|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area of Learning** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Possible Themes/Interests/Lines of Enquiry | Autumn  Family  The Colour Monster  The Little Red Hen | Three Little Pigs  Space  Bonfire Night/Fireworks/Diwali Christmas/Father Christmas story  Christmas Post Office | Winter  Arctic  Chinese New Year  Valentine’s Day | Shrove Tuesday  Holi  Mother’s Day  The Gingerbread Man  Easter | Jack and The Beanstalk  Growing  Supertato  Oliver’s Vegetables  Father’s Day | Transport  Summer Holidays (Past and Present)  The Very Hungry Caterpillar |
| Key stories books  (Fiction, Non-Fiction) | **Pete The Cat** by Eric Litwin  **The Colour Monster** by Anna Llenas  **The Little Red Hen** by Jerry Pinkney  **Leaf Man** by Lois Ehlert | **The Three Little Pigs** (Lots of different versions)  **Whatever Next** by Jill Murphy  **The Christmas Story (Bible)** | **Stickman** by Julia Donaldson  **Lost and Found** by Oliver Jeffers  **Sharing a Shell** by Julia Donalds | **Mr.Wolf’s Pancakes** by Jan Fearnley  **Holi**  **My Mum** by Anthony Browne  **The Gingerbread Man** (Lots of different versions)  **The Easter Story (Bible)** | **Jack and The Beanstalk** (Lots of different versions)  **Supertato** by Sue Hendricks  **Brown Bear Brown Bear What do you see?** By Eric Carle | **My Dad** by Anthony Browne  **The Train Ride** by June Crebbin  **The Very Hungry Caterpillar** by Eric Carle |
| Traditional and Contemporary Poems and Rhymes |  |  |  |  |  |  |
| Experiences | Baking Bread  Autumn Walk  Visiting Church  Harvest Festival  Pray, stay and play sessions | Posting letters to the post box. Sending and receiving letters.  Harvest Festival.  Nativity play.  Visiting Church  Pray, stay and play sessions. | Chinese New Year Party - Dragon Dancing, tasting Chinese food.  Winter Walk  Building Snowmen  Visiting Church  Pray, stay and play sessions. | Baking Gingerbread Men  Planting and Growing Beans  Making Pancakes  Visiting Church  Mother’s Day Assembly  Baking Easter Nests  Pray, Stay and Play | Growing Beans  Growing Potatoes  Cooking different types of potatoes, mash, chips etc.  Visiting Church  Father’s Day Assembly  Tasting Fruit  Pray, Stay, and Play | Butterflies into school  Visiting Church  Enterprise Week  Sports Day  Reception Assembly.  Pray, stay and Play. |
| RE | **God’s World**  To know that God loves and cares for each one of us and reflect on this.  Hear about and respond to the things God created for us.  Know that God has asked us to care for the world. Think of ways in which we can help to do it. To know that God made each one of us different and special. Reflect on this. | **God’s Family**  Be aware that God made all the people in the world to be part of his family and that we are part of it too. Know that God made us to know and love him and to show our love for him by helping one another. To know that God has given us gifts so that we can show his love to others. To know that God’s greatest gift was to send his only son Jesus and respond to that gift | **Getting to Know Jesus**  To know that Jesus has a great love for each one of us. Think of ways in which we can show our love for Jesus. Hear that Jesus cured people who were ill. Think of ways in which we can show our love for people who are ill. Begin to know that Jesus showed he was the son of God at the Wedding of Cana. Begin to think about what this means for us. | **Sorrow and Joy**  Understand that we are capable of hurting others and that we should always try to be kind to each other. Know that we can say sorry when we hurt someone but we need to ask Jesus to help us to do this. Know that Jesus forgave those who hurt him and know that we can forgive other people when they hurt us. Know that we need to ask Jesus to help us be kind to others. | **New Life**  Begin to understand that because Jesus rose from the dead we can experience Easter. Know the story of Jesus appearing to Mary Magdalene when he rose from the dead and begin to understand why this story is important. Begin to understand the special gift of joy and peace that Jesus gave to the disciples and can give to us. Know the story of Jesus going back to his Father in heaven. | **The Church**  Know that we call the church the family of God and that we can all belong to his family. Know that a church building is a holy place where we can all pray and are welcome. Know that Jesus is present in a special way in the tabernacle and we can visit him. Know and be thankful that lots of people help look after the church for us. Know why Sunday is a special day for us. |
| RE  Texts/Poems/Rhymes | Guess how much I love you by Sam McBratney  Psalm 139 (Verses 1-12 adapted) In the beginning - poem  The butterfly song  My God Is so big song  Psalm 139 verses 13-18 (adapted) Genesis: 1-11  Our God Is a great big God song  Harvest Songs - Festival | Books about families  If i were a butterfly song  Elizabeth of Hungary story  The Little Red Hen  Nativity songs  The Christmas Story | Luke 18: 15-17 adapted Let the children come to me  John 5: 1-9 adapted The man at the pool  Ben in hospital (Folder)  John 2: 1-10 adapted Wedding of Cana  Wedding Music | Unkind children (Folder) Zaccheaus Luke 19:1-48  Garden of Gethsemane Psalm 118:5-6  Friendship stories  Feeding of the 5,000  Books about sharing | The Easter story  Easter songs - Assembly  Jesus appears to Mary Magdalene  John 20 RSV adapted]  Jesus appears to his friends John 20: 19-21 adapted  Jesus goes back to heaven | Story - how the church began  Books about families  Mrs Stone’s. Class Story  Story. About Jacob  Story  Story |
| RSE  (Journey in Love) | know that there is no one more special than me. |  |  | Know that God made me and loves me as I am. |  |  |
| Communication and Language | **Understand how to listen carefully and why listening is important.**  To sit beautifully on the carpet ready to listen.  **Engage in story times.** (Story time at least once a day everyday)  To recognise a rhyming pair In books. | **Ask questions to find out more and to check they understand what has been said to them.**  To confidently talk about their creation to an adult.  To answer who, where and when questions.  To take on different roles In Imaginative play, to Interact and negotiate with people In longer conversations.  **Develop social phrases** (ongoing - Good Morning/Good Afternoon Mrs Bates)  Engage in story times. | **Articulate their ideas and thoughts in well-formed sentences.**  To talk In sentences using new vocabulary.  **Connect one idea or action to another using a range of connectives.**  **Engage in non-fiction books.**  **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.** To answer ‘why’ questions.  To recognise the difference between a fiction and a Non-Fiction book.  To identify the main characters in a story.  To practise possible conversations between characters - using hot seat and during play. | **Describe events in some detail.**  To be able to describe events In chronological order.  To notice when sequencing of something familiar Is not on In the correct order.  Children to begin to use sequencing vocabulary, ‘First, Then, Before, After, Finally..”  **Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen**.  To answer ‘how do you know’ questions.  To talk to others about a problem, and come up with Ideas how to solve It. | **Listen to and talk about stories to build familiarity and understanding.** (Through story repetition and guided reading. Opportunity to retell their story)  To retell familiar stories using different voices for characters.  To confidently talk about the plot of the story In a familiar text.  **Engage in non-fiction books.** (Link to current topic)  **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary**.(Have books we have read In reading area)  To talk about the features of a non-fiction book; label, contents page, headings, page number, glossary.  To use problem solving words and phrases to use in explanations. ‘So that, because, I think it’s, you could, it might be.’ | **Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.** (Familiar stories placed In reading area, and opportunities for children to tell others about the story they have read)  To Identify the main characters In a story, and talk about their feelings, actions and motives.  To confidently tell a peer or adult about a familiar story. |
| Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts  Use new vocabulary through the day Learn rhymes, poems, and songs. | | | | | |
|  | **Listening, Attention and Understanding (ELG’s)**  Listen attentively ad respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **Speaking (ELG’s)**  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from the teacher. | | | | | |
| Personal, Social and Emotional Development | **See themselves as a valuable individual.**  To confidently talk about my family.  To talk about my likes, dislikes, family members and culture.  **Build constructive and respectful relationships.**  To listen to their peers when they are talking.  To share resources with another child.  To follow simple Instructions.  **Express their feelings and consider the feelings of others.**  To follow the class rules.  To use descriptive vocabulary when expressing their feelings when they are upset. E.g. happy, sad, angry, worried.  To use descriptive language when they are talking about their feelings positively or negatively. | | **Manage their own needs.**  To know why we wash hands before snack time.  To correctly wash hands.  To know when we wash hands.  **Identify and moderate their own feelings socially and emotionally.**  To use taught strategies to stay calm In the face of frustration. E.g. count to 10, sit In a certain place.  To know why we follow certain rules. E.g. take turns, wait politely, tidy up after ourselves etc.  To recognise how their friends might feel In particular scenarios. E.g. when someone takes a toy off them without asking.  To talk about their behaviour. To talk about how they are going to change their behaviour and make It right.  To respect class rules and behave correctly towards others. | | **Think about the perspectives of others.**  To talk about characters In stories and how they are feeling In certain scenarios. To explain how they feel about a problem or an emotion or how they dealt with It.  **Show resilience and perseverance in the face of challenge.**  To talk about their own personal achievements. E.g. swimming certificate, writing name.  To reflect and self-evaluate their own work. ‘I like It becausee… I don’t like…”  To tell peers and adults about their work and play.  To develop problem-solving skills by talking through with an adult how they, you an others resolved a problem or difficulty.  To know that mistakes are ok and we can fix them.  To set own goals and achieve them.  To know what ‘healthy eating’ means  To know what a fruit or vegetable Is.  To know the difference between healthy and unhealthy.  To group foods according to healthy and unhealthy. | |
| *Know and talk about the different factors that support their overall health and wellbeing. (Regular physical exercise, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.* | | | | | |
| *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.* | | | | | |
|  | **Self-Regulation (ELG’S)**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Managing Self (ELG’S)**  Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships (ELG’S)**  Work and play co-operatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs. | | | | | |
| Squiggle Whilst You Wiggle |  |  |  |  |  |  |
| Physical Development | **Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene**  Children to be highly active and get out of breath several times a day.  To get dressed for P..E with little support.  To draw freely.  To line up accurately and giving others space. | **Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing**  To carry objects up and down different levels. E.g. slopes, hills, steps.  To accurately lift, carry, push, pull, construct, stack and climb using open ended resources.  To listen to teacher modelling precise vocabulary to describe movement and directionality modelled by an adult. To be encouraged to use It.  To talk about why they are getting out of breath from doing physical exercise.  To get dressed independently for P.E  To participate in structured activities. E.g. listen to the teacher about what to draw, write or copy. | **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**.  Children to accept challenges from teachers to rock, tilt, fall, spin, slide and bounce.  To confidently use wheeled resources to balance, sit on, ride, pull or push.  To use a knife and fork with little support.  To confidently engage with a range of different sized ‘balls’ made out of familiar materials such as socks, paper bags ad jumpers. | **Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.**  Children to understand the Importance of exercise, healthy eating and the Importance of sleep.  To know how to travel safely In their local environment Including staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering be cycling, and being sensitive to other pedestrians.  **Progress towards a more fluent style of moving, with developing control and grace.**  To practise movement skills alone and with others during stand alone P.E times and during provision.  To accept physical challenges from their teacher when they are ready such as climbing higher, running faster and jumping further.  To conclude movements in balance and stillness.  To be able to have ‘quiet time.’ Look up at the sky or sitting or lying in a den.  To use a knife and fork confidently and independently.  To confidently interact with full sized balls. | **Combine different movements with ease and fluency**  To participate In obstacle courses that adults have created. E.g. crawling through tunnels, climbing onto a chair, jumping Into a hoop, running and lying on a cushion.  To create their own obstacle course. Listen to Instructions that require quick changes of speed and direction. E.g. run round In a circle, stop, change direction and walk on your knees.  To be precise and accurate when beginning and ending movements.  **Develop the foundations of a handwriting style which is fast, accurate and efficient.**  To introduce tennis balls, ping pong balls, beach balls and balloons. To use bats to pat and hit the balls | **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.**  To use a wide range of equipment. E.g.wheeled toys, wheelbarrows, running mats, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.  Introduce children to ball games with teams, rules and targets once their ball skills have consolidated.  To use the correct letter formation so that it is automatic, efficient, and fluent over time. |
| Develop the overall body strength, co-ordination, 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 spoon.  To participate In activities to refine small motor skills; threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, making models with junk materials, construction kits and malleable materials.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop overall body-strength, balance, co-ordination, and agility | | | | | |
|  | **Gross Motor Skills (ELG’S)**  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **Fine Motor Skills (ELG’S)**  Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | | | | | |
| Literacy  (See Literacy Long Term Plan) | **Read individual letters by saying the sounds for them.**  To read sounds speedily and accurately.  To recognise sounds in texts, own name and their peers name and in flash cards.  To begin to write sounds in own name. | **Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.**  To segment the sounds In words to read the word. E.g. c-a-t.  Say the sounds from left to right and blend the sounds together to read the word.  **To begin to form lower case letters correctly.**  To touch each finger as they say the sound in the word they are reading. | **Read some letter groups that each represent one sound and say sounds for them.**  Children to become familiar with letter groups.  To know what a diagraph Is. ‘Two letters that make one sound.’  To read words that have diagraphs In.  **Read a few common exception words matched to the school’s phonic programme.**  To know that we can’t sound out tricky words. We just have to know them.  **To begin to form lower case letters correctly and begin to form capital letters**  To touch each finger as they say the sound in the word they are reading.  To memorise a sentence with 3 words in before writing it down.  Encourage children to re-read their work to check it makes sense. | **Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.**  To read aloud using phonic knowledge to read unfamiliar words.  To know to use strategies they know to read unfamiliar words. E.g. segmenting and blending.  **Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.**  To read longer words that made up of letter-sound correspondences they know. Eg rabbit, himself jumping.  To read familiar books and share with peers and adults.  **To continue to form lower case and capital letters correctly.**  To touch each finger as they say the sound in the word they are reading.  To memorise a sentence with 4 words in before writing it down.  Encourage children to re-read their work to check it makes sense. | **To continue to form lower-case and capital letters correctly.**  **Spell words by identifying the sounds and then writing the sound with letter/s.**  To touch each finger as they say the sound in the word they are reading.  To memorise a sentence with 5 words In before writing It down.  Encourage children to re-read their work to check it makes sense. | **Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.**  **Re-read what they have written to check that it makes sense.**  **To continue to form lower-case letters and capital letters correctly.**  To memorise a sentence with 6 words or more before writing it down.  Encourage children to re-read their work to check it makes sense. |
| Phonics | **Phase 2** | **Phase 2** | **Phase 3** | **Phase 3** | **Phase 4** | **Phase 4** |
|  | **Comprehension(ELG’S)**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently Introduced vocabulary.  Anticipate (where appropriate) key events In stories.  Use and understand recently Introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. | **Word Reading (ELG’S)**  Say a sound for each letter in the alphabet and at least 10 diagraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic-knowledge, including some common exception words. | **Writing (ELG’S)**  Write recognisable letters, most of which are correctly formed.  Spell words by Identifying sounds In them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. |  |  |  |
| Mathematics  (See Maths Long Term Plan) | **Count objects, actions and sounds.**  Sing counting songs and number rhymes, and stories that Involve purposeful counting.  Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.  To say how many there are after counting. E.g. 6,7,8 there are 8 balls.  To appreciate the last number of the count indicates the total group. (Cardinal counting principle)  To predict how many objects you think there are without counting. E.g. i think there are 8.  To count out a smaller number from a larger group. E.g. give me seven. To know when to stop.  Sing counting songs and number rhymes, and stories that Involve purposeful counting.  Play games which involve counting  **Compare numbers**  To compare numbers starting with a very different number of things.  To have move small things and fewer large things. Spread them out and bunch them up, to draw attention to the number not the size of things. (Include groups where the numbers are the same)  To look at the composition of numbers 1,2,3.  **Continue, copy and create recreating patterns.**  To make patterns with varying rules (AB, ABB, ABBC) and objects and invite children to continue the pattern. To make a deliberate mistake and discuss how to fix it. | Sing counting songs and number rhymes, and stories that Involve purposeful counting.  Play games which involve counting  To count how many children are in today as a class. To count out the fruit for snack time as a class.  **Subitise**  Show small quantities in familiar patterns. (Dice and random arrangements)  Play games which involve quickly revealing and hiding numbers of objects.  **Understand the more than/less than relationship between consecutive numbers.**  To predict what the outcome will be in stories, rhymes and songs if one is added and one is taken away.  To work out what is one more than/less than a number.  To look at the composition of 4,5,0. | Sing counting songs and number rhymes, and stories that Involve purposeful counting.  Play games which involve counting  To know how many children are off today as a class.  Show small quantities in familiar patterns. (Dice and random arrangements)  To subitise first when enumerating groups of up to 4 or 5 objects. (I don’t think we need to count those. They are in a square shape so there must be 4.  To show a number of fingers all at once without counting.  **Link the number symbol (numeral) with it’s cardinal number value.**  To match numerals to dot quantities or in tens frames.  To play card games. E.g. snap where some have dot quantities and some numerals.  To look at the composition of 5,6,7 | Sing counting songs and number rhymes, and stories that Involve purposeful counting.  Play games which involve counting  Prompt children to subitise first when enumerating groups of up to 6 and beyond objects.  To show a number of fingers all at once without counting.  To record quantities (tallies, dots, and using numeral cards)  **Count beyond 10**  To verbally count beyond 20.  To become familiar with two-digit numbers and their patterns in hundred squares, number lines etc  **Explore the composition of numbers to 10.**  To look at the composition of 7,8,9,10 and revise 1-6.  To have a go at conceptual subitising once modelled by an adult. ‘Well there are 3 on this dice and 3 on this dice so that makes 6.’  To play games which involve partitioning and recombining sets. E.g. Throw 5 beanbags in a hoop. How many go in? How many don’t? | Sing counting songs and number rhymes, and stories that Involve purposeful counting.  Play games which involve counting.  Use vocabulary when comparing numbers. ‘More than, less than, fewer, the same as equal to.  To be able to fill out a part-part-whole diagram.  To fill out tens frames and use strategies to help. “I know there are 5 on the top and one more makes 6.’  **Automatically recall number bonds to 5.**  To recognise subitising patterns.  To participate in hiding games. ‘6 went in the tent and 3 came out. I wonder how many of them are still there.’  To put objects in a 5 frame and talk about how many spaces are filled/infilled.  **Select,rotate and manipulate shapes to develop special reasoning skills.**  To interact ad play with high quality pattern building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles as well as found materials. | Sing counting songs and number rhymes, and stories that Involve purposeful counting.  Play games which involve counting  **Recall some number bonds to 10.**  To recognise subitising patterns.  To apply number bonds. “There are 5 of us but only 2 clipboards. How many more do we need?  To put objects in a tens frame and talk about how many spaces are filled/unfilled.  To copy increasingly complex 2D pictures and patterns with 3D resources.  To solve a range of jigsaws of increasing challenge.  **Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.**  Investigate how shapes can be combined to make new shapes. E.g. two triangles can be put together to make a square.  To predict what shapes they can make when the paper is folded.  To find 2D shapes within 3D shapes, including through pattern and shadow play.  **Compare length, weight and capacity.**  To use comparative vocabulary. E.g. “than” “This Is heavier than that”  To make and test predictions. “What If we pour the jug full Into the teapot? which holds more? |
|  | Matching. Sorting & Comparing  Numbers 1, 2, 3  Money  Time  Shape | Numbers 4, 5, 0  Money  Time  Shape  Early doubling | Numbers 5, 6, 7  Money  Time  Shape  Early doubling | Numbers 7, 8, 9, 10  Halving  Doubling  Sharing | Numbers 10, 11, 12, 13, 14, 15  Money, time, shape  Halving, doubling, sharing | Numbers 16, 17, 18, 19, 20  Money, time, shape  Halving, doubling, sharing |
|  | **Number (ELG’S)**  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (Including subtraction facts) and some number bonds to 10, including double facts. | **Numerical Patterns (ELG’S)**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |  |  |  |  |
| Understanding the World | **Talk about members of their immediate family and community.**  To talk about who Is In your family.  To listen to stories about different families.  To talk about the similarities and differences between families In your class and others.  To share pictures of your own family.  **Name and describe people who are familiar to them.**  To know the names of people who we see In our community. E.g. shopkeepers, nurses, doctors, teachers, bin men, post man, hairdressers, firemen.  Talk about when you see these people and what they do.  To touch, smell, and hear the natural world around them and look for signs of Autumn.  To know how we care for the natural world around us. | **Recognise that people have different beliefs and celebrate special times in different ways.**  To learn about different religious and cultural celebrations and participate In them.  To build a rich bank of vocabulary which to describe their own live and the lives of others.  **Recognise some similarities and differences between life in this country and life in other countries.**  To learn about places in the world that contrast with locations they know well.  To use relevant, specific vocabulary to describe contrasting locations.  Observe how animals behave differently In seasonal changes.  To look at images, video clips, shared texts and other resources to learn about different lives.  To look at similarities and differences in how they travel to school, what they eat, where they live etc. | **Recognise some environments that are different to the one in which they live.**  To learn about a range of contrasting environments within both their local and national region.  To look at non-fiction texts that offer an Insight Into contrasting environments.  **Compare and contrast characters from stories, including figures from the past.**  Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.  In addition to storytelling, introduce characters including those from the past using songs, poems, puppets, role play and other storytelling methods.  To touch, smell and hear the natural world around them and look for signs of Spring.  To draw observational drawings of animals and plants.  To interact with natural processes; ice melting. | **Understand that some places are special to members of their community.**  To know what a place of worship Is.  To know what the place of worship I go to Is called.  To know that children in the class have the same place of worship and some have different.  To recognise familiar animals and plants when outside.  To name plants and animals. | **Explore the natural world around them.**  **Draw information from a simple map.**  To look at what you can see in the local community.  To have a look at how you get to school.  To know where I live, and to name the street, the town and the country.  To know what the school Is called, the name of the road and the town the school Is located In.  To look at aerial views of the school. Children to comment on what they notice, recognising buildings, open space, roads and other simple features.  To draw observational drawings of animals and plants.  To touch, smell and hear the natural world around them and look for signs of Summer. | **Comment on images of familiar situations in the past.**  To look at pictures, stories, artefacts and accounts from the past.  To look at the similarities and differences between now and them.  To look at Images of familiar situations In the pas, such as home and school and transport.  To make observations of what you can see and talk about experiences that are familiar to them and how these may have differed In the past.  To begin to organise events using basic chronology, recognising that things happened before they were born. |
| Frequently share texts, Images and tell oral stories that help children to begin to develop an understanding of the past and present.  Feature fictional and non-fictional characters from a range of cultures and times In storytelling. Listen to what children say about them.  Understand the effect of changing seasons on the natural world around them  Provide opportunities for children to note and record the weather.  Describe what they see, hear, and feel whilst outside.  To provide children with frequent opportunities for outdoor play and exploration.  Opportunities to observe and interact with natural processes such as ice melting, a sound causing a vibration, light travelling through transparent material, an object causing a shadow a magnet attracting an object and a boat floating on water. | | | | | |
|  | **Past and Present (ELG’S)**  Talk about the lives of the people around them and their roles In society.  Know some similarities and differences between things In the past and now, drawing on their experiences and what has been read In class.  Understand the past through settings, characters and events encountered In books read In class and storytelling.  **People, Culture and Communities (ELG’S)**  Describe their Immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities In this country, drawing on their experiences and what has been read In class.  Explain some similarities and differences between life In this country and life In other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  **The Natural World (ELG’S)**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some Important processes and changes In the natural world around them, Including the seasons and changing states of matter. | | | | | |
| Expressive Arts and Design | **Develop storylines in their pretend play.**  To use a wide range of props to encourage Imagination (different lengths and styles of fabric for capes, the roof of a small den, a picnic rug and an Invisibility cloak)  To talk to an adult about which role you want to play and learn how to negotiate, be patient and solve conflicts.  To tell an adult what they want to make.  To use tools with care and precision.  To notice features in the natural world. To define colours, shapes, texture and smells in their own words.  Play listening and movement games that use different sounds for different movements. E.g. march to the sound of the drum or creep to the sound of the maraca. | **Sing in a group or on their own, increasingly matching the pitch and following the melody.**  To play pitch-matching games, humming or singing short phrases for children to copy.  To listen to songs with and without words.  To sing call-and-response songs, so that children can echo phrases of songs you sing.  To develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.  To know how to use different techniques for joining materials. E.g. adhesive tape and different glue. | **Return to and build on their previous learning, refining ideas and developing their ability to represent them**  To discuss their problems and how they might be solved as they arise.  To reflect with an adult how they achieved their aims.  To keep a steady beat, whilst singing and tapping their knees, dancing to music and making up their own music with instruments and sound makers. | **Create collaboratively sharing ideas, resources, and skills.**  To work together to develop and relative creative ideas.  To look at an artists work.  Model how to tap rhythms to accompany words, such as tapping the syllables of the names, objects, animals and the lyrics of the songs. | **Listen attentively, move to and talk about music, expressing their feelings and responses.**  To learn about new musical worlds.  To listen to different kinds of music from across the globe, including traditional and folk music from Britain.  To listen attentively to music.  To talk about what they have heard. Do they like it? Why? Why not?  To talk about changes and patterns as a piece of music develops.  To create their own music  To listen to music with a pulse to move in time with. To respond to changes e.g. jump when the music suddenly becomes louder. . | **Watch and talk about dance and performance art, expressing their feelings and responses**  To go/watch a live performance.  To use related costumes and props for children to incorporate in their pretend play.  To replicate choreographed dances, such as pop songs and traditional dances from around the world.  To choreograph their own dance moves, using some of the steps and techniques they have learnt. |
| Explore, use, and refine a variety of artistic effects to express their ideas and feelings  Explore and engage in music making and dance, performing solo or in groups.  To learn new songs. | | | | | |
|  | **Creating with Materials (ELG’S)**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the processes they have used.  Make use of props and material when role playing characters In narratives and stories.  **Being Imaginative and Expressive (ELG’S)**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. | | | | | |