

Talk through Stories- Long Term Plan

Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Focus Texts (BAME) (Traditional Tales)					
We're going on a Bear Hunt Goldilocks Little Red Riding Hood Room on the Broom The Extraordinary Gardener	One Snowy Night Zog Cops & Robbers Little Red Hen Ravi's Roar The Rapping Princess Rama and Sita story Peppa Pig Diwali Story Peppa Pig Chinese New Year	The Owl who was afraid of the Dark The Lion Inside The Koala who Could Handa's Hen Jack and the Beanstalk	Five Minutes Peace The Three Billy Goats Gruff The Gingerbread Man Rajiv's Starry Feelings Ruby's Worry Can't you sleep Little Bear?	Burglar Bill Perfectly Norman The Missing Piece Aliens love Underpants The Three Little Pigs The Very Hungry Caterpillar	I am Nefertiti I'm in Charge Rainbow Fish The Wall and the Wild The Enormous Turnip The Ugly Duckling
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 Grand Old Duke of York	5 little speckled frogs Here we go round the Mulberry Bush 10 in the Bed 10 Green bottles	I had a little turtle Old MacDonald Incy Wincy Spider A tiny seed was sleeping	BINGO Down at the Jungle This Old Man
Main themes					
All about me What do I look like? How am I the same and different from others? My home and local area My feelings and emotions	Signs of Autumn Diwali celebrations Night and Day Bonfire night Halloween Festive celebrations Traditions/long ago	Nocturnal animals Emotions Being brave Self-belief Animals and their Habitats	Emotions Worries and how to deal with them Being Kind Routines	Being different and accepting others Space Police and People who Help Us	Identity Respect Being different Acceptance Plant Life Cycle

Enrichment activities

Local walk	Post our letters to Santa Nativity performance Pantomime	Zoo Lab	Beale Park	Fire Engine Visit Police Visit Teddy Bears Picnic	Wellington Country Park Graduation
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Key Vocabulary

Same Different Similar Emotions - Happy - Sad - Angry - Scared - Excited Family - Parents - Grandparents - Sisters - Brothers Features - Eyes - Skin - Hair - Glasses - Freckles - Body Seasons - Autumn - Winter - Spring - Summer	Festivals - Firework Night - Diwali - Chinese New Year - Christmas - Remembrance Day Celebrate - Party - Festival - Place of worship - Decorations Seasons - Autumn - Winter - Spring - Summer	Day Night Nocturnal Emotions - Happy - Sad - Angry - Scared - Excited Brave Belief Seasons - Autumn - Winter - Spring - Summer	Emotions - Happy - Sad - Angry - Scared - Excited Worry Anxiety Kind Routine Seasons - Autumn - Winter - Spring - Summer	Acceptance Different Same Space Police Firefighters Paramedics Seasons - Autumn - Winter - Spring - Summer	Identity Respect Different Same Acceptance Seed Seedling Stem Leaves Flower Vegetable Fruit Seasons - Autumn - Winter - Spring - Summer
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Communication and Language

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
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 Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions	Establish good listening skills – good sitting, hands still, good looking, good listening Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions	Establish good listening skills – good sitting, hands still, good looking, good listening Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions	Establish good listening skills – good sitting, hands still, good looking, good listening Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions	Establish good listening skills – good sitting, hands still, good looking, good listening Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions	Establish good listening skills – good sitting, hands still, good looking, good listening Make eye contact with partner Listen to partner’s response Learn and use new vocabulary (topic-specific or linked to interests) Re-tell a familiar story. Share ideas in a small group Sing Nursery Rhymes in a group Join in discussions as a class Take turns in conversation Follow single step instructions

Personal, Social and Emotional Development

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
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 how happy and sad can be expressed - Work with others and consider other people's feelings - 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 - Know how it feels to be proud of something I am good at - Can tell you one way I am special and unique - Know that all families are different - Know there are lots of different houses and homes - Can tell you how I can make new friends - Can use my words to stand up for myself	Dreams and Goals - Understand what challenge means - Can keep trying until I can do something - Set a goal and work towards it - Can use some kind words to encourage people - Can start to think about the job I might like to do when I am older - Can feel proud when I achieve a goal	Healthy Me - Name some parts of my body and start to understand I need to be active to stay healthy - Tell you some of the things I need to do to be healthy - Know what the word 'healthy' means and that some foods are healthier than others - Discuss what a good bedtime routine is - Can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet - Know what to do if I get lost and how to say NO to a stranger	Relationships - Discuss their family - Know how to make friends to stop myself from feeling lonely - Tell you what I like about my friends - Know what to say and do if someone is mean to me - Use Calm Me time to manage my feelings - Work together and enjoy being with my friends	Changing Me - Can name parts of the body and show respect for myself - Name some things I can do and foods I can eat to be healthy - Understand that we all grow from babies to adults - Know that I grow and change - Can talk about how I feel about moving to school - Can share my memories of the best bits of this year in Nursery

Physical Development

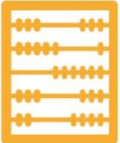
Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
Educational Programme 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally 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)	Gross Motor: Body Management Explore balance and managing own body. Able to extend, stretch, reach in a variety of ways and positions. Able to control body and perform specific movements on command. Fine Motor Skills: Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue spreaders, tweezers, ribbons Model and practise making marks Thread beads	Gross Motor: Dance Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music. Fine Motor Skills: Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue spreaders, tweezers, ribbons Model and practise making marks Thread beads	Gross Motor: Manipulation and Coordination Send and receive a variety of objects with different body parts. Work with others to control objects in a space. Coordinate body parts in a variety of activities and in different ways. Fine Motor Skills: Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue spreaders, tweezers, ribbons Model and practise making marks	Gross Motor: Gymnastics Develop confidence in fundamental movements. Experience jumping, sliding, rolling and moving over and under apparatus. Develop coordination and gross motor skills. Fine Motor Skills: Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue spreaders, tweezers, ribbons Model and practise making marks Thread beads	Gross Motor: Speed Agility Travel Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop start, pause, prepare. Fine Motor Skills: Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue spreaders, tweezers, ribbons Model and practise making marks Thread beads	Gross Motor: Cooperate and Solve Problems Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas and question. Collect, distinguish and differentiate colours and create a shape as a team. Fine Motor Skills: Continue to develop a tripod pencil grip Learn to dress independently Toilet independently Practice writing name Make snips in paper or cut along a short line Manipulates a range of tools – paintbrushes, glue spreaders, tweezers, ribbons Model and practise making marks

Literacy

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
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 use the correct tripod grip to form pre-writing shapes and write their own name.					
READING Overview	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story Learn and use new vocabulary in everyday learning	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story Learn and use new vocabulary in everyday learning	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story Learn and use new vocabulary in everyday learning	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story Learn and use new vocabulary in everyday learning	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story Learn and use new vocabulary in everyday learning	Phonics RWInc single sounds Begin to continue a rhyming string Can identify the initial sound of a word and say other words that begin with a given sound Book skills Enjoy books Identify features of a book Turn page and hold the book the correct way up following L→R; Comprehension Join in with repeated refrain Tell a familiar story Learn and use new vocabulary in everyday learning

	Understand vocabulary, characters and setting Answer questions about a text Predict and sequence main events of a story Use modelled story language during imaginary play and discussions about stories Express opinions about events and characters in stories, eg good and bad characters	Understand vocabulary, characters and setting Answer questions about a text Predict and sequence main events of a story Use modelled story language during imaginary play and discussions about stories Express opinions about events and characters in stories, eg good and bad characters	Understand vocabulary, characters and setting Answer questions about a text Predict and sequence main events of a story Use modelled story language during imaginary play and discussions about stories Express opinions about events and characters in stories, eg good and bad characters	Understand vocabulary, characters and setting Answer questions about a text Predict and sequence main events of a story Use modelled story language during imaginary play and discussions about stories Express opinions about events and characters in stories, eg good and bad characters	Understand vocabulary, characters and setting Answer questions about a text Predict and sequence main events of a story Use modelled story language during imaginary play and discussions about stories Express opinions about events and characters in stories, eg good and bad characters	Understand vocabulary, characters and setting Answer questions about a text Predict and sequence main events of a story Use modelled story language during imaginary play and discussions about stories Express opinions about events and characters in stories, eg good and bad characters
WRITING Overview	Learn to form letters with correct formation Makes marks confidently including pre writing patterns Makes a good attempt to copy/write own name in a way that they or others can recognise. <i>Lots of opportunities to write labels. lists or captions in imaginative play</i>	Learn to form letters with correct formation Makes marks confidently including pre writing patterns Makes a good attempt to copy/write own name in a way that they or others can recognise. <i>Lots of opportunities to write labels. lists or captions in imaginative play</i>	Learn to form letters with correct formation Makes marks confidently including pre writing patterns Makes a good attempt to copy/write own name in a way that they or others can recognise. <i>Lots of opportunities to write labels. lists or captions in imaginative play</i>	Learn to form letters with correct formation Makes marks confidently including pre writing patterns Makes a good attempt to copy/write own name in a way that they or others can recognise. <i>Lots of opportunities to write labels. lists or captions in imaginative play</i>	Learn to form letters with correct formation Makes marks confidently including pre writing patterns Makes a good attempt to copy/write own name in a way that they or others can recognise. <i>Lots of opportunities to write labels. lists or captions in imaginative play</i>	Learn to form letters with correct formation Makes marks confidently including pre writing patterns Makes a good attempt to copy/write own name in a way that they or others can recognise. <i>Lots of opportunities to write labels. lists or captions in imaginative play</i>

Mathematics

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
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 and compare quantities					
Overview	<u>Nursery White Rose Maths</u> Units - More than, fewer than, same - Explore build with shapes and objects - Explore repeats - Hear and say number names	<u>Nursery White Rose Maths</u> Units - Begin to order number names - I see 1,2,3 - Join in with repeats - Explore position and space	<u>Nursery White Rose Maths</u> Units - Show me 1,2,3 - Move and label 1,2,3 - Explore position and routes - Explore patterns	<u>Nursery White Rose Maths</u> Units - Take and give 1,2,3 - Match, talk, push and pull - Talk about dots - Compare and sort collections	<u>Nursery White Rose Maths</u> Units - Lead on own repeats - Start to puzzle - Making patterns together - Make games and actions	<u>Nursery White Rose Maths</u> Units - Show me 5 - My own pattern - Stop at 1,2,3,4,5 - Match, sort, compare
	<u>Stories and rhymes</u> - Harry and the Bucketful of Dinosaurs - Guess who? - Macdog's home - Peepo! - Each Peach Pear Plum - The Three Little Pigs - Goldilocks and the Three Bears - Peck Peck Peck - Splish, Splash, Ducky - Brown Bear. Brown bear. What do you see? - Duck in the Truck - Cat Up, Cat Down			- The Three Billy Goats Gruff - Rosie's Zoo - More, Fewer, Less - Full, full, full of love - Little Red Riding Hood - Big and Small - Whatever Next! - Round and Round the Garden - Nursery rhymes and finger play collections - Crash! Boom! A math tale - The Little Red Hen - Dig dig digging - Five Little Ducks		

Understanding the World

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
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.					
Overview	Science Seasons- name them and know some features of the different seasons (NW) Labelling body parts- basic external body parts (PCC) Notices detailed features of objects in their environment- different textures, patterns, shapes and sizes- uses appropriate language (NW) History Sequence of time in our own lives – sequencing pictures of different stages of a child's life Discuss who is in their family- immediate family members (PPC) Geography Where do we live? Find it on a map? Local area walk- identify different key points in the area (library,	Science Seasons- name them and know some features of the different seasons (NW) Developing an understanding of growth and changes over time, observing and noticing weather changes- looking at the nature in the local area and garden and how it changes (NW) History Learn about the Nativity story and how this links to Christmas. Discuss upcoming events, e.g. Bonfire Night – who was Guy Fawkes? Diwali, Remembrance- understand the stories behind them and why they are celebrated (PP) Geography Seasonal changes (NW)	Science Day and night- the difference between them Seasons- name them and know some features of the different seasons (NW) Growing plants and caring for them- identifying the different parts of a plant and what they need to live (NW) Bean experiments- growing beans on the window to see the roots and different parts of the plant in real time as they grow (NW) History Traditional Tales and how they have changed over time (PP) Geography Seasonal changes (NW)	Science Seasons- name them and know some features of the different seasons (NW) Healthy lifestyles – looking after our bodies, good hygiene, including caring for our teeth (PSED link) Looks closely at similarities and differences whilst exploring- comparing and contrasting animals, transport, and habitats (NW)1 History Different types of houses- naming different house types and the features of them (PP) Geography Seasonal changes (NW) Bridges around the world (NW) Technology	Science Seasons- name them and know some features of the different seasons (NW) Adaptations of animals to fit habitat (NW) Comments and asks questions about their familiar world, talking about things they have observed such as plants and animals (NW). Outdoor observations- looking at the environment and noticing changes in plants and weather (NW) Comparing animal habitats- why do animals live in woods and not jungle? Similarities and differences between the them. (NW) History Looking at how the local area has changed over time- where did things	Science Seasons- name them and know some features of the different seasons (NW) Talks about why things happen- exploring colour mixing, change of state (NW) History Reflecting of their school year e.g. then and now, identifying what went well and what they found hard. Discussing fears for next year (PP) Geography Seasonal changes (NW) Sea Creatures and where they live in the world (NW) Animals around the world and their habitats (NW) Technology IPads, Beebots, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox

	hospital, train station, shops, school) (NW) Seasonal changes (NW) Welly Wednesdays Trees & Leaves- Know that leaves grow on trees, what trees look like during different seasons, that trees come from seeds and that some animals live in trees Technology IPads, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox RE (Celebrations) Harvest Jeans for Genes	Welly Wednesdays British Wildlife- Know the different animal names and classify them. Identify what they eat and the tracks they leave Technology IPads, Beebots, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox RE (Celebrations) Christmas Diwali Bonfire Night Remembrance Day Halloween Anti- Bullying Week	Animals around the world and their habitats (NW) Welly Wednesdays Birds- Name different parts of a bird and talk about their life cycle, know what birds eat and the different feathers that they have Technology IPads, Beebots, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox RE (Celebrations) Chinese New Year Valentines Day Children's Mental Health Week Safer Internet Day Pancake Day	IPads, Beebots, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox Welly Wednesdays Spring Flowers- Identify and name different spring flowers, understand plant life cycles, know what plants need to grow RE (Celebrations) Holi Mother's Day Ramadan Easter	used to be and are still there or gone? What did schools look like 50 years ago? (PP) Different modes of transport- naming them and understanding why we use that particular mode. Where do they go? (PP) Geography Comparisons between different habitats e.g. Woods and Desert- what are the similarities and differences? Why isn't there a desert in England? (NW) Seasonal changes (NW) Technology IPads, Beebots, Torches, interactive controls, Smartboard, TonieBox, Computers, Lightbox Welly Wednesdays Minibeasts- naming and sort different minibeasts. Know the lifecycle of a caterpillar, know the job of bees and why different minibeasts live in different places RE (Celebrations) Walk to School Week Father's Day	Welly Wednesdays Wildflowers- know what a seed needs to be able to grow, name wildflowers, know what biodiversity means and how it can be increased, name plants that live around the world and the climate of the place they live
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Expressive Arts and Design

Term	Cycle 2 Autumn 1	Cycle 2 Autumn 2	Cycle 2 Spring 1	Cycle 2 Spring 2	Cycle 2 Summer 1	Cycle 2 Summer 2
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 Self-portraits- drawing, sketching Make own porridge with different topics Leaf rubbings Create own broom and habitats for animals- collage materials Season pictures Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name	Art and DT Diwali rangoli patterns- painting- focusing on making shapes with a paintbrush Diva lamps (clay)- sculpture Firework art- finger painting, mark making, collage materials Christmas craft- collage, painting, drawing Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name Performing Christmas Nativity songs	Art and DT Owl paintings and mixed media Jack and the beanstalk drawings Sketches of animals Habitat drawings Season pictures Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name 3s	Art and DT Junk model houses Junk model bridges Sketches of bridges and characters Drawings of events of story- pastels and paint Bear pictures Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name	Art and DT Season pictures Underpants- mixed media and colouring Three pigs house building and testing Perfect Norman wings- mixed media, paint, pastels, colours Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name	Art and DT Self- portraits- drawing, sketching, collage Rainbow Fish creations- mixed media, paints Vegetable printing Musical Instrument Junk Modelling Music Nursery rhymes Action rhymes Clapping games Tapping/clapping syllables of own name