

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><b>All About Me!</b></p> <p>Settling into school</p> <p>Making new friends</p> <p>Changes from a baby to a child to an adult</p> <p>Similarities and differences between each other</p> <p>Talking about our families</p> <p>Knowing that our whole community helps us (our family, school and people in our local community)</p>	<p><b>Abacadabra</b></p> <p>Changing seasons</p> <p>Celebrations – Diwali and Christmas</p> <p>Understanding places are special to members of their community – Mosque &amp; Church</p> <p>Natural materials and changes (water to ice)</p>	<p><b>Blast Off!</b></p> <p>Transport and Journeys</p> <p>Light &amp; Dark</p> <p>Changing seasons</p> <p>Different beliefs and celebrations – Chinese New Year</p> <p>Moon landing and famous astronauts</p>	<p><b>Fabulous Food</b></p> <p>Being healthy</p> <p>Making smoothies</p> <p>Changes in ingredients when baking</p> <p>Art of Arcimboldo (fruit art)</p> <p>Visit from the Dental Nurse</p> <p>Changing seasons</p>	<p><b>Grow, Grow, Grow</b></p> <p>Farm animals and their babies</p> <p>Life cycle of chicks</p> <p>Chicks in school</p> <p>Growing plants</p> <p>Comparison of countryside to our community</p> <p>Charles Darwin &amp; David Attenborough</p>	<p><b>Under the Sea</b></p> <p>Similarities and differences in sea animals</p> <p>Contrast between warm seas and cold oceans</p> <p>Changing seasons</p> <p>Art of Van Gogh (sunflowers)</p> <p>Looking after our environment – visit Queen’s Park</p> <p>Memories of Reception</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Personal, Social &amp; Emotional Development</b></p>	<ul style="list-style-type: none"> <li>- Separate with ease from our main carer/parent</li> <li>- Feel confident in the school environment with familiar adults</li> <li>- Follow and learn the daily routine and expectations eg tidy up time, dinner time, home time lining up, hanging coats up etc</li> <li>- Take care of the resources in our classroom</li> <li>- Learn our school/classroom rules</li> <li>- Develop positive relationships with children and adults</li> <li>- Talk about our feelings when we started school – how do we feel and why?</li> <li>- Model good hygiene e.g. handwashing before snack and toileting and oral hygiene</li> <li>- Use good manners, saying ‘please’ and ‘thank you’</li> </ul> <p><b>Jigsaw: Being Me</b>                  Similar/Different                  Managing Feelings                  Working with others                  Gentle Hands                  Our rights                  Our responsibilities</p>	<ul style="list-style-type: none"> <li>- Continue to build relationships with both children and adults</li> <li>- Discuss how we are special and begin to see ourselves as a valuable individual</li> <li>- Become more confident in new social situations</li> <li>- Talk about our feelings – how do we feel and why?</li> <li>- Begin to consider the feelings of others and how their behaviour can affect them</li> <li>- Talk about what we are afraid of and how we can help each other</li> <li>- Share toys and taking turns</li> </ul> <p><b>Jigsaw: Celebrating Differences</b>                  What am I good at?                  I’m Special!                  Families                  Houses and homes                  Standing up for yourself</p>	<ul style="list-style-type: none"> <li>- Try new activities</li> <li>- Learn to respect the beliefs of others</li> <li>- Describe themselves in positive terms and talk about their abilities</li> <li>- Develop confidence to speak to others</li> <li>- Talk about experiences related to different feelings</li> <li>- Work together co-operatively as part of a group</li> <li>- Develop perseverance in the face of challenge</li> </ul> <p><b>Jigsaw: Dreams &amp; Goals</b>                  Challenge                  Never giving up                  Setting a goal                  Obstacles and support                  Flight to the future                  Achieving a goal</p>	<ul style="list-style-type: none"> <li>- Healthy food choices</li> <li>- Healthy lifestyle choices about eg screen time, exercise, plenty of sleep</li> <li>- Read stories and other activities about healthy lifestyles and exercise</li> <li>- Importance of brushing teeth – visit from the Dental Nurse</li> </ul> <p><b>Jigsaw: Healthy Me</b>                  Everybody’s body                  We like to move it!                  Food, glorious food                  Sweet dreams                  Keeping clean                  Stranger danger</p>	<ul style="list-style-type: none"> <li>- Continue to develop understanding of what is right and what is wrong and why, taking feelings of others into consideration</li> <li>- Consider the consequences of their words and actions for themselves and others</li> <li>- Work and play co-operatively and take turns with each other</li> <li>- Begin to show independence, resilience and perseverance in new activities</li> </ul> <p><b>Jigsaw: Relationships</b>                  My family &amp; me                  Make friends                  Falling out and bullying                  Good friendships</p>	<ul style="list-style-type: none"> <li>- Develop confidence when speaking to others about their own needs, wants, opinions and interests</li> <li>- Understand that their own actions affect other people</li> <li>- Talk through achievements with the children</li> <li>- Explain the reasons for rules, knowing right from wrong and trying to behave accordingly</li> <li>- Prepare for change – moving to Year 1</li> </ul> <p><b>Jigsaw: Changing Me</b>                  My body                  Respecting my body                  Growing up                  Fun &amp; fears                  Celebration</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Communication &amp; Language</b></p>	<ul style="list-style-type: none"> <li>- Talk about ourselves and our families – developing vocabulary for family members’ names</li> <li>- Use talk to describe people in our school and community</li> <li>- Introduce our talk guidelines – how to be a good speaker and listener</li> </ul>	<ul style="list-style-type: none"> <li>- Retell familiar stories</li> <li>- Sequence familiar stories, knowing they have a beginning, middle and end</li> <li>- Be confident to ask and answer questions</li> <li>- Know how to be a good speaker and listener, referring to our talk guidelines</li> </ul>	<ul style="list-style-type: none"> <li>- Use clear and full sentences to talk about what they can see</li> <li>- Enjoy listening to and retelling stories, and participate in discussions about what they have heard to build familiarity and understanding</li> <li>- Be confident to ask and answer questions to find</li> </ul>	<ul style="list-style-type: none"> <li>- Use clear and full sentences to talk about what they can see</li> <li>- Begin to use past, present and future tenses and conjunctions with support from their teacher</li> <li>- Enjoy listening to and retelling stories, and participate in discussions about what they have heard</li> </ul>	<ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and conjunctions, with support from their teacher</li> <li>- Enjoy listening to and retelling stories, and participate in discussions about what they have heard</li> </ul>	<ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and conjunctions, with support from their teacher</li> <li>- Enjoy listening to and retelling stories, and participate in discussions about what they have heard</li> </ul>

<ul style="list-style-type: none"> <li>- Introduce new vocabulary and revisit regularly</li> <li>- Encourage children to use good manners, saying 'please' and 'thank you', and model expectations</li> <li>- Talk about familiar stories and join in with repeated refrains</li> <li>- Use new language based on familiar and new experiences, and language related to our topic areas</li> </ul> <p><b>Weekly Rhyme:</b></p> <ol style="list-style-type: none"> <li>1.Incy Wincy Spider</li> <li>2.Baa Baa Black Sheep</li> <li>3.Twinkle Twinkle</li> <li>4.Wheels on the Bus</li> <li>5.Miss Polly had a Dolly</li> <li>6.Wind the Bobbin Up</li> <li>7.Dingle Dangle Scarecrow</li> </ol>	<ul style="list-style-type: none"> <li>- Continue to add to and revisit new vocabulary</li> <li>- Use puppets and props in the reading area to act out stories</li> <li>- Join in with repeated refrains in stories, simple rhymes and songs</li> </ul> <p><b>Weekly Rhyme:</b></p> <ol style="list-style-type: none"> <li>1.Humpty Dumpty</li> <li>2.I'm a Little Teapot</li> <li>3.Hey Diddle Diddle</li> <li>4.Sleeping Bunnies</li> <li>5.Tiny Turtle</li> <li>6.Green Frog</li> <li>7.Hickory Dickory Dock</li> </ol>	<p>out more and check they understand what has been said to them</p> <ul style="list-style-type: none"> <li>- Use our talk guidelines to be good listeners and speakers</li> <li>- Continue to add to and revisit vocabulary</li> <li>- Describe events in some detail</li> <li>- Use 'Why?' and 'Where?' to question the children about stories and their own experiences</li> </ul> <p><b>Weekly Rhyme:</b></p> <ol style="list-style-type: none"> <li>1.Rocket</li> <li>2.The Robot</li> <li>3.3 Purple Elephants</li> <li>4.2 Fat Gentlemen</li> <li>5.Grand Old Duke of York</li> <li>6.1 Elephant</li> </ol>	<p>to build familiarity and understanding</p> <ul style="list-style-type: none"> <li>- Be confident to ask and questions to find out more and check they understand what has been said to them</li> <li>- Use our talk guidelines to be good listeners and speakers</li> <li>- Continue to add to and revisit vocabulary</li> <li>- Talk about what they can see, and explain how things work and why they might happen</li> <li>- Use some connectives to connect one idea or action to another</li> </ul> <p><b>Weekly Rhyme:</b></p> <ol style="list-style-type: none"> <li>1.When I get up in the Morning</li> <li>2.When Susie's Eating Custard</li> <li>3.Tastes</li> <li>4.Poppadoms</li> <li>5.Mix a Pancake</li> <li>6.Hot Cross Pancakes</li> </ol>	<p>to build familiarity and understanding</p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify understanding</li> <li>- Use recently introduced vocabulary from stories, non-fiction, rhymes and poems</li> <li>- Hold back and forth conversations with adults and their peers</li> <li>- Continue to add and revisit vocabulary</li> <li>- Use conjunctions to connect one idea to another</li> </ul> <p><b>Weekly Rhyme:</b></p> <ol style="list-style-type: none"> <li>1.Chick Chick Chicken</li> <li>2.Mary Had a Little Lamb</li> <li>3.Horsey Horsey</li> <li>4.Old Macdonald had a Farm</li> <li>5.B.I.N.G.O.</li> <li>6.Little Boy Blue</li> </ol>	<p>to build familiarity and understanding</p> <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify understanding</li> <li>- Use recently introduced vocabulary from stories, non-fiction, rhymes and poems</li> <li>- Hold back and forth conversations with adults and their peers</li> <li>- Explore and play with language, through tongue twisters and rhymes</li> </ul> <p>-</p> <p><b>Weekly Rhyme:</b></p> <ol style="list-style-type: none"> <li>1.The Sun Has Got His Hat On</li> <li>2.Row Row Row Your Boat</li> </ol> <p><b>Tongue Twisters:</b></p> <ol style="list-style-type: none"> <li>3.Busy Buzzy Bee</li> <li>4.She Sells Sea Shells</li> <li>5.Peter Piper</li> <li>6.Betty Botter</li> </ol>
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Physical Development	<p><b>Fine Motor:</b></p> <ul style="list-style-type: none"> <li>- Clever Finger (fine motor) activities to strengthen finger and hand muscles – using tweezers, threading etc</li> <li>- Playdough activities</li> <li>- Making large and small movements with mark making material – indoors and outdoors</li> <li>- Introduce cursive handwriting style</li> <li>- Encourage mark making in all areas of the curriculum</li> <li>- Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk</li> <li>- Develop scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development)</li> </ul> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>- Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs</li> <li>- Dressing and undressing for PE, putting on and fastening coats</li> </ul> <p><b>PE:</b> Baseline – Assessments of motor skills</p>	<p><b>Fine Motor:</b></p> <ul style="list-style-type: none"> <li>- Clever Finger (fine motor) activities to strengthen finger and hand muscles – using tweezers, threading etc</li> <li>- Playdough activities</li> <li>- Making large and small movements with mark making material – indoors and outdoors</li> <li>- Introduce cursive handwriting style</li> <li>- Encourage mark making in all areas of the curriculum</li> <li>- Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk</li> <li>- Develop scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development)</li> </ul> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>- Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs</li> <li>- Dressing and undressing for PE, putting on and fastening coats</li> </ul> <p><b>PE:</b> Fundamentals - movement</p>	<p><b>Fine Motor:</b></p> <ul style="list-style-type: none"> <li>- Clever Finger (fine motor) activities to strengthen finger and hand muscles, leading into tripod grip – using tweezers, threading etc</li> <li>- Playdough activities</li> <li>- Making large and small movements with mark making material – indoors and outdoors</li> <li>- Developing cursive handwriting style</li> <li>- Encourage mark making in all areas of the curriculum</li> <li>- Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk</li> <li>- Develop and refine scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development)</li> </ul> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>- Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs</li> <li>- Dressing and undressing for PE independently</li> </ul> <p><b>PE:</b> Dance - Aliens</p>	<p><b>Fine Motor:</b></p> <ul style="list-style-type: none"> <li>- Clever Finger (fine motor) activities to strengthen finger and hand muscles, leading into tripod grip – using tweezers, threading etc</li> <li>- Playdough activities</li> <li>- Making large and small movements with mark making material – indoors and outdoors</li> <li>- Working on tripod pencil grip</li> <li>- Developing cursive handwriting style</li> <li>- Encourage mark making in all areas of the curriculum</li> <li>- Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk</li> <li>- Develop and refine scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development)</li> </ul> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>- Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs</li> <li>- Dressing and undressing for PE independently</li> </ul> <p><b>PE:</b> Fundamentals – underarm throw &amp; rolling</p>	<p><b>Fine Motor:</b></p> <ul style="list-style-type: none"> <li>- Clever Finger and Playdough activities</li> <li>- Showing accuracy and care when drawing</li> <li>- Making large and small movements with mark making material – indoors and outdoors</li> <li>- Using tripod pencil grip for fluent handwriting</li> <li>- Using cursive handwriting style</li> <li>- Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk</li> <li>- Practise and refine scissors skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development)</li> </ul> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>- Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs</li> <li>- Dressing and undressing for PE independently</li> </ul> <p><b>PE:</b> Dance - Seasons</p>	<p><b>Fine Motor:</b></p> <ul style="list-style-type: none"> <li>- Clever Finger and Playdough activities</li> <li>- Show accuracy and care when drawing</li> <li>- Making large and small movements with mark making material – indoors and outdoors</li> <li>- Using tripod pencil grip for fluent handwriting</li> <li>- Using cursive handwriting style</li> <li>- Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk</li> <li>- Practise and refine scissors skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development)</li> </ul> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>- Developing all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs</li> <li>- Dressing and undressing for PE independently</li> </ul> <p><b>PE:</b> Athletics</p>
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EYFS CURRICULUM LONG TERM PLAN - RECEPTION



	<p>The Colour Monster The Colour Monster Goes to School Peace at Last The Little Acorn Ouch Don't Hog the Hedge</p>	<p>Room on the Broom Meg &amp; Mog Meg &amp; Mog in the Snow Christmas Stories</p>	<p>Whatever Next? Aliens Love Underpants The Gingerbread Man</p>	<p>Supertato Supertato Veggies Assemble Kitchen Disco The Little Red Hen Mr Wolf's Pancakes</p>	<p>Jasper's Beanstalk What the Ladybird Heard The Three Billy Goats Gruff Farm Recount</p>	<p>Smiley Shark Tiddler Under the Sea Commotion in the Ocean</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately – begin to develop the cursive style.</p> <p><b>Begin Phase 2 phonics</b></p> <ul style="list-style-type: none"> <li>- Sound recognition</li> <li>- Segmenting and blending</li> <li>- Phase 2 tricky words</li> </ul> <p><b>Follow Red Rose Phonics Programme</b></p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Begin to form cursive lower-case and capital letters correctly.</b></p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><b>Consolidate Phase 2 phonics</b> <b>Begin Phase 3 phonics</b></p> <ul style="list-style-type: none"> <li>- Sound recognition</li> <li>- Segmenting and blending</li> <li>- Phase 3 tricky words</li> </ul> <p><b>Follow Red Rose Phonics Programme</b></p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p><b>Form cursive lower-case and capital letters correctly.</b></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p><b>Consolidate Phase 2/3 phonics</b> <b>Begin Phase 4 phonics</b></p> <ul style="list-style-type: none"> <li>- Sound recognition</li> <li>- Segmenting and blending</li> <li>- Phase 4 tricky words</li> </ul> <p><b>Follow Red Rose Phonics Programme</b></p>			

	<p><b>Writing Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Name writing/outdoors (chalk)</li> <li>- Self Portrait</li> <li>- Opportunities for mark-making and writing in all areas of CP</li> <li>- <b>Initial/final letter sounds &amp; simple CVC words</b></li> </ul>	<p><b>Writing Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Sequencing</li> <li>- Simple retell (fiction)</li> <li>- Lists</li> <li>- Captions</li> <li>- Opportunities for writing in all areas of CP</li> <li>- <b>Simple captions and introduce sentence construction (capital letter, finger space, full stop)</b></li> </ul>	<p><b>Writing Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Character description (adjectives)</li> <li>- List</li> <li>- Character speech bubble</li> <li>- Opportunities for writing in all areas of CP</li> <li>- <b>Simple sentence construction (capital letter, finger space, full stop)</b></li> <li>- <b>Use of descriptive words in writing</b></li> </ul>	<p><b>Writing Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Instructions</li> <li>- Recount (non-fiction)</li> <li>- Character description</li> <li>- Non-fiction information</li> <li>- Opportunities for writing in all areas of CP</li> <li>- <b>Simple sentence construction (capital letter, finger space, full stop)</b></li> <li>- <b>Use of descriptive words in writing;</b></li> </ul>	<p><b>Writing Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Retell and sequencing</li> <li>- Eid – recount</li> <li>- Instructions</li> <li>- Opportunities for writing in all areas of CP</li> <li>- <b>Simple sentence construction (capital letter, finger space, full stop)</b></li> <li>- <b>Use of descriptive words in writing</b></li> <li>- <b>Using ‘and’ to extend sentences</b></li> <li>- <b>Basic story structure for writing</b></li> <li>- <b>Stamina for writing</b></li> </ul>	<p><b>Writing Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Character description</li> <li>- Retell</li> <li>- Non-fiction</li> <li>- Opportunities for writing in all areas of CP</li> <li>- <b>Simple sentence construction (capital letter, finger space, full stop)</b></li> <li>- <b>Use of descriptive words in writing</b></li> <li>- <b>Using ‘and’ to extend sentences</b></li> <li>- <b>Basic story structure for writing</b></li> <li>- <b>Stamina for writing</b></li> </ul>
<p><b>Mathematics</b> (White Rose Maths)</p>	<ul style="list-style-type: none"> <li>- Match, sort &amp; compare</li> <li>- Compare amounts</li> <li>- Compare size, mass &amp; capacity</li> <li>- Exploring pattern</li> <li>- Representing, comparing &amp; composition of 1, 2, &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>- Circles and triangles</li> <li>- Positional language</li> <li>- Find, subitise &amp; represent 4 &amp; 5</li> <li>- 1 more/1 less</li> <li>- Composition of 1-5</li> <li>- Identify &amp; name shapes with 4 sides</li> <li>- Combine shapes with 4 sides</li> <li>- Shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing 0</li> <li>- Find, represent &amp; subitise 0-5</li> <li>- 1 more/1 less</li> <li>- Composition &amp; conceptual subitising to 5</li> <li>- Compare &amp; explore mass and capacity</li> <li>- Find, represent and composition of 6, 7, 8</li> <li>- 1 more/1 less</li> <li>- Make pairs – odd/even</li> <li>- Find &amp; make a double to 8</li> <li>- Combine 2 groups</li> <li>- Conceptual subitising</li> </ul>	<ul style="list-style-type: none"> <li>- Explore &amp; compare length and height</li> <li>- Talk about, order &amp; sequence time</li> <li>- Find 9 &amp; 10</li> <li>- Compare Numbers to 10</li> <li>- Represent 9 &amp; 10</li> <li>- 1 More/1 Less</li> <li>- Composition to 10</li> <li>- Bonds to 10 (2 Parts)</li> <li>- Make Arrangements of 10</li> <li>- Bonds to 10 (3 Parts)</li> <li>- Find and Make a Double to 10</li> <li>- Explore Odd &amp; Even</li> <li>- Recognise &amp; name 3D shapes</li> <li>- Copy &amp; continue patterns</li> <li>- Investigate more complex patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Build numbers &amp; continue patterns beyond 10 (10-13, 14-20)</li> <li>- Verbal counting beyond 10</li> <li>- Adding more</li> <li>- Taking away</li> <li>- Spatial reasoning – manipulate, compose &amp; decompose 2D shapes</li> <li>- Explore sharing &amp; grouping</li> <li>- Even &amp; Odd</li> <li>- Build doubles</li> </ul>	<ul style="list-style-type: none"> <li>- Identify units of repeating patterns</li> <li>- Create &amp; explore own pattern rules</li> <li>- Spatial reasoning – visualise &amp; build</li> <li>- Spatial reasoning – mapping</li> <li>- Deepen understanding</li> <li>- Patterns &amp; relationships</li> </ul>
<p><b>Understanding the World</b></p>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family &amp; community.</li> <li>- Name &amp; describe people who are familiar to them</li> <li>- Know that school is a place where we learn and make friends</li> <li>- Know that adults in school help us and keep us safe</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>- Understand that some places are special to members of their community – mosque &amp; church</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways – Diwali &amp; Christmas</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>- Discuss how the children get to school and what mode of transport they use</li> <li>- Introduce the children to a range of transport and where it can be found</li> <li>- Use Google earth and Digimap to view the world and find the street/locality where we live</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>- Recognise that people have different beliefs and celebrate special times in different ways – Easter</li> <li>- Explore how some fruits and vegetables are grown in different countries with a different climate – compare similarities and differences</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>- Visit Smithills Farm and look at the job of the Farmer</li> <li>- Compare and contrast the countryside to our community</li> <li>- Look at different places in our world during Travelling Tuesday activities</li> <li>- <b>The Natural World:</b></li> <li>- Name parts of a plant – leaf, root, stem, flower, petal</li> </ul>	<p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>- Know there are different cultures and religions within our country and that the UK is a multi-ethnic society</li> <li>- Observe and discuss features of our own environment – walk to Queen’s Park – and discuss how we can influence our surroundings</li> </ul>

	<ul style="list-style-type: none"> <li>- Know what a community is and some of the places in our community</li> <li>- Look at aerial images of school and describe different things we can see</li> <li>- Look at different places in our world during Travelling Tuesday activities</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>- Understand the effect of changing seasons on the natural world around them – Autumn walk</li> <li>- Know about how we changed since being babies – compare baby photos to photographs of us now</li> <li>- Talk about similarities and differences between us and other people – tall/short, colour of eyes etc</li> <li>- Explore contrasting environments within our local community – Queen’s Park &amp; Audley Range</li> </ul> <p><b>Past &amp; Present:</b></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past – looking at baby photos and describing changes from baby to child</li> <li>- Talk about our community and the different roles people play</li> </ul>	<ul style="list-style-type: none"> <li>- Look at different places in our world during Travelling Tuesday activities</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>- Understand the effect of changing seasons on the natural world around them – Autumn</li> <li>- Explore senses when exploring outside (what they can see, hear and feel)</li> <li>- Talk about natural materials outdoors and changes in materials – water to ice</li> </ul> <p><b>Past &amp; Present:</b></p> <ul style="list-style-type: none"> <li>- Read the Christmas story and talk about how things were different a long time ago – clothing/transport</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year</li> <li>- Look at different places in our world during Travelling Tuesday activities</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>- Explore light and dark – use torches to make different shadows and colours, use mirrors and explore different sources of light</li> <li>- Understand the effect of the changing seasons on the natural world around them – Winter</li> <li>- Explore senses when exploring outside (what they can see, hear and feel)</li> </ul> <p><b>Past &amp; Present:</b></p> <ul style="list-style-type: none"> <li>- Learn about the moon landing – watch videos &amp; look at what life was like for the astronauts in space</li> <li>- Learn about famous astronauts Buzz Aldrin and Neil Armstrong</li> </ul>	<ul style="list-style-type: none"> <li>- Look at different places in our world during Travelling Tuesday activities</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>- Understand the effect of changing seasons on the natural world around them – Spring</li> <li>- Explore senses when exploring outside (what they can see, hear and feel)</li> <li>- Explore where food comes from and how it is made</li> <li>- Observing changes within ingredients as they are baked/cooked</li> </ul> <p><b>Past &amp; Present:</b></p> <ul style="list-style-type: none"> <li>- Look at the art work of Giuseppe Arcimboldo</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to care for plants – water, light, warmth, food</li> <li>- Explore similarities and differences in relation to plants</li> <li>- Know about the life cycle of a chick</li> <li>- Learn to care for the natural environment and all living things</li> <li>- Know which animals live on a farm and how they are cared for</li> <li>- Know the name of baby farm animals – calf, foal, kid, lamb, piglet, puppy, kitten</li> <li>- Explore plants in our school environment, take photographs and draw pictures</li> </ul> <p><b>Past &amp; Present:</b></p> <ul style="list-style-type: none"> <li>- Learn about Charles Darwin and David Attenborough as natural historians</li> <li>- Look at farming machinery now and in the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn how to look after their local environment</li> <li>- Look at different places in our world during Travelling Tuesday activities</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>- Look at the similarities and differences in sea animals</li> <li>- Compare and contrast different sea environments – warm seas/cold oceans</li> <li>- Understand the effect of changing seasons on the natural world around them – Summer</li> <li>- Explore senses when exploring outside (what they can see, hear and feel)</li> </ul> <p><b>Past &amp; Present:</b></p> <ul style="list-style-type: none"> <li>- Talk about the school year in Reception – what can the remember? Memories?</li> <li>- Discuss the changes over the year in the seasons.</li> </ul>
<b>RE</b>	Which people are special and why?	Which places are special to use and why?	Which stories are special and why?	Which times are special and why?	Where do we belong?	What is special about the world and why?
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>- Paint pictures, holding a paintbrush correctly</li> <li>- My family drawing/painting</li> <li>- Drawing/painting fruit and veg linked to Harvest</li> <li>- Draw self-portraits, paying attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>- Choose colours and brushes to paint pictures of witches, bats &amp; cats.</li> <li>- Use different collage materials to make a winter scene and cut, tear, stick and draw with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>- Create aliens and spaceships using different media and techniques</li> <li>- Explore what happens when we mix colours, and create different colours, shades and tints, and develop a colour vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Make 3D sculptures, both inside and outside, with stones, pebbles, junk materials, leaves, twigs etc.</li> <li>- Investigate the work of artist Arcimboldo using fruit and vegetables to create portraits in his style.</li> </ul>	<ul style="list-style-type: none"> <li>- Paint farm animal pictures using different brushes and by mixing colours</li> <li>- Use simple tools and techniques to manipulate clay and plasticine to make farm animal models</li> </ul>	<ul style="list-style-type: none"> <li>- Paint and draw pictures of different sea creatures using our observational skills.</li> <li>- Collage pictures of sea animals – using different materials, techniques and textures</li> </ul>

<ul style="list-style-type: none"> <li>- Use a variety of collage materials to make pictures, using scissors and other tools carefully and correctly</li> <li>- Work imaginatively with the small world &amp; different construction materials</li> <li>- Sing nursery rhymes and counting songs together</li> </ul> <p><b>Music</b> <b>Charanga – Me</b></p> <ul style="list-style-type: none"> <li>- Listening and responding to different styles of music</li> <li>- Embedding foundations of the interrelated dimensions of music</li> <li>- Learning to sing or sing along with nursery rhymes and action songs</li> <li>- Improvising leading to playing classroom instruments</li> <li>- Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>- Print with different resources e.g. pressing, dabbing, overlapping, including using hands, fingers, knuckles, fruit/vegetables, objects and fabrics with different textures or surfaces, hard and soft, natural objects</li> <li>- Manipulate clay to make a Diva lamp</li> <li>- Work imaginatively with the small world &amp; different construction materials</li> <li>- Sing nursery rhymes and counting songs together</li> </ul> <p><b>Music</b> <b>Charanga – My Stories</b></p> <ul style="list-style-type: none"> <li>- Listening and responding to different styles of music</li> <li>- Embedding foundations of the interrelated dimensions of music</li> <li>- Learning to sing or sing along with nursery rhymes and action songs</li> <li>- Improvising leading to playing classroom instruments</li> <li>- Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with different techniques and develop skills when working with different materials eg painting (dabbing, twirling, dribbling) and printing (pressing on and off by stamping, rolling etc)</li> <li>- Work imaginatively with the small world &amp; different construction materials</li> <li>- Sing nursery rhymes and counting songs together</li> </ul> <p><b>Music</b> <b>Charanga – Everyone</b></p> <ul style="list-style-type: none"> <li>- Listening and responding to different styles of music</li> <li>- Embedding foundations of the interrelated dimensions of music</li> <li>- Learning to sing or sing along with nursery rhymes and action songs</li> <li>- Improvising leading to playing classroom instruments</li> <li>- Singing and learning to play instruments within a song</li> <li>- Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>- Be imaginative in the small world area and make our own characters using fruit and vegetables (linked to Supertato).</li> <li>- Print patterns using fruit and vegetables</li> <li>- Make Mothers’ Day cards – printing &amp; observational drawings</li> <li>- Work imaginatively with the different construction materials</li> <li>- Sing songs and rhymes together</li> </ul> <p><b>Music</b> <b>Charanga – Our World</b></p> <ul style="list-style-type: none"> <li>- Listening and responding to different styles of music</li> <li>- Embedding foundations of the interrelated dimensions of music</li> <li>- Learning to sing or sing along with nursery rhymes and action songs</li> <li>- Improvising leading to playing classroom instruments</li> <li>- Singing and learning to play instruments within a song</li> <li>- Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate different ways of joining materials e.g. tape, glue, split pins, paper clips, Blu Tack etc. to make a moving animal picture</li> <li>- Work imaginatively with the different construction materials</li> <li>- Sing songs and rhymes together</li> <li>- Sing a range of animal songs and experiment with ways of making animals sounds – with voices and with instruments</li> </ul> <p><b>Music</b> <b>Charanga – Big Bear Funk</b></p> <ul style="list-style-type: none"> <li>- Listening and appraising Funk music</li> <li>- Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>- Learning to Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>- Improvisation using voices and instruments</li> <li>- Riff based composition</li> <li>- Share and perform the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>- Create transient art in the outdoor area – creating sea creatures</li> <li>- Look at the work of a famous artist, Van Gogh, and create observational drawings/paintings of sunflowers</li> <li>- Experiment with bubble printing and shell rubbings to create a sea picture</li> <li>- Look at different ways to join sea animals – split pins, glue, blu-tack, sellotape – and evaluate our method</li> <li>- Work imaginatively with the different construction materials</li> <li>- Sing songs and rhymes together</li> </ul> <p><b>Music</b> <b>Charanga – Reflect, Rewind &amp; Appraise</b></p> <ul style="list-style-type: none"> <li>- Listen and appraise</li> <li>- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>- Sing and revisit nursery rhymes and action songs</li> <li>- Play instruments within the song</li> <li>- Improvisation using voices and instruments</li> <li>- Riff based composition</li> <li>- Share and perform the learning that has taken place</li> </ul>
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