

	Autumn		Spring		Summer	
Topic Ideas	All about me (8 weeks)	People who help us / celebrations (8 weeks)	Hot and cold places (6 weeks)	Come outside (11 weeks)		Seaside (7 weeks)
Mini themes within topic	My family How I have changed My emotions	Bonfire night Diwali Remembrance Day Nocturnal animals	South Pole Penguins Africa Wild animals	Our local area Lifecycles Growing	Plants Minibeasts Looking after our world	Sun and beach safety Seaside holidays now and in the past Under the sea Pirates / mermaids
Special events	Starting school	Bonfire night Nativity Police / nurse visit	Winter walk Chinese New Year celebration	Caterpillar delivery Whole class trip - topic linked		Pirate day Transition picnic
Book Focus	First day at Bug School Who are you? The Colour Monster Once there were giants Oliver's Vegetables Leaf theif The Little Red Hen	Hovis the Hedgehog Little Glow Florence Nightingale – Little People, Big Dreams Supertato The Nativity Lucy and Tom's Christmas Mog's Christmas	Lost and Found Emperors Egg Handa's Surprise The Great Race Amelia Earhart – little people big dreams	The Very Hungry Caterpillar Wooly Bear Caterpillar Yucky worms Natures tiny miracle – Bee The Amazing Lifecycle of plants Jack and the beanstalk		Lucy and Tom go to the seaside Sharing a shell Grace Darling The Pirates Next Door

Prime Areas

Communication & Language 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, storytelling 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.

Reception children will / know	How to sit and listen 1:1, small group and whole class situations for a short time. Maintain attention in small groups, 1:1 and whole class for a short time. How to engage in storytimes How to join in with repeated refrains and anticipate key events or phrases in stories read to them.	How to listen in familiar and new situations. How to engage in stories that are familiar and new with interest and enjoyment. Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences.	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying. Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how	Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time. Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where',	Listen attentively and respond to what they hear with relevant questions, comments, or actions. Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed. Make comments about what they have heard and ask questions to clarify
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	<p>Respond appropriately when asked e.g. tambourine – stop hands on head.</p> <p>Follow one step instructions</p> <p>Understand ‘why’ questions</p> <p>Use sentences of 4-6 words</p> <p>Sing some nursery rhymes / songs</p> <p>Begin to use social phrases e.g. Good Morning</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Respond to others appropriately in play.</p> <p>Engage in story times.</p> <p>Engage in non-fiction book.</p> <p>Follow instructions with 2 parts in familiar situations.</p> <p>Use intonation to make meaning clear to others.</p> <p>Start a conversation with peers and familiar adults and continue it for many turns. Retell a past simple event e.g. how scratched knee’ Recognise words that rhyme or sound similar E.g. “Cat and hat</p> <p>Develop social phrases – “Good morning, how are you?”</p>	<p>Make predictions about what might happen next or story endings in response to texts read.</p> <p>Engage in non-fiction books.</p> <p>Link events in a story to their own experiences.</p> <p>Introduce a storyline into their play.</p> <p>Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Use talk to pretend objects stand for something else in play.</p> <p>Demonstrate some use of past tense verbs.</p> <p>Offer explanations for how and why things happen.</p> <p>Describe events that happen in their day.</p> <p>Use simple conjunctions in talk to link thoughts ‘and’ ‘because’.</p>	<p>things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition.</p> <p>Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences.</p> <p>Retell/create own stories for teacher scribing (drawing club)</p> <p>Use talk to help work out problems and organise thinking and activities.</p>	<p>‘when’, and ‘what could we do next’ questions. Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play.</p> <p>Understand ‘how’, ‘why’ and ‘where’ questions. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Describe an event in the correct order and some detail.</p> <p>Give some details that they know are important and will influence the listener E.g. “Lucy fell over that bike, Ben didn’t push her”.</p> <p>Express ideas about feelings and experiences. Articulate their ideas in a sentence.</p> <p>Show that they can use language to reason and persuade E.g. “Can I go outside because it’s stopped raining?”</p>	<p>thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. “I didn’t want my yellow gloves; I wanted the spotty ones that match my hat”</p> <p>Retell a story with some exact repetition and in their own words.</p> <p>Understand that words can be put into groups or categories, and give examples from each category E.g. Animals, Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. “I made a big round pizza with tomato, cheese and ham on top” Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ E.g. “I can go outside if I put my sun hat on”</p>
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Early Learning Goals

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
 - Make comments about what they have heard and ask questions to clarify their understanding
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modeling and support from their teacher.

Personal, Social and Emotional Development Programme of Education

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.

Ten Ten units						
<p>By the end of each half term, children will</p> <p>Self Regulation (express feelings / manage behaviour).</p> <p>Managing self (independence / self awareness, keeping healthy / collaboration)</p> <p>Building relationships (social skills)</p>	<p>Aware of own feelings, can talk about feelings using words like ‘happy’, ‘sad’, ‘angry’.</p> <p>Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.</p> <p>Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.</p> <p>Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Interested in others play and starting to join in.</p> <p>Knows we work together to keep the class rules and earn positive rewards.</p> <p>Build constructive and respectful relationships.</p> <p>Engage in positive interactions with adults and peers. Play alongside one or more children.</p>	<p>Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p>Can independently choose areas they would like to play in or resources they would like to use.</p> <p>Can say when they need help. With some support can get dressed and undressed for PE sessions.</p> <p>Can follow instructions with 2 parts.</p> <p>Can talk about what they are doing and why</p> <p>Begin to share and take turns.</p> <p>Continue to build constructive and respectful relationships.</p> <p>Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>Can show pride in achievements by showing work to others. Can make choices and communicate what they need.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.</p> <p>Take pride in themselves, work, and achievements.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Seek others to share activities and experiences.</p>	<p>Can name people in school they can turn to if they help or are worried.</p> <p>Understand how to use the ‘take 5’ breathing exercise to help with big feelings.</p> <p>Understand why listening is important and attend to other people both familiar and unfamiliar.</p> <p>Can get dressed and undressed for PE lessons.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Knows how to be a safe pedestrian.</p> <p>Can talk about healthy and unhealthy foods</p> <p>Happy to stand up in front of the class and share achievements with others</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of ‘screen time’ having a good sleep routine.</p> <p>Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p>	<p>Initiate an apology where appropriate. Beginning to know that others may feel in different ways to them.</p> <p>Can follow instructions, requests, and ideas in a range of situations.</p> <p>Confident to try new activities and say why they like some activities more than others.</p> <p>Show resilience and perseverance, a belief that with more effort or with a different approach success will occur.</p> <p>Understands rules linked to road safety.</p> <p>Can follow directions with 3 parts.</p> <p>Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p>	<p>Understands some strategies to deal with anger and frustration.</p> <p>Able to identify and moderate own feelings.</p> <p>Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others</p> <p>Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p>Can seek out a challenge and enjoy the process.</p> <p>Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p>Can take account of the ideas of others about how to organise and activity.</p> <p>Can show sensitivity to others’ needs and feelings.</p> <p>Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>

Use language to negotiate, play and organise.

Early Learning Goals

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
 - Show sensitivity to their own and to others' needs
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
 - Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
 - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Physical Development

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 co-ordination, 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.

Fine Motor	Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Pre writing shapes Teach and model correct letter formation.	Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Make snips with scissors	Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing Cut along a straight line with scissors.	Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. Start to cut along a curved line, like a circle. Start to draw pictures that are recognisable.	Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Draw pictures with recognisable features. Cut a square	Form letters correctly using a tripod grip in most cases. Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture. Build things with smaller linking blocks. Begin to cut more complex shapes.
Gross Motor	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
PE Units	Fundamental Movement Skills 1	Dance -Pirates	Basic Gymnastics Skills	Fundamental Movement Skills 2	Invasion Games Skills	Athletics

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, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility

Early Learning Goals

- Negotiate space and obstacles safely, with consideration for themselves and others.
 - Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.
 - Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy Programme of Education

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)

<p>Children will know:</p>	<p>How to hold a book, the correct way up and turn pages from right to left following text where applicable. How to talk about and retell stories they know, and which are their favourites stories/books and why. How to read individual letters by saying the sounds for them. How to form taught letters correctly. How to write some or all of their name. Know most set 1 sounds of the RWI programme. How to Fred talk simple 1 syllable words.</p>	<p>How to talk about a book they have chosen to read & explain why they have chosen it. How to blend sounds to read some simple words. How to read some red words: I, the, no How to segment sounds to be able to write some simple words. Know what a sentence is and their key features such as capital letters and full stops. Be able to talk about the characters, settings, authors, illustrators in books. Know some letter names, using these as appropriate. Know all RWI set 1 sounds</p>	<p>How to read some letter groups that each represent one sound and say sounds for them. How to read a some RWI 'red words' put, the, I, no, of, my, me, he, she, said, your How stories are structured. How to segment and blend to read and write simple words and captions. How to write for different purposes and to communicate meaning. Orally compose a simple sentence / caption and hold it in memory before attempting to write it. Read short ditty stories</p>	<p>How to read simple phrases and sentences made up of words with known letter-sound correspondences and 'red words' - consistently. How to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. How to read some simple captions/sentences and understand what they have read – answering appropriate questions. - How to write to share ideas and thoughts. How to write a simple caption. Read red story books</p>	<p>How to begin to use some punctuation (full stops and capital letters). How to develop the use of adjectives. What conjunctions are and to begin to use them (and) How to sound out more complex words in independent reading and writing. Know set 2 RWI sounds Read red words: I, the, no, of, my, me, he, she, said, your, go, are, you How to begin to write captions and simple sentences with growing accuracy and independence that may include capital letters and full stops. Read green story books</p>	<p>How to write captions and sentences using some punctuation. How to develop narrative writing skills How to confidently use adjectives in writing. How to re-read what they have written to check that it makes sense. Know all set 2 RWI sounds Begin to know some Set 3 RWI sounds Read purple story books</p>
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Early Learning Goals Comprehension

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate – where appropriate key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Mathematics Programme of Education

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

<p>Children in Reception will know</p>	<p>How to identify when a set can be subitised and when counting is needed. How to hear and join in with counting sequences. The importance of counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality) How to compare sets of objects by matching - the names and properties of 2D shapes</p>	<p>How to hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. How to develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; The need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds How to begin to develop the language of 'whole' when talking</p>	<p>How to continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals How to begin to identify missing parts for numbers within 5 How to explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the ten number frame how to focus on equal and unequal groups when comparing numbers How to use and understand positional language effectively. - vocabulary relating to size and measurements and be able to identify longest, shortest, heaviest, lightest.</p>	<p>That two equal groups can be called a 'double' and connect this to finger patterns How to sort odd and even numbers according to their 'shape' How to continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern How to order numbers and play track games - How to join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers - the names and properties of 2D and 3shapes.</p>	<p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Compare quantities and numbers, including sets of objects which have different attributes How to order objects by size, length and weight, using appropriate vocabulary effectively</p>	<p>How to continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Begin to generalise about 'one more than' and 'one less than' numbers within 10 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek How to use shape knowledge to support them in all areas of their learning. How to measure objects using standard and non-standard forms of measurements</p>
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about objects which have parts.
How to recognise, continue and create repeating patterns.

Early Learning Goals

Number:

- Have a deep understanding of number to 10, including the composition of each number.
 - Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding The World Programme of Education

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

Children will know

History (past and present) Children will talk about members of their immediate family and the relationship to them.
Children will know about their own life story and will talk about how they have changed.
Children will know there are similarities and differences between themselves and others.

History (past and present) Children will know and talk about some similarities and differences between things in the past and now from using books and sources such as photographs.
Children will know who Florence Nightingale is and why she is important
Children will know that Remembrance day is to remember soldiers who died in the war.
Children will know why we celebrate bonfire night and know who Guy Fawkes is.
Children will compare fire engines in the past to fire engines today – identifying similarities and differences.
Children will use the language of time when talking about past/present events in their own lives and in the lives of others, including people they have learnt about through books.

History (past and present) Children will talk about the lives of people around them.
Children will look at transport from the past and compare similarities and differences to how we travel today.
Children will know who Amelia Earhart is and why she is important

History (past and present) Children will know about the past through settings and characters.
Children will use resources to identify how the local area has changed over time.
Children will find out about St George's day and how we celebrate
Children will know who Rosa Parks is and why she is important.

History (past and present) Children will know who Grace Darling is and why she is important.
Children will compare holidays today and in the past commenting on similarities and differences.

	<p>Geography (People, culture and communities) : Children will know about the features of the immediate environment.</p>	<p>Geography (people, culture and communities): Children will know that people around the world have different religions and that Diwali is celebrated by other faiths. Children will know that there are people in the community that can help us – police, firefighter, nurses, doctors dentists etc.</p>	<p>Geography (people, culture and communities): Children will know what a globe is and how to identify the land and sea. Children will know we live in a country called England. Children will know there are other countries around the world and these can be identified on a map / globe. Children will know the town that they live in. Children will be able to compare where they live to other parts of the world (Africa and Antarctica) and talk about similarities and differences. Children will create a ‘messy’ map of the outdoor area and begin to be able to draw information from a simple map</p>	<p>Geography (people, culture and communities): Children will know that we can only grow certain fruit/vegetables in England. Children will draw information from a simple map and identify landmarks of local area walk link with seasons and identifying Spring) Children will talk about the features of the local area.</p>	<p>Geography (people, culture and communities): Children will identify typical weather in Summer. Children will know the features of a seaside town and compare to the town we live in. Children will draw information from a simple map.</p>
	<p>Science (The natural world) : Children will understand the terms ‘same’ and ‘different’. Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know how to keep themselves healthy – healthy and unhealthy foods / the importance of exercise. Children will know about oral hygiene. Children will know the 5 senses. Children will know that this time of year is Autumn.</p>	<p>Science (The natural world) Children will explore and ask questions about the natural world around them. Children will know the time of year is Autumn and explain how they know. Children will know that some animals are nocturnal and what this means.</p>	<p>Science (The natural world) Children will talk about features of the environment they are in and learn about the different environments (Antarctica / Africa) Children will be able to name animals that are not native to England – Lion, Zebra, Giraffe, polar bear, penguin etc Children will know the season is winter and be able to identify typical weather in Winter. Children will explore freezing and melting.</p>	<p>Science (The natural world) Children will explore magnetic not magnetic materials. Children will explore floating and sinking Children will identify the season as Spring and talk about how they know. Children will observe changes and growth of caterpillars Children will know and explain the life cycle of a caterpillar. Children will know the names of and be able to identify a selection of minibeasts Children will be able to describe habitats and some microhabitats . Children will know about recycling - what it is and why it is important. Children will explore different materials and know the names of the materials.</p>	<p>Science (The natural world) Children will observe how a tree has changed over the 4 seasons. Children will know that this time of year is Summer. Children will know how to keep themselves safe in the sun. Children will know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants grow from a seed Children will know and</p>

						explain the lifecycle of a sunflower Children will know how to care for a plant
RE	Creation	Remembrance People Who Care For Us Advent	Christmas Baptism	Prayer Lent Holy Week	Easter	Pentecost Prayer People Who Help Us
Computing (purple mash / barefoot computing)		Busy bodies	Winter warmers			
History Vocabulary (including but not limited to)	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, legend, family tree, relative, relative names					
Geography Vocabulary (including but not limited to)	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons					
Science Vocabulary (including but not limited to)	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth					
Early Learning Goals						
<p>Past and Present: Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities:- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>						
Expressive Arts and Design Programme of Education						
<p><i>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develop</i></p>						
	Artist focus: Kandinsky – Circles Van Gogh – self portraits / Giuseppe Arcimboldo	Artist focus: Yayoi kasuma – pumpkins		Artist focus: Andy Goldsworthy – nature art Henri Matisse – Snail Van Gogh - sunflowers		

Art and Design	Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition, specific skills and/or experiences will be planned across the year to ensure skill and knowledge development.				
	Focus: Drawing – marvellous marks. Wax crayons rubbing, self-portraits, collages. Self portrait	Focus: Painting and mixed media – paint my world. Lesson 4: Collage and transient art. Lesson 5: Landscape collages. Lesson 6: Group art. Collage Colour mixing	Focus: Printing	Focus: Painting – Mixed media	
Planned experiences	Self portaits Loose part self portaits	Painting poppy pictures for Remembrance Diwali lamp Christmas craft	Ice painting Easter cards Mother’s Day cards	Nature Art Observational drawing Sunflowers	Father’s day cards
DT	Junk Modelling Cooking – Making soup and baking bread		Mechanisms – wheel and axles	Textiles - puppets	
Music	The children will learn songs and rhymes and will cover objectives through the teaching of music and within the continuous provision where the children will have access to both adult-led and child-initiated activities. Children will clap short, rhythmic patterns, make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc...- timbre) and choose sounds to represent different things (the thunder, sea etc...). The children will be given the opportunities to create their own music and songs, or improvise a song around one they know. Children will be encouraged to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound maker. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Kapow scheme. The children will perform in the Nativity in the Autumn term, have opportunities to perform to an audience over the school year. Children will watch other performances throughout the year both in school and from visitors. This will give them the opportunity to watch and talk about live dance and performance art, expressing their feelings and responses.				
Nursery rhyme and songs focus (including but not limited to)	Incy wincy spider Wind the bobbin up Head shoulders knees and toes I’m a little teapot 5 little ducks 5 currant buns 1,2,3,4,5 Miss Polly had a dolly Baa baa black sheep The grand old duke of York	Variations of songs from Autumn 1 Incy wincy spider climbs up a tree 5 little monkeys swinging from a tree Baa pink sheep Twinkle twinkle chococolate bar	Counting songs: 10 green bottles 10 fat sausages 1,2 buckle my shoe This old man 1 potato, 2 potato Ten in a bed	More complex language: Mary Mary quite contrary The big ship sails Dr Foster went to Gloucester The Hokey Cokey I know an old lady who swallowed a fly Here we go round the mulberry bush	Songs from other cultures / other meaning Frere Jacques Ring, a ring of roses Hot cross buns Are you sleeping, Are you sleeping Oranges and Lemons London bridge is falling down The animals went in two by two When I was one (counting song linked to topic)

				When Goldilocks went to the house of the bears	
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