).  <b>Athletics – Sports Day event practice/obstacles</b>  <b>Swimming- Water confidence</b>

<b>Fine Motor</b>	<p>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.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Daily Finger Gym sessions provide opportunities to develop fine motor control. Activities are planned according to emerging needs and development.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>People Who Help Us</b>	<b>Stories from the Past</b>	<b>We're Going on Safari</b>	<b>Journeys</b>
<b>Literacy</b>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<b>Comprehension developing a passion for reading</b>	<p>Fiction including picture books with familiar settings.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary/ repeated phrasing.</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 shares their own ideas about stories.</p>	<p>Fiction &amp; Non-fiction texts about people who help us.</p> <p>Develop play and story narratives about stories and vocabulary they have learnt.</p> <p>Sequence and retell stories using pictures and role-play.</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p>	<p>Fiction &amp; Non-fiction texts about the past.</p> <p>Develop play and story narratives about stories and vocabulary they have learnt.</p> <p>Sequence and retell stories using pictures and role-play.</p> <p>Read books to build up confidence in word reading, fluency, understanding and enjoyment.</p>	<p>Fiction &amp; Non-fiction texts about Africa/Kenya</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>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p>	<p>Fiction &amp; Non fiction books about transport</p> <p>Character profiling; what do we know about _____</p> <p>Using descriptive language in oral storytelling and in writing.</p> <p>Innovate stories we have learnt.</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>Read a few common exception words</p> <p>Understand that English text from left to right and from top to bottom</p>	<p><b>Sounds-Write</b> Units 7-9 of the Initial Code</p> <p>Sound-Spelling correspondences (single letter)</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><b>Sounds-Write</b> Units 8 -10 of the Initial Code (units 8 &amp; 9 recap)</p> <p>Sound-Spelling correspondences (single letter)</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><b>Sounds-Write</b> Unit 11 of the Initial Code</p> <p>Sound-Spelling correspondences (digraphs)</p> <p>Blending and segmenting CVC/CVCC/CCVC/CCCV C 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>Sounds-Write</b> Continued practise of units 8-11</p> <p>Continued practise of skills to embed before children begin extended code.</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>Writing own name.</p>	<p>Begin to form lower case letters</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 words/short phrases and sentences dictated by an adult, known sound-spelling correspondences.</p> <p>Writing lists</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, using colourful semantics- who/what/where.</p> <p>Write short sentences</p>	<p>Form lower-case 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</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</p>

				using known sound-spelling correspondences.  Begin using a full stop.	a capital letter and full stop.  Re-read what they have written to check that it makes sense  Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall.	have written to check that it makes sense  Create fact books and notice the difference between writing stories and writing information.
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>People Who Help Us</b>	<b>Stories from the Past</b>	<b>We're Going on Safari</b>	<b>Journeys</b>
<b>Maths</b>	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 small pebbles 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.					
	<b>Subitising</b> Perceptually subitise within 3. Identify sub-groups in larger arrangements Create their own patterns for numbers within 4. Represent numbers with fingers.  <b>Cardinality, ordinality and Counting</b> Relate the counting sequence to cardinality, (last number spoken gives	<b>Subitising</b> Subitise within 5, perceptually and conceptually, depending on the arrangements.  <b>Cardinality, ordinality and Counting</b> Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Develop knowledge of the counting sequence to 10.	<b>Subitising</b> Continue subitising patterns within 5. Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Experience patterns which show a small group and '1 more'. Continue to match arrangements to finger patterns.	<b>Subitising</b> Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.  <b>Cardinality, ordinality and Counting</b> Develop knowledge of the counting sequence beyond 20. Continue to consolidate understanding of cardinality, working with	<b>Subitising</b> Continue to subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number.	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.  <b>Shape &amp; Measures</b> Name, describe and sort 3D shapes  <b>Additional learning</b>

	<p>the number in the entire set). Develop knowledge of the counting sequence to 10. Develop 1:1 correspondence, including by coordinating movement and counting. Understand that anything can be counted, including actions and sounds. Explore a range of strategies which support accurate counting.</p> <p><b>Composition</b> See that all numbers can be made of 1s. Compose their own collections within 4.</p> <p><b>Comparison</b> Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than' Compare sets 'just by looking'.</p> <p><b>Shape &amp; Measures</b> Estimate, order and compare height &amp; length Sequence daily events</p>	<p>Numerals recognition to 10 (relating these to quantities they can subitise and count.)</p> <p><b>Composition</b> Explore the concept of 'wholes' and 'parts'. Explore the composition of numbers within 5-number bonds.</p> <p><b>Comparison</b> Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p><b>Shape &amp; Measures</b> Name, describe and sort 2D shapes Positional language</p>	<p><b>Cardinality, ordinality and Counting</b> Develop knowledge of the counting sequence to 20. Continue to develop accuracy in object counting skills. Using fingers to represent quantities between 5 and 10. Order numbers to 10, linking cardinal and ordinal representations of numbers.</p> <p><b>Composition</b> Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5- number bonds. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p><b>Comparison</b> Continue to compare sets using the language of comparison, and play games which involve comparing sets.</p>	<p>larger numbers within 10. One more or one fewer/less to 10</p> <p><b>Composition</b> Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles-doubling. Begin to explore the composition of numbers within 10.</p> <p><b>Comparison</b> Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p><b>Shape &amp; Measures</b> Days of the week, seasons Recognise, complete and create patterns</p>	<p>Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</p> <p><b>Cardinality, ordinality and Counting</b> Develop knowledge of the counting sequence beyond 20, including counting from different starting numbers. Counting odds and evens.</p> <p><b>Composition</b> Explore the composition of 10-number bonds.</p> <p><b>Comparison</b> Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p><b>Shape &amp; Measures</b> Describe capacities Estimate, order and compare volumes and weight</p>	<p>Halving &amp; sharing Estimating</p>
--	---	---	---	---	--	---



			Continue to compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal.  <b>Shape &amp; Measures</b> Recognise, describe, copy and extend colour and size patterns			
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>People Who Help Us</b>	<b>Stories from the Past</b>	<b>We're Going on Safari</b>	<b>Journeys</b>
<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 family's history- My past, present and future.  Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life.  Developing sense of chronology; before I was born, before I came to school, What will we do this year in Reception?	Develop an understanding of events that have happened in the past- Bonfire Night  Recognise key figures in the past- Guy Fawkes	Uniforms in the past- compare with uniforms now.  Compare and contrast equipment for various jobs- then and now.	St George and the dragon  Greek Myths- Medusa  Aesops Fable- Tortoise & the hare	Life in Kenya- compare to life in the past in England- farming/electricity/housing/ water supplies etc.	Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history  Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport

	Special events/experiences/celebrations in our lives.					
<b>People, Places and Communities</b> <i>(Geography)</i>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Our local area- home &amp; school. 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 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>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>Draw information from a simple map- where would we go for help in our village</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>Discuss natural materials found in our area- plants (spring)</p> <p>Locate the places that feature in the key stories chosen for this topic.</p> <p>Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>	<p>Recognise some environments that are different from the one in which they live.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Comparing what foods can be farmed in Kenya and England- what grows &amp; why.</p>	<p>Transport in our local area and contrasted with transport for long journeys (going on holiday)- children's experience of transport.</p> <p>Road Safety – how we travel safely.</p> <p>How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>
<b>The Natural World</b> <i>(Science)</i>	<p>The human body: Facial features, body parts, the senses.</p> <p>Comparing myself to when I was a baby and now.</p>	<p>Seasons of the year; Autumn. Observing changes using magnifying glasses- leaves, trees, animals preparing for hibernation.</p>	<p>Seasons of the year; Winter. Observing changes using magnifying glasses.</p>	<p>Seasons of the year; Spring. Observing changes using magnifying glasses. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting,</p>	<p>Animal food chains in Kenya.</p> <p>How animals change as they grow- animals and their babies.</p>	<p>Seasons of the year; Summer. Observing changes using magnifying glasses.</p> <p>How we stay safe in the sun; sunscreen, hats, sunglasses. Safety</p>

		Begin to understand the need to respect and care for the natural environment and all living things.		<p>bees, lighter evenings.</p> <p>Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves.</p> <p>Identify plants growing locally and draw them.</p> <p>How animals change as they grow- naming baby animals e.g. calf/lamp/foal.</p> <p>Life cycles of a butterfly.</p>		around water.
RE	<p><b>God/Creation 1</b></p> <p>Why is the word 'God' so important to Christians?</p>	<p><b>Incarnation 1</b></p> <p>Why do Christians perform Nativity plays at Christmas?</p>	<p><b>Salvation 2</b></p> <p>How can we help others when they need it?</p>	<p><b>Salvation 1</b></p> <p>Why do Christians put a cross in an Easter garden?</p>	<p><b>Incarnation 2</b></p> <p>What makes every single person unique and precious?</p>	<p><b>Creation 2</b></p> <p>How can we care for our wonderful world?</p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>People Who Help Us</b>	<b>Stories from the Past</b>	<b>We're Going on Safari</b>	<b>Journeys</b>
<b>Expressive Arts and Design</b>	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	Exploring colour. Painting with primary colours and mixing secondary colours.	Exploring which colours show us different seasons.	<p>Taking a line for a walk.</p> <p>Puppets: Chinese New</p>	Making observational drawings/paintings of plants/flowers in our local area.	<p>Draw with increasing complexity and detail...</p> <p>Animals in art. A study</p>	Design: making a boat that floats and another vehicle that moves with wheels

	<p>Painting: portraits.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Creating clay Diyas.</p> <p>Creating rangoli sand patterns.</p> <p>Cutting: snowflake design.</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.</p>	<p>Year.</p> <p>Begin to develop story narratives using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>of Rousseau's "Tiger in a Tropical Storm".</p> <p>Painting patterned animals with ink and wax resist.</p> <p>Develop their own ideas and then decide which materials to use to create models of...</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
--	--	---	--	--	---	---