| 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 CommunityQuality 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 GrowthQuality rhymes, fiction & non fiction texts, linked to topic  | Outdoor learning focus; spring time  |
| Summer 1 | All things great and smallQuality 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 3To explore the composition of 2 and 3To 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 5To link the quantity to the spoken number name, corresponding number of fingers and the numeral. To distinguish quantities up to 5 from each otherTo explore different structural arrangements of numbers; five frame, ten frame and rekenrek  | To recognise numbers 0-10 To subitise to 10 using structured arrangementsTo explore the composition of 6, 7, 8, 9 and 10To explore the five-and-a-bit structureTo explore odd and even structuresTo explore a 9 squareTo 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 10To visualise missing numbers from a setTo explore quantities within numbers To visualise and recall number bonds to 10To deepen understanding of the composition of 10To know addition facts to make 5 To match the number to quantity | To develop a rich understanding of the quantities 6-9To explore quantities within numbersTo explore different ways numbers can be represented, composed and decomposedTo explore the composition of numbers to 9To compare quantities up to 10 in different contextsTo recognise when one quantity is greater than, less than or the same as another quantity.  | To explore and represent patterns within numbers to 10To explore even and oddTo explore double factsTo 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 waysTo explore similarities and differences between 3D shapesTo sort 3D shapes according to what they notice(white rose maths- building 9& 10 book)To complete puzzlesTo rotate shapes and fill a given spaceTo 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 itemsTo build their own 2D shapesTo 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 shapesTo provide opportunities to fit shapes together and break apartTo investigate different shapes within shapesTo 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 perspectivesTo use positional language to describe where objects are in relation to other itemsTo visualise simple models (white rose- find my pattern) | ***Measure*** To learn that objects can be compared and ordered according to sizeTo 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 routineTo begin to measure time in simple ways (white rose- light and dark) | ***Measure***To make direct weight comparisons and make estimationsTo use weight vocabulary To order and compare items in accordance to weightTo build on their understanding of full and emptyTo explore capacity using different materialsTo investigate capacity using different shape and sized containersTo use capacity language(white rose- alive in 5)To being to use language to describe length and heightTo make direct comparisons and use specific length and height vocabularyTo make indirect comparisons using objectsTo continue to order and sequence important times in their daysTo recognise regular events that happen on the same day each weekTo use time vocabularyTo 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 differentPeace at lastThe great big book of familiesThe Very Helpful HedgehogNon fiction:VetDentistFirefighterPolice Officer (all by Rebecca Hunter | **Light and Dark**Bears in the night Rama and SitaDiwaliThe Bear’s Winter HouseLost and FoundStick ManWhatever NextToys in SpaceLittle Kids First Big BookThe Great Balloon HullabalooHow to catch a star**Christmas and Winter Traditions**The Jolly Christmas PostmanThe nativity story Chistmas in Exeter StreetHarvey Slumfenburger’s Christmas Present | **Dragons, Knights and Traditional Tales**ZogWhere the Wild Things AreThe Paperbag PrincessChinese New Year (Holidays and Festivals)Sleeping BeautyJack and the BeanstalkJim and the BeanstalkHansel and GretalMixed up Fairytales | **New Life and Growth**Farmer DuckWhat the Ladybird heardThe Little Red HenThe Tiger who came to TeaThe odd EggThe egg dropThe Ugly Duckling The rhyming rabbit The Easter story | **All things great and small**The Very Hungry CaterpillarMonkey PuzzleTadpole’s PromiseThe GruffaloThe Tiny SeedJasper’s BeanstalkOliver’s VegetablesOliver’s Fruit Salad | **Transport and travel; here, there and everywhere!** The Rainbow FishThe Lighthouse Keeper’s CatDear GreenpeaceThe Snail and the WhaleCommotion in the OceanYou can’t take anElephant on the BusThe Train RideThe Hundred Decker BusNaughty Bus |
| **Comprehension** | To use pictures to tell storiesTo sequence familiar storiesTo 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 rhymesTo 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 endTo 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 readingTo 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 booksTo name the different parts of a book  | To answer questions about what they have read To know that information can be retrieved from booksTo 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 soundsHandwriting: 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 soundsHandwriting: 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 correctlyHandwriting: 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 correctlyHandwriting: 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 backHandwriting: 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 senseHandwriting: 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 plantTo explore how things work (water harvest) To name adult and baby animalsTo learn about life cycles of animals  | To understand the key features of the life cycle of animalsTo 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 materialsExplore 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 |
| **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 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 crayonsTo 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 collaborativelyTo 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 KahloBeauford DelaneyNature artist- Kadinsky  | Vincent Van Gogh- Starry NightYumi KamashitaNature 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’KeefeNature artists- Alma Thomas | Jackson PollockHenri Matisse Nature artist- Alma Thomas |

| **Computing** |
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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*** |
| **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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| 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*** |
| **Design**Design purposeful, functional, appealing products for themselves and others based on design criteriaGenerate, 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 linesTo 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 mealsTo manipulate materials  |  |
| **Evaluate**Explore and evaluate a range of existing productsEvaluate 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 stableExplore 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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| 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*** |
| **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 |
| 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* |
| **Changes within living memory** | To know about my own life-story To know how I have changedTo 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- seasideEnd 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 |
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| **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  | To sing and perform nursery rhymesTo join in with whole cohort singing assemblies | To perform a song in the Christmas PlayTo 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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| 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*** |
| **Master basic movements**  | Co-ordination: footworkTheme : Birthday Bike surpriseStatic Balance: 1 legTheme: Pirate PranksBasic moves: hopping, skipping, jumpingGymnastics – balance and shapeClimb apparatus using alternative feet | Dynamic Balance to agility: Jumping and LandingTheme: Journey to the Blue Planet Static Balance : SeatedTheme: Monkey BusinessBasic moves: climbing, jumping, crawlingDances – fluent movements with development and graceApparatus: body strength, balance, co-ordination and agility.Match developing physical ability to activity set.  | Dynamic Balance to agility: On a lineTheme: Tilly’s the Train’s Big DayStatic Balance: StanceTheme: Thembi Walks the tightropeBasic moves: catching, throwingDances – fluent movements with development and graceRevise and refine movement skills they have already acquired.Use core muscle strength to achieve good posture.  | Co-ordination – ball skillsTheme: clowning aroundCounter Balance : With a partnerTheme: Wendy’s Water-ski challengeGymnastics:, movements with ease, balance and agilityApparatus: 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 receivingTheme: John and Jasmine learn to juggleAgility: reaction/responseTheme: Ringo to the RescueBall 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 chasingTheme: Sammy Squirrel and his Rolling nutsStatic Balance : Floor workTheme: Caspar the Very Clever CatBall skills-precision and accuracy when engaging in activities that involve a ball.Athletics: running skillsDevelop 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 instructionsTo wash hands independently To put coat and socks on independently To get changed for P.E with supportTo 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 bucklesTo 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 independentlyTo respect and tidy the reception environment independently  | To show resilience and perseverance in the face of challenge To show a ‘can do’ attitudeTo put uniform on and do up zippers, buttons and buckles with minimal support |
| **Developing a healthy, safer lifestyle**  | E safety- What we use technology forTo 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 foodsE 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 adultsTo 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 staffTo 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 takingTo 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 schoolTo 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 walkparent partnership- Portrait gallery | Trip; Pantomimeparent partnership- Stargazing night | Spring walkParent partnership- stay and play | Trip; The FarmParent partnership- Easter egg hunt  | Summer walkParent partnership- sponsored walk  | Trip; The beachParent 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 EasterSay 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 storiesRecognise some religious wordsIdentify 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 dedicationRecall 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 themSay 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 worldThink 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 natureMake connections with signs of new life in nature  | Talk about somewhere that is special to themselves, saying whyGet 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  |