

## EYFS - Long Term Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	How are we amazing?	How far can we travel?	Where in the world?	Once upon a time there was....	How does it grow?	How many legs?
<p>Possible ideas, mini themes, hooks</p> <p>(These may be changed or adapted depending on children's interests)</p>	<p>Starting school/new beginnings. Rules and routines. All about me, families, homes and how they are different (protected characteristics). History and how we have changed. Feelings and emotions. Harvest and Diwali. Superheroes. People who help us. Seasons - Summer/Autumn Pumpkins</p> <ul style="list-style-type: none"> <li>• Humpty Dumpty fell of the wall.</li> <li>• Harvest Festival</li> <li>• Bread making</li> <li>• Missing super powers</li> <li>• Diwali</li> </ul>	<p>Bonfire Night and fireworks. Remembrance. Christmas - how is it celebrated in other countries. Seasonal changes - Autumn/Winter Space - Neil Armstrong and Mae Jamieson (Protected Characteristics) Space, moon, planets. Patterns in nature swirls, snails etc.</p> <ul style="list-style-type: none"> <li>• Teddy stuck on the school roof.</li> <li>• Alien stuck on Mars</li> <li>• Building rockets</li> <li>• Remembrance Day.</li> <li>• Christmas and Nativity.</li> <li>• Rock/meteor arrived from space.</li> </ul>	<p>Comparing places Polar regions and the desert - Dubia/Australia London Local area - school Maps Planes/flight - Amelia Earhart History of buses - link to the Naughty Bus</p> <ul style="list-style-type: none"> <li>• Penguins stuck in ice.</li> <li>• Food tasting party - have you got your passport ready!</li> <li>• Mother's Day.</li> <li>• Easter celebration and egg hunt.</li> <li>• What happened to the Naughty bus?</li> <li>• New adventure for the Naughty Bus</li> </ul>	<p>Traditional tales. Seasonal changes - Winter/Spring Dinosaurs Mary Anning Dragons</p> <ul style="list-style-type: none"> <li>• Who stole the pigs/they are trapped by the wolf?</li> <li>• The Goats need a new Bridge.</li> <li>• How to safely get the eggs down the beanstalk.</li> <li>• Dino world - classroom turns into Jurassic Park - explorer time.</li> <li>• Eggs - chick/duck</li> </ul>	<p>Plants and flowers The sunflower challenge Growth and change Minibeasts - Life cycles Caterpillars/eggs.</p> <ul style="list-style-type: none"> <li>• The sunflower challenge</li> <li>• Caterpillars/eggs</li> <li>• Mystery seeds?</li> </ul>	<p>Recycling, looking after the world Seasonal changes - Spring/Summer Water/bubbles Pirates Animals and David Attenborough. Under the sea</p> <ul style="list-style-type: none"> <li>• How will we get ... over the sea?</li> <li>• How can we look after the world?</li> <li>• Trip</li> <li>• Sports Day</li> <li>• Fun Day</li> <li>• Broken cage in the classroom</li> <li>• Square bubbles?!?</li> <li>• Sinking and Floating</li> <li>• Transition to Year 1</li> </ul>

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How are we amazing?	How far can we travel?	Where in the world?	Once upon a time there was....	How does it grow?	How many legs?
Key Texts						

						
<p><b>Rhyming Texts</b></p>						
<p><b>Non-Fiction Texts</b></p>						

Communication and Language

<p><b>ELG</b></p>	<p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  <b>ELG: Speaking</b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
<p><b>Provision</b></p>	<p><b>Small world - Role play areas - Story time - Puppets - Snack and lunch time - Barry the Brown Dog - Outdoor time - Target games - Wonder table - Construction area - Problem solving activities - Would You Rather - Drawing club/play projects/dreaming tree. Questioning - What do you see? What do you notice?</b></p>					
<p><b>Listening. Attention and Understanding.</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
	<p>I am beginning to know how to sit on the carpet.</p> <p>I am beginning to know I should look at the person talking.</p> <p>I know that story time is a time to listen to a book read by an adult.</p> <p>I am starting to follow a one-part instruction.</p> <p>I enjoy joining in at group times and story times and can remember some things that happened.</p>	<p>I know how to be quiet when someone else is talking.</p> <p>I know I look with my eyes and body at the person talking.</p> <p>I engage in story times.</p> <p>I like to join in with familiar songs and rhymes.</p> <p>I can wait and take turns in conversation</p> <p>I can follow a one part instruction.</p>	<p>I know how to engage in a two-way conversation.</p> <p>I can listen to my peers and adults during carpet time.</p> <p>I can follow instructions (with two or more parts) reliably.</p>	<p>I know how to comment on what others have said in an appropriate way</p> <p>I can respond to what others say.</p> <p>I know how to ask questions to find out information.</p>	<p>I know how to use my developing listening skills to understand what is said by others.</p> <p>I can respond to what others have said and show I understand.</p> <p>I ask questions about what I have heard to clarify my understanding.</p>	<p>I can listen carefully.</p> <p>I can respond with questions, comments and actions.</p> <p>I can make comments about what I have heard.</p> <p>I can ask questions to help me understand.</p> <p>I can engage in conversation with my friends and teachers.</p>

	<p>I can talk to others and sometimes take it in turns to speak</p> <p><b>Vocab:</b>                      Carpet Kingdom                      Smart Sitting                      Story                      Nursery Rhyme                      Talk                      Say                      Tell                      Copy                      Listen                      Look</p>	<p><b>Song</b>                      Take turns</p>	<p><b>Listen</b>                      Instructions</p>	<p><b>Question</b>                      Who, what, how, why?                      Answer</p>	<p><b>Understand</b>                      Explain                      Describe</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>Speaking</b>	<p>I know some information about myself and can share that with an adult or peer.</p> <p>I know simple nursery rhymes and can share these.</p> <p>I can express a point of view and talk about myself.</p> <p>I can use talk to share what I think and organise my play.</p>	<p>I know how to talk about things I have observed linked to our topic.</p> <p>I know what my favourite book is and I can talk about it.</p> <p>I am starting to share my ideas with familiar adults and children.</p> <p>I can listen to and talk about stories, rhymes and non-fiction</p>	<p>I know why some things happen and can explain this.</p> <p>I can talk to others (adults and children)</p> <p>I use talk to organise my thoughts</p> <p>I can share my ideas using talk as a tool</p>	<p>I know how to speak in full sentences.</p> <p>I know how to ask questions to find out information.</p> <p>I can share my ideas in small groups</p> <p>I can engage in stories, rhymes and non-fiction sharing my ideas about them</p> <p>I can use full sentences</p>	<p>I know how to talk about things that happened in the past.</p> <p>I am starting to use conjunctions.</p> <p>I can explain events that have already happened in detail.</p>	<p>I can take part in whole class and group discussions using vocab I have learnt.</p> <p>I can explain why things happen/might happen</p> <p>I can use vocabulary from stories, non-fiction, rhyme and poems</p> <p>I can express ideas and feelings</p>

	<p>I can use a sentence of 4-6 words</p> <p>I can use speech as a way of starting to express myself.</p> <p><b>Vocab:</b></p> <p><b>Me/My/I</b></p> <p><b>Nursery Rhyme</b></p> <p><b>Talk</b></p>	<p>I can say how I feel using talk as a tool</p> <p><b>Take turns</b></p>	<p><b>Idea</b></p> <p><b>Thinking</b></p>	<p>I am starting to use past, present and future tenses</p> <p><b>Past</b></p> <p><b>Present</b></p> <p><b>Questions</b></p> <p><b>Why</b></p>	<p><b>And</b></p> <p><b>Because</b></p> <p><b>Explain</b></p>	<p>I can use full sentences using past, present and future tenses</p> <p>I can use conjunctions (with support and modelling) to connect my ideas</p>
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Personal, Social and Emotional Development						
<b>ELG</b>	<p><b>ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					
<b>Provision</b>	<p><b>Small world - Role play areas - Story time - Helicopter stories - Snack and lunch time - Outdoor time - Target games - Wonder table - Construction area - Problem solving activities - Would You Rather - Hooks - Zones of Regulation - Team Crookham Values and Awards - Helping Octopus responsibilities - Books around Protected Characteristics - British Values: Democracy (voting for stories etc), The rule of Law (Kind hands, feet and words) Individual Liberty (choosing where to sit or learn) Mutual respect and tolerance of those of different faiths or beliefs (protected characteristics, would you rather, different celebrations). Responsibility - (octopus helpers)</b></p>					
<b>Self-Regulation</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>I know there are different emotions.</p> <p>I am beginning to know the routines of school.</p> <p>I can talk about feelings (happy, sad, angry)</p> <p>I can choose what I need to complete a goal (short term)</p> <p>I am starting to follow instructions</p>	<p>I know I must wait my turn and share when playing with a peer.</p> <p>I know the school rules - kind hands, feet and words.</p> <p>I can identify a range of different feelings using the Zones of Regulation.</p> <p>I can keep on trying when I find something difficult.</p> <p>I am starting to sit and listen more consistently</p>	<p>I know how different emotions affect the body.</p> <p>I am beginning to understand how others are feeling.</p> <p>I can follow instructions with two or more parts</p> <p>I can listen to my peers and adults during carpet time</p> <p>I am beginning to be able to regulate my emotions with support</p>	<p>I know the signs of different emotions.</p> <p>I can say how others are feeling based on their expressions and actions.</p> <p>I can say what I am good at and what I would like to improve.</p> <p>I can sit and listen during adult focus time.</p>	<p>I know when to calm myself down.</p> <p>I am beginning to be able to wait my turn in a whole class situation.</p> <p>I can solve a conflict with a friend.</p> <p>I can self - regulate using the Zones of Regulations.</p>	<p>I can say how I and others are feeling.</p> <p>I can show my understanding of feelings by changing my behaviour.</p> <p>I can set myself goals.</p> <p>I can wait for my requests and needs to be met.</p> <p>I can listen to and respond to adults.</p> <p>I can follow instructions</p>

		during adult focus time.  I can follow simple instructions.	and using the Zones of Regulations.			accurately (several ideas/actions).
	<b>Vocab:</b> Sad, happy, angry, excited	<b>Kind hands, feet and words.</b> Worried, nervous, confident Fair, share	<b>Listen</b> Feelings/emotions Friend	<b>I am good at.....</b>	<b>Understand</b>	
	<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>Managing - Self</b>	<p>I am beginning to know the different areas of the classroom.</p> <p>I know how and when to use the toilet and wash my hands.</p> <p>I am starting to become more confident when things are new (dealing with the transition).</p> <p>I am showing an awareness of rules and how to behave in the classroom.</p> <p><b>Vocab:</b> School Rules New things</p>	<p>I know the different areas of the classroom.</p> <p>I am starting to try new activities.</p> <p>I am starting to be aware of rules in the school and classroom.</p> <p>I am beginning to be able to dress and undress for PE/Forest School etc.</p> <p>I am starting to know ways to stay healthy</p> <p><b>Light corner</b> <b>Construction area</b> <b>Small World area</b> <b>Creative area</b> <b>Role play</b> <b>Outdoor classroom</b></p>	<p>I can talk about the school and class rules.</p> <p>I can talk about what is right and wrong</p> <p>I know how and when to brush my teeth.</p> <p>I know what kind hands, kind feet and kind words looks like.</p> <p><b>Kind hands, feet and words.</b></p>	<p>I can keep on trying even when I am finding something difficult.</p> <p>I can follow the school and class rules.</p> <p>I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.</p> <p>I know what healthy and unhealthy foods are.</p> <p><b>Healthy</b> <b>Unhealthy</b> <b>Germs</b> <b>Exercise</b> <b>Clean</b> <b>Wash</b></p>	<p>I can adapt to new changes and the unexpected.</p> <p>I can dress and undress for PE etc</p> <p>I know how to dress and undress</p> <p><b>Try</b> <b>Challenge.</b></p>	<p>I can try new activities.</p> <p>I can show resilience and perseverance when things are difficult.</p> <p>I can explain and follow rules (in the classroom and around school).</p> <p>I can show I know right from wrong by my behaviour.</p> <p>I can manage my own basic hygiene and personal needs e.g. toileting and dressing.</p> <p>I can explain healthy food</p>

		Maths area Mark making area				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Building Relationships.</b>	<p>I can play with one or more children cooperatively</p> <p>I can start to talk about the way I feel</p> <p><b>Vocab:</b> I feel..... Play</p>	<p>I can play with a small group of children, sharing ideas.</p> <p>I am starting to form good relationships with the familiar adults in my class.</p> <p>I can express and identify my feelings.</p> <p>I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.</p> <p>To know the names of the children in the class.</p> <p><b>Share Ideas</b></p>	<p>I have formed good relationships with the familiar adults in my class.</p> <p>I am developing friendships with lots of different people.</p> <p>To know what interests my friends.</p> <p><b>Kind hands, feet and words.</b> <b>Friends</b></p>	<p>I can use words to help solve conflicts with others.</p> <p>I can work well with others listening and sharing ideas.</p> <p>I can show friendly behaviour in the classroom and around school</p> <p>I can identify how others feel and respond to them appropriately.</p> <p>To know it is ok to have different ideas and interests.</p> <p><b>Care</b></p>	<p>I can identify when others need help and I am beginning to be able to help them.</p> <p>I can be a good friend.</p> <p>I know how a good friend behaves.</p>	<p>I can work with others in a group.</p> <p>I can play with others, take turns and share.</p> <p>I can form good relationships with the adults in the classroom and around school.</p> <p>I have lots of friends and positive friendships.</p> <p>I know what my own needs are and can share them.</p> <p>I am sensitive to the needs of others</p>

Physical Development						
ELG	<p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will: - 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.</p> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>					
Provision	<p>Outdoor provision - Mark making area - Problem solving activities - Crafts - PE - Play/lunch time - Handwriting Scheme, fine and gross motor activities, Hill, ladders, balls, bikes and scooters, target games.</p>					
Gross Motor	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>MOVE</b> I can climb stairs using alternate feet.</p> <p>I can develop movement (using age appropriate bikes, scooters etc.).</p> <p>I can work with others to manage large items.</p> <p>I can run and Jump.</p> <p><b>Vocab:</b> Run Jump Climb Walk</p>	<p><b>MOVE</b> I can use lots of different ways of moving appropriately.</p> <p>I can climb over, under and through obstacles.</p> <p><b>PERFORM</b> I can balance on logs and a beam.</p> <p><b>Over</b> <b>Under</b> <b>balance</b></p>	<p>I can move and use both large and smaller scale equipment (building blocks etc)</p> <p><b>PERFORM</b> I can combine movements, selecting actions in response to the task.</p> <p>I am beginning to be able throw and catch a ball.</p> <p><b>Throw</b> <b>Catch</b> <b>Roll</b> <b>Bounce</b></p>	<p><b>PARTICIPATE</b> I can kick and pass a ball.</p> <p>I can throw and catch a ball.</p> <p><b>Kick</b> <b>Pass</b> <b>Grip</b> <b>High/low</b></p>	<p><b>PERFORM</b> I can combine movements, selecting actions in response to the task and apparatus.</p> <p><b>MOVE</b> I can skip.</p> <p><b>Skip</b> <b>Hop</b></p>	<p><b>MOVE</b> I can travel around space and obstacles safely.</p> <p>I can show strength, balance and co-ordination in movement.</p> <p>I can move in different ways- run, jump, skip, climb.</p> <p><b>Re-cap all words</b></p>
Fine Motor	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I show a preference for a dominant hand with a	I can show good pencil control when mark making	I can sit at a table to write.	I am beginning to use scissors effectively and	I can cut around simple shapes.	I can hold a pencil effectively (tripod).

	<p>comfortable pencil grip. I can draw a picture.</p> <p><b>Vocab:</b> Hand I write with... Draw Picture Pencil Fingers</p>	<p>and drawing. I can use cutlery.</p>	<p>I can hold a pencil in a tripod grip.</p> <p><b>Write</b></p>	<p>cut in a straight line. I can draw shapes and around objects.</p> <p><b>Draw around Scissors</b></p>		<p>I can use a range of tools e.g. scissors. I can draw with accuracy</p>
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Literacy						
ELG	<p><b>ELG: Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Children at the expected level of development will: - 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.</p>					
Provision	<p><b>Sounds Write Phonics - Individual and Guided Reading - Problem Solving activities - Message Centre: secret symbols/codes - Dictation and Teacher Directed activities - Drawing Club/Play Projects/Helicopter stories - Mark making/story time areas - Handwriting Scheme - Role Play area - Wonder Areas - Books and hooks.</b></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sounds-Write Phonics	Unit 1-6		Unit 6-11		Unit 11 Consolidation: Bridging Lesson	
Handwriting	<p><b>Red Strand - Making Bodies Stronger</b></p> <ul style="list-style-type: none"> <li>• Pelvic Girdle Strength</li> <li>• Shoulder Girdle Strength</li> <li>• Playing on the floor</li> <li>• Lying on the floor to read and write</li> <li>• Sitting on a chair to write</li> </ul> <p><b>Green Strand - holding the pencil.</b></p> <ul style="list-style-type: none"> <li>• Developing the 3 friends hold</li> </ul>	<p><b>Red Strand - Making Bodies Stronger</b></p> <ul style="list-style-type: none"> <li>• Arm and Finger Strength</li> </ul> <p><b>Green Strand - holding the pencil.</b></p> <ul style="list-style-type: none"> <li>• Further development of the 3 friends hold</li> <li>• 3 friends hold - teaching the labels</li> <li>• Pencil song</li> <li>• Helping left handed pupils.</li> </ul>	<p><b>Green Strand - holding the pencil.</b></p> <ul style="list-style-type: none"> <li>• Consolidation of the 3 friends hold</li> <li>• Helping left handed pupils.</li> </ul> <p><b>Yellow Strand - Letter Formation</b></p> <ul style="list-style-type: none"> <li>• Letter formation - Abacadabra family Window Cleaner Family</li> </ul>	<p><b>Green Strand - holding the pencil.</b></p> <ul style="list-style-type: none"> <li>• Consolidation of the 3 friends hold</li> <li>• Helping left handed pupils</li> </ul> <p><b>Yellow Strand - Letter Formation</b></p> <ul style="list-style-type: none"> <li>• Letter formation - Fisher Family Special Squirter Family Slider Family</li> </ul> <p><b>Blue Strand - flow and</b></p>	<p><b>Green Strand - holding the pencil.</b></p> <ul style="list-style-type: none"> <li>• Pencil Checks</li> <li>• Pencil hold maintenance</li> </ul> <p><b>Yellow Strand - Letter Formation</b></p> <ul style="list-style-type: none"> <li>• Letter formation - Numbers</li> </ul> <p><b>Blue Strand - flow and Fluency</b></p> <ul style="list-style-type: none"> <li>• Doodle trails using a felt tip and paper</li> </ul>	<p><b>Green Strand - holding the pencil.</b></p> <ul style="list-style-type: none"> <li>• Pencil Checks</li> <li>• Pencil hold maintenance</li> </ul> <p><b>Yellow Strand - Letter Formation</b></p> <ul style="list-style-type: none"> <li>• Letter formation - recap Capital Letters</li> </ul> <p><b>Blue Strand - flow and Fluency</b></p> <ul style="list-style-type: none"> <li>• Doodle trails using a pencil and paper.</li> </ul>

	<ul style="list-style-type: none"> <li>• 3 friends hold - teaching the labels</li> <li>• Pencil song Helping left handed pupils.</li> </ul> <p>Yellow Strand - Letter Formation</p> <ul style="list-style-type: none"> <li>• 6 letter moves identified and labelled.</li> <li>• 6 letter moves by the tree - tree symbol.</li> <li>• 6 letter moves made by the monkeys explain scared and brave.</li> <li>• 6 letter moves in the air, sand, board.</li> </ul> <p>Blue Strand - flow and Fluency</p> <ul style="list-style-type: none"> <li>• Feeling the flow through music</li> </ul> <p>Vocab: Scared and Brave monkey Three by the tree Signpost Down Bump Flick Pull in towards the tree</p>	<p>Yellow Strand - Letter Formation</p> <ul style="list-style-type: none"> <li>• Children writing their name</li> <li>• Letter formation starting with Jumper family.</li> </ul> <p>Blue Strand - flow and Fluency</p> <ul style="list-style-type: none"> <li>• Doodle trails in sand/shaving foam</li> </ul> <p>Jumper Family</p>	<p>Fisher Family</p> <p>Blue Strand - flow and Fluency</p> <ul style="list-style-type: none"> <li>• Doodle trails in sand/shaving foam</li> </ul> <p>Abracadabra family Window Cleaner Family Fisher Family</p>	<p>Fluency</p> <ul style="list-style-type: none"> <li>• Doodle trails using a whiteboard and pen</li> </ul> <p>Special Squirter Family Slider Family</p>	<p>Numbers</p>	<p>Capital Letters</p>
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	<p>Push along the ground Up Back up Ground Sky 3 friends hold 2 holding fingers Pillow finger</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>Word Reading</b>	<p>I can hear and say initial sounds for words.</p> <p>I recognise some rhyming words.</p> <p>I recognise some words that begin with the same sound (alliteration).</p> <p>I can recognise the syllables within a word.</p>	<p>I am beginning to be orally segment the sounds within a CVC word.</p> <p>I know some sounds and can match sounds to their spellings when completing symbol search.</p> <p>I can blend some familiar CVC words.</p> <p>I know some known high frequency words.</p> <p>I am starting to read captions e.g. the cat and the dog</p>	<p>I know more sounds and can match sounds to their spellings within the initial code of Sounds Write.</p> <p>I can blend the sounds within different CVC words.</p> <p>I can read captions.</p>	<p>I know some digraphs.</p> <p>I can read simple sentences.</p> <p>I know more high frequency words.</p>	<p>I know more digraphs.</p> <p>I can read words containing digraphs.</p> <p>I can read words with adjacent blends.</p>	<p>I can match the sounds and their spellings for all sounds within the initial code of Sounds Write.</p> <p>I can match the sounds and their spellings for at least 10 digraphs.</p> <p>I can read CVC words containing sounds from the initial code of Sounds Write.</p> <p>I can read CVC words containing known digraphs</p> <p>I can read simple sentences and books matched to my phonics knowledge.</p> <p>I can read high frequency words from the initial code of Sounds Write.</p>

	<p>Vocab: Rhyme Words Sounds Spellings Book Page Turn Phonics</p>	<p>CVC word Tricky words Read blend</p>	<p>Caption Match</p>	<p>Sentence Capital Letter Full stop Space Two letters one sound</p>	<p>Two letters one sound</p>	<p>Recap all words</p>
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Comprehe nsion</p>	<p>I can talk about stories I have heard</p> <p>I can join in with familiar rhymes and songs (and some patterned stories).</p> <p>Vocab: Talk Story Nursery Rhyme</p>	<p>I can retell the key events in stories.</p> <p>I am starting to recall facts from non-fiction</p> <p>I can talk about what has happened in the story so far.</p> <p>I can listen carefully to stories, rhymes, non-fiction and songs</p> <p>I know some key vocabulary from the text we are reading.</p> <p>Non-Fiction Fiction Songs Poem</p>	<p>I can retell key events from stories I have read</p> <p>What happened</p>	<p>I can describe the key events in detail.</p> <p>I can recall facts from a non-fiction book.</p> <p>Facts Information</p>	<p>I can say what might happen next linked to other similar stories.</p> <p>I can talk about stories, rhymes, non-fiction and songs</p> <p>Next Same Different</p>	<p>I can explain what I have read or has been read to me.</p> <p>I can retell simple stories.</p> <p>I can recall facts from information.</p> <p>I can say what I think might happen next.</p> <p>I can use new vocabulary throughout my play and discussions.</p> <p>Recap all words</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p>I can write some letters from my name.</p> <p>I can clap out the syllables within a word.</p> <p>I can recognise some words that rhyme.</p> <p>I can recognise words with the same initial sound.</p> <p>I can attempt to write some initial sounds.</p> <p><b>Vocab:</b> <b>Rhyme</b> <b>Words</b> <b>Sounds</b> <b>Spellings</b> <b>Write</b></p>	<p>I can write some lower-case letters correctly following the kinetic letters scheme.</p> <p>I am beginning to use a more effective pencil grip .</p> <p>I can identify initial sounds and match them to known spellings.</p> <p>I know and can match some initial code sounds and spellings (Sounds Write).</p> <p>I can write CVC words and labels e.g. c-a-t.</p> <p>I can start to write simple captions.</p> <p>I can say a simple caption for writing (oral and count words)</p> <p><b>CVC word</b> <b>Tricky words</b></p>	<p>I can use a tripod grip</p> <p>I know sounds and can match initial code sounds to their spellings (Sounds Write).</p> <p>I know and can spell some high frequency words</p> <p>I can write CVC words and labels using known sounds.</p> <p>I can write captions</p> <p>I know how to write from left to right.</p> <p><b>Caption</b> <b>Left</b> <b>Right</b></p>	<p>I can write most lower-case letters correctly.</p> <p>I can write short sentences</p> <p>I know how to use finger spaces and can start to use finger spaces between my words</p> <p>I know how to use a capital letter and full stop and can begin to use a Capital letter and full stop.</p> <p><b>Sentence</b> <b>Capital Letter</b> <b>Full stop</b> <b>Space</b></p>	<p>I can read my sentences back</p> <p>I know how to spell some high frequencies words</p> <p>I can use finger spaces between my words.</p> <p>I can use a Capital letter and full stop.</p> <p>I can spell words containing digraphs.</p> <p>I can spell words containing adjacent blends.</p> <p><b>Read</b> <b>Check</b></p>	<p>I can write most lower case letters correctly and some upper case letters correctly.</p> <p>I can hold my pencil in a good tripod grip</p> <p>I can write CVC words with sounds and letters I know. As well as some words with adjacent blends.</p> <p>I know how to write high frequency words</p> <p>I can write simple sentences</p> <p>I can read my own sentences</p> <p>My teacher can read my sentences</p> <p><b>Recap all words</b></p>

Mathematics			
<b>ELG</b>	<p><b>ELG: Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>		
<b>Concepts and ideas</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>
	Sorting and Classifying Comparison - more, fewer and equality Grouping/Unitising 1 more and 1 less Cardinality through subitising and counting Ordinality - counting Composition of number linked to addition and subtraction Shape Measure - Time: Seasons, calendar, timetable	Cardinality through subitising and counting Ordinality - counting Composition linked to addition and subtraction Teen Numbers recognition Addition and subtraction Algebra and Measure (height/length) Shape Measure - Weight/Mass Measure - Time: Seasons, calendar, timetable	Cardinality through subitising and counting Ordinality - counting Measure - length/Height Pattern Doubles Sharing Odds and evens Number facts- link to addition and subtraction Measure - Capacity Measure - Time: Seasons, calendar, timetable Measure - Money
<b>Direct Teaching</b>	Daily teaching - subitising (perceptual and conceptual), five/tens frame, base system, part/whole model. Within this consider the concepts that have arisen through the children's interests and fascinations. Ensure they have the tools and skills they need to solve meaningful problems and develop a true and deep understanding of number. <b>See progression in number sense and subitising, making maths meaningful and building number sense documents.</b>		
<b>Hooks and Vehicles</b>	Team/target games - deciding the order of children and recording this: ordinal 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> . Thinking of the rules of the game, are the targets labelled with a number, are the children thinking about how many resources reach the target - nominal/cardinal. How the score is kept and calculated -cardinal. Solving problems such as how many goes each until the game is over, what to do if someone leaves or joins the game - cardinal/ordinal. This will involve many concepts such as ordinality, cardinality, addition and subtraction, equal/more/less/fewer, division. Tools used will include subitising, five/tens frame, part/whole model.  Role play - making food for guests etc - sharing food out, is there enough, how many more is needed. Concepts - cardinality, addition and subtraction, equal/more/less/fewer, half and double, multiplication and division, odd and even. Tools - subitising, five/tens frame, part/whole model.		

Construction area/building - are there enough bricks, how many more needed, is it taller/shorter. Concepts - cardinality, measurement, scaling involving double and half.

Planting (sunflower challenge) - time, measurement, cardinality, addition and subtraction.

Daily routines - registration, choosing a story. Opportunities to use a tens frame considering cardinality, the base system - teen and numbers beyond.

Daily routines - calendars and birthdays - time. Think how children label themselves as their age!

Daily routines - lining up. Concept ordinal

Collecting and sorting objects. Concepts - cardinality, equal, less/more/fewer, addition and subtraction. Tools - subitising, tens frame, part/whole model.

Subitising pictures/objects in the environment.

Counting opportunities - sounds, claps, movements, rhymes and songs.

Patterns on animals, flowers, Easter eggs, and in the light/maths area.

Shapes in the environment, light area, construction area.

Playdough - measurement.

Play - will cover many more mathematical concepts and all adults will be aware, ready to support and challenge!

**Books**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Number</b>	<p>I can show numbers to 5 using concrete resources such as fingers.</p> <p>I know some numbers and can match some numerals and quantities to 5.</p> <p>I can say one number name for each item to 5 when counting.</p> <p>I know how many are there through subitising up to 3 objects (perceptual subitising).</p> <p>I can solve some simple problems with numbers to 5 eg I have 4 cakes but want 1 more.</p> <p><b>Vocab:</b> Subitising Five Frames See Notice Sort Count</p>	<p>I know numbers to 5 and can match numeral and quantity to 5.</p> <p>I know how many are there through subitising up to 5 objects (perceptual subitising and beginning to use conceptual subitising - I know there are four because I can see a 2 and a 2),</p> <p>I can recognise the above using different objects and arrangements.</p> <p>I notice when the amount (5) changes or stays the same - equal, more/fewer/less.</p> <p><b>Equal</b> <b>Unequal</b> <b>More</b> <b>Fewer</b> <b>1 more</b> <b>1 less</b> <b>Subitising</b> <b>Tens Frames</b></p>	<p>I can count sounds, claps, movements, objects to 10 consistently and in different contexts.</p> <p>I know numbers to 10 and can match numeral and quantity.</p> <p>I notice when the amount (10) changes or stays the same - equal/more/fewer/less</p> <p>I can recognise the different composition of numbers to 5 (addition facts) using conceptual subitising e.g I know it is 5 because I can see a 4 and a 1, and know there is more than one way of doing this - I know it is 5 because I can see a 3 and a 1 and a 1.</p> <p>I can recognise the above using different objects and arrangements.</p> <p><b>Addition</b> <b>I know there are .... because I can see a ...</b></p>	<p>I can use part/whole models to show the composition of numbers to 5 and give more than 1 composition for each number.</p> <p>I can recognise different amounts (to 10) shown on a tens frame.</p> <p>I can start to identify addition facts and linked subtraction facts using subitising and a tens frames. - I can see a 5 and a 1 so that must be 6. If I had 6 and took 1 away I would have 5 left.</p> <p><b>Subtraction</b> <b>Subitising</b> <b>Tens Frames</b></p>	<p>I can start to recall some double facts e.g. 1 and 1 is 2.</p> <p>I can use part/whole models and conceptual subitising to show the composition of numbers to 5-10 and give more than 1 composition for each number.</p> <p>I know some addition and subtraction number facts to 5.</p> <p><b>Part</b> <b>Whole</b> <b>Facts</b> <b>Subitising</b> <b>Tens Frames</b></p>	<p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame, conceptual subitising.</p> <p>I can recognise the numerals to 10 and match to quantity consistently</p> <p>I can recognise quantities up to 5 by subitising.</p> <p>I can recall number facts up to 5 and some to 10</p> <p>I can match subtraction facts with number facts.</p> <p>I can recall some double facts within 10</p> <p><b>Share</b> <b>Equal</b> <b>Halve</b> <b>Double</b> <b>Fair</b></p>

	Number		and a .... Subitising Tens Frames			Subitising Tens Frames
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Numerical Patterns</b>	<p>I know the order of numbers to 5.</p> <p>I can count to 5 reliably.</p> <p>I can start to count beyond 5.</p> <p>I am starting to compare quantities using non standard vocabulary.</p> <p>I can start to continue and copy patterns.</p> <p><b>Vocab:</b> Number Order Count Pattern</p>	<p>I know the order of numbers to 10.</p> <p>I can count to 10 by rote, saying the number names in order.</p> <p>I can compare manipulatives (e.g. saying when one tower is bigger/smaller).</p> <p>I can compare two quantities saying when one is bigger/smaller/same</p> <p><b>Bigger</b> <b>Smaller</b> <b>Equal</b></p>	<p>I can find one more/ one less using resources.</p> <p>I can continue and copy patterns.</p> <p>I can create my own patterns</p> <p><b>1 more</b> <b>1 less</b> <b>Repeating pattern</b></p>	<p>I know the order of numbers to 20.</p> <p>I can say a number that is one more/ less without resources.</p> <p>I can spot errors in the pattern.</p> <p>I can name my pattern e.g. ABAB .</p>	<p>I can count to 20, knowing the teen numbers</p> <p>I can start to identify odd and even numbers linked to sharing.</p> <p>I know some double facts and can recognise the pattern within these.</p> <p>I know some odd and even numbers by recognising the pattern within numbers.</p> <p><b>Odd numbers</b> <b>Even Numbers</b> <b>Share</b> <b>Equal</b> <b>Not Equal</b></p>	<p>I can count beyond 20.</p> <p>I can compare quantities using greater/ more than, fewer/ fewer than, the same/ equal.</p> <p>I can show patterns in numbers to 10</p> <p>I can talk about odd and even numbers.</p> <p>I can say double facts.</p> <p>I can share equally.</p> <p><b>Greater than</b> <b>More than</b> <b>Fewer than</b> <b>Equal to</b> <b>Share</b> <b>Double</b> <b>Fair</b></p>
<p><b>Additional: Shape Square Circle Triangle Rectangle Time Clock Big/er Small/er Tall/er Short/er Heavy Light</b></p>						

Understanding the World

<p><b>ELG</b></p>	<p><b>ELG: Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</p> <p><b>ELG: The Natural World</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.</p>					
<p><b>Past and Present</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
	<p>I know and can talk about the different jobs people do.</p> <p>I can name some members of my family and talk about them.</p> <p>I can talk about myself and some of the ways I have changed.</p> <p>I know and can talk about changes that have happened to me throughout my life.</p> <p>I know and can talk about my family and people in the community and their roles.</p>	<p>I know and can talk about how things we do, celebrations and events occur because of things that happened in the past.</p> <p><b>Vocab:</b> Past Fireworks Space Calendar London</p>	<p>I am becoming more aware of the past linked to myself and my family and how it has changed.</p> <p>I can talk about what I can see in pictures of the past.</p> <p>I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.</p> <p>I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts.</p> <p>I know change occurs over</p>	<p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same.</p> <p>I can order events from a story into chronological order.</p> <p><b>Vocab:</b> First Then Order End</p>	<p>I can make a basic timeline of a person's life/my life/events familiar to me (order of events). e.g. sunflower growth.</p> <p>I notice changes over time. (E.g. sunflower diary.) and talk about what I see.</p> <p><b>Vocab:</b> Day/s Change First Next/After Timeline Grown</p>	<p>I can talk about the lives of people I am familiar with.</p> <p>I know and can talk about the roles of people in society</p> <p>I can give similarities and differences between the past and now</p> <p>I can talk about the past using books and stories talking about the characters, settings and events.</p> <p><b>Vocab:</b> Doctor/Vet</p>

	<p><b>Vocab:</b>                  Baby                  Toddler                  Grow                  Time (long time ago)                  When I was...                  Past tense vocabulary</p>		<p>time and items around me have changed, e.g. cars, buses etc.</p> <p><b>Vocab:</b>                  History                  Horse                  Change                  Different                  Same                  Bus</p>			<p>Help                  Same                  Different</p>
<p><b>Concepts and ideas</b>                  Past and Present</p> <p><b>(Links to History)</b></p> <p>Ongoing - using the Calendar to highlight yesterday as the children's past, it has happened. Today is their present. Encouraging children to use past tense as they talk about the past.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>To talk about how they have changed - baby, toddler/pre-school, young child. Compare them to adults in their life (book - There are Giants)</li> <li>Key figures in their life- Grandparents etc.</li> <li>After listening to the story Paper Dolls children to discuss things they remember and identify this as their past.</li> <li>Noticing the passing of time as the seasons change (link to Geography, Science).</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Discuss how special occasions occur because of the past and what happened in this country and the world - Bonfire Night and Remembrance.</li> <li>Noticing the passing of time as the seasons change (link to Geography, Science).</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>To look at how planes cars/buses/toys have changed over the years. Looking at how they are similar wheels/wings and how they are different - design/engines/propellers. Books - Amelia Earhart, Major glad/dizzy, Peepo</li> <li>To consider whether changes have happened within their lifetime, their parents, grandparents, great grandparents and beyond.</li> <li>Noticing the passing of time as the</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Using traditional tales (or stories such as Peepo) such as 'Jack and the Beanstalk think about how lives have changed. Why did Jack and his mum have a cow?</li> <li>Noticing the passing of time as the seasons change (link to Geography, Science).</li> <li>To consider the timeline of</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Sunflower challenge- looking at change and growth over time, keeping a record of observations.</li> <li>Noticing the passing of time as the seasons change (link to Geography, Science).</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>To consider the timeline of the life of David Attenborough</li> <li>Noticing the passing of time as the seasons change (link to Geography, Science).</li> </ul>

			seasons change (link to Geography, Science).	the life of Mary Anning- dinosaurs and Fossils		
	<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>People, Culture and Communities.</b>	<p>I can explore the world around me with all my senses.</p> <p>I can be accepting and positive about people's differences.</p> <p>I can talk about how different people celebrate key events.</p> <p>I can talk about how we are all different and special, and belong to Ash/Beech class.</p> <p>I can talk about how families are different.</p> <p>I know who is special to me</p> <p>I know about the</p>	<p>I can talk about how different people celebrate.</p> <p>I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell.</p> <p>I am starting to explore the natural world.</p> <p>I know how different cultures/religions celebrate Christmas.</p> <p>I know that Christians believe in God and Jesus.</p> <p><b>Vocab:</b> Celebrate</p>	<p>I know there are different countries in the world.</p> <p>I can explore and talk about the natural world using what I know from stories/ non-fiction.</p> <p>I can draw information from a simple map</p> <p>I can start to talk about the differences in lives in other countries</p> <p>I can draw information from a simple map.</p> <p>I know about key features of the local area.</p> <p>I know what a map is.</p>	<p>I can talk about some special places for people in our, and other communities.</p> <p>I know that Christians believe in God and Jesus.</p> <p><b>Vocab:</b> Special Christian God Jesus Son of God ***RE check***</p>	<p>I can compare life in this country to life in other countries.</p> <p><b>Vocab:</b> Same Different Weather People</p>	<p>I can describe the school environment using what I know from:</p> <ul style="list-style-type: none"> <li>•Observation</li> <li>•Discussion</li> <li>•Stories/ non-fiction</li> <li>•Maps</li> </ul> <p>I can talk about religion and culture within my country (UK).</p> <p>I can talk about and explain what is the same and different in life in this country and in other countries.</p> <p><b>Vocab:</b> Look after Environment Earth Sea</p>

	<p>celebrations: Harvest and Diwali.</p> <p>I know the different roles people have in the community.</p> <p><b>Vocab:</b>                  School/Class                  Same/Different                  Family                  Friends                  Festival (Harvest, Diwali)                  Celebrate</p>	<p>Autumn                  Christmas                  Nativity Story- Jesus is born</p>	<p>I know Chinese New Year has some similarities to Christmas.</p> <p>I know the differences places/homes in London.</p> <p>I can compare life in this country to life in others.</p> <p><b>Vocab:</b>                  Map                  England                  Arctic/Antarctic                  Cold                  Desert                  Hot                  Same                  Different</p>			<p>Map                  God's World                  Creation</p>
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<p><b>Concepts and ideas</b> <b>People, culture and communities</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Starting school and becoming a class family.</li> <li>Look at how we are different and make Ash/Beech class family. Read our class is a family, we are a family (Protected Characteristics).</li> <li>Explore Harvest Festival and see how it is celebrated over the country/world. Make bread and share as a class.</li> <li>Look at Diwali festival. Discuss other religions and reasons for celebrations and how people can celebrate in different ways.</li> <li>Look at roles of people in society (link to roleplay - home, doctors, vets, school, stories etc). What do they do? How do they help us? What do they wear/use?</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Christmas around the world and Different customs</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Compare life here to life in other parts of the world using the books - polar one, Anna Hibiscus.</li> <li>Use maps of classroom, school, local environment and world.</li> <li>Last stop on Market Street - protected characteristics - different areas of London.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Look at Special places for different cultures and religions, linked to special occasions such as Easter</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Compare life here to life in other parts of the world using the books</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Our role in society and how we can protect the environment.</li> <li>David Attenborough.</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>The Natural World</b></p>	<p>I can talk about my immediate environment. I can describe what I hear, see, smell and feel whilst outside.</p> <p>I can identify natural features in my environment.</p> <p>I know bread mixture will change when it is baked in the oven.</p> <p>I can change materials e.g. adding water to cornflour, mixing paint etc.</p> <p>I can recognise seasonal changes from summer to autumn.</p> <p><b>Vocab:</b> Outside Baking Field See/hear/smell/taste/feel Weather Sunny Cold Cloudy Foggy</p>	<p>I can identify seasonal changes from autumn to winter (e.g. leaves changing colour/falling).</p> <p>I know the effects of the changing season on animals.</p> <p>I can talk about the area I live in, including the weather etc.</p> <p>I can talk about changes linked to baking, paint and mud play.</p> <p><b>Vocab:</b> Autumn Season Leaves Red Fall Winter Change</p>	<p>I know what a map is and why they are useful.</p> <p>I can draw information from a simple map.</p> <p>I am beginning to know what town and country we live in.</p> <p>Supported by fieldwork, I know some key features of the school environment (eg. Field, memorial statue).</p> <p>I can describe another environment e.g. desert, Artic etc.</p> <p>I can talk about changes e.g. freezing, melting.</p> <p>I can notice a similarity and a difference between life where I live and life in another country.</p> <p>I can comment on and ask questions about my local environment.</p> <p>I can talk about my own experiences of the world.</p> <p><b>Vocab:</b></p>	<p>I can identify seasonal changes from winter to spring.</p> <p>I recognise signs of spring and understand how seasons effect the natural world around them, including animals. (using season texts).</p> <p>I can talk about the differences in materials and their properties.</p> <p><b>Vocab:</b> Spring Bloom Season  Strong Heavy Light Material</p>	<p>I can identify seasonal changes from spring to summer.</p> <p>I can draw a picture of an animal and name the different parts of the animal.</p> <p>I can draw/paint a sunflower describing the different parts as a draw/paint.</p> <p>I notice changes over time of a caterpillar into a butterfly and talk about what I see.</p> <p>I can recognise different parts of a sunflower (petals, stem, seeds).</p> <p>I can grow a plant from a seed and know what it needs to live.</p> <p>I know Bees are important in the fruit cycle.</p> <p><b>Vocab:</b> Flower</p>	<p>I can make observations of animals and plants and use these observations to draw pictures using detail such as legs, tails etc.</p> <p>I can explain some differences between animals e.g a bird has two legs but a dog has four legs.</p> <p>I can contrast the natural world around me with different environments and explain what is the same/different.</p> <p>I can talk about some of the changes in the natural world (including seasons and changing states of matter) and give some explanation as to why they may happen.</p> <p>I can explore and talk about materials and their uses i.e. waterproof.</p> <p><b>Vocab:</b> Care Litter Environment</p>

			Melt Snow/Frost Cold Winter Season		Stem Petals Seeds Lifecycle Grow	Sea Plastic
<p><b>Concepts and Ideas</b> <b>The Natural World</b></p> <p>(Science and Geography links)</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>To observe, discuss and consider the current season. Observing the environment and weather.</li> <li>To notice and name the changes in season from Summer to Autumn - field/books</li> <li>Harvest- baking bread- change in texture.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>To observe, discuss and consider the current season. Observing the environment and weather.</li> <li>To notice and name the changes in season from Autumn to Winter - field/books</li> <li>To learn about Space, including the Moon and Planets.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Understand what a map is and why we use them. (what the lady bird heard)</li> <li>Make a simple map of a familiar area (bedroom, classroom or school). Compare this to what we can see on google earth.</li> <li>Where is the Naughty bus (pictures from around the school) follow the clues to find him and then make a map.</li> <li>Discuss key features around school (memorial statue, church, field) notice on google maps.</li> <li>Comparing different environments using books. Gruffalo - woods, Katie in London - city, Lost and found/Henry's Holiday - beach Arctic and Antarctic.</li> <li>Looking at plants and trees found in the areas around the world -</li> </ul>	<p><b>Activities:</b></p> <p>To investigate different materials linked to the Three Little Pigs. To consider their properties and uses.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Sunflower experts</li> <li>Observing mini-beasts, and plants.</li> <li>Life cycles</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Observing what can be found in the ocean and at the seaside. Linking it to eco ideas and saving the planet.</li> <li>Books - David Attenborough.</li> <li>Changing materials ice/water</li> <li>Science of how bubbles work - can you make a square bubble?</li> <li>Floating/sinking/waterproof.</li> </ul>

			<p>Gruffalo's wood.</p> <ul style="list-style-type: none"> <li>To rescue penguins from ice and consider the best way to do this. To notice how the ice changes, what affects it and its changing states.</li> </ul>			
Computing (Not an ELG requirement)	<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>Computing Systems (and Networks in KS2)</b>	<b>Creating Media</b>	<b>Programming A</b>	<b>Data and Information</b>	<b>Creating Media</b>	<b>Programming B</b>
	<p>Talk about the lives of the people around them and their roles in society; PP1</p> <p>Talk about using devices safely and know what to do when not feeling safe. Talk about the technology they have at home, how it is used and what for.</p> <p><b>Vocab:</b> Internet Safe Computer Tablet</p>	<p>Begin to explore paint tools. Look at pictures and images.</p> <p>Use these pictures and images to support learning.</p> <p><b>Vocab:</b> Paint Mix Tools</p>	<p>Explore using programmable toys and remote controllers - home learning.</p> <p>Turn equipment on and off - using the iPad to take a photograph.</p> <p><b>Data and Information</b> Begin to find information for example in books, on line and pictures with support.</p> <p><b>Vocab:</b> Remote control Ipad Photograph Book</p>	<p>Sort objects in different ways, e.g. by colour or shape.</p> <p><b>Vocab:</b> Sort Colour Shape Size Material</p>	<p>Begin to use text such as writing their name or as part of a game.</p> <p>Type their name to a word document and find a picture of their favourite sunflower to add to the document and then print.</p> <p><b>Vocab:</b> Sunflower Type Keyboard Computer/laptop</p>	<p>Begin to engage with objects that can be programmed and with simple animations.</p> <p>Program Bee Bots.</p> <p><b>Vocab:</b> Program Route Beebot Instructions</p>
<b>RE</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Who am I, and where do I belong?	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes something special?	What makes our world wonderful?

Relationships Link to PSE	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>• I know that I am me - I am special and important</li> <li>• I can talk about my feelings and what makes me feel safe (beginning to use Zones of Regulation)</li> <li>• I know I have a body and which bits of it are private (just for me) NSPCC Pants Rule</li> <li>• I know it's important to be kind to myself - to look after my mind and body, what makes me happy</li> </ul>	<ul style="list-style-type: none"> <li>• I know that I have a family who loves and cares for me</li> <li>• Friends - I know how to make friends and that friends make me happy, e.g. turn taking, sharing</li> </ul>	<ul style="list-style-type: none"> <li>• I know who I can ask for help</li> <li>• I know that some people are there to care for and look after me (not just my family)</li> <li>• I know that it's important to stay safe - stranger danger, keeping secrets, staying safe online, road safety, things in school and the home</li> <li>• I know how to be healthy and well - exercise, food, teeth, mind</li> </ul>

Expressive Arts and Design

<p><b>ELG</b></p>	<p><b>ELG: Creating with Materials</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>					
<p><b>Creating with Materials</b></p> <p><b>Art and DT link</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p>I can start to join materials together, mainly using glue and tape.</p> <p>I can explore art materials.</p> <p>I can mix colours to make others.</p> <p>I can select the correct colour and shape for a picture/painting.</p> <p>I can start to develop my own stories linked to what I know and have heard, through role &amp; small world play.</p> <p>I can manipulate materials such as playdough, junk and leaves to make a</p>	<p>I know how to make secondary colours from primary colours.</p> <p>I can develop my own ideas for art and start to talk about them (with adult support).</p> <p>I can select the appropriate brush size for the activity.</p> <p>I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</p> <p>I am beginning to explore ways to join materials together i.e. Glue, tape.</p> <p><b>Vocab:</b> Junk modelling Tape</p>	<p>I can use scissors and one-handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)</p> <p>I am able to combine different techniques e.g. collage, paint, crayon, clay to create art.</p> <p>I can talk about my artwork or designs-linked to some of the materials/ techniques I used.</p> <p><b>Vocab:</b> Igloo Ice berg Snow Drawing Cut</p>	<p>I can talk about and review other people's art work.</p> <p>I can use materials and props to retell stories and create imaginary situations linked to what I know.</p> <p>I can compare the work of artists noticing similarities and differences.</p> <p>I can build a model fit for purpose.</p> <p><b>Vocab:</b> Bridge Story Sticks Straw Material</p>	<p>I can interpret an artist's work and recreate it from my own perspective.</p> <p>I can refine my techniques to make a more detailed painting.</p> <p><b>Vocab:</b> Sunflower Van Gogh Artist Museum</p>	<p>I can safely use tools e.g. scissors.</p> <p>I can use props and materials when I am role playing familiar stories.</p> <p>I can decide on how to join two things together and use more complex ways of joining materials i.e. split pins.</p> <p>I can use appropriate materials for my model, i.e. to make a boat waterproof and explain my thinking.</p> <p><b>Vocab:</b> Boat Plastic Cardboard Waterproof Float</p>	

	<p>sculpture/picture.</p> <p>I know and can name colours.</p> <p><b>Vocab:</b> Paint Glue Make Junk Colours (red, green, blue) Mix</p>	<p>Sticks Straw Wood</p>				Float
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Creating with Materials</b></p> <p><b>Artists:</b> Clare Thompson Minnie Pwerle Piet Mondrian Wassily Kindinsky Van Gough</p>	<p><b>Activities:</b> <b>Art Painting</b></p> <ul style="list-style-type: none"> <li>Paint their self-portrait thinking of colour and shape.</li> </ul> <p><b>Art Sculpture</b></p> <ul style="list-style-type: none"> <li>Use different media to make a picture considering shape and colour - Junk DNA and Autumn leaves</li> </ul> <p><b>Art Sculpture</b></p> <ul style="list-style-type: none"> <li>Create a model of a hedgehog and join straws (for</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Make a rocket thinking of design, form and function. Considering how to join a range of materials together - glue and masking tape (DT)</li> </ul> <p><b>Art Painting</b></p> <ul style="list-style-type: none"> <li>Create a firework picture using paint and glitter - colour and texture</li> </ul> <p><b>Art Painting</b></p> <ul style="list-style-type: none"> <li>Paint a picture of</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Create different environments considering colour and materials that add texture - Collage/tissue paper, sand, tin foil, cardboard (Art)</li> </ul> <p><b>Art Drawing</b></p> <ul style="list-style-type: none"> <li>Draw pictures of London Landmarks considering different types of lines - horizontal,</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Looking at swirls in nature (book) (Art)</li> </ul> <p><b>Art Drawing and Painting</b></p> <ul style="list-style-type: none"> <li>Painting and drawing pictures with swirls and lines. Compare the artists <b>Minnie Pwerle, Piet Mondrian and Wassily Kindinsky</b></li> </ul> <p><b>Art Sculpture</b></p> <ul style="list-style-type: none"> <li>Look at the work of <b>Clare Thompson</b> in</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Create different flowers thinking about pattern and different media. Link to <b>Van Gough</b> and sunflowers - recreate his picture from our perspective (Art)</li> </ul> <p><b>Art Painting</b></p> <ul style="list-style-type: none"> <li>Water colours and painting/fruit and Veg (Art)</li> </ul> <p><b>Art Printing</b></p> <ul style="list-style-type: none"> <li>Look/explore printing using</li> </ul>	<p><b>Activities:</b> <b>Art Printing</b> Fish pattern/printing</p> <p><b>Art Sculpture</b></p> <ul style="list-style-type: none"> <li>Look at the work of <b>Clare Thompson</b> in books such as Junk DNA and make our own picture using junk/flowers/natural resources/shells</li> <li>Make a model of an animal using more complex ways of joining materials - split pins, cuts in tubes etc (DT)</li> <li>Clay Fish</li> </ul>

	<p>spikes)  <b>Art Sculpture</b></p> <ul style="list-style-type: none"> <li>Look at the work of <b>Clare Thompson</b> in books such as Junk DNA and make our own picture using junk/flowers/natural resources/shells</li> </ul>	<p>a planet using water colours - focus - real life colours</p>	<p>vertical, bold and pure(light).  <b>Art Printing</b></p> <ul style="list-style-type: none"> <li>Add colour to the London Landmark drawings by printing using cotton buds. Then to evaluate which we like most</li> <li>Build a London landmark using different materials and considering different ways to join (DT)</li> </ul>	<p>books such as Junk DNA and make our own picture using junk/flowers/natural resources/shells</p> <ul style="list-style-type: none"> <li>Build a bridge for the Billy Goats Gruff - purpose/function (DT)</li> </ul>	<p>different objects  <b>Art Printing</b></p> <ul style="list-style-type: none"> <li>Using printing to create the wings on a butterfly following and making a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Make a boat and test considering materials and function - water proof etc (DT)</li> </ul>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Being Imaginative and Expressive</b></p> <p><b>Music and Drama link.</b></p>	<p>I am beginning to role play imaginary scenarios linked to experiences.</p> <p>I know a nursery rhyme.</p> <p>I can perform a poem with actions.</p> <p><b>Vocab:</b> Role Play</p>	<p>I am beginning to use my imagination in play to help me role play and create small world set ups.</p> <p>I can perform a poem/song with actions to an audience.</p> <p><b>Vocab:</b> Poem</p>	<p>I can start to match the melody and pitch of others</p> <p>I can retell a familiar story (using actions to support).</p> <p><b>Vocab:</b> Puppets Songs Dance</p>	<p>I can use my imagination in play to help me role play and create small world set ups.</p> <p>I can keep the beat of the song with a pitched note.</p> <p>I can retell familiar stories and adapt these.</p>	<p>I can listen to music connected to growth and minibests and explain what I like/don't like - give an opinion.</p> <p><b>Vocab:</b> Bumblebee Feelings Dance Fast</p>	<p>I can perform songs, rhymes, poems and stories alone and with others</p> <p>I can invent my own stories</p> <p>I can try to move in time with music</p> <p>I can sing familiar songs</p> <p>I can match the melody</p>

	Home corner Pretend Nursery Rhymes	Rhyme Actions	One day... Once upon a time,,, Said the...	<b>Vocab:</b> Puppets Once upon a time One day	Slow	and pitch of others.  I can adjust the dynamics of an instrument to match the movements of an animal.  <b>Vocab:</b> Instrument Drum Beat Move Shaker
	<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>Concepts and ideas Being Imaginative and Expressive</b>	<b>Activities:</b> <b>Listen and Sing</b> <ul style="list-style-type: none"> <li>Share and perform our favourite nursery rhymes and songs.</li> </ul> <b>Play and Create</b> <ul style="list-style-type: none"> <li>Learn an Autumn Poem/song and create actions for each part.</li> </ul> <b>Play and Create</b> <ul style="list-style-type: none"> <li>Choose appropriate percussion instrument to</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Retell stories read in class and in the book corner.</li> </ul> <b>Listen and Sing</b> <ul style="list-style-type: none"> <li>Learn and perform songs for the nativity including actions.</li> </ul> <b>Play and Create</b> <ul style="list-style-type: none"> <li>Firework Poems/songs- describe sounds of fireworks and choose</li> </ul>	<b>Activities:</b> <b>Listen, Sing and Play</b> <ul style="list-style-type: none"> <li>Learn a dance and a song from other countries and use instruments - link to Chinese New Year</li> <li>Small world puppets role play</li> <li>Retell stories read in class and in the book corner.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Use a puppet show to retell traditional tales and make up our own stories.</li> <li>Music opportunities</li> <li>Small world puppets role play</li> <li>Retell stories read in class and in the book corner.</li> </ul>	<b>Activities:</b> <b>Listen, Create and Play</b> <ul style="list-style-type: none"> <li>Listen to a variety of music connected to growth (the flight of the bumblebee). Use this for own instrumental</li> <li>Small world puppets role play</li> <li>Retell stories read in class and in the book corner.</li> </ul>	<b>Activities:</b> <ul style="list-style-type: none"> <li>Water/bubble poems</li> <li>Using larger space to move like an animal.</li> </ul> <b>Play and Create</b> <ul style="list-style-type: none"> <li>Use drum beats, shaker etc, adjusting speed, volume.</li> <li>Small world puppets role play</li> <li>Retell stories read in class and in the book</li> </ul>

	<p>represent different sounds (e.g. rain, leaves falling).</p> <ul style="list-style-type: none"> <li>• Small world puppets role play.</li> </ul>	<p>appropriate instrument.</p> <ul style="list-style-type: none"> <li>• Create own instrument (shaker)</li> <li>• Small world puppets role play</li> </ul>				corner.
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