



St John's C of E Primary School

EYFS Long Term Curriculum Plan 2022-2023

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who am I?		Look what I can do!		Isn't our world amazing?	
Possible ideas, mini themes (These may be changed or adapted depending on children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Space Seasonal changes – Autumn/Winter		Talents and Powers Here and There Growing and changing Plants and flowers Traditional Tales Now and then Easter Seasonal changes – Winter/Spring		Human body, senses Keeping fit and healthy Friends and Family Animals and minibeasts Life cycles Recycling, looking after the world The Ocean Seasonal changes – Spring/Summer	
Key stories and books (The Literacy Tree texts listed first) (Not an exhaustive list)	Where The Wild Things Are Anansi Gerald Look Up! I am Henry Finch The Colour Monster Leaf Man Lighting a Lamp Eight Candles to Light The Nativity Story The Little Red Hen		The Magic Paintbrush Little Red The Tiny Seed I Will Not Ever Never Eat a Tomato A Street Through Time One Day on Our Blue Planet		Hairy Maclary from Donaldson's Dairy The Night Pirates Oi! Frog Izzy Gizmo	
Key knowledge (including but not limited to)	All About Me Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone. Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for		Which Season? The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow. Humans Humans need food, water, oxygen and shelter to survive. It is important to stay		Here or there? Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. There is more sea than land on earth. Lots of different things live under the sea. There is no oxygen in space.	

	<p>what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.</p> <p>Christmas Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth</p>	<p>healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell</p> <p>Now or then? People wore different clothes. People travelled in different ways. Houses were made of different materials. Children played with different toys. We have not always had computers and the internet.</p>	<p>Plants Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow</p> <p>Animals Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.</p> <p>Our World We have a responsibility to look after our world. Different religions have their own Creation stories</p>
<p>Possible 'Wow' moments and experiences (Not an exhaustive list)</p>	<p>Autumn Walk Harvest Festival Bread making Bonfire Night – toasted marshmallows Fire service visit Remembrance Day Diwali/Hanukkah Advent/Decorating Day Christmas time/Nativity Children in Need Anti-Bullying Week Balance-ability</p>	<p>Winter Walk Chinese New Year Internet Safety Day Planting sunflower seeds Planting beans in jars PCSO visit World Book Day Day Mothering Sunday Trip to the Church Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter nest cakes</p>	<p>Dentist/dental nurse visit Fruit kebabs Food tasting Ramadan/Eid-al-Fitr Balance-ability Caterpillars/Tadpoles Animal visits – RSPCA or BugFest Beach trip Sports Day</p>

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who am I?		Look what I can do!		Isn't our world amazing?	
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 Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Term Specific Provision	<ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Engage in story times, rhymes, and songs. -Maintain attention in whole class/groups. -Follow 1 step instructions. -Understand 'why' questions. -Use sentences 4-6 words. -Use talk to organise play. 	<ul style="list-style-type: none"> -Listen in familiar & new situations. -Engage in story times. -Maintain attention in new situations. -Ask questions to find out more and to check they understand what has been said to them. -Follow instructions with 2 parts in a familiar situation. -Start a conversation with peers and familiar 	<ul style="list-style-type: none"> -Listen attentively in a range of situations. -Maintain attention during appropriate activity. -Engage in non-fiction books. -Consider the listener and take turns. -Use talk to organise/stand for something else in play. -Begin to use past tense. 	<ul style="list-style-type: none"> -Understand why listening is important. -Maintain attention in different contexts. -Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. -Ask questions to find out more and check understanding. 	<ul style="list-style-type: none"> -Listen and understand instructions while busy with another task. -Maintain activity while listening. -Understand how, why, where questions. -Describe events in some detail. -Express ideas about feelings and experiences. -Articulate their ideas and thoughts in well- 	<ul style="list-style-type: none"> -Listen and respond with relevant questions, comments, or actions. -Attend to others in play. -Make comments and clarify thinking with questions. -Retell the story once they have developed a deep familiarity with the text; some as exact repetition and

		adults and continue for many turns. -Develop social phrases	-Begin to recount past events.	-Articulate their ideas and thoughts in well-formed sentences. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary -Begin to connect one idea or action to another using a range of connectives. -Describe events in some detail.	formed sentences. -Use language to reason.	some in their own words. -Speak in well-formed sentences with some detail. -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.
Ongoing provision throughout the year	Circle Time	Circle Time Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.				
	CP	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.				
	Song and story time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs.				



Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who am I?		Look what I can do!		Isn't our world amazing?	
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 Goal	<p>To become an Independent Individual who can follow the Class Rules, show the St John's values, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p> <p>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.</p>					
Term Specific Provision	<ul style="list-style-type: none"> -Can talk about feelings. -Welcome distractions when upset. -Increasingly follows rules. -Know likes and dislikes. -Independently organises belongings in the morning. -Manage personal hygiene. 	<ul style="list-style-type: none"> -Beginning to express their feelings and consider the perspectives of others. -Begin to take turns and share resources. -Independently choose where they would like to play. -Continue to build constructive and respectful relationships. 	<ul style="list-style-type: none"> -Show pride in achievements. -Understand behavioural expectations of the setting. -Can explain right from wrong and try to behave accordingly. -Manage their own needs. -Can identify kindness. -Seek others to share activities and experiences. 	<ul style="list-style-type: none"> -Can make choices and communicate what they need. -Begin to show persistence when faced with challenges. -Can keep play going by co-operating, listening, speaking, and explaining. -Can reflect on the work of others and self-evaluate. 	<ul style="list-style-type: none"> -Beginning to know that children think and respond in different ways to them. -Can talk about their own abilities positively. -Confident to try new activities Show resilience and perseverance. 	<ul style="list-style-type: none"> -Able to identify and moderate own feelings. -See themselves as a unique and valued individual. -Can seek out a challenge and enjoy the process. -Show sensitivity to others' needs and feelings.

3D PSHE Early Years Programme

The 3D PSHE Nursery and Reception Programmes fully meet the new Early Years Framework, statutory from September 2021. Term specific planning attached.

Ongoing provision throughout the year

Daily routines

Self-registration, book voting, use mini me board during continuous provision, 'choose it, use it, put it away' when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class or free-flow), lunchtimes, getting ready for home.

School Values

Respect, Compassion, Friendship, Service, Endurance

CP

Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others.

Story time

Story time Experience, explore and talk about positive relationships, feelings and emotions, diversity.



Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who am I?		Look what I can do!		Isn't our world amazing?	
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 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.					
Curriculum Goal	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, 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.					
Term Specific Provision	-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. -Develop the foundations of a handwriting style which is fast, accurate and efficient.	-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

	<p>Fine motor</p> <p>Sweeping/brushing Threading Screwing/unscrewing</p> <p>Autumn 1: Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping)</p> <p>Autumn 2: Using tools (hammers and screwdrivers, knife and fork – cutting, pipettes, scissors – straight lines)</p>	<p>Fine motor</p> <p>Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)</p>	<p>Fine motor</p> <p>Sewing Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)</p>
Ongoing provision throughout the year	Dough Disco	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term	
	Lunch time	Lunch time Hold and use a knife and fork correctly, understand about healthy eating	
	CP	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills	
	Yoga	Develop strength, balance and co-ordination	



Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who am I?		Look what I can do!		Isn't our world amazing?	
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 Goal	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Term Specific Provision	<p>Comprehension:</p> <ul style="list-style-type: none"> -Listen and enjoy sharing a range of books. -Hold a book correctly, handle with care. -Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. -Know that text in English is read top to bottom and left to right. 	<p>Comprehension:</p> <ul style="list-style-type: none"> -Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. -Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. -Make simple inferences to 	<p>Comprehension:</p> <ul style="list-style-type: none"> -Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. -Show understanding of some words and phrases in a story that is read aloud to them. -Express a preference for a book, song or 	<p>Comprehension:</p> <ul style="list-style-type: none"> -Retell stories in the correct sequence, draw on language patterns of stories. -With prompting, show understanding of many common words and phrases in a story that is read aloud to them. -Suggest how an unfamiliar story 	<p>Comprehension:</p> <ul style="list-style-type: none"> -Correctly sequence a story or event using pictures and/or captions. -Make simple, plausible suggestions about what will happen next in a book they are reading. -Know the difference between different types of 	<p>Comprehension:</p> <ul style="list-style-type: none"> -Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. -Innovate a known story. -Recall the main points in text in the correct sequence, using own words and

	<p>Know the difference between text and illustrations.</p> <ul style="list-style-type: none"> -Recognise some familiar words in print, e.g., own name or advertising logos. -Enjoy joining in with rhyme, songs and poems. -Explain in simple terms what is happening in a picture in a familiar story. 	<p>answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <ul style="list-style-type: none"> -Sequence two events from a familiar story, using puppets, pictures from book or role-play. 	<p>rhyme, from a limited selection.</p> <ul style="list-style-type: none"> -Play is influenced by experience of books (small world, role play). 	<p>read aloud to them might end.</p> <ul style="list-style-type: none"> -Give a simple opinion on a book they have read, when prompted. -Recognise repetition of words or phrases in a short passage of text. -Play influenced by experience of books 	<p>texts (fiction, nonfiction, poetry)</p> <ul style="list-style-type: none"> -Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. 	<p>include new vocabulary.</p> <ul style="list-style-type: none"> -When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. -With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
	<p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Word Reading: -Read individual graphemes by saying the sounds for them. -Orally blend phonemes -Blend graphemes into words, so that they can read short words made up of known grapheme-phoneme correspondences. -Read a few 'harder to read and spell' words matched to the</p>	<p>Word Reading: -Read individual graphemes by saying the sounds for them. - Blend graphemes into words, so that they can read short words made up of known grapheme-phoneme correspondences. -Read a few 'harder to read and spell' words matched to the ELS phonic programme.</p>	<p>Word Reading: -Read simple phrases and sentences made up of words with known grapheme phoneme correspondences and, where necessary, a few harder to read and spell words.</p>	<p>Word Reading: -Read simple phrases and sentences made up of words with known grapheme phoneme correspondences (phases 2 and 3 secure) and, where necessary, a few harder to read and spell words.</p>	<p>Word Reading: -Read simple phrases and sentences made up of words with known grapheme phoneme correspondences (phases 2- 4) and, harder to read and spell words.</p>

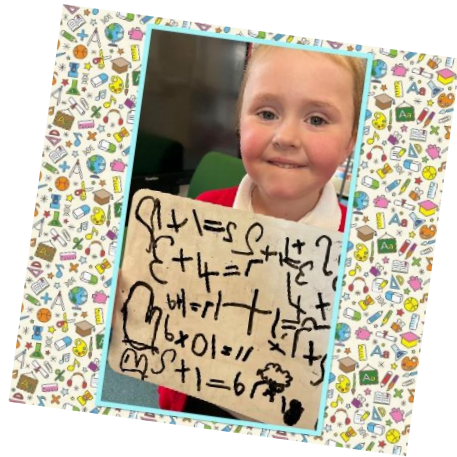
		ELS phonic programme.				
	<p>Emergent writing: -Develop listening and speaking skills in a range of contexts. -Aware that writing communicates meaning. -Give meaning to marks they make. -Understand that thoughts can be written down. -Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in</p>	<p>Emergent writing: -Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. -Makes make marks and drawings using increasing control. -Know there is a sound/symbol relationship. -Use some recognisable letters and own symbols. -Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC</p>	<p>Emergent writing: Use appropriate graphemes for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable graphemes more consistently.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some harder to read and spell words independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</p> <p>-Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of</p>

	<p>English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>words by identifying the sounds. Write own name. Handwriting: Form some graphemes correctly that have been taught through the ELS programme. Recognise that after a word there is a space.</p>			<p>correctly orientated. Include spaces between words.</p>	<p>known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell harder to read and spell words independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
Phonics	<p>Our phonics is taught through Essential Letters and Sounds. Phase overview and term by term progression can be found on the school website or, attached separately to this document.</p>					



Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who am I?		Look what I can do!		Isn't our world amazing?	
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 Goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Term Specific Provision	White Rose Maths Getting to know you Just like me Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)	White Rose Maths It's me 1, 2, 3! Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness) Light and dark Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (Shapes with 4	White Rose Maths Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	White Rose Maths Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2) Consolidation	White Rose Maths To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) First, then, now Adding more Taking away Spatial reasoning (2)	White Rose Maths Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning (3) On the move Deepening understanding Patterns and relationships Spatial reasoning (4)

		sides) Measurement – Time (Night and day)				
Ongoing throughout the year	<p>Link the number symbol with its cardinal number value.</p> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</p> <p>Count beyond ten. Compare numbers</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Understand the 'one more/one less than' relationship between consecutive numbers.</p> <p>Continue, copy, and create repeating patterns.</p> <p>Compare length, weight, and capacity.</p>					



Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who am I?		Look what I can do!		Isn't our world amazing?	
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 Goal	<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Somerset is special, have an awareness of other people's cultures and beliefs.</p>					
Term Specific Provision	<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p>Chronology: 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.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas</p>	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>

		Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.				
Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books.						
	<p>Respect: Themselves, special things in their own lives.</p> <p>Lyfta - Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Lyfta - Look closely at and make comparisons between this country and the lives of people in other countries within the world</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand that some places are special to members of their community.</p>	<p>Respect: Animals and know how to care for an animal/pets</p>

		(homes around the world)				
	<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, besides, on top of etc.</p>	<p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map -</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.</p>	<p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p>	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.</p> <p>Understand the key features of</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. Recognise some environments that are different to the one in which they live e.g., Antarctica.</p>

					the life cycle of a plant or animal.	
	<p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Observation: Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					
Key Vocabulary	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qur'an, mosque				
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend				
	Geography	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	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				
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume				



Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Who am I?		Look what I can do!		Isn't our world amazing?	
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 Goal	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					
Term Specific Provision	<p>Join in with songs, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Exploring sounds and how they can be changed, tapping out of simple rhythms. Self-portraits, Drawing - opportunities for</p>	<p>Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems Role Play Party's and Celebrations Role Play of The Nativity Colour focus. We will be making lighter and darker tones and mixing colour. We will talk about colour and use different tools to</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Chinese music and composition. Shadow Puppets. Teach children different techniques for joining materials, such as how to use</p>	<p>Make different textures; make patterns using different colours Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Collage-farm animals / Mother's Day crafts Easter crafts Artwork themed around Eric Carle / The Seasons 3D focus -We will use construction kits to ignite creativity in building</p>	<p>Life cycles, Flowers Sun flowers Encourage children to create their own music. Retelling familiar stories. Drawing - A continuation of our drawing experience, using skills to draw objects that are in front of us. We will strengthen our ability to 'look' at things in detail. We will also continue appreciating some famous</p>	<p>Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Salt dough fossils Puppet shows: Provide a wide range of props for play which encourage imagination. Free Art - Art sessions will have an element of free choice this term to encourage the children's awareness of their own creativity. There will be</p>

	<p>the children to show their current skills. The children will be encouraged to make marks, explore patterns and shapes and draw in large and small scale. We will also be appreciating the art of well-known artists. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>apply colour. We will also be appreciating the art of well-known artists. Matisse.</p>	<p>adhesive tape and different sorts of glue. Printing Sketchbooks will be used to record our explorations and continue our drawing skills. We will make Monoprints, print with objects and create a printing block by pushing objects into clay. We will also be appreciating the art of well-known artists.</p>	<p>structures and work with found and collected objects to create creatures using a variety of joining methods.</p>	<p>works of art from different artists.</p>	<p>drawing and colour experiences nurturing their creativity skills. We will also be appreciating the art of local artists.</p>
Tier Two Vocabulary	Art	Art paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	Music dance, move, perform, style	Music song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				

