| Early Years Foundation Stage- Long Term Curriculum Plan 2023/24 | | | |
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| Term | EYFS Overarching framework of planned themes/ topics | | Planned experiences linked to parent partnerships, community and natural focus, including a range of cultural festivals and celebrations covered throughout the year |
| Autumn 1 | Ourselves, Our families & Our Community  Quality rhymes, fiction & non fiction texts, linked to topic | Outdoor learning focus; Summer/ Autumn transition | Play and stay events (Termly)  Black history month (Oct)  Harvest festival (Aut. term)  National nursery rhyme wk. (15th Nov)  Church services (Harvest Fest. Xmas, Easter )  Diwali (4th Nov.)  Nat. Outdoor classroom day (5th Nov)  Bonfire night (5th Nov)  World science day (10th Nov)  Remembrance day (11th Nov)  Anti-Bullying week (15th Nov)  World nursery rhyme week (19th Nov)  National world tree day (27th Nov).  National handwriting day (23rd Jan)  National storytelling week (30th.Jan)  Children's mental health wk.(1-7th Feb)  Chinese new year (1st - 17th Feb)  Ramadan (20th Feb)  Number day (4th Feb)  Pancake day (1st Mar)  British science week (11th Mar)  Mothers day / influential female day (14th Mar)  Holi -festival of colour (18th Mar)  World poetry day (21st Mar )  International children's book day (2nd Ap)  Easter Sunday (4th April)  St George's day (22nd April)  Sun Safety Month ( May)  Children's book week (May 3rd)  International day of families (15th May)  International Maths day (5th May)  World Bee day (20th May)  Nat. Turtle and Ocean pollution day (23rd May)  Wesak (26th May)  Fathers day/ influential male day (20th June) |
| Autumn 2 | Light and Dark  Quality rhymes, fiction & non fiction texts, linked to topic | Outdoor learning focus; Autumn/ Winter time |
| Spring 1 | Dragons, Knights and Traditional Tales  Quality rhymes, fiction & non fiction texts, linked to topic | Outdoor learning focus; Winter time |
| Spring 2 | New Life and Growth  Quality rhymes, fiction & non fiction texts, linked to topic | Outdoor learning focus; spring time |
| Summer 1 | All things great and small  Quality rhymes, fiction & non fiction texts, linked to topic | Outdoor learning focus; spring/summer transition |
| Summer 2 | Transport- Here, There and Everywhere!  Quality rhymes, fiction & non fiction texts, linked to topic | Outdoor learning focus; summer time |

| **Maths** | | | | | | |
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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **EYFS Topic Focus** | **Ourselves, Our families & Our Community**  ***Outdoor learning focus; Summer/ Autumn transition*** | **Light and Dark**  ***Outdoor learning focus; Autumn/ Winter time*** | **Dragons, Knights and Traditional Tales**  ***Outdoor learning focus; Winter time*** | **New Life and Growth**  ***Outdoor learning focus; spring time*** | **All things great and small**  ***Outdoor learning focus; spring/summer transition*** | **Transport- Here, There and Everywhere!**  ***Outdoor learning focus; summer time*** |
| **Number** | To recognise numbers 1-3  To begin to subitise to 3  To explore the composition of 2 and 3  To link the quantity to the spoken number name, corresponding number of fingers and the numeral.  To distinguish quantities up to 3 from each other  To explore the composition of 2 and 3 | To recognise numbers 1-5  To begin to subitise to 5  To explore the composition of 4 and 5  To link the quantity to the spoken number name, corresponding number of fingers and the numeral.  To distinguish quantities up to 5 from each other  To explore different structural arrangements of numbers; five frame, ten frame and rekenrek | To recognise numbers 0-10  To subitise to 10 using structured arrangements  To explore the composition of 6, 7, 8, 9 and 10  To explore the five-and-a-bit structure  To explore odd and even structures  To explore a 9 square  To link quantities 6-10 to spoken number names, corresponding number of fingers and the written numeral we use to represent them | To partition numbers to 10  To visualise missing numbers from a set  To explore quantities within numbers  To visualise and recall number bonds to 10  To deepen understanding of the composition of 10  To know addition facts to make 5  To match the number to quantity | To develop a rich understanding of the quantities 6-9  To explore quantities within numbers  To explore different ways numbers can be represented, composed and decomposed  To explore the composition of numbers to 9  To compare quantities up to 10 in different contexts  To recognise when one quantity is greater than, less than or the same as another quantity. | To explore and represent patterns within numbers to 10  To explore even and odd  To explore double facts  To explore how quantities can be distributed equally |
| **Numerical Pattern** | To say which group has more  To say which group has less  To compare quantities to 3  To count to 5 | To compare quantities to 5  To compare equal and  unequal groups  To count to 10 | To count to 15  To count objects to 10  To compare quantities to 8  To begin to understand the different between odd and even numbers up to 8  To combine two groups of objects | To count to 20  To compare quantities to 10  To explore odd and even numbers  To order numbers to 10  To count back from 10  To combine two groups of objects  To take away objects and count how many are left  To find the missing number | To count to 25  To add numbers  To subtract numbers  To find the missing number  To order numbers to 20  To order numbers e.g. 13, 15, 19  To find the missing number in an addition and subtraction sentence problems | To count to 30 and beginning to count higher (100).  To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even  To double numbers up to 10  To find half of numbers up to 10  To share quantities equally  To combine groups of 2s, 5s and 10s |
| **Shape, Spatial reasoning and Measure** | ***Spatial reasoning- construction and 3D shapes***  To construct their own 3D shapes in a variety of ways  To explore similarities and differences between 3D shapes  To sort 3D shapes according to what they notice  (white rose maths- building 9& 10 book)  To complete puzzles  To rotate shapes and fill a given space  To match arrangements of shapes using positional language  (white rose- to 20 and beyond) | ***Spatial reasoning- 2D shapes and shape puzzles***  To begin to recognise 2D shapes in everyday items  To build their own 2D shapes  To explore different sizes and orientations of 2D shapes  (white rose maths- its me 1,2 3)  To understand shapes can be combined and separated to make new shapes  To provide opportunities to fit shapes together and break apart  To investigate different shapes within shapes  To combine sets of shapes in different ways  (white rose- first, then, now) | ***Pattern***  To copy, continue and create their own simple repeating patterns  To explore AB patterns in a range of contexts  (white rose maths- its me 1,2,3)  To explore patterns which use items more than once (ABB, AAB, AABB, AABBB)  To explore patterns which use items more than once in a range of contexts  (white rose maths- building 9 and 10) | ***Spatial reasoning-symmetry, shape puzzles and construction***  To understand that places and models can be replicated  To look at places and models from different perspectives  To use positional language to describe where objects are in relation to other items  To visualise simple models  (white rose- find my pattern) | ***Measure***  To learn that objects can be compared and ordered according to size  To use measuring language  To compare and order objects according to size and use vocabulary to explain what they notice  (white rose- just like me)  To talk about night and day  To order key events in their daily routine  To begin to measure time in simple ways  (white rose- light and dark) | ***Measure***  To make direct weight comparisons and make estimations  To use weight vocabulary  To order and compare items in accordance to weight  To build on their understanding of full and empty  To explore capacity using different materials  To investigate capacity using different shape and sized containers  To use capacity language  (white rose- alive in 5)  To being to use language to describe length and height  To make direct comparisons and use specific length and height vocabulary  To make indirect comparisons using objects  To continue to order and sequence important times in their days  To recognise regular events that happen on the same day each week  To use time vocabulary  To describe significant events in their lives and talk about events they are looking forward to  (white rose- growing 6,7,8) |

| **Literacy** | | | | | | |
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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **EYFS Topic Focus** | **Ourselves, Our families & Our Community**  ***Outdoor learning focus; Summer/ Autumn transition*** | **Light and Dark**  ***Outdoor learning focus; Autumn/ Winter time*** | **Dragons, Knights and Traditional Tales**  ***Outdoor learning focus; Winter time*** | **New Life and Growth**  ***Outdoor learning focus; spring time*** | **All things great and small**  ***Outdoor learning focus; spring/summer transition*** | **Transport- Here, There and Everywhere!**  ***Outdoor learning focus; summer time*** |
| **Key texts** | **Ourselves, our families & our community**  It’s ok to be different  Peace at last  The great big book of families  The Very Helpful Hedgehog  Non fiction:  Vet  Dentist  Firefighter  Police Officer (all by Rebecca Hunter | **Light and Dark**  Bears in the night  Rama and Sita  Diwali  The Bear’s Winter House  Lost and Found  Stick Man  Whatever Next  Toys in Space  Little Kids First Big Book  The Great Balloon Hullabaloo  How to catch a star  **Christmas and Winter Traditions**  The Jolly Christmas Postman  The nativity story  Chistmas in Exeter Street  Harvey Slumfenburger’s Christmas Present | **Dragons, Knights and Traditional Tales**  Zog  Where the Wild Things Are  The Paperbag Princess  Chinese New Year (Holidays and Festivals)  Sleeping Beauty  Jack and the Beanstalk  Jim and the Beanstalk  Hansel and Gretal  Mixed up Fairytales | **New Life and Growth**  Farmer Duck  What the Ladybird heard  The Little Red Hen  The Tiger who came to Tea  The odd Egg  The egg drop  The Ugly Duckling  The rhyming rabbit  The Easter story | **All things great and small**  The Very Hungry Caterpillar  Monkey Puzzle  Tadpole’s Promise  The Gruffalo  The Tiny Seed  Jasper’s Beanstalk  Oliver’s Vegetables  Oliver’s Fruit Salad | **Transport and travel; here, there and everywhere!**  The Rainbow Fish  The Lighthouse Keeper’s Cat  Dear Greenpeace  The Snail and the Whale  Commotion in the Ocean  You can’t take anElephant on the Bus  The Train Ride  The Hundred Decker Bus  Naughty Bus |
| **Comprehension** | To use pictures  to tell stories  To sequence  familiar stories  To independently  look at book,  holding them the  correct way and  turning pages | To engage in story times, joining in with repeated phrases and actions  To begin to answer questions about the stories read to them  To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes  To understand we read English text from left to right and from top to bottom | To act out stories  To begin to predict what may happen in the story  To suggest how a story might end  To understand print has meaning | To retell a story  To follow a story without pictures or props  To talk about the characters in the books they are reading  To understand print can have different purposes | To begin to answer questions about what they have read  To use vocabulary that is influenced by their experiences of books  To name the different parts of a book | To answer questions about what they have read  To know that information can be retrieved from books  To understand page sequencing |
| **Word reading** | To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l)  To recognise taught Phase 2 Tricky Words (the I is)  To begin to blend sounds together to read words using the taught sounds | To recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk)  To recognise taught Phase 2 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be)  To blend sounds to read words using taught sounds  To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags  To begin reading captions and sentences using taught sounds  To read books matching their phonics ability | To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)  To read words with double letters  To begin to read longer words  To recognise taught digraphs in words and blend the sounds together  To read sentences containing Tricky Words and digraphs  To read books matching their phonics ability | To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)  To read longer words including those with double letters  To read words with s/z/ in the middle  To read words with -es/z/ at the end  To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs  To read books matching their phonics ability | To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)  To read words with short vowels and adjacent consonants  To read longer words  To read compound words  To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)  To read longer sentences containing Phase 4 words and Tricky Words  To read books matching their phonics ability | To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)  To recognise taught Phase 2, 3 and 4Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)  To read words with phase 3 long vowel sounds with adjacent consonants  To read longer words  To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est)  To read longer sentences containing Phase 4 words and Tricky Words  To read books matching their phonics ability |
| **Writing** | To copy their name **(registration task)**  To give meanings to the marks they make  To copy taught letters  To write initial sounds To begin to write CVC words using taught sounds  Handwriting:  Use some of their print and letter knowledge in their early writing  (squiggle and wiggle) | To write their name **(registration task)**  To use the correct letter formation of taught letters  To write words and labels using taught sounds  To begin to write captions using taught sounds  Handwriting:  Use some of their print and letter knowledge in their early writing  (handwriting sessions) | To form lowercase letters correctly **(recap phase 2 sounds registration task)**  To begin to write sentences using fingers spaces  To understand that sentences start with a capital letter and end with a full stop  To spell words using taught sounds  To spell some taught tricky words correctly  Handwriting:  Capital letters | To form lowercase letters correctly and begin to former capital letters **(recap phase 2 sounds registration task)**  To write sentences using finger spaces and full stops  To spell words using taught sounds  To spell some taught tricky words correctly  Handwriting:  Capital letters | To form lower case and capital letters correctly **(to write words about a picture registration task)**  To begin to copy letters  To begin to write longer words which are spelt phonetically  To begin to use capital letters at the start of a sentence  To use finger spaces and full stops when writing a sentence  To spell some taught tricky words correctly  To begin to read their work back  Handwriting:  Number formation | To form lowercase and capital letters correctly **(to write words about a picture registration task)**  To copy letters  To begin to write longer words and compound words which are spelt phonetically  To write sentences using a capital letter, finger spaces and full stop  To spell some taught tricky words correctly  To read their work back and check it makes sense  Handwriting:  Tricky words |

| **Science** | | | | | | |
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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **EYFS Topic Focus** | **Ourselves, Our families & Our Community**  ***Outdoor learning focus; Summer/ Autumn transition*** | **Light and Dark**  ***Outdoor learning focus; Autumn/ Winter time*** | **Dragons, Knights and Traditional Tales**  ***Outdoor learning focus; Winter time*** | **New Life and Growth**  ***Outdoor learning focus; spring time*** | **All things great and small**  ***Outdoor learning focus; spring/summer transition*** | **Transport- Here, There and Everywhere!**  ***Outdoor learning focus; summer time*** |
| **develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics** |  | To explore and talk about different forces they can feel.  To talk about the differences between materials and changes they notice (freezing) |  | To understand the key features of the life cycle of a plant  To explore how things work (water harvest)  To name adult and baby animals  To learn about life cycles of animals | To understand the key features of the life cycle of animals  To explore how things work (animal habitats) | To know that some things in the world are man-made and some things are natural (dear green peace, recycling) |
| **develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them** | To use their senses in a hands-on exploration of natural materials  Explore collections of materials with similar and/or different properties | To know about and recognise the signs of Autumn | To know about and recognise the signs of Winter  To know about features of the world and Earth | To know about and recognise the signs of Spring  To plant seeds | To observe the growth of seeds and talk about changes | To know about and recognise the signs of Summer    To harvest grown fruit and vegetables |
| **are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future** |  | To know about features of the world and Earth |  |  | To investigate how to care for growing plants  To respect and care for the natural environments  To recognise some environments are different from the one in which they live | To understand the need to respect and care for the natural environment and living things |

| **Art and Design** | | | | | | |
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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Use a range of materials creatively to design and make products** | To explore different techniques for joining materials (Glue Stick)  To know how to work safely and hygienically To use non statutory measures (spoons, cups)  To use some cooking techniques (spreading, cutting) – Sandwiches | To explore different techniques for joining materials (Glue Stick, PVA)  To know how to work safely and hygienically To use non statutory measures (spoons, cups)  To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab | To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)  To know how to work safely and hygienically To use non statutory measures (spoons, cups)  To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits  To use tools to cut and join wood  To know the names of tools | To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)  To know how to work safely and hygienically To use non statutory measures (spoons, cups)  To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, | To plan what they are going to make (cooking, wood work, construction, junk modelling)  To know how to work safely and hygienically To use non statutory measures (spoons, cups)  To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) |  |
| **Use drawing, painting and sculpture to develop and share ideas, experiences and imagination** | To create simple representations of people and objects  To draw and colour with pencils and crayons  To role play using given props and costumes | To create closed shapes with continuous lines and start to use this to represent objects.  To share their creations | To show different emotions in their drawings. | To make props and costumes for different role play scenarios | To share and create collaboratively  To draw more detailed pictures of people and objects  To manipulate materials  To create observational drawings | To know some similarities and differences between materials |
| **Develop a wide range of art and design techniques in using colour, patter, texture, line, shape, form and space** | To name colours  To experiment with mixing colours | To use colours for a particular purpose | To experiment with different mark making tools such as art pencils, pastels, chalk | To explore and refine known artistic effects. | To know which prime colours you mix together to make secondary colours | To explore, use and refine a variety of artistic effects to express their ideas and feeling  To share creations, talk about process and evaluate their work  To adapt work where necessary |
| **Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their work.** | Frida Kahlo  Beauford Delaney  Nature artist- Kadinsky | Vincent Van Gogh- Starry Night  Yumi Kamashita  Nature artist- Kadinsky | Raymond Briggs (zog and other illustrations)  Coco Chanel  Nature artists- Andy Goldsworthy | Traditional Chinese paintings and calligraphy- literai artists  Nature artists- Andy Goldsworthy | Carol Gillan  Georgia O’Keefe  Nature artists- Alma Thomas | Jackson Pollock  Henri Matisse  Nature artist- Alma Thomas |

| **Computing** | | | | | | |
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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Understand what algorithms are** |  | To know how to operate simple equipment |  |  | To use Evidence Me to add their own observations – taking pictures, adding text and saving |  |
| **Create and Debug simple programs** |  |  |  | To use the IWB, changing games and programmes | To explore how a Bee-Bot works | To use the BeeBots and program them to go forwards and backwards |
| **Use logical reasoning to predict the behaviour of simple programs** |  | To draw pictures on IWB and begin to change colours ins | To draw pictures on IWB, changing colour and pen size |  |  | To type their name using a laptop |
| **Use technology purposefully** |  | To use the iPad to take pictures | To access, understand and interact with a range of technology within the Reception environment |  | To use the internet with adult supervision to find and retrieve information |  |
| **Recognise common uses of information technology beyond school** | To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons |  |  |  |  |  |
| **Use technology safely and respectfully** | E safety- What we use technology for | E safety- safe/unsafe apps | E safety- using apps safely | E- safety- upsetting images | E safety- pop ups and in app purchases | E-safety- Talking to strangers online  To begin to give reasons why we need to stay safe online |

| **Design and Technology** | | | | | | |
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| **Design**  Design purposeful, functional, appealing products for themselves and others based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |  |  |  |  | To plan what they are going to make (cooking, wood work, construction, junk modelling) |  |
| **Make**  Select from and use a range of tools and equipment to perform practical tasks  Select from and use a wide range of materials and components | To use tweezer to transfer objects  To thread large beads  To use large pegs | To hold scissors  correctly and cut  along a straight  and zigzagged  lines  To use a tripod  grip when using  mark making  tools | To thread small beads  To use small pegs  To use a hammer and saw | To use a  hammer, saw  and screwdrive | To use independently use a knife, fork and spoon to eat a range of meals  To manipulate materials |  |
| **Evaluate**  Explore and evaluate a range of existing products  Evaluate their ideas and products against design criteria |  |  |  | To explore and refine known artistic effects. | To share and create collaboratively | To share creations, talk about process and evaluate their work  To adapt work where necessary |
| **Technical knowledge**  Build structures, exploring how they can be made stronger, stiffer and more stable  Explore and use mechanisms | To explore how things work (fire engine visit) | To explore how things work (torches) | To explore how things work (medieval weapons) | To explore how things work (water harvest) | To explore how things work (animal habitats) | To explore how things work (transport) |

| **Geography** | | | | | | |
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| **Locational Knowledge** | To know there are different countries in the world and talk about the differences they have experienced. |  | To draw information from a map.  To know that simple symbols are used to identify features of a map | To know that simple symbols are used to identify features of a map | To know that there are many countries around the world. |  |
| **Place Knowledge** | To know about features of the immediate environment. | To talk about members of the local community | To know about features of the world and Earth | To compare and explore differences in life in this country and other countries |  |  |
| **Human and Physical Geography** | To use all their senses in a hands-on exploration of natural materials. | To know about and recognise the signs of Autumn | To know about and recognise the signs of Winter | To know about and recognise the signs of Spring |  | To know about and recognise the signs of Summer |
| **Geographical Skills and Fieldwork** |  |  |  |  | To respect and care for the natural environments |  |

| **History** | | | | | | |
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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Changes within living memory** | To know about my own life-story  To know how I have changed  To talk about the lives of the people around us |  |  |  | To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (life cycles and chronology) | To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Landscape comparisons- seaside  End of year celebrations/reflections) |
| **Events beyond living memory that are significant** |  | To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas |  |  |  |  |
| **The lives of significant individuals in the past** |  | To know about figures from the past (Neil Armstrong and Tim Peake) | To know about the past through settings, characters and events encountered in books read in class and storytelling (Joan of Arc) |  |  |  |
| **Significant historical events, people and places in their own locality** |  |  |  | To know about the past through settings, characters and events encountered in books read in class and story telling (farming seasons) |  |  |

| **Music** | | | | | | |
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| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **EYFS Topic Focus** | **Ourselves, Our families & Our Community**  ***Outdoor learning focus; Summer/ Autumn transition*** | **Light and Dark**  ***Outdoor learning focus; Autumn/ Winter time*** | **Dragons, Knights and Traditional Tales**  ***Outdoor learning focus; Winter time*** | **New Life and Growth**  ***Outdoor learning focus; spring time*** | **All things great and small**  ***Outdoor learning focus; spring/summer transition*** | **Transport- Here, There and Everywhere!**  ***Outdoor learning focus; summer time*** |
| **Use their voices expressively and creatively by singing songs and speaking chants and rhymes** | To sing and perform nursery rhymes  To join in with whole cohort singing assemblies | To perform a song in the Christmas Play  To join in with whole cohort singing assemblies  To pitch match  To sing the melodic shape of familiar songs  To begin to build up a repertoire of songs  To sing entire songs | To join in with whole school singing assemblies | To join in with whole school singing assemblies | To join in with whole school singing assemblies | To perform in the Reception Graduation (songs, poems, stories, dance)  To join in with whole school singing assemblies |
| **Play tuned and untuned instruments musically** | To experiment with different instruments and their sounds |  |  |  |  |  |
| **Listen with concentration and understanding to a range of high-quality live and recorded music** | To talk about whether the like or dislike a piece of music |  | To create musical patterns using untuned instruments | To associate genres of music with characters and stories | To move in time to music  To learn dance routines | To listen to poems and create their own |
| **Experiment with, create, select and combine sounds using the inter-related dimensions of music** | To create musical patterns using body percussion |  |  |  | To follow a musical pattern to play tuned instruments | To create own compositions using tuned instruments |

| **Physical Education** | | | | | | |
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| **Master basic movements** | Co-ordination: footwork  Theme : Birthday Bike surprise  Static Balance: 1 leg  Theme: Pirate Pranks  Basic moves: hopping, skipping, jumping  Gymnastics – balance and shape  Climb apparatus using alternative feet | Dynamic Balance to agility: Jumping and Landing  Theme: Journey to the Blue Planet Static Balance : Seated  Theme: Monkey Business  Basic moves: climbing, jumping, crawling  Dances – fluent movements with development and grace  Apparatus: body strength, balance, co-ordination and agility.  Match developing physical ability to activity set. | Dynamic Balance to agility: On a line  Theme: Tilly’s the Train’s Big Day  Static Balance: Stance  Theme: Thembi Walks the tightrope  Basic moves: catching, throwing  Dances – fluent movements with development and grace  Revise and refine movement skills they have already acquired.  Use core muscle strength to achieve good posture. | Co-ordination – ball skills  Theme: clowning around  Counter Balance : With a partner  Theme: Wendy’s Water-ski challenge  Gymnastics:, movements with ease, balance and agility  Apparatus: body strength, balance, co-ordination and agility  .Progress to a more fluent style of movement.  Use a large range of small apparatus indoors and outside | Co-ordination: sending and receiving  Theme: John and Jasmine learn to juggle  Agility: reaction/response  Theme: Ringo to the Rescue  Ball skills: throwing, catching, kicking, passing, batting, and aiming.  Apparatus: body strength, balance, co-ordination and agility.  Develop body strength, balance and agility.  Develop a range of ball skills | Agility: ball chasing  Theme: Sammy Squirrel and his Rolling nuts  Static Balance : Floor work  Theme: Caspar the Very Clever Cat  Ball skills-precision and accuracy when engaging in activities that involve a ball.  Athletics: running skills  Develop body strength, balance and agility ready to engage in future P.E sessions. |
| **Participate in team games** | Start taking part in some group activities which they make themselves | Choose the right resources to carry out their own plan. |  |  |  |  |
| **Perform dances using simple movement patterns** | To create musical patterns using body percussion |  |  |  |  |  |

| **Citizenship/PSHCE** | | | | | | |
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| **Developing confidence and responsibility and making the most of their abilities** | To recognise different emotions  To understand how people show emotions | To talk about how they are feeling  To begin to consider the feelings of others  To adapt behaviour to a range of situations | To understand gradually how others might be feeling. | To identify and moderate their own feelings socially and emotionally  To consider the feelings and needs of others | To control their emotions using a range of techniques.  To set a target and reflect on progress throughout | To show resilience and perseverance in the face of a challenge |
| **Playing to play an active role as citizens** | To focus during short whole class activities  To follow one step instructions  To wash hands independently  To put coat and socks on independently  To get changed for P.E with support  To explore different areas within the Reception environment | To develop class  rules and  understand the  need to have  rules  To put P.E kit on  Independently    To have  confidence to try new activities | To practise doing up a zipper  To practise doing buttons  To practise doing up buckles  To learn how to tidy and respect the Reception environment | To develop  independence  when dressing  and undressing  for activities such  as P.E and  Outdoor learning  To start to tidy and respect the reception environment | To manage own  basic needs  independently  To respect and tidy the reception environment independently | To show resilience and perseverance in the face of challenge  To show a ‘can do’ attitude  To put uniform on and do up zippers, buttons and buckles with minimal support |
| **Developing a healthy, safer lifestyle** | E safety- What we use technology for  To explore how things work (fire engine visit) | E safety- safe/unsafe app | E safety- using apps safely | E- safety- upsetting images | To identify and  name healthy  foods  E safety- pop ups and in app purchases | To understand the importance of healthy food choices  E-safety- Talking to strangers online |
| **Developing good relationships and respecting the differences between people** | To seek support of adults when needed To gain confidence to speak to peers and adults  To identify similarities and differences between themselves and peers.  To show an interest in different occupations. | To play with children who are playing with the same activity  To begin to develop friendships  To have positive relationships with all Reception staff  To develop a positive attitude about the differences between people.  To talk about members of the local community.  To show awareness of others when in the reception environment | To begin to work as a group with support  To use taught strategies to support turn taking  To recognise people have different beliefs and celebrate special times in different ways. | To listen to the  ideas of other  children and  agree on a  solution and  compromise | To work as a group  To begin to develop relationships with other adults around the school  To understand some places are special to members of their community. | To have confidence to communicate with adults around the school  To have strong friendships |
| **Breadth of opportunities** | community links- Autumn walk  parent partnership- Portrait gallery | Trip; Pantomime  parent partnership- Stargazing night | Spring walk  Parent partnership- stay and play | Trip; The Farm  Parent partnership- Easter egg hunt | Summer walk  Parent partnership- sponsored walk | Trip; The beach  Parent partnership- graduation |

| **Religious Education** | | | | | | |
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| **R.E units** | Being special/ where do we belong- christian baptism/ Islam welcoming ceremony | Why is christmas special for christians  -why do christians perform a nativity? | Why is the word God so important to Christians? | Why is Easter special to Christians? | What places are special and why?  -visit a church and /or mosque | Which stories are special and why? |
| **Make sense of a range of religious and non-religious beliefs** | Retell religious stories | Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus  Retell religious stories | Retell stories, talking about what they say about the world, God, human beings | Recognise and retell stories connected with celebration of Easter  Say why Easter is a special time for Christians | Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God | Talk about some religious stories  Recognise some religious words  Identify a sacred text |
| **Understand the impact and significance of religious and non-religious beliefs** | Recall simply what happens at a traditional Christian infant baptism and dedication  Recall simply what happens when a baby is welcomed into a religion other than Christianity | Recall simply what happens at a traditional Christian festival (Christmas) | Say how and when Christians like to thank their creator | Recognise some symbols Christians use during Holy Week  Talk about some ways Christians remember these stories at Easter | Recognise that some religious people have places which have special meaning for them  Talk about the things that are special and valued in a place of worship | Talk about some of the things these stories teach believers |
| **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied** | Share and record occasions when things have happened in their lives that made them feel special | Talk about people who are special to them  Say what makes their family and friends special to them | Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world  Think about the wonders of the natural world, expressing ideas and feelings  Talk about what people do to mess up the world and what they do to look after it. | Talk about ideas of new life in nature  Make connections with signs of new life in nature | Talk about somewhere that is special to themselves, saying why  Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church  Express a personal response to the natural world. | Identify some of their own feelings in the stories they hear |