

Reception Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous Me	Day and Night	Are we nearly there yet?	Growing and changing	Habitats	Fantasy
Texts (Same books in green)					
Follow Talk Through Stories <i>All About Families/Friends</i> <i>Who Are You?</i> Owl Babies Stickman Families, Families, Families Goldilocks and the Three Bears The Lion Inside <i>The Proudest Blue</i> <i>Ruby's Worrry</i> <i>Ravi's Roar</i>	Follow Talk Through Stories Peace at Last Night Monkey, Day Monkey Whatever Next <i>Goodnight World</i> <i>My Pet Star</i> The Nativity Story Meet the Weather <i>All Through the Night</i> Sulwe Hey You! <i>The Missing Piece (TFS)</i> <i>My Marvellous Me (TFS)</i> <i>My Monster and Me (TFS)</i>	What's Up The Train Ride Mrs Armitage on Wheels On the Way home Mr Grumpy's Outing <i>Handa's Surprise</i> <i>Martha Maps it Out</i>	Oliver's Vegetables <i>The Extraordinary Gardener</i> The Enormous Turnip Rosie's Walk Jack and the Beanstalk <i>Rosa explores Life Cycles</i> The Colour Monster	Above and Below Rumble in the Jungle Non-fiction books – wild animals Minibeasts Oi Frog! Kitsy Bitsy's Noisy Neighbours	<i>Billy and the Dragon</i> <i>Billy and the Beast</i> <i>Unicorn Club</i> Pirates love underpants Commotion in the ocean The Rainbow Fish Where the Wild Things Are The Gruffalo
Songs, rhymes and poems					
Baa Baa Black Sheep If you're happy and you know it Head, Shoulders, Knees and toes 1,2, 3, 4, 5 once I caught a fish alive 5 little Ducks	1,2 Buckle my Shoe Hey Diddle Diddle 5 Fat sausages 5 Little Monkeys Festive songs/rhymes Twinkle, twinkle	The Wheels on the bus 5 Little men in a flying Saucer Row Your Boat Twinkle, twinkle Chocolate bar Grand Old Duke of York	5 little speckled frogs Here we go round the Mulberry Bush 10 in the Bed 10 Green bottles A tiny seed was sleeping	I had a little turtle Old MacDonald Incy Wincy Spider	BINGO Down at the Jungle This Old Man

Main themes					
How am I the same and different from others? All about me What do I look like? -skin, eyes, hair, height. My family and friends My body and how I've changed My home and where I live My feelings and emotions Favourite things – colours, food, etc	Signs of Autumn Nocturnal animals Diwali celebrations Night and Day Bonfire night Festive celebrations traditions/long ago	Types of transport Emergency vehicles Journeys Maps Old and new vehicles Road safety	Keeping healthy Looking after our teeth Growing plants Life cycles The Easter Story	Exploring different places in the world Similarities and differences Hot and cold Animals across the world Properties of ice	Linked to children's interests, eg space, dinosaurs, under the sea, pirates, fairies.
Enrichment activities					
Invite a parent and baby in-update role play area to include babies e.g. dolls etc	Post our letters to Santa Nativity performance Pantomime	Visit from a fire engine or police car	Frogspawn Planting and growing own plants including vegetables Life cycle of a butterfly Trip to Ella's Kitchen	Local environment walk	Fantasy Day (linked to chosen topic)
Key Vocabulary					
same/different/similar emotions, family, happy, sad, scared, worried, angry, upset, feelings, black, white, brown, light ark coloured skin, eye colour-brown, green, grey, blue. Mum, dad, grandma, granddad, brother, sister,	Day, night, nocturnal, sun, shadow, clouds, weather, storm, torch, festivals, celebrate, Diwali, traditions, Remembrance, Christmas, pattern, sparkle, bang, whizz,	Transport, vehicles, journey, map, floating, sinking, surface, fast/faster/fastest, slow/slower/slowest, further, furthest, push, pull, material, sketch	life cycle, stages, growth, health, exercise, hygiene, mix, printing, plant, tree, fruit, vegetables	Environment, arctic, Antarctic, globe, South Pole, North Pole, jungle, desert, texture, ice, melt, frozen, change, on land. In water, hot, cold, wet, dry, snow, solid, liquid	Fantasy, mystical, magical, real, pretend, imagine

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Day and Night	Are we nearly there yet?	Growing and changing	Habitats	Fantasy
Educational Programme 	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goals	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, speak clearly to an audience, ask relevant questions and use new vocabulary to explain ideas and feelings					
Overview	Establish good listening skills – good sitting, hands still, good looking, good listening Establish talk partners Make eye contact with partner Introduce self to partner – say their name and what they like Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Say a “My favourite ... is” sentence – eg colour, food, animal		Recite a nursery rhyme/poem to an audience. Listen to and follow 2 step instructions. Give a clear instruction to a partner. Extend vocabulary linked to topics or interests. Give explanations, eg how a butterfly changes through it’s life cycle. Re-tell a familiar story. Begin to use expression when story-telling. Say which is the “odd one out” from a set of objects or pictures, “I think the is the odd one out”. Share ideas in a small group.		Oracy project – work in a group to research. Play the “odd one out game” but give an explanation why, eg “I think the..... is the odd one out because” Show awareness of listeners’ needs when talking with individuals, groups or whole class. Join in with discussions involving stories, predicting, anticipating key events etc.	
Poetry Basket	Chop Chop – a four line poem Pointy Hat – a four line poem Five Little Pumpkins – an eight line poem Wise Old Owl- a four line poem Falling Apples – a four line poem A Basket of Apples – a six line poem Leaves are Falling – an eight line poem Breezy Weather – a four line poem Who Has Seen the Wind? by Christina Rossetti – An eight line poem Cup of Tea – a six line poem Mice by Rose Fyleman – an eight line poem Shoes – an eight line poem		Popcorn – a six line poem A Little House – an eight line poem Pancakes by Christina Rossetti – a six line poem Let’s Put On Our Mittens – a six line poem I Can Build A Snowman – a four line poem Carrot Nose – an eight line poem Spring Wind – an eight line poem Furry Furry Squirrel – an eight line poem Hungry Birdies – a four line poem A Little Seed – a six line poem Stepping Stones – a six line poem Mrs Bluebird – a four line poem		I Have a Little Frog – an eight line poem Dance by Nancy White Carlstrom – a four line poem Pitter Patter – a six line poem Sliced Bread – a four line poem A Little Shell – an eight line poem Five Little Peas – a six line poem The Fox – a six line poem Monkey Babies by Irene Rawnsley and John Foster – an eight line poem Thunderstorm – a six line poem Five Little Owls – an eight line poem If I Were So Very Small – an eight line poem Under a Stone – a six line poem	

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Day and Night	Are we nearly there yet?	Growing and changing	Habitats	Fantasy
Educational Programme  Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
Curriculum Goals	To become an Independent Individual who can follow our classroom rules; persevere to achieve goals; select resources; manage their own personal needs and know how to stay fit and healthy To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings					
Overview (taken from Jigsaw scheme) 	Being Me in My World - Understand how it feels to belong (school and family) and that we are similar and different - Start to recognise and manage own feelings - Enjoy working with others to make school a good place to be - Understand why it is good to be kind and use gentle hands - Understand children's rights – meaning that we should all be allowed to learn and play Understand what it means to be responsible	Celebrating Difference - Identify something I am good at and understand everyone is good at different things - Understand that being different makes us all special - Know we are all different but the same in some ways - Say why I think my home is special to me - Say how to be a kind friend - Know which words to use to stand up for myself when someone says or does something unkind	Dreams and Goals - Understand that if I persevere, I can tackle challenges - Talk about a time I didn't give up until I achieved my goal - Set a goal and work towards it - Can use kind words to encourage people - Understand the link between what I learn now and the job I might like to do when I'm older Can say how I feel when I achieve a goal and know what it means to feel proud	Healthy Me - Understand that I need to exercise and rest to keep my body healthy - Know which foods are healthy and not so healthy and can make healthy eating choices - Know how to help myself go to sleep and understand why sleep is good for me - Can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet - Know what a stranger is and how to stay safe if a stranger approaches me	Relationships - Identify some of the jobs I do in my family and how I feel like I belong - Know how to make friends to stop myself from feeling lonely - Think of ways to solve problems and stay friends - Understand the impact of unkind words - Use Calm Me time to manage my feelings - Know how to be a good friend	Changing Me - Can name parts of the body - Name some things I can do and foods I can eat to be healthy - Understand that we all grow from babies to adults - Can express how I feel about moving to Year 1 - Can talk about my worries and/or the things I am looking forward to about being in Year 1 - Can share my memories of the best bits of this year in Reception

Physical Development

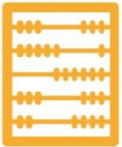
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Day and Night	Are we nearly there yet?	Growing and changing	Habitats	Fantasy
Educational Programme 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, and use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Overview (Gross motor skills taken from PE Hub)	PE: Body Management Coordinate similar objects in a variety of ways Differentiate ways to manoeuvre objects Skip in isolation with a rope <u>Fine Motor Skills:</u> Develop a pincer grip to pick up small items. Effective pencil grip. Manipulates a range of tools – paintbrushes, glue spreaders, tweezers, ribbons Developed a dominant hand. Model and practise drawing lines/circles/shapes, face/body	PE: Dance Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group. <u>Fine Motor Skills:</u> Begin to write letters with anti-clockwise movement. Begins to hold scissors effectively. Begin to make snips in paper or cut along a short line. Begin to draw simple pictures which can be recognised by themselves and others.	PE: Gymnastics Discover shapes and ways to travel Choose shapes and different ways of travelling Link 2 shapes and 2 ways of travelling to make a short movement pattern <u>Fine Motor Skills:</u> Begin to write some letters on a line. Hold scissors effectively to cut along a straight line. Model and practise drawing vehicles, buildings and people.	PE: Manipulation and Coordination Coordinate similar objects in a variety of ways Differentiate ways to manoeuvre objects Skip in isolation and with a rope <u>Fine Motor Skills:</u> Hold scissors effectively to cut a wavy or zig zag line. Add detail to drawings, such as, eyelashes or windows to buildings.	PE: Speed Agility Travel Participate in a variety of agility-based activities moving and controlling objects Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully etc. Relate body movements to music and percussion beats <u>Fine Motor Skills:</u> Begin to regulate the size and spacing of letters. Hold scissors effectively to cut around an outline. Add detail to drawings and use of colour.	PE: Copy and repeat various patterns and actions Show an understanding of their own feelings and others Solve more complex tasks using skills learned Work and play cooperatively and take turns <u>Fine Motor Skills:</u> Hold scissors effectively to cut around an outline while the turning the paper with the other hand. Can colour between the lines.

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Day and Night	Are we nearly there yet?	Growing and changing	Habitats	Fantasy
Educational Programme 	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goals	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
READING Overview	Phonics – RWInc Read most Set 1 single-letter sounds speedily. Book skills – enjoying books; features of a book, L→R; Comprehension –join in with repeated refrain; telling a familiar story; learn and use new vocabulary in everyday learning, understands vocabulary, characters and setting	Phonics – RWInc Read all Set 1 single-letter sounds speedily. Blend sounds into words – either orally or using Speed Sounds Cards RWI expectation: Know all set 1 sounds. Comprehension – answering questions about a text. Predicting and sequencing main events of a story	Phonics – RWInc Read CVC words, using Word Time 1.1 to 1.5 words with Fred Talk Comprehension - Responds to questions about a text or story that demonstrates understanding. Makes predictions about events in the story. Seek familiar texts or stories to reread in the book area	Phonics – RWInc Know special friends, sh, th, ch, qu, ng, nk. - Read Word Time 1.6 words (words with Special Friends) with Fred Talk - Read 3-sound nonsense words with Fred Talk. - Read short ditties. - Use Fred fingers more confidently to identify how many sounds are in a word. Comprehension – Use modelled story language during imaginary play and discussions about stories	Phonics – RWInc Read all Set 1 sounds speedily including ll, ff, ss, and ck - Read Word Time 1.6 and 1. 7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) - Read 3 and 4 sound nonsense words with Fred Talk RWI expectation: Read red story books Comprehension –	Phonics – RWInc Identify all set 1 and some set 2 digraphs. -Use Fred fingers to segment and read words. -Read sentences in books with more fluency RWI expectation: Read green story books. Comprehension – Express opinions about events and characters in stories, eg good and bad characters

					Begin to re-tell familiar stories. Engages with fiction and non-fiction/ other reading materials with increasing interest and concentration drawing on their phonic knowledge to decode words. Shows curiosity to find/ learn new vocab and knowledge and increasingly uses wider vocab in back and forth conversation.	
RWI Talk Through Stories	Owl Babies Stick Man	Elmer Farmer Duck Hugless Douglas	Room on the Broom On the Way Home Tiddler	The Extraordinary Gardener Six Dinner Sid Perfectly Norman	George and the Dragon Lost and Found Ruby's Worrry	Zog Aliens Love Underpants Where the Wild things Are
WRITING Overview	Handwriting focusing on pre-writing marks. Large vertical/horizontal marks and anticlockwise movements. Building whole hand strength and picking up small objects with a pincer grip.	Handwriting focusing on the starting point for each letter and pressure. Introduce letter families- Curly letters- c, a, d, g, o, q, e, s, f Start with a curved anti-clockwise movement. Long ladder- i, l, t, u, j, w Straight down stroke with lift or flick One-armed robot- r, n, m, h, b, p, k Straight down then arch or arm	Handwriting focusing on letter shape and correct direction. Composition- Write their own name – letters in the correct order. Can spell VC and CVC words independently using taught sounds. Write from left to right and top to bottom.	Handwriting focusing on letter size. Composition- Spell and write words independently using all of set one graphemes. Holds a pencil effectively.	Handwriting focusing on placement on line and in comparison, to other letters. Composition- Write words or dictated sentences by drawing on knowledge of known grapheme correspondences. Write labels, captions and simple sentences which they can re-read themselves.	Handwriting focusing on placement on line and in comparison, to other letters. ELG- write recognisable letter, most of which are correctly formed Composition- Write simple dictated phrases and sentences that can be read by others. Spell words by identifying sounds in them and representing

		Zigzag monster- v, w, x, z Diagonal strokes Composition- can write VC and some CVC words, e.g c-a-t (with support). Focus on using and modelling the tripod finger grasp when writing.				the sounds with a letter of letters. Beginning to understand that capital letters are used at the beginning of a sentence.
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Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Day and Night	Are we nearly there yet?	Growing and changing	Habitats	Fantasy
Educational Programme 	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goals	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Overview	<u>White Rose Maths</u> <i>Getting to know you Just like me</i> - Settling in and baseline - Sorting and matching - Comparing amounts	<u>White Rose Maths</u> <i>It's me 1, 2, 3! Light and dark</i> - Representing and comparing 1, 2, 3 - Composition of 1, 2, 3	<u>White Rose Maths</u> <i>Alive in 5! Growing 6, 7, 8</i> - Introducing 0 - Comparing numbers to 5. - Composition of 4 and 4	<u>White Rose Maths</u> <i>Building 9 and 10 Consolidation</i> - Length and height - Time - Building to 9 and 10	<u>White Rose Maths</u> <i>To 20 and beyond First, then, now</i> - Building numbers beyond 10 - Counting patterns beyond 10	<u>White Rose Maths</u> <i>Find my pattern On the move</i> - Doubling, sharing and grouping - Even and odd - Spatial reasoning

	- Comparing size, mass and capacity - Exploring pattern <u>Stories to support</u> Peace at Last The Button Box Dear Zoo	- Circles and Triangles - Positional Language - Representing numbers to 5. 1 more/1less - Shapes with 4 sides. - Time <u>Stories and rhymes</u> 3 Blind mice Rosie's Walk Number One tickle your tum 123 Book	- Compare mass - Compare capacity 6, 7, 8 - Combining two amounts - Making pairs <u>Stories and rhymes</u> Room on Broom Squash and Squeeze Six dinner Sid 5 Little ducks 5 Little men Jack and the Beanstalk	- Comparing numbers to 10 - Bonds to 10 3D shape - Patterns <u>Stories and rhymes</u> Mouse Count 1, 2, 3, 4, 5 Once I caught a fish alive	- Spatial reasoning - How many now? - Match, rotate, manipulate - Adding more - Taking away - Compose & decompose <u>Stories and rhymes</u> 10 green bottles Mr Grumpy's outing Grandpa's quilt One to ten and back again 1 is a snail and 10 is a crab	- Visualise & build - Deepening understanding - Patterns and relationships - Spatial reasoning - Mapping <u>Stories and rhymes</u> The Gingerbread Man Rosie's Walk Little Red Riding Hood
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Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Day and Night	Are we nearly there yet?	Growing and changing	Habitats	Fantasy
Educational Programme 	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goals	To become an Excited Explorer who can show curiosity about the world around them; noticing differences and similarities between people, animals, objects, times and places. To become a Compassionate Citizen who can describe features of their local area; know how to care for the environment and have an awareness of other people's cultures and beliefs.					
	Science Similarities and differences between ourselves and others (Friends, family, characters in books)	Science Day and night (Maths Link) Light and dark Shadows – outside using the sun and inside using torches.	Science Exploring floating and sinking (boats) Pushing and pulling. Testing how far vehicles roll down a ramp.	Science Growing plants and caring for them bean experiments Healthy lifestyles – looking after our bodies Good hygiene, including	Science Exploring properties of ice Comparing animal habitats and animals. (NW)	Science Investigations Signs of summer (Photos) (NW) Skills:

	Body parts (naming and also comparing their hand, fingerprints with friends) Senses Skills: To talk about how they are similar. To talk about how they are different. To label different body parts. To name their five senses. Knowledge: To know different body parts. To know that we are all unique but other people can have similarities and differences to you. We have five senses - taste, touch, sight, hearing, smell.	Signs of Autumn (Photos) Seasons- Talk about some changes (NW) Skills: To distinguish between day and night. To discuss the daily weather and how this relates to Autumn. To identify and name the seasons. Knowledge: Day is when the sun is in the sky. Night is when the moon is in the sky. Seasons: Autumn, Winter, Spring, Summer. Autumn and Winter have colder and wetter weather. Spring and Summer have drier and warmer weather. To identify changes in the natural world around them.	Which material makes the better aeroplane? (NW) Skills: To select materials according to their properties. Knowledge: Some objects float and some sink. Show what pushing and pulling are (forces). Different materials can affect how fast or slow an object moves.	caring for our teeth (PSED link) Life cycle of a butterfly Signs of Spring (Photos) (NW) Skills: To plant different seeds and plants and know how to care for them. To identify ways of keeping healthy. To brush my teeth. To order pictures to show the lifecycle of a butterfly. To identify changes in the natural world around them. Knowledge: Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting	Walk to the woodlands of our school field and make observational drawings.(NW) Minibeasts. Skills: To identify properties of ice. To be able to group animals according to their habitat. To identify similarities and differences between different animals. To sort animals that live in the sky, land or water. To identify different minibeast. Knowledge: Ice is hard and cold. Ice can melt through heat. Some animals can be found in both water and on land. Animals that can fly have wings.	To identify changes in the natural world around them.
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		A shadow is created when an object is placed in front of a light source.		enough sleep, following good hygiene. Teeth need to be brushed twice a day to keep them clean. A life cycle is the different stages of life that something goes through.	Minibeasts are small animals without a backbone.	
	History Sequence of time in our own lives – sequencing pictures of different stages of a child’s life. Discuss who is in their family and show some sense of their own history, e.g. How old am I? How old was I last year? (P&P) (Kapow) Skills: To talk about how they have changed since they were a baby. To talk about their family. To identify similarities and differences between now and the past. Knowledge: The term baby, child and adult.	History Begin to describe a sequence of events, using words such as ‘first’, ‘then’... bedtime routines. Introduce vocab of in the past, knowing past means the time before now. Discuss ‘long ago’ and learn about the Nativity. Discuss upcoming events, e.g. Bonfire Night – who was Guy Fawkes? Diwali, Remembrance (P&P) Ordering the seasons (NW) Skills: To place events on time order. Knowledge: Now – This is what we are doing.	History Discuss images of the past and contrast them in discussion. Explore and sort modes of transport past and present (P&P) (Kapow) Skills: To name different modes of transport. To compare and contrast different types of transport. To complete a transport survey. Knowledge: Things change over time. Transport means to move people or ‘things’ from one place to another.	History Timeline of events (in school experiences and out of school experiences) of our year so far, e.g. past, present, future Skills: To comment on images of familiar situations in the past.	History <i>Historical figure explorer</i> Robert Falcon (P&P) Knowledge: Robert Falcon Scott was the first British explorer to reach the South Pole and Antarctica.	History Reflecting of their school year e.g. then and now.(P&P) Skills: To discuss familiar situations from their past. Talk about what is the same and what is different.

	Families are different and can change over time. Name the members of their family.	Then – This happened before. Time order is the order in which they were done, starting with the oldest first. Different people celebrate different things and have different traditions. Bonfire Night is on the 5th November and people celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died in wars. (Kapow) Diwali is the Hindu festival of light. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.	Ships, trains, cars, buses are different modes of transport. Modes of transport have changed over time to make them more efficient.			
	Geography Negotiating the classroom and the outside area. Labelling the classroom Skills:	Geography Seasonal changes in our local environment (NW) Skills: To explore the natural world around them.	Geography Maps Giving directions (PCC) Skills:	Geography Journey of food (NW) Map of the school ground, with pictures of where specific plants can be found, to find those plants. (PCC)	Geography Comparisons between life in this country and other countries. Comparisons between Different habitats e.g. jungle and Antarctica.	Geography How fantasy settings compare to real life places.

	To identify key areas in the classroom and outside. To name areas using pictures and words. To move around the classroom safely. Knowledge: Key areas in my classroom – carpet area, toilet, pegs, trays, play equipment, mud kitchen Where the resources are in my classroom that I want to use.	To describe what they see, hear and feel whilst outside. Knowledge: Autumn and Winter have colder and wetter weather. (Kapow)	To find places I know on a simple map of the school. To make a simple map(plan) of a room in my home. To name things I see in front of me, to the side of me and behind me. Knowledge: A map shows us where somewhere or something is. Maps can help you find your way using directions. Name things I can see in my school, e.g trees, playground, play equipment, building. Name things that are found in my home, e.g table, sofa, TV, bed, oven, sofa (Kapow)	Skills: I can use a map to locate objects. Knowledge: Food grows in different countries and climates. A map shows us where somewhere or something is.	Looking at maps of the world and the globe – discussing key features, eg land, sea, where certain countries are (NW) Skills: To recognise some environments are different to the one in which they live. To recognise some similarities and differences between life in this country and other countries. To group animals that live in the Antarctica and animals that do not. To identify different features on a map. Knowledge: The Antarctica and Arctic has colder weather than where I live. (Kapow) The Antarctica and Arctic has animals that can survive colder weather. To know that our world is made up of many different countries.	
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					To name features on a map.	
	RE (Discovery) Theme: Special People Key question: What makes People special? Religions: Christianity, Judaism	RE (Discovery) Theme: Christmas Key question: What is Christmas? Religions: Christianity	RE (Discovery) Theme: Celebrations Key question: How do people celebrate? Religions: Hinduism	RE (Discovery) Theme: Easter Key question: What is Easter? Religions: Christianity	RE (Discovery) Theme: Story Time Key question: What can we learn from stories? Religions: Christianity, Judaism, Islam, Sikhism	RE (Discovery) Theme: Special People Key question: What makes People special? Religions: Christianity, Judaism, Islam
	Technology Ipads, Beebots, torches, interactive controls, Smartboard, TonieBox (Child initiated)	Technology Ipads, Beebots, torches, interactive controls, Smartboard, TonieBox (Child initiated)	Technology Ipads, Beebots, torches, interactive controls, Smartboard, TonieBox (Child initiated)	Technology Ipads, Beebots, torches, interactive controls, Smartboard, TonieBox (Child initiated)	Technology (KAPOW) All about instructions. Skills: Using logical reasoning to understand simple instructions and predict the outcome. Following instructions as part of practical activities and games. Learning to give simple instructions. Learning to debug instructions, with the help of an adult, when things go wrong. Knowledge: To know that being able to follow and give simple	Technology (KAPOW) Using a computer Skills: Recognising and identifying familiar letters and numbers on a keyboard. Developing basic mouse skills such as moving and clicking. Using a simple online paint tool to create digital art. Learning to log in and log out. Knowledge: To be able to understand what a

					instructions is important in computing. To understand that it is important for instructions to be in the right order. To understand why a set of instructions may have gone wrong.	computer keyboard is and recognise some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings. To know that to use a computer you need to log in to it and then log out at the end of your session.
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Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Marvellous Me	Day and Night	Are we nearly there yet?	Growing and changing	Habitats	Fantasy
Educational Programme 	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goals	To become a Proud Performer who can perform a talk, song, poem or dance to an audience; retell stories with expression and confidence To become an Imaginative Individual who enjoys creating pictures, collages and models using a variety of resources and techniques; develops story lines during imaginary play and enjoys exploring the sounds that instruments make.					
Overview	Art and DT Look at self-portraits by other artists, Frieda Kahlo Self-portraits (using natural materials)	Art and DT Artist – Kandinsky circles And Triangles Kandinsky Christmas tree	Art and DT Sketching – observational drawings e.g. bicycle, car Junk modelling, e.g. transport	Art and DT Drawings and Watercolour paintings of fruit Artist – Andy Warhol – food pictures (Printing)	Art and DT Camouflage pictures Collage, e.g animals/ masks Skills:	Art and DT Design and draw their mystical beast Create a large-scale class mystical beast

	Collage faces Create own stickman (Kapow) Skills: To select tools carefully according to their need. To be able to use different tools for applying marks with paint, pencil and chalk. To know where resources are and be able to put them back carefully. Knowledge: Materials can be changed using different tools, eg. Cutters, brushes, sponges, fork. Paints, pencils, crayons, chalks can make marks on paper	Diwali rangoli patterns, diva lamps (clay) Firework art Christmas craft Skills: To print with sponges, rollers and shapes. To print simple repeating patterns. To follow instructions when using clay. To choose particular colours for a purpose. Knowledge: Explore printing using paint transferred from one surface to another. Different media can create different effects.	Skills: To begin to draw with detail and some accuracy (Observational drawing). To use simple joins when using different materials to create 3D work, e.g Sellotape, masking tape, glue Knowledge: Materials can be joined and assembled in different ways, e.g. tape, glue, pins. To know when it is most appropriate to use the different joining materials.	Skills: To mix colours using different paints To add paint onto an item to make a print. To print repeating patterns and talk about the repeated pattern they have created. Knowledge: A pattern is a repeated picture. Colours can be mixed to make new colours.	To combine different materials using glue. To experiment with different textures To talk about the art pieces, they have created. To compare different brushes and techniques To be able to choose a particular colour for a purpose. Knowledge: Texture is how something feels. Some colours suit a specific purpose. Thick brushes make thick marks, thin brushes make thin marks.	Skills: To combine different materials using different joining techniques to make a large-scale project. To work collaboratively, sharing ideas, resources and skills. To construct with a clear purpose in mind. Knowledge: A project can be created over time using different media and techniques (consolidation)
	Music (Kapow) Exploring Sound Skills: Listening appropriately to someone leading a short musical phrase, song or rhyme.	Music (Kapow) Celebration Music Skills: Listening appropriately to someone leading a short musical phrase, song or rhyme.	Music (Kapow) Music and Movement Skills: Listening appropriately to someone leading a short musical phrase, song or rhyme.	Music (Kapow) Musical Stories Skills: Listening appropriately to someone leading a short musical phrase, song or rhyme.	Music (Kapow) Transport Skills: Listening appropriately to someone leading a short musical phrase, song or rhyme.	Music (Kapow) Big Band Skills: Listening appropriately to someone leading a short musical phrase, song or rhyme.

Exploring spontaneous movement with different parts of their body in response to music.	Exploring spontaneous movement with different parts of their body in response to music.	Exploring spontaneous movement with different parts of their body in response to music.	Exploring spontaneous movement with different parts of their body in response to music.	Exploring spontaneous movement with different parts of their body in response to music.	Exploring spontaneous movement with different parts of their body in response to music.	Identifying and imitating sounds from a variety of music. Singing short, rhythmic rhymes and songs.
Expressing different spontaneous emotional reactions to music (smiling, movement, body language).	Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).	Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).	Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).	Expressing different spontaneous emotional reactions to music (smiling, movement, body language).	Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).	Exploring different ways of making sound with everyday objects and instruments.
Identifying and imitating sounds from a variety of music.	Identifying and imitating sounds from a variety of music.	Singing short, rhythmic rhymes and songs.	Identifying and imitating sounds from a variety of music.	Identifying and imitating sounds from a variety of music.	Considering whether background music and sound effects can enhance storytelling.	Exploring different ways of holding a range of instruments.
Using both speaking and singing voices.	Listening to music from a wide variety of cultures and historical periods.	Exploring and imitating sounds.	Facing the audience when performing.	Considering whether background music and sound effects can enhance storytelling.	Singing short, rhythmic rhymes and songs.	Starting to show a preference for a dominant hand when playing instruments.
Unconsciously beginning to sing to the pulse of a song.	Singing short, rhythmic rhymes and songs.	Spontaneously expressing feelings around performing.	Singing short, rhythmic rhymes and songs.	Singing short, rhythmic rhymes and songs.	Using both speaking and singing voices.	Using instruments expressively to music.
Exploring vowel sounds through call and response activities.	Exploring different ways of making sound with everyday objects and instruments.	Performing actively as part of a group.	Exploring different ways of making sound with everyday objects and instruments.	Exploring different ways of making sound with everyday objects and instruments.	Unconsciously beginning to sing to the pulse of a song.	Using instruments to begin to follow a beat, with guidance.
Exploring different ways of making sound with everyday objects and instruments.	Using instruments expressively to music.	Knowledge: To know that the beat is the steady pulse of a song.	Exploring different ways of holding a range of instruments.	Exploring different ways of holding a range of instruments.	Exploring vowel sounds through call and response activities.	Knowledge: To know that an orchestra is a big group of people playing a variety of instruments together.
Knowledge: To understand how to listen carefully and talk about what I hear.	Knowledge: To know that there are special songs we can sing to celebrate events.	To recognise music that is 'fast' or 'slow.'	To recognise music that is 'fast' or 'slow.'	Knowledge: To understand that a piece of music can tell a story with sounds.	Knowledge: To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).	To know that music often has more than one instrument being played at a time.
To know that sounds can be copied by my voice, body percussion and instruments.	To understand that my voice or an instrument can match an action in a song.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that different instruments can sound like a particular character.	To know that the beat is the steady pulse of a song.	To understand that performing means

	To understand that instruments can be played loudly or softly.	To recognise that different sounds can be long or short.		To understand what 'high' and 'low' notes are.	To recognise music that is 'fast' or 'slow.'	playing a finished piece of music for an audience.
	Role Play Indoors - home corner and baby hospital Skills: To initiate a conversation with peers.	Role Play Indoors - focus on the dark den Santa's workshop or post office Skills: To develop storylines in pretend play	Role Play Fire station, Police station Skills: To use vocabulary related to our topic.	Role Play Restaurant (Inside) Garden Centre (Outside) Skills: To play cooperatively as a group.	Role Play Jungle and Polar regions Skills: To sustain a narrative, acting out within a group.	Role Play Fantasy scenes Children to plan their own role play relevant to their interests. Skills: To invent, adapt and recount a narrative with peers and adults