EYFS Long Term Plan Community Diversity Inclusivity Creativity

Term	English	Phonics	Maths	UTW	PSED	
Year A Autumn Term 1 Autumn KS1- Africa KS1 Geography: Human Geography Africa World Maps Investigate places <u>KS1</u> Science: Living Things and Habitats Investigate living things Biology	The Very Helpful Hedgehog Key Learning Points: - N: To enjoy sharing books with an adult. -To pay attention and responds to the pictures or the words in books. -To anticipate phrases and actions in rhymes, stories and songs. PS: To understand that print has meaning and different purposes. -To start a conversation with an adult or a friend and continue it for many turns. -To begin developing complex stories using small world resources. R: To develop social phrases. -To engage in story times. -To develop storylines in their pretend play.	Phonics Nursery Rhymes N: To enjoy songs and rhymes, tuning in and paying attention. To say some of the words in songs and rhymes. -To join in with songs and rhymes, making some sounds. Key Learning Points: -sing a range of traditional nursery rhymes -complete to learn and complete actions/ gestures PS: Phase 1: Aspect 1 -Environmental Sounds Aspect 2 – Instrumental Sounds -To play instruments with increasing control to express their feelings and ideas. -To listen with increased attention to sounds. Key Learning Points: -listen to different sounds in the environment -explore the sounds different instruments can make. R: Phase 1: Aspect 7 – Oral Blending and Segmenting Begin Phase 2 -To read individual letters by saying the sounds for them. Key Learning Points: -Range of oral blending and segmenting techniques -Phase 2: Sounds: s a t p i n m d g o c k -Phase 2 high frequency words: a, at, as, is, it, in, an, and, on, not, can	Maths N: To count by making sounds, pointing or saying some numbers in sequence. -To count in everyday contexts, sometimes skipping numbers - '1- 2-3-5.' - To take part in finger rhymes with numbers. P.S: To count by making sounds, pointing or saying some numbers in sequence. -To count in everyday contexts, sometimes skipping numbers - '1- 2-3-5.' - To take part in finger rhymes with numbers. Key Learning Points: -Baseline activities -Counting in different contexts -Singing number rhymes R: To subitise to 3. -To count objects, actions and sounds. Key Learning Points: -Baseline activities -Explore numbers 1, 2, 3 -Subitising to 3 -Comparing and creating quantities to 3	The Natural World <u>Key Learning Points:</u> -Learning about the seasonal changes -Comparing the differences between summer and autumn -Spotting the signs of autumn -Discussing weather patterns, e.g. shorter days, sun let earlier, wind blowing leaves etc. -Describing the natural world around them using their senses <u>Key Texts:</u> -'Goodbye Summer, Hello Winter' By Kenard Pak. - <i>Picture book commenting on</i> <i>seasonal change</i> N: To explore natural materials, indoors and outside. -Explore materials with different properties. PS: To use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. R: To explore the natural world around them. -Understand the effect of changing seasons on the natural world around them. - Describe what they see, hear and feel whilst outside.	Me and My Relationships / New Beginnings Key Learning Points: -Exploring our new classroom environment -Who am I? Exploring families in the class -Exploring how and why each child is 'special' -Understanding their feelings in new and different situations. -How to calm themselves -Beginning to understand how our friends may be feeling. <u>Key Texts:</u> -'Love makes a Family' - <i>Exploring different families</i> N: To find ways to calm themselves, through being calmed and comforted by their key person. -Find ways of managing transitions, for example from their parent to their key person. -Establish their sense of self. PS: Become more outgoing with unfamiliar people, in the safe context of their setting. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. R: See themselves as a valuable individual. Build constructive and respectful relationships. <u>UTW: People, Cultures and Communities</u> R: Talk about members of their immediate family and community. -Name and describe people who are familiar to them.	Key -De -Mo wall runr -bal a pc -Th -Kic N: T their -To strai - To strai - To clim alter R: T fund have craw runn clim

P.E.

Multi-Skills

ey Learning Points:

eveloping spatial awareness loving in different ways, e.g. alking, crawling, jumping, nning or hopping.

alancing skills, e.g. hop, hold pose or stand on one leg. hrowing skills

icking skills

To lift their head while lying on eir front.

o push their chest up with raight arms.

o enjoy moving when outdoors d inside.

S: To skip, hop, stand on one g and hold a pose for a game e musical statues.

o go up steps and stairs, or mb up apparatus, using ernate feet.

To revise and refine the ndamental movement skills they we already acquired: rolling, awling, walking, jumping,

nning, hopping, skipping, mbing

Additional Input and Celebration Days

Focus area: -Self-Portraits -Exploring development of artistic skills -Listening to a range of traditional stories -Exploring how things have changed over time within stories

Key texts:

-'Traditional Stories' -Learning stories, joining in with repeated refrains.

Celebration Days: -Halloween

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Diversity Inclusivity

Year A Autumn Term 2 Toys KS1- Toys KS1- Toys KS1 History: Changes In Living Memory Toys Understand chronology KS1 Science: Understand Movement, Forces and Magnets Physics	On Sudden Hill Key Learning Points: - N: To have favourite books and seek them out, to share with an adult, friend or alone. -To develop play around favourite stories using props. -To sing a large repertoire of songs. PS: To understand that we read English text from left to right and from top to bottom. -To understand the names of the different parts of a book. -To take part in simple pretend play, using objects to represent another. R: To learn new vocabulary. -To listen to and talk about stories to build familiarity and understanding.	 Phonics N: Traditional Stories -To repeat words and phrases from familiar stories. -To explore their voices and enjoy making sounds -To make rhythmical and repetitive sounds. Key Learning Points: -read a range of traditional stories to the children -encourage them to join in with repeated refrains throughout -try to retell parts of well-known stories PS: Phase 1: Aspect 2 – Instrumental Sounds. Aspect 3 – Body Percussion -To remember and sing entire songs -To sing the pitch of a tone sung by another person. Key Learning Points: -explore the sounds different instruments can make. -creating sounds with their bodies -children stamping, splashing, marching to a beat -action songs R: Phase 2 -To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Key Learning Points: -Phase 2 sounds: e u r ck h b f ff Il ss -Phase 2 high frequency words: get, got, put, if, off, big, had, his, him, but, back, of, dad, mum, up. 	Maths N: To react to changes of amount in a group of up to three items. -To compare amounts, saying 'lots', 'more' or 'same'. -To notice patterns and arrange things into patterns. P.S: To react to changes of amount in a group of up to three items. -To compare amounts, saying 'lots', 'more' or 'same'. -To compare sizes, weights etc. using language. -To notice patterns and arrange things into patterns. Key Learning Points: -React to changes of amounts and compare sizes -Combine objects -Patterns R: To compare numbers. To continue, copy and create repeating patterns. Key Learning Points: -Compare numbers 1, 2, 3 -Explore numbers 1, 2, 3 -Explore numbers 1-4 -Compare and create quantities to 4 -Continue, copy and create patterns	Past and Present Key Learning Points: -Look at and discuss different toys over time -Compare toys from the past and present -Discuss toys they have had in the past/ family members have had in the past. Key Texts: -'Lost in the Toy Museum' N: To repeat actions that have an effect. -To explore and respond to different natural phenomena in their setting and on trips. PS: To explore how things work. -To begin to make sense of their own life-story and family's history. -To explore and talk about different forces they can feel. R: To comment on images of familiar situations in the past. -To name and describe people who are familiar to them. Nativity: -To understand that some places are special to members of their community.	Respecting Ourselves and Others / Say No to Bullying Key Learning Points: -How to speak kindly about ourselves/ others -How to be kind through actions -What it's like to be unkind/ recognising bullying -Developing friendships through kindness -How to be a good friend -Encouraging our friends to persevere <u>Key Texts:</u> -'All Are Welcome' - <i>Religions around the World</i> N: Express preferences and decisions. They also try new things and start establishing their autonomy. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. PS: Develop appropriate ways of being assertive. -Talk with others to solve conflicts. R: Think about the perspectives of others.	K-7-Ed-F-7-b-7-N-a-7-th had P-m (sb-5-ath R rath p)
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Throwing/ Catching

ey Learning Points:

Aiming skills

Explore aiming/ shooting for liferent targets

Rolling the ball

Throwing larger and small

alls

Creativity

Throwing for distance

: To enjoy starting to kick, throw nd catch balls.

To pass things from one hand to he other. Let go of things and hands them to another person, or drops them.

PS: To continue to develop their novement, balancing, riding scooters, trikes and bikes) and all skills.

Start taking part in some group ctivities which they make up for nemselves, or in teams.

R: Further develop and refine a ange of ball skills including: nrowing, catching, kicking, and assing, batting, and aiming.

Focus area:

-Diwali:

R: To recognise that people have different beliefs and celebrate special times in different ways.

-To explore other festivals around the world, comparing this to Bonfire Night. -Nativity:

R: To understand that some places are special to members of their community.

-To learn about why we celebrate Christmas and its true meaning.

<u>Key texts:</u> -Binny's Diwali *-Learning about Diwali*

Celebration Days:

-Diwali -Christmas baking/ jumpers

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The Natural World Me and My Feelings Year A Jack Frost Phonics Maths Key Learning Points: Key Learning Points: N: Nursery Rhymes N: To take part in finger rhymes Key Learning Points: -To join in with songs and with numbers. -Winter seasonal change -Begin to understand a range of -Stopping the ball Spring Key Learning Points: rhymes, copying sounds, -To count in everyday contexts feelings around this -Exploring how to use the Term 1 -To reach to changes of amount rhythms, tunes and tempo. -To talk about how they feel in different parts of their foot -Processes of freezing/ Winter -To copy finger movements in a group up to 3. -Passing and dribbling the ball melting states of matter different situations N: To ask questions and other gestures. -To compare amounts -Understand how our actions -Shooting the ball -Comparing our environment about the book. KS1- Wild -To enjoy and take part in Key Learning Points: to cold places around the -Aiming the ball at different make others feel -To make comments actions songs. -Counting in everyday contexts Weather world -Consider what are kind actions targets and share their own Key Learning Points: and within play -Understand the feelings of -sing a range of traditional ideas about books. -Number rhymes KS1 Key Texts: others N: Walk, run, jump and climb nursery rhymes -To make simple -Reach to changes of amount Geography: -'The Emperor's Egg' and start to use the stairs -complete to learn and models which express and compare amounts Weather independently. complete actions/ gestures Key Texts: their ideas. P.S: To subitise to 3. -Enjoy starting to kick, throw and patterns – N: To notice differences -The Colour Monster PS: To understand how -To recite numbers past 5. PS: Phase 1: catch balls. hot and cold between people. -Understanding feelings pages sequence. -To say one number for each item PS: Choose the right resources to Aspect 4 – Rhythm and places, -To explore natural materials, -To use a wide range of in order, 1, 2, 3, 4, 5. carry out their own plan. For Rhyme. Aspect 5 – Alliteration indoors and outdoors. oceans -To understand the cardinal vocabulary. N: Safely explore emotions beyond example, choosing a spade to -To create their own songs, or PS: To know that there are Investigate principle. their normal range through play and -To draw shapes with improvise a song around one enlarge a small hole they dug with different countries in the world patterns -To link numerals and amounts stories. continuous lines and a trowel. they know. and talk about the differences -To compare quantities using -Are talking about their feelings in Continue to develop their use these shapes to Key Learning Points: they have experienced or seen <u>KS1</u> language more than, fewer. more elaborated ways: "I'm sad movement, balancing, riding -Listening to stories with represent objects. in photos. because ... " or "I love it when ... ". Science: (scooters, trikes and bikes) and rhyming words and singing R: To engage in non--To talk about the differences Key Learning Points: - Be increasingly able to talk about Understand ball skills. rhymes fiction books. between materials and changes -Counting and reciting and manage their emotions. Animals and R: Develop confidence, -Continuing rhyming strings they notice. -To use new PS: Talk about their feelings using -'I Spy' games exploring initial numbers to 5 in order competence, precision and Humans R: To recognise some vocabulary through the words like 'happy', 'sad', 'angry' or -Subitising to 3 instantly accuracy when engaging in sound Biology environments that are different day. 'worried'. activities that involve a ball. -Pointing out alliteration, e.g. -Find given number of to the one in which they live. -Begin to understand how others -To watch and talk -Develop the overall body silly Sam amounts using numerals C&L: To listen to and talk about might be feeling. about dance and strength, co-ordination, balance -Compare quantities using selected non-fiction to develop a R: Express their feelings and performance art. and agility needed to engage R: Phase 3 deep familiarity with new more than and fewer than consider the feelings of others. successfully with future physical expressing their -To read some letter groups knowledge and vocabulary. - Identify and moderate their own education sessions and other that each represent one sound feelings and responses. ELG: To understand some R: To subitise to 5 instantly. feelings socially and emotionally. physical disciplines including and say sounds for them important processes and ELG: To automatically recall ELG: Show an understanding of dance, gymnastics, sport and -To spell words by identifying changes in the natural world number bonds up to 5 including their own feelings and those of the sounds and then writing swimming. around them, including the subtraction facts. others, and begin to regulate their the sounds with letter/s. seasons and changing states of Key Learning Points: behaviour accordingly. matter. -Explore numbers 1-5 Key Learning Points: -Learn number bonds to 5 and -Phase 3 sounds: j v w x y z zz subtraction facts. qu sh th ch ng (nk) ai ee oa -Introduce number 6 and 7 -Phase 3 tricky words: he, we, -Compare and create amounts me, be, was, are, you, they, my, she, all showing 6. -Phase 3 high frequency -Subitise to 5. words: will, this, that, then, them, with, see

Kicking Skills

Focus area:

-Chinese New Year -Learning about what Chinese New Year -Exploring how Chinese New Year is celebrated

Key texts: -'Goldy Luck and the Three Pandas' -Exploring Chinese New Year -Comparing to the story of Goldilocks.

Celebration Days: -Chinese New Year

Trip:

ersity Inclusivity

Creativity

Could Spring Term 2Could Key Learning Points: -N: Traditional Stories -N: To combine objects like stacking blocks and squeze selves into different tresources - To climb and squeze selves into different tresources - To complete inset puzzles. - To show attention to sound and music. - To show attention to sound and music. - To bise no to complete inset puzzles. - To show attention to sound and music. - To bise no to look after ou - To show attention to sound at miliar logo. - To listen to simple stories and understand what is happening, with the help of the pictures, - To tread trange of traditional stories - no understand what is happening, with the help of the pictures, - To tread trange of traditional stories - no understand what is happening, with the help of the pictures, - To tread trange of traditional stories - no understand what is happening, with the help of the pictures, - To tread trange of traditional stories - no understand other tools.N: Traditional Stories - To show attention to sound and music. - S: Pase 1: Aspect 5 – Alliteration Aspect 6 – Voice Sounds - To discurs routes and locations about stories, learning - Solve and explore real worldN: To combine objects like stacking Points: - Solve real world problems - To understand position through and differences between life in the insect points: - Diawer selving night - Psi points: - Solve and explore real world <b< th=""><th>nce of hand discussing oods d urselves, orushing,</th></b<>	nce of hand discussing oods d urselves, orushing,
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Around the WorldN: To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. -To listen to simple stories and understand what is happening, with the help of the pictures. 	oods r d r urselves, - orushing, -
Including the Worldprint, such as the first letter of their name, a bus or door number, or a familiar logo. -To listen to simple stories and understand what is happening, with the help of the pictures. -To explore paint using 	d r urselves, - orushing, -
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KS1- Australiaa familiar logo. -To listen to simple stories and understand what is happening, with the help of the pictures. -To explore paint using like?-rea ta range of traditional stories -encourage them to join in with repeated refrains throughout-complete a range of ligsaws -Combine and stack objects -Combine objects -Arrange objects into patterns-Explore and respond to different natural phenomena in their setting and on tripsExplore and respond to different natural phenomena in their setting and on tripsExplore and respond to different natural phenomena in their setting and on tripsExplore and respond to different natural phenomena in their setting and on tripsExplore and respond to different natural phenomena in their setting and on tripsExplore and respond to different natural phenomena in their setting and on tripsExplore and respond to different natural phenomena in their setting and on trips.KS1 Geographica like?-To explore paint using fingers, part of their bodies, brushes and other toolsS. Phase 1: Aspect 5 – Alliteration Aspect 6 – Voice Sounds -To sing the melodic shape of familiar songsS. Phase 1: Aspect 6 – Voice Sounds -To discuss routes and locations using words, e.g. behind, in front Key Learning Points:-S. Phile -To discuss routes and locations using words, e.g. behind, in front Key Learning Points:-S. Phile -S. Phile -To discuss routes and locations using words, e.g. behind, in front Key Learning Points:-S. Phile -S. Phile-S. Phile -S. Phile-S. Phile -S. Phile-S. Phile -S. Phile-S. Phile -S. Phile-S. Phile -S. Phile-S. Phile -S. Phile	
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Animals and play: 'Let's go on a supporting the sounds their linderstand the position of natural world around them and Spider-Man in the game	
busyou sit there. mouths can make a biosto using language contrasting environments, suggesting other ideas	
-To explore colour and -trying to make the sounds of using language to discuss and drawing on their experiences R: Show resilience and	
colour-mixing. everyday noises, e.g. a train.	ce of
R. TO IISTELL CALEFULIY	t in the second s
and learn rhymes, R: Phase 3 To read a few common R: To link the numeral with its	eas.
poems and songsTo read a rew common	
- To understand the one more/	
find out more and the school's phonic loss that relationship between	
check they understand programme.	
what was said. To read simple phrases and sentences made up of words	
-To use vocabulary in with known letter-sound 10 in different contexts using Physical Development	:
different contexts. greater than, less than, same.	
-To offer explanations exception words. Key Learning Points:	
for why things might Key Learning Points: -Explore and represent brushing teeth, using t	ne toilet,
happen, using new -Phase 3 sounds: oo oo ar or numbers 7, 8 and 9 using washing and drying the	eir hands
vocabulary from igh ur ow oi ear er air ure variation thoroughly.	
stories, non-fiction, -Phase 3 tricky words: her -Compare and create amounts -Make healthy choices	
rhymes and poemsPhase 3 high frequency showing 7, 8 and 9 drink, activity and toot	
-To create words: look, for, too, now,	
collaboratively sharing down.	
ideas, resources and physical activity, health	
skills.	
'screen time', having a	
routine, being a safe p	
-Further develop the s	
need to manage the se	
successfully: lining up	
mealtimes, personal h	

Dance

<u>Key Learning Points:</u> -Teach sequences of movements -Help the children to learn and remember sequences of

movements

-Develop fluent movements -Develop balance, coordination and agility -Large-muscle movements to develop strength.

N: Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. -Clap and stamp to music. PS: Use large-muscle movements to wave flags and streamers, paint and make marks. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

R: Progress towards a more fluent style of moving, with developing control and grace.

-Develop overall body-strength, balance, co-ordination and agility.

Focus Area:

-Life in Australia R: To 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.

- -Understand the similarities and differences to living in England and Australia -Easter -Exploring how and why Easter is celebrated -Understanding why Easter is important to Christians.
- <u>Key texts:</u> -'The Easter Story' -Learning what happened to Jesus around Easter.

<u>Celebration Days:</u> -Easter -Mother's Day

Inclusivity Creativity

Year A	Supertato	Phonics	Maths	Past and Present	Keeping Myself Safe /
	•	N: Nursery Rhymes/	N: To notice patterns and arrange	Key Learning Points:	Relationships
Summer	Key Learning Points:	Traditional Stories	things in patterns.	-Amelia Earhart	Key Learning Points:
Term 1	-	-To enjoy songs and rhymes,	-To climb and squeeze selves into	-People who have helped	-Changing an unfair situation
Superheroe		tuning in and paying attention. -To say some of the words in	different types of spaces. -To build with different resources	US	-Helping someone who is lonely
s	N: To enjoy drawing	songs and rhymes.	-To complete inset puzzles		or sad
	freely making	-To move and dance to music.	Key Learning Points:	Key Texts:	-Telling the truth
KS1-	intentional marks.	Key Learning Points:	-Complete different jigsaws	-'Little People, Big Dreams:	-How to keep ourselves safe
school in	-To pay attention and	-retell from memory well-	-Build using different resources	Amelia Earhart'	-Crossing the road safely
the past	responds to the	known stories briefly	-Explore and arrange objects		-Who can we ask for help?
the past	pictures or the words in	-sing by heart a range of traditional nursery rhymes with	into patterns	N: Make connections between	
KS1 History:	stories.	actions	-Climb and squeeze into	the features of their family and	Key Texts:
Beyond	-To develop pretend		spaces.	other families.	-'What Happened to You?'
Living	play: 'putting the baby	P.S: Phase 1:		-Notice differences between people.	-How to look after ourselves
Memory	to sleep' or 'driving the	Aspect 4 – Rhythm and	P.S: To combine shapes to make	PS: Show interest in different	No Discovitio in sus spin a susficiences
Investigate	car'. PS: To use some of	Rhyme. Aspect 7 – Oral	new ones - To select shapes appropriately.	occupations.	N: Play with increasing confidence on their own and with other
and	their print and letter	Blending/ Segmenting	-To talk about and identify the	-Continue to develop positive	children, because they know their
interpret the	knowledge in their early	-To spot and suggest rhymes. -To respond to what they have	patterns around them.	attitudes about the differences	key person is nearby and available.
past	writing.	heard, expressing their	-To extend and create ABAB	between people.	- Develop friendships with other
	-To enjoy listening to	thoughts and feelings.	patterns.	R: Comment on images of	children
	longer stories and can	Key Learning Points:	-To notice and correct an error in	familiar situations in the past. -Compare and contrast	PS: Play with one or more other
<u>KS1</u>	remember much of	 Listening to stories with 	a repeating pattern.	characters from stories,	children, extending and elaborating
Science:	what happens.	rhyming words and singing	Key Learning Points:	including figures from the past.	play ideas. -Show more confidence in new
Investigatin	-To draw with	rhymes	-Select shapes for different tasks and purposes	ELG: Know some similarities	social situations.
g materials	increasing complexity	-Continuing rhyming strings -Blending/ segmenting games,	-Combine shapes whilst	and differences between things	ELG: Work and play cooperatively
Everyday	and detail.	e.g. I spy to develop blending	building to create new ones	in the past and now, drawing on	and take turns with others.
materials	R: To write short		-Talk about, identify, extend	their experiences and what has been read in class.	-Form positive attachments to
Chemistry	sentences phonetically	R: Consolidation of Phase 3 /	and create ABAB patterns	-Understand the past through	adults and friendships with peers.
	using a capital letter full	Phase 4	-Notice and correct errors in	settings, characters and events	-Show sensitivity to their own and to others' needs.
	stop.	-To form lower-case and	repeating patterns	encountered in books read in	to others needs.
	-To re-read what they	capital letters correctly. -To re-read books to build		class and storytelling.	
	have written to check	confidence in word reading,	R: To explore the composition		
	that it makes sense.	fluency and understanding.	and have a deep understanding of		
	-To anticipate key	Key Learning Points:	numbers to 10.		
	events in stories. -To retell a familiar	-consolidation of phase 3	-To automatically recall number bonds and subtraction facts to 10.		
		sounds/ tricky words	-To verbally count beyond 20,		
	story some as exact repetition and some in	highlighted in assessments	recognising the pattern of the		
	their own words.	-phase 4: CVCC words, CCVC words	counting system.		
	-To make use of props	-phase 4 tricky words: said,	Key Learning Points:		
	and materials when	have, like	-Explore, represent and		
	role playing characters.	-phase 4 high frequency	compare numbers 1-10.		
		words: went, from, it's, just	-Number bonds to 10, double		
			and subtraction facts		
			-Count beyond 20 and order		
			numbers.		

Gymnastics

Key Learning Points:

-Jumping skills -Jumping and stopping -Remembering a jumping

sequence

-Balancing whilst conducting movements

-Rolling skills, e.g. rocking, teddy bear roll

-Sequences of movements: jump, balance, roll

N: Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. -Roll over: from front to back, then back to front.

PS: -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

R: Confidently and safely use a range of large and small apparatus indoors and outside,

alone and in a group. Combine different movements

with ease and fluency

ELG: Demonstrate strength, balance and coordination when

playing.

Focus area:

-People who help us: -Explore and learn about a range of different types -challenge stereotypes in jobs. R: To talk about the lives of the people around them and their roles in society.

-Eid

-Learn how and why Eid is celebrated -Understand who celebrates Eid.

R: To 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.

Key texts:

-Usbourne 'Look Inside Jobs' -Focus on exploring jobs they may not have heard of before.

Celebration Days: -Eid

Trip:

Inclusivity	Creativity
morusivity	Oreativity

ummer Term 2Key Let CeansSt-help our mmunityN: To to thei they g and to name.St-help our mmunityN: To to thei they g and to name.KS1 ography: ompass ections / Maps nmunicat e graphica llyN: To to thei they g and to name.KS2 cience: ght and Seeing thysicsStrong to thei they g and to name.KS2 cience: ght and Seeing thysicsTo un questi their o new vo -To un questi their o new vo -To us unders retellin their o new vo -To us unders	Someone	Phonics	Maths	The Natural World	Growth and Changes	
 Ferm 2 Ceans S1- help our M: To is to their they g and to name. To un questions / Maps Maps To un questions / Maps To un questions / Nyme To un questions / To un que	wallowed Stanley	N: Phase 1:	N: To count making sounds,	Key Learning Points:	Key Learning Points:	<u>K</u>
 From 2 ceans 1- help our munity KS1 graphy: mpass ctions / Maps To un questia To un questia To un questia To un questia To mane. To un questia to un 	ey Learning Points:	Aspect 1 – Environmental	pointing or saying some numbers	-how we can help our world	-Celebrating what they can do	-
eans - help wur munity S1 raphy: pass tions / aps nunicat e raphica ly S2 ence: nt and eing ysics S2 ence: nt and eing ysics N: To it they g and to name. -To un questiv what a -To ma play w materii PS: To of thei letters -To kn rhyme familia a long -To us repress mover R: To us retellin their o new vo -To us unders introdu during about play.		Sounds Aspect 2 –	in sequence.		now	-F
 help ur nunity S1 raphy: pass tions / pass tions / ps nunicat S1 raphy: pass tions / ps nunicat S1 raphy: pass tions / ps nunicat To un questive of thei letters -To kn rhyme familia a long -To un questive sics S2 nCe: t and sig sics S3 nCe: t and sig sics S4 nCe: t and sig sics S5 nCe: t and sig sics S4 nCe: t and sig sics S5 nCe: t an t an t an t an t an t an t an t an		Instrumental Sounds	-To count in everyday contexts.		-Explore changes since they	-E
help ir bunity bunity bunity bunity bass ions / ps unicat phica y bunicat ing sics bunity to thei they g and to name. -To un questiv what a -To ma play w materi PS: To of thei letters -To un questiv PS: To of thei letters -To un questiv -To us repres mover R: To unders retellin their o new vo -To us unders retellin their o new vo -To us unders retellin their o new vo -To us unders introdu during about play.	To add some marks	-To sing songs and say	-To compare sizes and weights.	Key Texts:	were a baby	-/
they g and to name. -To un questiv what a -To un questiv what a -To ma play w materi PS: To of thei letters -To kn rhyme familia a long -To us repress mover R: To unders retellin their o new vo -To us retellin their o new vo -To us retellin their o new vo -To us	their drawings, which	rhymes independently. -To explore a range of sound-	Key Learning Points:	-'Little People, Big Dreams:	-Understand how they have	-
and to name. -To un question what a -To un question what a -To ma play w materi PS: To of thei letters -To kn rhyme familia a long -To un question -To un -To un -To vi -To vi -To vi -To vi -To vi -To vi 	ey give meaning to	makers and instruments and	-Counting with play	David Attenborough'	changed	
1name.1-To unuphy:-To unuass-To maphicaplay wphicaof theilphicaof theil2of theilce:andand-To ungics-To unquestion-To ungics-To unquestion-To un	d to stand for their	play them in different ways.	-Compare amounts reacting to	_	-Exploring upcoming changes in	
1 aphy: pass ons / os unicat-To un questive what a -To ma play w materi PS: To of theil letters -To kn rhyme familia a long -To un questive -To un questive -To us repress mover R: To unders retellin their o new vo -To us unders retellin their o new vo -To us unders retellin their o new vo -To us unders retellin their o new vo -To us unders retellin their o new vo -To us retellin their o new vo -To us unders introdu during about play.		-To respond emotionally and	the change of amount	N: Make connections between	September	N
1questiaaphy:questiaaass-To maplay wplay wmateriiPS: Tophicaof theilphicaof theilandPS: To wand-To wgice:andand-To usrepressmoverR: To wundersretellintheir onew vo-To usicsretellintheir onew vo-To usundersintroduduringaboutplayTo wrphrase	o understand simple	physically to music when it	-Combine and stack objects	the features of their family and	-Celebrating their achievements	u
 what a -To ma play w materi PS: To of thei letters -To kn rhyme familia a long -To un questid -To us repress mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr phrase 	estions about who,	changes.	-Compare sizes, weights.	other families.	over the year	e
Pass ons / s inicat-To ma play w materi PS: To of thei letters -To kn rhyme familia a long -To un questio -To us repress mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr phrase	nat and where.	Key Learning Points:	B S: To begin to departible a	-Explore materials with different	-Consider what they'd like to do	-S
Inicatplay w materis nicatplay w materis nicatof thei letters -To kn rhyme familia a long -To un questia -To us repress mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr phrase	o manipulate and	listen to different sounds in	P.S: To begin to describe a sequence of events using first,	properties.	in the future	us
s materi nicat nicat phica phica ce: and ng ics retellin their o new vo -To us retellin their o new vo -To us unders retellin their o new vo -To us unders introdu during about play. -To wr phrase	ay with different	the environment	then.	PS: Begin to understand the		- E
nicat PS: To of thei letters -To kn rhyme familia a long -To un questia -To us repress mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr	aterials.	-explore the sounds different	-To talk about and explore 2D and	need to respect and care for the	Key Texts:	of P
hica of thei letters -To kn rhyme familia a long -To un questio -To us repres mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr	S: To write some/ all	instruments can make.	3D shapes using language.	natural environment and all living things.	-Ruby's Worry	ar
Inica letters -To kn rhyme familia a long -To un questio -To us repres mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr	their name and some	P.S: Phase 1:	-To make comparisons between	-Talk about what they see, using	-Growth and Changes	m
2 Ce: and 19 Cs -To un questia -To un questia -To us repres mover R: To unders retellin their o new vo -To us unders retellin their o new vo -To us unders retous introdu during about play. -To wr phrase	ters accurately.	Aspect 7 – Oral Blending and	objects relating to size, length,	a wide vocabulary.	5	-S
2 2 3 3 4 5 5 5 5 5 5 5 5 5 5 5 5 5	o know many	Segmenting	weight and capacity.	ELG: Describe their immediate	N: Grow in independence, rejecting	ac
familia a long -To un questio cs repress mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr	ymes, talk about	-To count or clap syllables in	Key Learning Points:	environment using knowledge	help ("me do it"). Sometimes this	th
a long -To un questin -To us repres mover R: To us repres mover R: To us retellin their o new vo -To us unders introdu during about play. -To wr	miliar book and retell	words.	-Explore numbers 1-3 and	from observation, discussion,	leads to feelings of frustration and	R
representation of the second s	ong story.	-To recognise words with the	subitise amounts to 3	stories, non-fiction texts and	tantrums.	fu
and questin -To us represent mover R: To undersent retellin their o new vo -To us undersent introdu during about play. -To wr phrase	o understand 'why'	same initial sound.	-Describe sequence of events	maps.	- Begin to show 'effortful control'.	ha
ng -To us repress mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr phrase	estions.	Key Learning Points:	and routine	-Explore the natural world	For example, waiting for a turn and	Cr
repres mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr phrase	o use drawing to	Blending and segmenting	-Talk about 2D and 3D shapes	around them, making	resisting the strong impulse to grab	ru cli
mover R: To unders retellin their o new vo -To us unders introdu during about play. -To wr phrase	present ideas like	games, e.g. cross the river, I spy getting the children to	-Compare range of measures	observations and drawing pictures of animals and plants.	what they want or push their way to the front.	El
R: To unders retellin their o new vo -To us unders introdu during about play. -To wr phrase	ovement or noises.	blend together, e.g. c-u-p.		pictures of animals and plants.	-Feel strong enough to express a	ot
unders retellin their o new vo -To us unders introdu during about play. -To wr phrase	To demonstrate		R: To select, rotate and		range of emotions.	cc
retellin their o new vo -To us unders introdu during about play. -To wr phrase	derstanding by	R: Phase 4	manipulate shapes to develop spatial reasoning skills.		PS: Develop their sense of	ot
their o new vo -To us unders introdu during about play. -To wr phrase	telling stories using	-To say a sound for each letter	-To compose and decompose		responsibility and membership of a	M
-To us unders introdu during about play. -To wr phrase	eir own words and	in the alphabet and at least 10	shapes recognising shapes can		community.	ru
-To us unders introdu during about play. -To wr phrase	w vocabulary.	digraphs.	have others within it.		 Increasingly follow rules, 	hc
unders introdu during about play. -To wr phrase	o use and	-Read aloud simple sentences	-To compare length, weight and		understanding why they are	
introdu during about play. -To wr phrase	derstand recently	and books that are consistent	capacity.		important.	
during about play. -To wr phrase	roduced vocabulary	with their phonics knowledge, including common exception	ELG: To explore and represent		-Do not always need an adult to remind them of a rule.	
play. -To wr phrase	iring discussions	words.	patterns within numbers, evens		ELG: Set and work towards simple	
play. -To wr phrase	out and during role	Key Learning Points:	and odds, double facts and		goals, being able to wait for what	
-To wr phrase	-	-phase 4: CCVC words,	distributing quantities equally.		they want and control their	
phrase	o write simple	CCVCC words, two adjacent	Key Learning Points:		immediate impulses when	
that ca	rases and sentences	consonants.	-Explore addition and		appropriate.	
	at can be read by	-teach about syllables	subtraction using number		- Be confident to try new activities	
others	-	-phase 4 tricky words: some,	lines, objects counting on/		and show independence, resilience	
	o listen attentively	come, there, when, what,	back		and perseverance in the face of	
	spond to what they	were, little, one, do, out	-Explore and create doubles,		challenge.	
· · · · ·	ar with questions,	-phase 4 high frequency	sort odd and even numbers		- Explain the reasons for rules,	
	mments and actions.	words: help, children	-Halve and share amounts		know right from wrong and try to behave accordingly.	
			-Explore 2D and 3D shapes.		sonave accordingry.	

Athletics

ey Learning Points:

Running skills Running over obstacles Balancing skills Aiming skills for throwing Fhrowing for distance Jumping for distance

I: Spin, roll and independently se ropes and swings (for xample, tyre swings).
Sit on a push-along wheeled toy, se a scooter or ride a tricycle.
Build independently with a range f appropriate resources.
PS: Skip, hop, stand on one leg nd hold a pose for a game like husical statues.
Start taking part in some group ctivities which they make up for

nemselves, or in teams. Revise and refine the

Indamental movement skills they ave already acquired: rolling, rawling, walking, jumping, unning, hopping, skipping, limbing

LG: Negotiate space and

bstacles safely, with

onsideration for themselves and thers.

love energetically, such as unning, jumping, dancing,

opping, skipping and climbing.

Focus area:

-Traditional Bible Stories -Listening to a range of different traditional Bible story -Learning which stories are special and why

<u>Key texts:</u> -'The Lion Storyteller Bible' *-Read different wellknown traditional Bible stories*

Celebration Days: -Father's Day

-i autor 3 Day

EYFS Long Term Plan Community Diversity Inclusivity Creativity

EYFS Long Term Plan – Year B

Term	English	Phonics	Maths	UTW	PSED/ Circle Time
Year B Autumn Term 1 Woodlands KS1- London <u>KS1 Science:</u> A study of London Investigate places KS1 Science: Changing of Seasons Physics	Owl Babies Key Learning Points: - N: To enjoy sharing books with an adult. -To pay attention and responds to the pictures or the words in books. -To anticipate phrases and actions in rhymes, stories and songs. PS: To understand that print has meaning and different purposes. -To start a conversation with an adult or a friend and continue it for many turns. -To begin developing complex stories using small world resources. R: To develop social phrases. -To engage in story times. -To develop storylines in their pretend play.	Phonics Nursery Rhymes N: To enjoy songs and rhymes, tuning in and paying attention. To say some of the words in songs and rhymes. -To join in with songs and rhymes, making some sounds. Key Learning Points: -sing a range of traditional nursery rhymes -complete to learn and complete actions/ gestures PS: Phase 1: Aspect 1 -Environmental Sounds. Aspect 2 – Instrumental Sounds -To play instruments with increasing control to express their feelings and ideas. -To listen with increased attention to sounds. Key Learning Points: -listen to different sounds in the environment -explore the sounds different instruments can make. R: Phase 1: Aspect 7 – Oral Blending and Segmenting Begin Phase 2 -To read individual letters by saying the sounds for them. Key Learning Points: -To read individual letters by saying the sounds for them. Key Learning Points: -Range of oral blending and segmenting techniques -Phase 2: Sounds: s a t p i n m d g o c k -Phase 2 tricky words: into, no, go 1 -Phase 2 high frequency words: a, at, as, is, it, in, an, and, on, not, can	Maths N: To count by making sounds, pointing or saying some numbers in sequence. -To count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' - To take part in finger rhymes with numbers. P.S: To count by making sounds, pointing or saying some numbers in sequence. - To count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' - To take part in finger rhymes with numbers. Key Learning Points: -Baseline activities -Counting in different contexts -Singing number rhymes R: To subitise to 3. -To count objects, actions and sounds. Key Learning Points: -Baseline activities -Explore numbers 1, 2, 3 -Subitising to 3 -Comparing and creating quantities to 3	The Natural World <u>Key Learning Points:</u> -Learning which animals that can we found in woodlands -What a woodland habitat is like -Understanding which animals hibernate -Exploring how animals prepare for hibernation -Exploring the sounds created in woodland using natural materials -Developing an understanding of the term nocturnal and which are nocturnal animals <u>Key Texts:</u> -'My First Book of Woodland Animals' By Zoe Ingram - <i>Non-fiction</i> N: To explore natural materials, indoors and outside. -Explore materials with different properties. PS: To use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. R: To explore the natural world around them. -To describe what they see, hear and feel whilst outside.	Me and My Relationships / New BeginningsKey Points: -Exploring our new classroom environment-Who am I? Exploring families in the class -Exploring how and why each child is 'special' -Understanding their feelings in new and different situations. -How to calm themselves -Beginning to understand how our friends may be feeling. -Apple experiment exploring them on the inside and outsideKey Texts: -Usboure 'All about Families' By Felicity Brooks -Theme of exploring different familiesN: To find ways to calm themselves, through being calmed and comforted by their key person. -Find ways of managing transitions, for example from their parent to their key personTo elect and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. R: To see themselves as a valuable individual.To build constructive and respectful relationships.UTW: People, Cultures and CommunitiesR: Talk about members of their immediate family and community. -Name and describe people who are familiar to them.

P.E.

Multi-Skills

Key Learning Points: -Developing spatial

awareness

-Moving in different ways, e.g. walking, crawling, jumping, running or hopping. -balancing skills, e.g. hop, hold a pose or stand on one leg. -Throwing skills

-Throwing skills -Kicking

N: To lift their head while lying on their front.

-To push their chest up with straight arms.

- To enjoy moving when outdoors and inside.

uluoors and inside.

PS: To skip, hop, stand on one leg and hold a pose for a game like musical statues.

-To go up steps and stairs, or climb up apparatus, using alternate feet.

R: To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Additional Input

Focus area: -Harvest -Exploring the story of 'The Enormous Turnip' and sharing food -Learning about the

-Learning about the parable:

https://www.dltkkids.com/bible/cv/jesu s tells stories.htm

Key texts:

-'Enormous Turnip' -exploring giving and sharing to those with less -link to online parable

Celebration Days: -Halloween

<u>Trip:</u>

Castle Howard to explore their Woodlands

<mark>y</mark> Inclusivity Crea

<u>Year B</u>	ARGHH Spider Key Learning Points:	Phonics N: Traditional Stories	Maths N: To react to changes of	People, Cultures and Communities	Respecting Ourselves and Others / Say No to Bullying
Autumn	-	-To repeat words and	amount in a group of up to three	Key Learning Points:	Key Learning Points:
Term 2		phrases from familiar	items.	- Bonfire Night	-How to speak kindly about
elebrations	N: To have favourite	stories.	-To compare amounts, saying	-Diwali	ourselves/ others
	books and seek them	-To explore their voices and enjoy making sounds	'lots', 'more' or 'same'.	-Christmas	-How to be kind through actions
(S1- Great	out, to share with an	-To make rhythmical and	-To compare sizes, weights etc. using language.		-What it's like to be unkind/
	adult, friend or alone.	repetitive sounds.	-To notice patterns and arrange	Key Texts:	recognising bullying
Fire of	-To develop play around	Key Learning Points:	things into patterns.	-'Shubh Diwali!'	-Developing friendships through
London	favourite stories using	-read a range of traditional	31 11 11 11		kindness
	props.	stories to the children	P.S: To react to changes of	N: Make connections between the	-How to be a good friend
<u>S1 History:</u>	-To sing a large	-encourage them to join in	amount in a group of up to three	features of their family and other	-Encouraging our friends to
vent in the	repertoire of songs.	with repeated refrains	items.	families.	persevere
past	PS: To understand that	throughout	-To compare amounts, saying	- Notice differences between	
Build an	we read English text	-try to retell parts of well- known stories	'lots', 'more' or 'same'.-To compare sizes, weights etc.	people.	Key Texts:
verview of	from left to right and from	KIIOWII Stolles	using language.	PS: Continue to develop positive attitudes about the differences	-'Welcome to Our World'
orld history	top to bottom.	PS: Phase 1:	-To notice patterns and arrange	between people.	-Religions around the World
	-To understand the	Aspect 2 – Instrumental	things into patterns.	- Begin to make sense of their own	C
S1 Science:	names of the different	Sounds. Aspect 3 –	Key Learning Points:	life-story and family's history.	N: Express preferences and
Electricity	parts of a book.	Body Percussion	-React to changes of	R: Understand that some places	decisions. They also try new things
Physics	-To take part in simple	-To remember and sing	amounts and compare sizes	are special to members of their	and start establishing their autonom
	pretend play, using	entire songs	-Combine objects	community.	- Notice and ask questions about
	objects to represent	-To sing the pitch of a tone	-Patterns	-Recognise that people have	differences, such as skin colour,
	another.	sung by another person.		different beliefs and celebrate	types of hair, gender, special needs
	R: To learn new	Key Learning Points:	R: To compare numbers.	special times in different ways.	and disabilities, and so on.
	vocabulary.	-explore the sounds different instruments can	To continue, copy and create	- Recognise some similarities and	PS: Develop appropriate ways of
	-To listen to and talk	make.	repeating patterns.	differences between life in this	being assertive. -Talk with others to solve conflicts.
	about stories to build	-creating sounds with their	Key Learning Points:	country and life in other countries.	R: Think about the perspectives of
	familiarity and	bodies	-Compare numbers 1, 2, 3		others.
	understanding.	-children stamping,	-Explore numbers 1-4		
	g.	splashing, marching to a	-Compare and create		
		beat	quantities to 4		
		-action songs	-Continue, copy and create		
		_	patterns		
		R: Phase 2	•		
		-To blend sounds into			
		words, so that they can			
		read short words made up			
		of known letter-sound			
		correspondences.			
		Key Learning Points:			
		-Phase 2 sounds: e u r ck h			
		b f ff II ss			
		-Phase 2 tricky words: to,			
		the			
		-Phase 2 high frequency			
		words: get, got, put, if, off,			
		big, had, his, him, but,			
		back, of, dad, mum, up.			

Creativity

Throwing/ Catching

Key Learning Points:

- -Aiming skills
- -Explore aiming/ shooting for
- different targets
- -Rolling the ball
- -Throwing larger and small balls
- -Throwing for distance
- N: To enjoy starting to kick, throw and catch balls.
- To pass things from one hand to the other. Let go of things and hands them to another person, or drops them.
- PS: To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- -Start taking part in some group activities which they make up for themselves, or in teams.
- R: Further develop and refine a range of ball skills including: throwing, catching, kicking, and passing, batting, and aiming.

Focus area:

-The Nativity Story Learning about the Nativity story -Understanding the meaning of Christmas and why this is celebrated

Key texts:

-'The Nativity Story' -Learn the story of the nativity and how the first Christmas was created.

<u>Celebration Days:</u> -Diwali -Christmas

sity Inclusivity Creativity

Year B	Naughty Bus	Phonics	Maths	Past and Present	Me and My Feelings
		N: Nursery Rhymes	N: To take part in finger rhymes	Key Learning Points:	Key Learning Points:
Spring Term	Key Learning Points:	-To join in with songs and	with numbers.	-People who help us	-Begin to understand a range of
. 1	-	rhymes, copying sounds,	-To count in everyday contexts		feelings
Transport		rhythms, tunes and tempo.	-To reach to changes of amount	Key Texts:	-To talk about how they feel in
	N: To ask questions	-To copy finger movements and other gestures.	in a group up to 3. -To compare amounts	-'A Journey Through	different situations
KS1- What	about the book.	-To enjoy and take part in	Key Learning Points:	Transport'	-Understand how our actions
	-To make comments and	actions songs.	-Counting in everyday	Transport	make others feel
have they	share their own ideas	Key Learning Points:	contexts and within play	N. Design of the first state of the	-Consider what are kind actions
done for us?	about books.	-sing a range of traditional	-Number rhymes	N: Repeat actions that have an	-Understand the feelings of other
	-To make simple models	nursery rhymes		effect. PS: Show interest in different	
<u>KS1 History:</u>	which express their	-complete to learn and	-Reach to changes of amount	occupations.	Key Texts:
Florence	ideas.	complete actions/ gestures	and compare amounts P.S: To subitise to 3.	-Explore how things work.	-'Kindness makes us Strong'
Nightingale	PS: To understand how		-To recite numbers past 5.	- Explore and talk about different	-Understanding our feelings.
Build an	pages sequence.	PS: Phase 1:	-To say one number for each	forces they can feel.	č
overview of	-To use a wide range of	Aspect 4 – Rhythm and	item in order, 1, 2, 3, 4, 5.	R: Comment on images of familiar	N: Safely explore emotions beyond
world history	vocabulary.	Rhyme. Aspect 5 –	-To understand the cardinal	situations in the past.	their normal range through play and
	-To draw shapes with	Alliteration -To create their own songs,	principle.	-Compare and contrast characters	stories.
KS1 Science:	continuous lines and use	or improvise a song around	-To link numerals and amounts	from stories, including figures from	-Are talking about their feelings in
Seeing and	these shapes to	one they know.	-To compare quantities using	the past.	more elaborated ways: "I'm sad
Light	represent objects.	Key Learning Points:	language more than, fewer.	-Draw information from a simple	because" or "I love it when".
Physics	R: To engage in non-	-Listening to stories with		map.	- Be increasingly able to talk about
	fiction books.	rhyming words and singing	Key Learning Points:		and manage their emotions.
	-To use new vocabulary	rhymes	-Counting and reciting		PS: Talk about their feelings using words like 'happy', 'sad', 'angry' or
	through the day.	-Continuing rhyming strings	numbers to 5 in order		words like happy, sad, angry of 'worried'.
	-To watch and talk about	-'I Spy' games exploring	-Subitising to 3 instantly		-Begin to understand how others
		initial sound	-Find given number of		might be feeling.
	dance and performance	-Pointing out alliteration,	amounts using numerals		R: Express their feelings and
	art, expressing their	e.g. silly Sam	-Compare quantities using		consider the feelings of others.
	feelings and responses.	R: Phase 3	more than and fewer than		- Identify and moderate their own
		-To read some letter groups			feelings socially and emotionally.
		that each represent one	R: To subitise to 5 instantly.		ELG: Show an understanding of
		sound and say sounds for	ELG: To automatically recall		their own feelings and those of
		them	number bonds up to 5 including		others, and begin to regulate their
		-To spell words by	subtraction facts.		behaviour accordingly.
		identifying the sounds and	Key Learning Points:		
		then writing the sounds with	-Explore numbers 1-5		
		letter/s.	-Learn number bonds to 5		
			and subtraction facts.		
		Key Learning Points:	-Introduce number 6 and 7		
		-Phase 3 sounds: j v w x y	-Compare and create		
		z zz qu sh th ch ng (nk) ai	amounts showing 6.		
		ee oa Dhaaa 2 tricky worday ha	-Subitise to 5.		
		-Phase 3 tricky words: he, we, me, be, was, are, you,			
		they, my, she, all			
		-Phase 3 high frequency			
		words: will, this, that, then,			
		them, with, see			

Kicking Skills

Key Learning Points: -Stopping the ball -Exploring how to use the different parts of their foot -Passing and dribbling the ball

-Shooting the ball -Aiming the ball at different targets

N: Walk, run, jump and climb – and start to use the stairs independently.

-Enjoy starting to kick, throw and catch balls. -Osbourne 'Little Book of Jobs'

PS: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

R: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -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.

Focus area:

-People Who Help Us:

-Explore and learn about a range of different types -challenge stereotypes in jobs. ELG: To talk about the lives of the people around them and their roles in society.

Key texts:

-Osbourne 'Little Book of Jobs' -Learn about new and different jobs they may not have heard of.

<u>Celebration Days:</u> -Chinese New Year

EYFS Long Term Plan Community Diversity Inclusivity

<u>Year B</u>	What the Ladybird	Phonics	Maths	The Natural World	My Healthy Lifestyle
	Heard	N: Traditional Stories	N: To combine objects like	Key Learning Points:	Key Learning Points:
Spring Term	Key Learning Points:	-To have favourite books and seek them out to share	stacking blocks and cups. -To climb and squeeze selves	-life cycles, seasonal changes	-Germs and importance of hand
2	-	with an adult, friend or	into different types of spaces	Kasa Tasata	washing
Spring		alone.	-To build with different resources	Key Texts:	-Healthy eating and discussing
	N: To notice some print,	-To repeat words and	-To complete inset puzzles.	-'Everything Spring'	different groups of foods
KS1-	such as the first letter of	phrases from familiar	Key Learning Points:	N: Explore and respond to different	-Creating a fruit salad -How to look after ourselves, e.g.
Hinduism	their name, a bus or door	stories.	-Build with different resources	natural phenomena in their setting	exercise, teeth brushing, sleep,
	number, or a familiar	-To show attention to sounds and music.	-Complete a range of jigsaws	and on trips.	sensible screen time
<u>KS1</u>	logo. -To listen to simple	Key Learning Points:	-Combine and stack objects	PS: Plant seeds and care for	-Our own wellbeing
<u>Geography:</u>	stories and understand	-read a range of traditional	-Combine objects	growing plants.	our own wondoning
Where in the	what is happening, with	stories -encourage them to	-Arrange objects into patterns	-Understand the key features of the life cycle of a plant and an animal.	Key Texts:
world do	the help of the pictures.	join in with repeated	P.S: To solve real world	R: Describe what they see, hear	-I will not never ever eat a Tomato
Hindu's live?	-To explore paint using	refrains throughout	problems with numbers up to 5.	and feel whilst outside.	-Healthy lifestyle
Investigate	fingers, part of their	-try to retell parts of well-	-To understand position through	-Understand the effect of changing	
patterns	bodies, brushes and	known stories	words alone.	seasons on the natural world	N: Thrive as they develop self-
	other tools.	P.S: Phase 1:	-To describe a familiar route.	around them.	assurance.
KS1 Science:	PS: To engage in	Aspect 5 – Alliteration	-To discuss routes and locations	ELG: Describe their immediate	- Feel confident when taken out
Plants	extended conversations	Aspect 6 – Voice Sounds	using words, e.g. behind, in front	environment using knowledge from observation, discussion, stories,	around the local neighbourhood, and
Biology	about stories, learning	-To sing the melodic shape	Key Learning Points:	non-fiction texts and maps.	enjoy exploring new places with their
	new vocabulary.	of familiar songs.	-Solve and explore real world		key person. PS: Help to find solutions to conflicts
	-To use talk to organise	Key Learning Points:	problems using numbers to 5.		and rivalries. For example, accepting
	themselves and their	'I Spy' games exploring initial sound	-Compare different quantities using more and fewer.		that not everyone can be Spider-Man
	play: 'Let's go on a	-Pointing out alliteration,	-Understand the position of		in the game, and suggesting other
	busyou sit there.'	e.g. silly Sam	objects using language.		ideas.
	-To explore colour and	-exploring the sounds their	-using language to discuss		R: Show resilience and perseverance
	colour-mixing.	mouths can make	and describe routes.		in the face of challenge. -Manage their own needs.
	R: To listen carefully and	-trying to make the sounds			-Manage their own basic hygiene and
	learn rhymes, poems	of everyday noises, e.g. a train.	R: To link the numeral with its		personal needs, including dressing,
	and songs. -To ask questions to find	uani.	cardinal number value.		going to the toilet and understanding
	out more and check they	R: Phase 3	-To understand the one more/		the importance of healthy food
	understand what was	-To read a few common	less that relationship between		choices.
	said.	exception words matched	consecutive numbers. ELG: To compare quantities up		Physical Development:
	-To use vocabulary in	to the school's phonic	to 10 in different contexts using		PS: Be increasingly independent in
	different contexts.	programme. -To read simple phrases	greater than, less than, same.		meeting their own care needs, e.g.
	-To offer explanations for	and sentences made up of	Key Learning Points:		brushing teeth, using the toilet,
	why things might	words with known letter-	-Explore and represent		washing and drying their hands
	happen, using new	sound correspondences	numbers 7, 8 and 9 using		thoroughly.
	vocabulary from stories,	and exception words.	variation		-Make healthy choices about food,
	non-fiction, rhymes and	Key Learning Points:	-Compare and create		drink, activity and tooth brushing. R: Know and talk about the different
	poems.	-Phase 3 sounds: oo oo ar	amounts showing 7, 8 and 9		factors that support their overall
	-To create collaboratively	or igh ur ow oi ear er air ure -Phase 3 tricky words: her			health and wellbeing: regular
	sharing ideas, resources	-Phase 3 high frequency			physical activity, healthy eating, tooth
	and skills.	words: look, for, too, now,			brushing, sensible amounts of
		down.			'screen time', having a good sleep
					routine, being a safe pedestrian.
					-Further develop the skills: lining up and queuing, mealtimes, personal
					hygiene.

Dance

Key Learning Points: -Teach sequences of movements

Creativity

-Help the children to learn and remember sequences of movements

-Develop fluent movements -Develop balance, coordination and agility -Large-muscle movements to develop strength.

N: Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. -Clap and stamp to music. PS: Use large-muscle movements to wave flags and streamers, paint and make marks.

- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. R: Progress towards a more fluent style of moving, with developing control and grace. -Develop overall body-strength, balance, co-ordination and agility.

Focus area:

-The Easter Story -Learning about the Easter Story -Understanding why Easter is celebrated -Talking about how we celebrate Easter.

Key texts:

-'The Easter Story' -Listening to and learning about the Easter story and what happened to Jesus.

Celebration Days: -Easter

-Mother's Day

EYFS Long Term Plan Community Diversity Inclusivity

Year B	How to Find a Fruit	Phonics	Maths	The Natural World	Keeping Myself Safe /	
	Bat	N: Nursery Rhymes/	N: To notice patterns and	Key Learning Points:	Relationships	ł
Summer		Traditional Stories	arrange things in patterns.	 Looking at different 	Key Learning Points:	-
Term 1	Key Learning Points:	-To enjoy songs and	-To climb and squeeze selves	environments	-Changing an unfair situation	-
Rainforests	-	rhymes, tuning in and paying attention.	into different types of spaces. -To build with different resources		-Helping someone who is lonely	-
		-To say some of the words	-To complete inset puzzles	Key Texts:	or sad	S
KS1- Find	N: To enjoy drawing	in songs and rhymes.	Key Learning Points:	-'Little People, Big Dreams:	-Telling the truth	-
out about	freely making intentional	-To move and dance to	-Complete different jigsaws	Jane Goodall'	-How to keep ourselves safe	r
our	marks.	music.	-Build using different	-'One Day on our Blue Planet -	-Crossing the road safely	-
environment	-To pay attention and	Key Learning Points:	resources	In the Rainforest'	-Who can we ask for help?	τ
cirvironnent	responds to the pictures	-retell from memory well-	-Explore and arrange objects	N: Make connections between the		
<u>KS1</u>	or the words in stories.	known stories briefly -sing by heart a range of	into patterns	features of their family and other	Key Texts:	J
<u>Geography:</u>	-To develop pretend	traditional nursery rhymes	-Climb and squeeze into	families.	-Meesha Makes Friends	r
Key physical	play: 'putting the baby to	with actions	spaces.	-Notice differences between	-Building Relationships	l i
features	sleep' or 'driving the car'.			people.	N. Discussible increase in a confidence on	k
Rivers	PS: To use some of their	P.S: Phase 1:	P.S: To combine shapes to make new ones	PS: Know that there are different	N: Play with increasing confidence on their own and with other children,	t
Seas and	print and letter knowledge in their early	Aspect 4 – Rhythm and Rhyme. Aspect 7 – Oral	- To select shapes appropriately.	countries in the world and talk about the differences they have	because they know their key person	
beaches	writing.	Blending/ Segmenting	-To talk about and identify the	experienced or seen in photos.	is nearby and available.	
Mountains	-To enjoy listening to	-To spot and suggest	patterns around them.	-Begin to understand the need to	- Develop friendships with other	
Communicate	longer stories and can	rhymes.	-To extend and create ABAB	respect and care for the natural	children	r r
geographicall	remember much of what	-To respond to what they	patterns.	environment and all living things.	PS: Play with one or more other	C
У	happens.	have heard, expressing	-To notice and correct an error	R: Recognise some environments	children, extending and elaborating play ideas.	-
	-To draw with increasing	their thoughts and feelings. Key Learning Points:	in a repeating pattern. Key Learning Points:	that are different to the one in which they live.	-Show more confidence in new social	F
KS1 Science:	complexity and detail.	- Listening to stories with	-Select shapes for different	ELG: Know some similarities and	situations.	ć
Sound and	R: To write short	rhyming words and singing	tasks and purposes	differences between the natural	ELG: Work and play cooperatively	
Hearing	sentences phonetically	rhymes	-Combine shapes whilst	world around them and contrasting	and take turns with others.	r F
Physics	using a capital letter full	-Continuing rhyming strings	building to create new ones	environments, drawing on their	-Form positive attachments to adults	a
	stop.	-Blending/ segmenting	-Talk about, identify, extend	experiences and what has been	and friendships with peers. -Show sensitivity to their own and to	F
	-To re-read what they	games, e.g. I spy to develop blending	and create ABAB patterns	read in class. - Explain some similarities and	others' needs.	r
	have written to check	develop biending	-Notice and correct errors in	differences between life in this		Ċ
	that it makes sense.	R: Consolidation of Phase	repeating patterns	country and life in other countries,		(
	-To anticipate key events	3 / Phase 4		drawing on knowledge from stories,		1
	in stories. -To retell a familiar story	-To form lower-case and	R: To explore the composition	nonfiction texts and (when		E
	some as exact repetition	capital letters correctly.	and have a deep understanding of numbers to 10.	appropriate) maps.		ł
	and some in their own	-To re-read books to build confidence in word reading,	-To automatically recall number			F
	words.	fluency and understanding.	bonds and subtraction facts to			
	-To make use of props	Key Learning Points:	10.			
	and materials when role	-consolidation of phase 3	-To verbally count beyond 20,			
	playing characters.	sounds/ tricky words	recognising the pattern of the			
		highlighted in assessments	counting system. Key Learning Points:			
		-phase 4: CVCC words, CCVC words	-Explore, represent and			
		-phase 4 tricky words: said,	compare numbers 1-10.			
		have, like	-Number bonds to 10, double			
		-phase 4 high frequency	and subtraction facts			
		words: went, from, it's, just	-Count beyond 20 and order			
			numbers.			

Gymnastics

Key Points: -Jumping skills

-Jumping and stopping -Remembering a jumping

sequence

Creativity

-Balancing whilst conducting movements

-Rolling skills, e.g. rocking, teddy bear roll

-Sequences of movements: jump, balance, roll

N: Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

-Roll over: from front to back, then back to front.

PS: -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

R: Confidently and safely use a range of large and small apparatus indoors and outside,

alone and in a group. Combine different movements with ease and fluency

ELG: Demonstrate strength, balance and coordination when playing.

Focus area:

-Eid -Learning about Eid and what this is talking -Understanding what Ramadan is and what happens before Eid ELG: 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.

<u>Key texts:</u> -'Amira's Picture Day' *-Learning about Eid*

Celebration Days: -Eid

sity Inclusivity Creativity

Year B	Billy's Bucket	Phonics	Maths	Past and Present/ The	Growth and Changes	
	Key Learning Points:	N: Phase 1:	N: To count making sounds,	Natural World	Key Learning Points:	k
Summer	-	Aspect 1 – Environmental	pointing or saying some	Key Learning Points:	-Celebrating what they can do	-
Term 2		Sounds Aspect 2 –	numbers in sequence.	-seaside – explore using senses	now	-
Summer	N: To add some marks to	Instrumental Sounds	-To count in everyday contexts.	and exploration of materials	-Explore changes since they were	-
Cannor	their drawings, which	-To sing songs and say	-To compare sizes and weights.	-healthy eating	a baby	-,
KS1- Dream	they give meaning to and	rhymes independently. -To explore a range of	Key Learning Points:	-sun safety	-Understand how they have	-
	to stand for their name.	sound-makers and	-Counting with play -Compare amounts reacting	-holidays – postcards	changed	-
big – what	-To understand simple	instruments and play them	to the change of amount	-seaside's in the past	-Exploring upcoming changes in	
will I be?	questions about who,	in different ways.	-Combine and stack objects		September	Ν
KO4	what and where.	-To respond emotionally	-Compare sizes, weights.	Key Texts:	-Celebrating their achievements	ι
KS1	-To manipulate and play	and physically to music	-Compare sizes, weights.	-'Who's Hiding at the Seaside'	over the year	e
<u>Geography:</u>	with different materials.	when it changes.	P.S: To begin to describe a		-Consider what they'd like to do in	-
Being a	PS: To write some/ all of	Key Learning Points: listen to different sounds	sequence of events using first,	N: Explore materials with different	the future	t t
geographer –	their name and some	in the environment	then.	properties.		
a study of York	letters accurately.	-explore the sounds	-To talk about and explore 2D	-Explore natural materials, indoors	Key Texts:	r
TOIK	-To know many rhymes,	different instruments can	and 3D shapes using language.	and outside.	-Ruby's Worry	F
KS1 Science:	talk about familiar book	make.	-To make comparisons between	PS: Talk about what they see, using a wide vocabulary.	-Exploring Growth and Change	а
Investigate	and retell a long story.		objects relating to size, length,	- Talk about the differences		n
Materials	-To understand 'why'	P.S: Phase 1:	weight and capacity.	between materials and changes	N: Grow in independence, rejecting	-
Physics	questions.	Aspect 7 – Oral Blending	Key Learning Points: -Explore numbers 1-3 and	they notice.	help ("me do it"). Sometimes this	a
1 1193103	-To use drawing to	and Segmenting	subitise amounts to 3	ELG: Explore the natural world	leads to feelings of frustration and	
	represent ideas like	-To count or clap syllables in words.	-Describe sequence of	around them, making observations	tantrums. - Begin to show 'effortful control'. For	f
	movement or noises.	-To recognise words with	events and routine	and drawing pictures of animals	example, waiting for a turn and	t
	R: To demonstrate	the same initial sound.	-Talk about 2D and 3D	and plants.	resisting the strong impulse to grab	r
	understanding by	Key Learning Points:	shapes	 Understand the past through settings, characters and events 	what they want or push their way to	jı
	retelling stories using	Blending and segmenting	-Compare range of measures	encountered in books read in class	the front.	S
	their own words and new	games, e.g. cross the river,	compare range of measures	and storytelling.	-Feel strong enough to express a	E
	vocabulary. -To use and understand	I spy getting the children to	R: To select, rotate and	- Understand some important	range of emotions.	C
		blend together, e.g. c-u-p.	manipulate shapes to develop	processes and changes in the	PS: Develop their sense of responsibility and membership of a	
	recently introduced vocabulary during	R: Phase 4	spatial reasoning skills.	natural world around them,	community.	N
	discussions about and	-To say a sound for each	-To compose and decompose	including the seasons and changing	- Increasingly follow rules,	r
	during role play.	letter in the alphabet and at	shapes recognising shapes can	states of matter.	understanding why they are	h
	-To write simple phrases	least 10 digraphs.	have others within it. -To compare length, weight and		important.	
	and sentences that can	-Read aloud simple	capacity.		-Do not always need an adult to	
	be read by others.	sentences and books that	ELG: To explore and represent		remind them of a rule.	
	-To listen attentively	are consistent with their	patterns within numbers, evens		ELG: Set and work towards simple goals, being able to wait for what	
	respond to what they	phonics knowledge, including common	and odds, double facts and		they want and control their immediate	
	hear with questions,	exception words.	distributing quantities equally.		impulses when appropriate.	
	comments and actions.	Key Learning Points:	Key Learning Points:		- Be confident to try new activities	
		-phase 4: CCVC words,	-Explore addition and		and show independence, resilience	
		CCVCC words, two	subtraction using number		and perseverance in the face of	
		adjacent consonants.	lines, objects counting on/		challenge.	
		-teach about syllables	back		- Explain the reasons for rules, know	
		-phase 4 tricky words:	-Explore and create doubles,		right from wrong and try to behave	
		some, come, there, when, what, were, little, one, do,	sort odd and even numbers		accordingly.	
		out	-Halve and share amounts			
		-phase 4 high frequency	-Explore 2D and 3D shapes.			
		words: help, children				
		·				

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Athletics

Key Learning Points: -Running skills -Running over obstacles -Balancing skills -Aiming skills for throwing -Throwing for distance -Jumping for distance

N: Spin, roll and independently use ropes and swings (for example, tyre swings). -Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

- Build independently with a range of appropriate resources. PS: Skip, hop, stand on one leg and hold a pose for a game like musical statues.

-Start taking part in some group activities which they make up for themselves, or in teams. R: Revise and refine the

fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping,

skipping, climbing ELG: Negotiate space and obstacles safely, with consideration for themselves and others.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Focus area:

-Seaside's in the past -Understanding why seaside's were like in the past -Exploring how seaside's have changed ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Key texts:

-'Alfie on Holiday' -Learning about the Seaside in the past to compare the changes.

Celebration Days: - Father's Day

Tapestry: pscaife@stillington.n-yorks.sch.uk

phillipascaife

Expressive Arts and Design Objective not mapped to cover:

0-3:

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Explore different materials, using all their senses to investigate them.
- o Use their imagination as they consider what they can do with different materials.

3-4:

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- o Develop their own ideas and then decide which materials to use to express them.
- \circ $\,$ Join different materials and explore different textures.

Reception:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- o Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- o Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

ELG:

Creating with Materials:

- 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.

Being Imaginative and Expressive:

- Sing a range of well-known nursery rhymes and song
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.