**EYFS FS2 Long Term Plan 2023-24**

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| *This plan outlines the learning intentions for this year, including key texts, festivals, artists, process and experiences planned to broaden the children’s understanding and equip them with the skills needed to become confident, independent learners. Staff recognise the need for a play based approach to learning and respect the ideas and beliefs of the children in planning for rich learning opportunities. Staff will discuss ideas with and tune into children’s individual needs and interests, to motivate, inspire and develop life- long leaners. This may lead to developments and changes to this LTP.*  ***In addition to planning to key texts and following the children’s interests******the Reception team plan for 5 broad themes that recur throughout the year to ensure that children build on existing and prior knowledge. The themes are as follows:***  ***Ourselves and our Families, Seasonal Change, Nature and the World we Live, Festivals & Diversity, Colours and Art*** |

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| **Autumn** | | **Spring** | | **Summer** | |
| **Aut 1**  Who we are and who is in our families  Celebrations  Wanderlust study: Autumn | | **Spr 1**    Traditional tales  Celebrations  Compare the UK to another country  Wanderlust study: Winter | | **Sum 1**  Lifecycles  Dinosaurs  Celebrations  Wanderlust study: Spring- Summer | |
| **Aut 2**  Our community and occupations around us  Celebrations  Wanderlust study: Autumn- Winter | | **Spr 2**    Traditional tales  Celebrations  My house and houses through time  Wanderlust study: Winter- Spring | | **Sum 2**  Time to reflect and transition  Celebrations Wanderlust: Summer  Minibeasts | |
| **Favourite 5 stories**  We foster the ‘Favourite 5’ approach for daily story time, whereby five stories are carefully chosen each half term. These stories are read and re-read frequently, thereby allowing children multiple exposures to new vocabulary and the opportunity to internalise language patterns. Also, ‘on each rereading the children’s familiarity with the story deepens and, with that, comes a greater emotional engagement’ (Reading Framework, 2021). We foster a robust approach to learning new vocabulary, including directly explaining the meaning of new words. Grandma Fantastic’ collects Tier 2  vocabulary in her basket from our ‘Favourite 5’ stories. This vocabulary is revisited frequently to support the children to absorb the language and  explore it in a wider context.  The Favourite 5 stories are split into the following categories: quality text, rhythmic/rhyming, PSED/wellbeing, diversity and MISC | | | | | |
| **Favourite 5 stories**  The Colour Monster Goes to school- (PSED)  Tree by Britta Teckentrup- (Seasons)  Shark in the Dark (Rhyme and phonics)  There’s a House inside Mummy by Giles Andreae (Past and present)  All Are welcome (diversity)  **Books to cover themes**  Peepo  When I was a baby | **Favourite 5 stories**  Pumkin soup by Helen Cooper (Seasons)  I’m Special I’m me by Ann Meek (PSED)  You can’t call an elephant in an emergency - Patricia Cleveland-Peck (Phonics)  The Tiger who came to tea  Same but different too (Diversity)  **Books to cover themes**  The Jolly Postman  Dear Santa  A Squash and a squeeze | **Favourite 5 stories**  A little Bit of Winter- Paul Stewart (Seasons)  Zog- (people and communities)  Augustus and his smile (PSED)  Pass the Jam Jim- (Phonics)  Supertato  **Books to cover themes**  Little red riding hood  Gahannan Goldilocks  We all went on safari  We’re going on a lion hunt  Afiya | **Favourite 5 stories**  The Tiny Seed (Seasons)  Coming to England (Diversity)  Paper Dolls- Julia Donaldson (past and present)  A Handful of Buttons- (PSED)    Oi Frog (Rhyme and phonics)  **Books to cover themes**  What the Ladybird Heard  Hike  In every house on every street | **Favourite 5 stories**  Summer evening (Seasons)  Grandad’s Camper by Harry Woodgate (Past and present)  The Everywhere Bear – Julia Donaldson (Rhyme)  The Katha Chest-(Diversity)  Peace at last  **Books to cover themes**  Oliver’s Vegetables  The Extraordinary Gardener  Supertato  Jack and the Beanstalk | **Favourite 5 stories**  Omar the Bees and Me by Helen Mortimer (Seasons  When I was a child (Past and present)  A little Bit Brave- Nicola Kinnear (PSED)  Fruits (Caribbean counting text) (Rhyme)  Ruby’s Worry- changes and transition  **Books to cover themes** |
| **Cannon texts**  Owl Babies  Billy Monsters Daymare  Whatever Next!  Goodnight Moon | **Cannon texts**  Mr Armitage on wheels  Clean up  Billy and the beast  The Gruffalo | **Cannon texts**  Rosie’s walk  Afiya  Sleep well Siba and Saba  Masie’s Scrap Book  Sing to the moon  Handa’s Surprise  On the way home | **Cannon texts**  Six Dinner Sid  Shh! We have a plan  Take off your braves | **Cannon texts**  One is a snail  Farmer Duck  Rain before rainbows  You choose fairy tales | **Cannon texts**  Billy’s Bucket  Sir Charlie Sitnky Socks and the pirate curse |
| **Talk for Writing**  **Our ‘Talk for Writing’ teaching sessions support children to become confident and creative storytellers. Children learn language through memorable,**  **meaningful repetition. The Talk for Writing approach enables children to internalise the language of story so that they can imitate it, innovate on it**  **and create their own effective stories independently.** | | | | | |
| **Talk 4 writing texts**  The Squeaky Story  Diwali | **Talk 4 writing texts**  Let me come in  How to post a letter | **Talk 4 writing texts**  Gunny Wolf  Twist me and turn me- A trip to the shop to buy pancake ingredients. | **Talk 4 writing texts**  Billy Goats Gruff  Should we save the troll? | **Talk 4 writing**  The sheep and the goat  Lifecycle of a butterfly | **Talk 4 writing**  Qualckling  How to make a banana split |
| **Parental Engagement:**  Phonics workshop  Grandparent bedtime story  Facebook | **Parental engagement:**  Bonfire themed stay and play  Christmas Show  Facebook | **Parental Engagement:**  Stay and Play  Facebook  Art Showcase - Ghanaian art  African drumming performance | | **Parental Engagement:**  Stay and Play  Facebook  Garden visit | |
| **Festivals and celebrations:**  Diwali  Halloween | **Festivals and celebrations:**  Christmas  Bonfire night | **Festivals and celebrations:**  Chinese New Year, Valentine’s Day, pancake day | **Festivals and celebrations:** Easter, Mother’s Day | **Festivals and celebrations:** Eid, Holi | **Festivals and celebrations:** Father’s day |
| **Cultural Capital Experiences:**  - Autumn walk  **-** Theatre trip  - Post box to post Christmas Letter to Santa  - Mini chefs- Christmas baking  - Seasonal Gardening and planting  - Library visit  - Occupational visitors  - Observations  - Bonfire fire lighting workshop (Forest schools) of historical objects  - Diva lamps | | **Cultural Capital Experiences:**  **- Winter walk**  **-** Spring walk  - Seasonal gardening and planting  - African music experience workshop  - Sewing (Mother’s Day)  - Mini chefs- pancakes  - Library visit | | **Cultural Capital Experiences:**  **-** Summer walk  **-** Seasonal gardening and planting  **-** Caterpillars  **-** Mini chefs- banana splits  **-** Library visit | |
| **Forest School Experiences** | | **Forest School Experiences** | | **Forest School Experiences** | |
| **Closing the gap- Language acquisition** | | **Closing the gap- Language acquisition** | | **Closing the gap- Language acquisition** | |
| **Termly assessments:**  Family portrait  T4W Cold task  Name writing  Holiday news | | **Termly assessments:**  Family portrait  T4W Cold task  Name writing  Holiday news | | **Termly assessments:**  Family portrait  T4W Cold task  Name writing  Holiday news | |
| **Music Appreciation**  Nursery Rhymes and Songs | **Music Appreciation**  Teacher choice | **Music Appreciation**  Music to move to- linked to P.E | **Music Appreciation**  Classical music that tells a story | **Music Appreciation**  Parent choice | **Music Appreciation**  Musicals and film scores |

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| **Areas of Learning** | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| PSED | **Physical health and wellbeing**  Pupils understand the idea of growing from young to old.  Pupils know personal likes, dislikes and preferences | **Careers, financial capability and economic wellbeing**  Know the people who look after them and their different roles and responsibilities  Understand that there are differences and similarities between people Understand how money is used  **Careers, financial capability and economic wellbeing** Know the people who look after them and their different roles and responsibilities  Understand that there are differences and similarities between people. | | **Mental health and emotional wellbeing**  Pupils recognise, name and own everyday feelings such as happy, sad, cross, worried, etc  Pupils know some of the things that can cause different feelings | **Keeping safe and managing risk**  Pupils can explain why it is important to take responsibility at school and at home  Pupils talk about medicines, their use and safety considerations | **Sex and relationship education**  Learn the names of parts of the body  **Identity society and equality**  Pupils can recognise some of the things that make them special  Pupils can describe ways they are similar and different to others  Pupils understand how their behaviour can affect others  Pupils can challenge unhelpful behaviour | **Careers, financial capability and economic wellbeing** Understand how money is used.  **Drug, alcohol and tobacco education**  Pupils can name everyday substances that may be found in the home or the school  Pupils identify which substances are safe and which are not safe for them to use | |
| • Know likes and dislikes.   * Show pride in achievements.   • Build constructive and respectful relationships with new peers and adults.  • Begin to take turns and share resources.   * Can recognise and talk about feelings. * Beginning to express their feelings and consider the perspectives of others.   • Welcome distractions when upset.  • Increasingly follow rules.  • Independently organise belongings.  • Independently choose where they would like to play.   * Manage personal hygiene. * To learn about how regular exercise supports our health and wellbeing. | • Know likes and dislikes.   * Show pride in achievements.   • Build constructive and respectful relationships with new peers and adults.  • Begin to take turns and share resources.   * Can recognise and talk about feelings. * Beginning to express their feelings and consider the perspectives of others.   • Welcome distractions when upset.  • Increasingly follow rules.  • Independently organise belongings.  • Independently choose where they would like to play.   * Manage personal hygiene. * To learn about how regular exercise supports our health and wellbeing. | | • Confident to try new activities  • Begin to show persistence when faced with challenges.   * Can talk about their own abilities positively.   • Beginning to reflect on their own work and the work of others.  • Can identify kindness.  • Seek out others to share activities and experiences.  • Can keep play going by co-operating, listening, speaking, and explaining.   * Show an awareness of and consider their own feelings and the feelings of others.     • Can explain right from wrong and try to behave accordingly.  • Understand behavioural expectations of the setting.  • Can make choices and communicate what they need.  • Manage their own needs. | • Confident to try new activities  • Begin to show persistence when faced with challenges.   * Can talk about their own abilities positively.   • Beginning to reflect on their own work and the work of others.  • Can identify kindness.  • Seek out others to share activities and experiences.  • Can keep play going by co-operating, listening, speaking, and explaining.   * Show an awareness of and consider their own feelings and the feelings of others.     • Can explain right from wrong and try to behave accordingly.  • Understand behavioural expectations of the setting.  • Can make choices and communicate what they need.  • Manage their own needs. | • Can seek out a challenge and enjoy the process.  • Show resilience and perseverance.  • Can reflect on the work of others and self-evaluate their own work.  • Show sensitivity to others’ needs and feelings.   * Beginning to know that children think and respond in different ways to them.   • Able to identify and moderate their own feelings.  • To learn about the effects our diet has on our bodies and why it is important to have a healthy balanced diet, which supports our health and wellbeing.  • Toothbrushing  • limiting screen time | • Can seek out a challenge and enjoy the process.  • Show resilience and perseverance.  • Can reflect on the work of others and self-evaluate their own work.  • Show sensitivity to others’ needs and feelings.   * Beginning to know that children think and respond in different ways to them.   • Able to identify and moderate their own feelings.  • To learn about the effects our diet has on our bodies and why it is important to have a healthy balanced diet, which supports our health and wellbeing.  • Toothbrushing  • limiting screen time | |
| Physical Development | Provision based physical skills  Initial baseline physical development skills (LM)  Traditional Indian Dancing (Diwali) | Provision based physical skills  Multi-skills  (Movement Development)  Multi-skills  (Working with Others)  Black History Month Celebration Afro beats Dance | | Provision based physical skills  Multi-skills  (Throwing & Catching) | Provision based physical skills  Basket Ball | Provision based physical skills  Gymnastics/Dance | Provision based physical skills  Athletics  Sports day preparation | |
| Gross Motor Skills | | | | | | | |
| - continue to develop their movement, balancing, riding ( scooters, trikes and bikes) and ball skills.  - Skip, hop and hold a pose for a game like musical statues.  - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  - 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 or width.  - Revise and refine the fundamental movement skills they have already acquired:   * Crawling * Walking * Jumping * Running   - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  - Confidently and safely use a range of large apparatus outside alone.  - Develop overall body-strength  - Further develop and refine ball skills :   * Kicking   - Further develop the skills they need to manage the school day successfully:   * Lining up and queuing * Mealtimes (Sitting at the lunch table, co-ordination to carry dinner tray, clear dinner tray) | - Start taking part in some group activities which they make for themselves.  - continue to develop their movement, balancing, riding ( scooters, trikes and bikes) and ball skills.  - increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  - 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 or width.  - Revise and refine the fundamental movement skills they have already acquired:   * Crawling * Walking * Jumping * Running   - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  - Confidently and safely use a range of large apparatus outside alone.  - Develop overall body-strength  - Further develop and refine ball skills :   * Kicking   - Further develop the skills they need to manage the school day successfully:   * Lining up and queuing   Mealtimes (Sitting at the lunch table, co-ordination to carry dinner tray, clear dinner tray) | | - Revise and refine the fundamental movement skills they have already acquired:   * Hopping * Climbing   - Collaborate with others to manage large items such as moving a long plank safely and carrying large hollow blocks.    - Progress towards a more fluent style of moving with developing control.  - Develop balance.  - Further develop and refine ball skills including:   * Throwing * Catching   - Confidently and safely use a range of large apparatus outside alone and in a group. | - Start taking part in some group activities which they make for themselves and in teams.  - Revise and refine the fundamental movement skills they have already acquired:   * Hopping * Climbing   - Skip, hop and hold a pose for a game like musical statues.  - Collaborate with others to manage large items such as moving a long plank safely and carrying large hollow blocks.    - Progress towards a more fluent style of moving with developing control.  - Develop balance.  - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball  - Confidently and safely use a range of large apparatus outside alone and in a group. | - Revise and refine the fundamental movement skills they have already acquired:   * Rolling * Skipping   - Progress towards a more fluent style of moving with developing control and grace.  - Combine different movements with ease and fluency.  - Develop co-ordination and agility.  Further develop and refine ball skills including:   * Aiming * Batting | - Revise and refine the fundamental movement skills they have already acquired:   * Rolling * Skipping   - 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, sports and swimming  - Progress towards a more fluent style of moving with developing control and grace.  - Combine different movements with ease and fluency.  - Develop co-ordination and agility. | |
| Fine motor skills | | | | | | | |
| - Develop their small motor skills so that they can use a range of tools competently and safely:   * Pencils for drawing and writing * Paintbrushes * Knives, folks and spoons * scissors   - Confidently and safely use a range of small and large apparatus indoors, alone and in a group. | - Develop their small motor skills so that they can use a range of tools competently and safely:   * Pencils for drawing and writing * Paintbrushes * Knives, folks and spoons * scissors   - Confidently and safely use a range of small and large apparatus indoors, alone and in a group. | | - Develop their small motor skills so that they can safely:   * Use a pencil with tripod grip for writing and drawing | - Develop their small motor skills so that they can safely:   * Use a pencil with tripod grip for writing and drawing | - Develop their small motor skills so that they can use a range of tools competently, safely and confidently:   * Pencils for drawing and writing with tripod grip * Paintbrushes * Scissors * Knives, folks and spoons | - Develop the foundations of a handwriting style which is fast, accurate and efficient with tripod grip. | |
| C & L    C:\Users\STAFFJGA\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EA758FB0.tmp | **Role play**  **CREW**  **Key worker groups**  **Small world**  These objectives will run throughout the year and link to new topics and interests:  • To learn and use new vocabulary as it is introduced throughout the school year.  • To use new vocabulary taught, in different contexts throughout the day and term  Engage in a range of non-fiction texts | | | | | | | |
| Provision based communication  and language skills  CREW  Key Worker groups  Daily routines  Story time  Meeting new adults and friends. | Provision based communication  and language skills  CREW  Key Worker groups  Daily routines  Story time  Communication with visitors | | Provision based communication  and language skills  CREW  Key Worker groups  Daily routines  Story time  Communicating with visitors | Provision based communication  and language skills  CREW  Key Worker groups  Daily routines  Story time  Communicating with visitors | Provision based communication  and language skills  CREW  Key Worker groups  Daily routines  Story time  Communication with visitors | Provision based communication  and language skills  CREW  Key Worker groups  Daily routines  Story time  Communication with visitors | |
| -Understands how to listen and why it’s important  - Sing a large repertoire of songs  -Engage in story time  - Exposed to a wider range of vocabulary-  -Learn new vocabulary  - Use talk to organise their play ‘Let’s go on a bus…you sit there… I’ll be the driver’  -Start a conversation with an adult or a friend  -Listen carefully to rhymes/songs paying attention to how they sound  -Learn and know many rhymes and poems  -Develop their pronunciation but may have problems saying: r,j,th,ch and sh  multisyllabic words such as pterodactyl or hippopotamus  - Use longer sentences of four words  -Develop social phrases | -Understands how to listen and why it’s important  - Sing a large repertoire of songs  -Engage in story time  - Exposed to a wider range of vocabulary-  -Learn new vocabulary  -Enjoy listening to longer stories  -Listen carefully to rhymes/songs paying attention to how they sound  -Use talk to organise themselves  -Use talk as a tool to organise thinking and ideas during play  - Use talk to organise their play ‘Let’s go on a bus…you sit there… I’ll be the driver’  -Start a conversation with an adult or a friend  -Ask questions to find out more  -Know many rhymes  --Develop their pronunciation but may have problems saying: r,j,th,ch and sh  multisyllabic words such as pterodactyl or hippopotamus  - Use longer sentences of four words | | -when listening to longer stories children can remember much of what happens showing understanding of characters and events  -Pay attention to more than one thing at a time, which can be difficult  -Use a wider range of vocabulary  -Be able to talk about familiar books  -Develop their communication, but may have problems with irregular tenses and plurals, such as runned for ran swimmed for swam.  -Use longer sentences of six words  -Be able to express a point of view  -Use new vocabulary through the day  - Ask questions to find out more  -To answer who? What? Where? questions  -Start to connect one Idea or action to another using a range of connectives  - Continue a conversation  -Begin to describe events in some detail  -Use talk to help work out problems and organise thinking and activities.  -Explain how things work | -when listening to longer stories children can remember much of what happens showing understanding of characters and events  -Pay attention to more than one thing at a time, which can be difficult  -Use a wider range of vocabulary  -Be able to talk about familiar books  -articulate their ideas and thoughts  -Be able to express a point of view  -Use new vocabulary through the day  - Ask questions to find out more  -To answer when? How? Questions  -Start to connect one Idea or action to another using a range of connectives  - Continue a conversation for many turns  -Describe events in some detail  -Use talk to help work out problems and organise thinking and activities.  -Explain how things work | - Be able to tell a long story  - Can answer questions and make predictions about a story.  -Use new vocabulary in different contexts  -To answer why questions  -Refine connecting one idea or action to another using a range of connectives  -Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words  -listen to and talk about selected nonfiction books to develop a deep familiarity with new knowledge and vocabulary.  - Explain why things happen  -Articulate ideas through well-formed sentences | -Be able to tell a long story  - Can answer questions and make predictions about a story.  -Use new vocabulary in different contexts  -Be able to debate when they disagree with an adult or friend  -To answer why questions  -Refine connecting one idea or action to another using a range of connectives  -Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words  -listen to and talk about selected nonfiction books to develop a deep familiarity with new knowledge and vocabulary.  - Explain why things happen  -Articulate ideas through well-formed sentences | |
| Literacy | **Reading**   * To read individual letters by saying the sounds for them.   • To blend sounds into words, so that they can read short words made up of known letter sounds correspondences.  • To retell stories and narrative in their own words, using new vocabulary.  **Writing**   * To confidently write their first name. * To form lower case letters. * Begin to spell words around fascinations and interests by identifying the sounds and then writing the sound with letter/s | **Reading**   * To read individual letters by saying the sounds for them.   • To blend sounds into words, so that they can read short words made up of known letter sounds correspondences.  • To retell stories and narrative in their own words, using new vocabulary.  **Writing**   * To confidently write their first name. * To form lower case letters. * To spell words by identifying the sounds and then writing the sound with letter/s * To begin to write labels. | | **Reading**   * To read letter groups that each represent one sound and say sounds for them.   • To read a few common exception words matched to the schools phonics programme.  • To read simple phrases and sentences made up of words with known letter sounds correspondences and, where necessary, a few exception words.  • To begin to predict key events in stories.  **Writing**   * To form lower case and some familiar capital letters * To begin to write short sentences with words with known sound letter correspondences. | **Reading**   * To read letter groups that each represent one sound and say sounds for them.   • To read a few common exception words matched to the schools phonics programme.  • To read simple phrases and sentences made up of words with known letter sounds correspondences and, where necessary, a few exception words.  • To begin to predict key events in stories.  **Writing**   * To form lower case and some familiar capital letters * To begin to write short sentences with words with known sound letter correspondences. * To begin to re-read what they have written to check that it makes sense. | **Reading**   * Read and re read texts to develop fluency with reading appropriate to their phonics level.   **Writing**  • To write short sentences with words with known sound letter correspondence.   * Beginning to use some capital letters and full stops when writing sentences. * To re-read what they have written to check that it makes sense. | **Reading**   * Read and re read texts to develop fluency with reading appropriate to their phonics level.   **Writing**  • To write short sentences with words with known sound letter correspondence.   * Beginning to use some capital letters and full stops when writing sentences. * To re-read what they have written to check that it makes sense. | |
|  | **Cannon of literature films** | | | **Cannon of literature films** | | **Cannon of literature films** | | |
| Gruffalo  The Highway Rat | Stick Man | | Room on a Broom  Zog and the flying dragon | Superworm | Zog  The Gruffalo’s Child | The Snail and the Whale | |
| Phonics | Phase 2 – s-l | Phase 2 ff-nk | | Phase 3 – ai- er | Phase 3- review | Phase 4 short vowels with adjacent consonants | Phase 4  Phase 3 long vowel graphemes with adjacent consonants | |
| Maths | Match and sort  Compare Amounts  Compare size, Mass & capacity  Exploring pattern | Match and sort  Compare Amounts  Compare size, Mass & capacity  Exploring pattern | | Representing 1,2,3  Comparing 1,2,3  Composition  Circles and triangles  Positional Language | Representing 1,2,3  Comparing 1,2,3  Composition  Circles and triangles  Positional Language | Representing Numbers to 5  One more and one less  Shapes with 4 sides  Time | Representing Numbers to 5  One more and one less  Shapes with 4 sides  Time | |
| **Number**   * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Recite numbers past 5 * Say one number for each item in order: 1,2,3 * Know that the last number reached when counting a small set of objects tells you how many there are in total up to 3 (‘cardinal principle’) * Show ‘finger numbers’ up to 3 * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3 * Experiment with their own symbols and marks as well as numerals.   **Shape**   * To talk about and explore 2D shapes. * Talk about and identifies the patterns around them * Extend and create AB patterns * Notice an error in a repeating pattern.   **Measure**   * Make comparisons between objects relating to size, length. | **Number**   * Recite numbers to 5 * Develop fast recognition of up to 5 objects, without having to count them individually (‘subitising’). * Say one number for each item in order: 1,2,3,4,5 * Know that the last number reached when counting a small set of objects tells you how many there are in total up to 5 (‘cardinal principle’) * Show ‘finger numbers’ up to 5 * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Compare quantities using language: ‘more than’, ‘fewer than’. * Begin to recall number bonds for numbers 0–5   **Shape**  Talk about and explore 2D and 3D shapes.   * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.   • Combine shapes to make new ones – an arch, a bigger triangle, etc.   * Correct an error in a repeating pattern.   **Position**  To explore positional language  • Describe a familiar route.  •Discuss routes and locations, begin to use words like ‘in front of’ and ‘behind’  **Time**   * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | | **Number**   * Recite number to 8 * Say one number for each item in order: up to 8 * Count objects, actions and sounds * Subitise * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 8 * Explore the composition of 6,7,8 * Compare two amounts up to 8 * Understand the ‘one more than/one less than’ relationship between consecutive numbers to 8.   **Measure**   * Make comparisons between objects relating to size, length, weight and capacity. * To compare the capacity of containers using the correct vocabulary (full, empty, nearly full, nearly empty, half full, half empty and overflowing). | **Number**   * Recite numbers to 10 * Say one number for each item in order: up to 10 * Count objects, actions and sounds * Subitise * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10 * Explore the composition of 9&10 * Compare two amounts up to 9&10 * Understand the ‘one more than/one less than’ relationship between consecutive numbers to 10   **Measure**   * Make comparisons between objects relating to size, length, height * To compare the length of objects using the correct vocabulary (long, longest, longer, short, shortest, shorter). * To compare height using the correct vocabulary (tall, tallest, taller, short, shortest, shorter). * To compare the weight of objects using the vocabulary (heavy, heavier, heaviest, light, lighter, lightest). | **Number**   * Recite numbers beyond 10 * To begin to recognise a teen number is 1 ten and ones.   • To recognise all number bonds to 10.  • To add 2 groups together to make a total.  • To subitise using 9 and 10.  • To recognise patterns in numbers beyond 20.  • To identify odd and even numbers.  **Shape**   * Select, rotate and manipulate shapes in order to develop spatial reasoning skills * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.   **Position**  • To confidently use positional language descriptively. | **Number**   * Automatically recall some number bonds to 10.   • To become confident in doubling numbers to 10.  • To become confident in halving numbers to 10.  • To share amounts into equal groups  • To explore grouping in numbers (arrays).  **Shape**   * Select, rotate and manipulate shapes in order to develop spatial reasoning skills * Continue, copy and create repeating patterns | |
| UW – P&C  (History & RE) | Personal history, myself and my family | Celebrations –  Christmas/Diwali  Differences between people  Recognise different celebrations and beliefs | | Celebrations Chinese New Year  Find out about the local area (including map work)  Compare the UK to another country | My house and houses through time. | Dinosaurs the Cretaceous period | Transition- reflect upon achievements and changes from the start of the year.  (Complete timeline) | |
| **History**   * To talk about   themselves and  their family and  History   * To comment and   talk about images  of familiar situations  in the past, e.g.  pictures and  videos from times  in nursery to  remind them of  rules, routines,  and expectations.   * To name and   describe people  who are familiar  to them.   * Begin to understand people and events before they were born.   • Use the everyday terms to describe the passing of time.   * • Sequence objects, everyday events and stories within experience within time order e.g. the school day. * • Talk about and describe my home and the way I live e.g. day to day life, things I do, my house, my family. * Comment on images of familiar situations in the past.   • Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs.   * Know about similarities and differences between themselves and others, and among families   • Talk about members of their immediate family and their community.  • Ask and answer questions.  • Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.  • Talk about and describe artefacts from the past and present. • Record memories of special events (memory box across the year)  • Opportunities to role play | **RE**   * To understand that   certain places are  special to members  of their community.   * To recognise that   people have people  have different  beliefs and celebrate  special times in  different ways.   * To learn about the   different ways in  which people  celebrate special  occasions.   * To learn about   some similarities  and differences  between life in this  country and life in  other countries  (Christmas, Diwali,  Bonfire Night).  • Use the everyday terms to describe the passing of time.  • Sequence objects, everyday events and stories within experience within time order e.g. the school day  house, my family.  • Comment on images of familiar situations in the past.  • Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs.  • Name, describe people who are familiar to them (police, doctors, teachers, fire service).  • Ask and answer questions.  • Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.  • Talk about and describe artefacts from the past and present. • Record memories of special events (memory box across the year)  • Opportunities to role play | | **RE**   * To recognise that   people have people  have different  beliefs and celebrate  special times in  different ways.  **History:**  • Use the everyday terms to describe the passing of time.  • Sequence objects, everyday events and stories within experience within time order e.g. the school day house, my family.  • Comment on images of familiar situations in the past.  • Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs.  • Ask and answer questions.  • Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.  • Talk about and describe artefacts from the past and present. • Record memories of special events (memory box across the year)  • Opportunities to role play | **History**   * To compare and   see the difference  between  characters from  History.   * To compare and see the difference between characters from stories, including figures from the past.   • Use the everyday terms to describe the passing of time.  • Sequence objects, everyday events and stories within experience within time order e.g. the school day  • Talk about and describe my home and the way I live e.g. day to day life, things I do, my house, my family.   * house, my family. * Comment on images of familiar situations in the past.   • Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs.  • Ask and answer questions.  • Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.  • Talk about and describe artefacts from the past and present. • Record memories of special events (memory box across the year)  • Opportunities to role play | **History**  • Use the everyday terms to describe the passing of time.  • Sequence objects, everyday events and stories within experience within time order e.g. the school day   * house, my family. * Comment on images of familiar situations in the past.   • Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs.  • Ask and answer questions.  • Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.  • Talk about and describe artefacts from the past and present. • Record memories of special events (memory box across the year)  • Opportunities to role play | **History**   * To make comments and talk about images of familiar situations in the past.   • Use the everyday terms to describe the passing of time.  • Sequence objects, everyday events and stories within experience within time order e.g. the school day   * house, my family. * Comment on images of familiar situations in the past.   • Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs.  • Ask and answer questions.  • Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.  • Talk about and describe artefacts from the past and present. • Record memories of special events (memory box across the year)  • Opportunities to role play | |
| UW – TW (Science, RE & Geography) | Seasons and weather: Autumn & planting | Seasons and weather: Winter | | Seasons and weather: Spring | Seasons and weather: Spring & Planting,  Local area &  Where I live | Seasons and weather: Summer  Lifecycles | Seasons and weather: Summer | |
| **Science**  • To explore the natural world around them and describe what they see hear and feel whilst outside.  • To understand the effect of changing seasons on the natural world around them. (Autumn) | **Science**   * To explore the natural world around them and describe what they see hear and feel whilst outside.   **Geography**   * To know how different people in the community can keep us safe, e.g. fire fighters (school visit linked to Bonfire Night)   • To know how different people in the community can help us – Nurses, Doctors (keeping healthy) | | **Science**   * To explore the   natural world  around them and  describe what  they see hear  and feel whilst  outside.   * To understand   the effect of  changing seasons  on the natural world around them.  • To draw information from a simple journey that they have been on.  **Geography**  To learn about some similarities and differences between life in this country and life in other countries (Chinese New Year & Ghanaian Goldilocks). | **Science**   * To understand the   effect of changing  seasons on the  natural world  around them.  (Spring)   * To look at and   understand the life  cycle of plants and  animals.  • To draw information from a simple journey that they have been on. | **Science**   * To understand the   effect of changing  seasons on the  natural world  around them.  (Summer)   * To look at and   understand the life  cycle of plants and  animals. | **Science**   * To look at and   understand the life  cycle of plants and  animals. | |
| UtW (ICT) | IWB games  Science area | | | Instructions/ Beebots  IWB games  Science area  Torches linked to light and dark (winter) | | Ipads taking photos of plants for plant diary  IWB games  Science area  Torches to create shadows | | |
| Craft | - Autumn and recycled findings transient art  - Family portraits  -Clay – Diwali lamps | Firework pictures- Jackson Pollock  Festive baking  Christmas Cards  Planting spring bulbs | | Duplo  Fabric paint and stencils using block print  Mini chefs- pancakes | Observational drawing focus:  Houses/homes  Using pre-mixed paint and a range of different thickness of brushes paint a house  House Collage using 2D shapes and paper types in appropriate colours  Mother’s Day cards- Sewing using pre-punched holes | Father’s Day cards  Tin foil and string art | Banana splits Lemonade | |
| - Draw with increasing complexity and detail, such as representing a face with a circle and including details.  - Explore different materials freely, to develop their ideas about how to use them and what to make.  - Join different materials and explore different textures.  - Take part in simple pretend play using an object to represent something else even though they are not similar. | - Use drawing to represent ideas like movement or loud noises.  - Explore colour and colour-mixing.  • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs  - Develop their own ideas and then decide which materials to use to express them.  - Sing the pitch of a tone sung by another person (‘pitch match’).  - Remember and sing entire songs. | | - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  - Listen with increased attention to sounds  - Explore and engage in music making and dance, performing solo or in groups. | - Respond to what they have heard, expressing their thoughts and feelings.  Create collaboratively, sharing ideas, resources and skills.  - Watch and talk about dance and performance art, expressing their feelings and responses. | - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  - Listen attentively, move to and talk about music, expressing their feelings and responses.  - Develop storylines in their pretend play | • Create their own songs or improvise a song around one they knows songs.  - Play instruments with increasing control to express their feelings and ideas.  - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  - Explore, use and refine a variety of artistic effects to express their ideas and feelings.  - Return to and build on their previous learning, refining ideas and developing their ability to represent them  - Sing in a group or on their own, increasingly matching the pitch and following the melody | |
| EAD  (Music) | **Music:**   * Perform (dance, drama and   storytelling)  • Watch and talk about dance and performing arts, expressing their feelings and responses.  • Develop storylines in their pretend play  • Explore and engage in music making and dance, Performing solo or in groups.  • Learn rhymes, poems and songs  • 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.  • Listen carefully to rhyme and songs, paying attention to how they sound  • Learn rhymes, poems and songs. Listening, reflecting and appraising   * Exploring and composing Listen attentively, move to and talk about music, expressing their feelings and responses. * Describe what they see and hear using a wide vocabulary   • Describe sounds they hear and relate them to the natural world and their experiences (e.g shaker sounds like rain, drum sounds like an elephant stomping)  • Connect one idea or action to another  • Explore instruments by shaking, scraping, rattling, tapping, etc. | | | | | | | |
| **Closing the gap- Language acquisition**  loud, quiet, sing, song, listen, stage, audience, dance. | | | **Closing the gap- Language acquisition**  fast, slow, sound, instrument, perform, story. | | **Closing the gap- Language acquisition**  rhyme, poem, feelings (happy, sad**,** scared etc), high, low, beat, retell, props. | | |
| **Tap! Ding! Clap! Sing!** | | | **Tap! Ding! Clap! Sing!** | | **Tap! Ding! Clap! Sing!** | | |
| - Everyone it’s music time  - Have you brought your talking voices? | - Everyone it’s music time  - Chop, chop choppety, chop | | - Everyone it’s music time  - Shake and stop  - Chop, chop choppety, chop | - Everyone it’s music time  - What’s in the music box? | - Everyone it’s music time  - Five little monkeys  - Chop, chop choppety, chop | - Everyone it’s music time  - Doggy Doggy | |
| **Cannon of Literature Songs, rhymes and poems** | | | **Cannon of Literature Songs, rhymes and poems** | | **Cannon of Literature Songs, rhymes and poems** | | |
| Hickory Dickory Dock | Little Jack Horner | | Sing a song of six pence | Old King Cole | Girls and Boys come out to play | I know an old lady who swallowed a fly | |
| **Key texts/ poems for Music curriculum** | | | **Key texts/ poems for Music curriculum** | | **Key texts/ poems for Music curriculum** | | |
| Heads Shoulders, Knees and Toes  Hooray for fish  Super worm | | Dingle Dangle Scarecrow  Away in a Manger  We Wish you a Merry Christmas  A squash and a squeeze | Kaya’s Heart Song  Whole world  The Smeds and the Smoos | Big Red, Combine Harvester  The Snail and the Worm | We’re going on a bear hunt | | Busy Body  Tiddler |
| EAD  Role Play | Home corner | Home corner  - Christmas  - Post office | | Home corner  - Chinese new year enhancement | Home corner | Home corner  - Garden centre enhancement | Home corner  - Archaeologist centre | |