




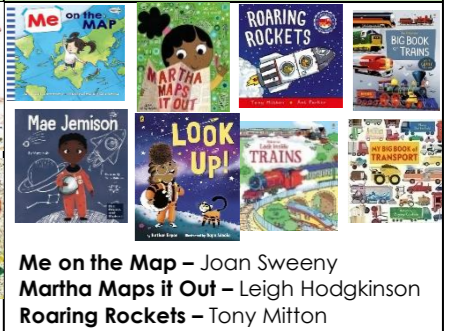
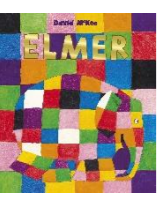
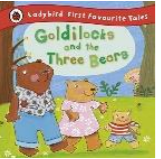
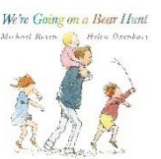




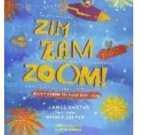
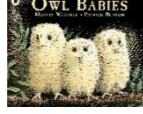
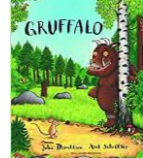


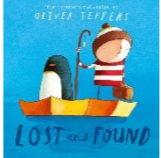

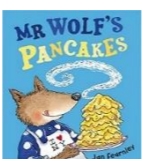
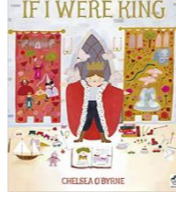
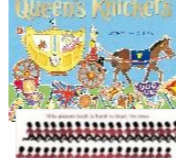





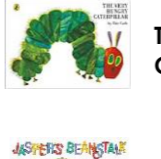
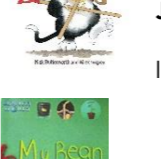
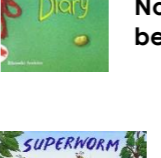

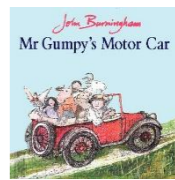
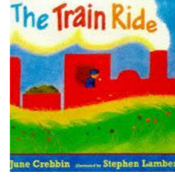
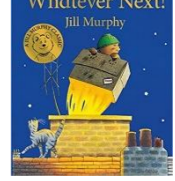
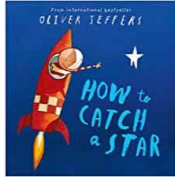
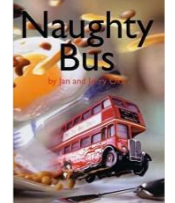


RISE EYFS (FS2) Long-Term Curriculum Overview 2025-2026

| Themes, Lines of Enquiry and Interests | Autumn 1 7 weeks | Autumn 2 8 weeks | Spring 1 6 weeks | Spring 2 7 weeks | Summer 1 4 weeks | Summer 2 6 weeks |
|--|--|---|---|--|--|--|
| Links to KS1 Curriculum | <p>Year 1 Science AIH (Senses) (Week 7)</p> <p>Year 1 History – Changes in Recent Memory (Week 11 & 12)</p> <p>Year 2 Geography – Local Area Study (Week 27 & 28)</p> | <p>Year 1 Geography School Locality (Week 1 & 2)</p> <p>Year 1 Science Seasonal Changes (Week 3 & 4)</p> <p>Year 1 Science – Animals and What they Need (24 & 25)</p> <p>Year 2 Science – Habitats (Week 3 & 4)</p> | <p>Year 1 Science – Animals and What they Need (24 & 25)</p> <p>Year 1 Geography – Hot and Cold Places (Week 28 & 29)</p> <p>Year 1 History – Significant People (Walter Tull, George Stephenson)</p> <p>Year 2 Geography – Continents (Week 1 & 2)</p> <p>Year 2 Science – Habitats (Week 3 & 4)</p> <p>Year 2 History – Explorers (Week 13 & 14)</p> <p>Year 2 Geography – Comparison Study (Week 16 & 17)</p> | <p>Year 1 History – Parliament and Royalty (Week 22 & 23)</p> <p>Year 2 Geography London Over Time (Week 8 & 9)</p> | <p>Year 1 Science - Plants (Week 21)</p> <p>Year 2 Science – Plants (Week 25 & Week 26)</p> | <p>Year 1 Science Seasonal Changes (Week 3 and 4)</p> <p>Year 1 History – George Stephenson</p> <p>Year 1 Geography Oceans and Seas (Week 18/19)</p> <p>Year 1 Geography – Life in the U.K. (Week 9 & 10)</p> |
| Key Texts |  <p>What I Like About Me by Alia Zobel-Nolan or Super Duper You! – Sophy Henn</p> <p>All are Welcome – Alexandra Penfold and Suzanne Kaufman or My Word, Your World - Melanie Walsh</p> |  <p>Leaf Man – Lois Ehlert</p> <p>Ferdie and the Falling Leaves - Julia Rawlinson</p> <p>The Very Helpful Hedgehog- Rosie Wellesley</p> <p>Hibernation Hotel - John Kelly</p> |  <p>Seasons – Hannah Pang</p> <p>Winter -</p> <p>The Story of Snow – Jon Nelson</p> <p>Sneezy the Snowman – Maureen Wright</p> <p>The Great Race – Emily Hiles</p> <p>My Chinese New Year –</p> |  <p>Queen Elizabeth II – Little people, Big dreams - Maria Isabel Sanchez Vegara</p> <p>Katie in London - James Mayhew</p> <p>Paddington at the Palace – Michael Bond</p> <p>A Walk in London - Salvatore Rubbino</p> <p>Me and My Family Tree - Joan Sweeny</p> <p>Busy Spring – Sean Taylor</p> |  <p>Egg to Chicken (Life cycles) – Camilla de la Bedoyere</p> <p>Look Inside a Farm – Katie Daynes</p> <p>The Farm that Feed Us – Nancy Castaldo</p> <p>Old Mikamba had a Farm – Rachel Isadora</p> <p>Peep Inside Bug Homes – Anna Millbourne</p> |  <p>Me on the Map – Joan Sweeny</p> <p>Martha Maps it Out – Leigh Hodgkinson</p> <p>Roaring Rockets – Tony Milton</p> <p>The Big Book of Transport – Moira Butterfield</p> <p>Mae Jemison – Mary Nhin</p> <p>Look Up – Nathan Bryon</p> <p>Look Inside Trains – Alex Frith</p> |

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|---|---|--|---|---|---|---|
| | <p>Eyes, Nose, Fingers and Toes – Judy Hindley Me and my Amazing Body – Joan Sweeny It's Okay to be different – Todd Parr My Five Senses - Alikei The Great Big Book on Families – Mary Hoffman or A handful of Buttons – Carmen Parets Luque or We are a Family – Patricia Hegarty The Growing Story – Ruth Krauss and Helen Oxenbury Once There Were Giants - Martin Waddell The Colour of Us – Lezette Rivera and Christie Hainsby</p> | <p>Tree – Britta Teckentrup Autumn - Ailie Busby Little Acorn – Seasons – Hannah Pang The Leaf Thief – Alice Hemming Sweep – Louise Greig Moon – Patricia Hegarty Fox in the Night – Martin Jenkins The Black Rabbit – Philippa Leathers The Squirrels Busy Year – Martin Jenkins Wow! Its night-time – Tim Hopgood Winter Sleep – Sean Taylor Lighting a Lamp – Jonny Zucker Rama and Sita – The Runaway Chapatti – Susan Price</p> | <p>Lanterns and Fireworks – Johnny Zucker Chinese New Year – Grace Jones Shackleton's Journey - William Grill Let's Save Antarctica – Catherine Barr Egg to Penguin – Camilla de la Bedoyere The Emperors Egg – Martin Jenkins Ernest Shackleton – Maria Isabel Sanchez Vegara</p> | | <p>The Big Book of Bugs – Yuval Zommer Bug Hotel – Libby Walden Bugs – Patricia Hegarty The Tiny Seed – Eric Carle My Bean Diary – Discovery World</p> | |
| <p>Literacy Teaching texts</p> | <p> Elmer Elmer</p> <p> Goldilocks and the Three Bears</p> <p> We're Going on a Bear Hunt – Michael Rosen</p> <p> The Tiger Who Came to Tea – Judith Kerr</p> <p> The Little Red Hen</p> | <p> Pumpkin Soup – Helen Cooper</p> <p> No Dinner – Jessica Souhami</p> <p> Zim Zam Zoom – Firework Poem</p> <p> Owl Babies – Martin Waddell</p> <p> The Gruffalo – Julia Donaldson</p> | <p> Jack Frost</p> <p> The Great Explorer – Chris Judge</p> <p> Lost and Found – Oliver Jeffers</p> <p> The Emperor's Egg</p> <p> Mr Wolf's Pancakes - Instructions/ Verbal sequencing</p> | <p> If I Were King</p> <p> The Queen's Knickers</p> <p> The Queen's Hat</p> <p> The Odd Egg - Emily Gravitt</p> <p> We're Going on an Egg Hunt</p> <p> Zog</p> | <p> What the Ladybird Heard - Julia Donaldson</p> <p> The Very Hungry Caterpillar</p> <p> Jasper's beanstalk Instructions</p> <p> Non-fiction: Growing a bean</p> <p> Superworm - Julia Donaldson</p> <p>Jack and the beanstalk</p> | <p> Mr Gumpy's Motor Car/Outing</p> <p> The Train Ride</p> <p> Whatever Next – Jill Murphy</p> <p> How to Catch a Star – Oliver Jeffers</p> <p> Naughty Bus</p> |
| <p>Key Experiences and Festivals</p> | <p>Harvest Festival Walk around the school grounds Choose a tree to photograph throughout the year Walk in the local area, mapping where children live. Walk around the local area and comparing houses</p> | <p>Bonfire Night 5th November Remembrance day 11th November Diwali - Festival of Lights 14th November Christmas - 25th December</p> <p>Autumn Welly Walk Discuss own experiences/ celebrations ie birthday and Christmas Making bread/Vegetable soup</p> | <p>Shrove Tuesday Ash Wednesday Valentine's Day World Book Day Luna New Year – Making and eating Chinese Noodles/Stir Fry. Food tasting & cooking– different cultures</p> | <p>Holi Easter Mothering Sunday</p> <p>Local site of historical interest relating to the Monarchy e.g. a stately home, castle, palace etc.</p> | <p>Eid Father's Day</p> <p>Local garden centre, ecological or botanical project or attraction.</p> | <p>Transition days</p> <p>Transport museum, local attraction with historical transport.</p> |

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| <p>Show and tell – any new born siblings, grandparents Any people who help within the community; police, nurses, fire service etc</p> | <p>Nativity performance - Church Service Stay and Play sessions Posting a letter - Walking to the Post Office to post a Christmas card</p> | | <p>Member of the school community who can talk about Easter- links to local churches</p> | | |
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Communication & Language



Throughout the year there will be a focus on spoken language – this will be evident in children’s play and the interactions between staff and children as well as children and children. Examples of CAL within the Early Years are oral story-telling, nursery rhymes, high quality talk, NELI Programme, daily story time, learn and embed new vocabulary, story mapping, daily singing, Makaton signs, visual support and listening games.

Screen all children with WELCOMM at Baseline, Christmas and Summer for children to identify as Red.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Understand how to listen carefully and why listening is important.</p> <p>Listen to stories, rhymes, poems and songs. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.</p> <p>Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story. Begin to use time related vocabulary for the school day such as morning, lunchtime, afternoon.</p> | <p>Begin reciting learnt Nursery Rhymes by heart.</p> <p>Join in with repeated refrains and familiar stories. Begin to orally retell stories using story props.</p> <p>Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong.</p> <p>Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about nocturnal animals and what this means</p> <p>Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more and to check they understand what has been said to them</p> | <p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about cold places, what they know about them, how animals survive, describe the changes in seasons and states of matter.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...'</p> <p>Share opinions, explaining preferences e.g. My favourite season is... because...</p> | <p>Ask and answer questions about stories.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.</p> <p>Focus attention in a variety of situations; in small groups, 1:1 and whole class</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this is happening because...</p> <p>Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow?</p> | <p>Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know.</p> <p>Use intonation and rhythm when joining in with stories and rhymes Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas</p> <p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed in plants.</p> | <p>Speaking in well-formed sentences. Back and forth conversations between them and their peers and adults. Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Use new vocabulary in different contexts.</p> <p>Use talk to explain what is happening and anticipate what might happen next e.g. when reading about a story, children might explain what they think might happen to a character.</p> <p>Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Retell events in order e.g. ordering events from the stories that they've shared in class.</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p> |

Learn new vocabulary.
Use new vocabulary through the day.
Use new vocabulary in different contexts.
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs.

ELG

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| <p>ELG: Listening, Attention and Understanding</p> <p>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.</p> | <p>ELG: Speaking</p> <p>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 modelling and support from their teacher.</p> |
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Personal, Social & Emotional Development



SCARF

Throughout the year there will be a focus on PSED and the use of the Thrive approach within The Early Years. This will be evident in children's self-regulation and executive function. Long-term planning for areas of continuous provision will highlight different elements of PSED for all areas of provision. Examples of PSED and Thrive in action within the Early Years are daily mindfulness sessions, giving vocabulary to feelings through story and the introduction of strategies to support emotional regulation.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|--|---|
| <p>Me & my family. Transition from home to school. Building relationships with EY staff.</p> <p>Our classroom and school rules; how we all help to make our classroom a happy place to learn.</p> <p>My Feelings; words I can use to describe how I am feeling. What I can do when I am angry or upset Expressing and naming own feelings. Emotion stones.</p> <p>Me and My Relationships All about me What makes me special Me and my special people</p> <p>Valuing Differences I'm Special, you're special Same and different Same and different homes</p> <p>Growing and Changing Life Stages</p> <p>Community and people who help us</p> | <p>Expressing individuality- likes and interests. Sense of self as an individual. Including everyone; diversity within our school and the wider community. Being responsible. Building relationships with other children</p> <p>Me and my Relationships Feelings My Feelings (2)</p> <p>Valuing Differences I am Caring I am a Friend</p> | <p>My Community. Teamwork and sharing; working together and waiting to take turns How can I help my friends? Considering the feelings of others.</p> <p>Rights and Responsibilities Looking after my special people Looking after my friends Being helpful at home Caring for our world Looking after money</p> | <p>Express preferences and decisions. Introduce class jobs. Changes as we get older. Life stages.</p> <p>Being My Best Bouncing back when things go wrong Yes I can! Healthy Eating Healthy Mind Move your body</p> | <p>Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean. Brushing teeth, hand washing Visit from dentist/school nurse</p> <p>Resilience, perseverance and challenge through social stories and inspirational people. What do I do when things are hard?</p> <p>Growing and Changing Looking at Seasons Life stages: plants, animals, humans Life stages: Who will I be? Where do babies come from? Getting bigger Me and my body: Girls and Boys</p> | <p>Challenges: moving to Year One Perseverance Who can help me at school? Doing things myself and helping others. Independence. What can I do if I am worried?</p> <p>Keeping myself safe Keeping myself safe - Road Safety What's safe to go on to my body What's safe to go into my body Safe indoors and outdoors Listening to my feelings Keeping safe online People who help keep me safe</p> |

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| <p>ELG: Self-Regulation - 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 focused 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.</p> | <p>ELG: Building Relationships 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.</p> | <p>ELG: Managing Self Children 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.</p> |
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Physical Development



Throughout the year, there will be a focus on PD within The Early Years. Daily opportunities to practise fine motor skills through classroom provision and Dough Disco/Pen Disco activities. Daily handwriting/letter formation. Access to outdoor provision where children will develop their gross motor skills across the year.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|--|
| <p>Spatial awareness and multi step instruction games Running, jumping, using tricycles and scooters outside with increasing control.</p> | <p>Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor</p> | <p>Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.</p> | <p>Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles</p> | <p>Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope</p> | <p>Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching</p> |
| <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have? Drawing Maps</p> | <p>Small tools; cutlery, tweezers, pipettes, scissors Drawing, painting and modelling dough animals Chopping/peeling vegetables for winter soup</p> | <p>Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,</p> | <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals, pencil control</p> | <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals, pencil control Drawing and painting plants and flowers, leaf rubbings</p> | <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing</p> |

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| <p>Gross Motor</p> |
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| <p>Fine Motor</p> |
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| | | | | | Using woodworking tools to make bee houses – Hammers, Saws | Drawing maps, transport, junk modelling vehicles |
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| ELG | Gross Motor Skills ELG 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. | | | Fine Motor Skills ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. | | |
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Literacy




Comprehension, word reading, writing

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Comprehension Fiction including picture books with familiar settings, relating to families, people who help us. Understand print carries meaning Show interest in books Predict story endings Join in rhyming and rhythmic activities Listening and participating during whole class English sessions Commenting on stories Joining in with repeated refrains of familiar stories Sequencing stories Giving personal responses to texts Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language</p> <p>Word Reading Initial code and simple CVC words in line with Sounds Write To orally start to segment the sounds in words and blend them together. Continues a rhyming string and identifies alliteration. Hears and says the initial sound in words. I can identify known letters to match initial sounds (Initial code taught)</p> <p>Writing Give meaning to marks made Emergent writing – writing for a purpose within provision. Begins to break the flow of speech into words Write name Writing labels</p> | <p>Comprehension Fiction & Non fiction books about Autumn and Celebrations. Demonstrate understanding of books that have been read to them: To suggest how a story might end. To be able to name characters and talk about key events in stories. Identify and anticipate key events in familiar stories including repeated refrains. To begin to recall facts from non-fiction.</p> <p>Continue to join in rhyming and rhythmic activities</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p>Word Reading Initial code and simple CVC words and more in line with Sounds Write I can identify known letters to match initial sounds (Initial Code Unit 1-7) I can start to orally blend the sounds together to read and write CVC words and labels e.g. c-a-t with the sounds taught I am starting to read captions e.g. the cat and the dog</p> <p>Writing Write name without a name card. Give meaning to marks made. Writing Simple Labels and lists Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Letter formation Pencil control To begin to write some lower case letters correctly.</p> | <p>Comprehension Fiction & Non-fiction texts about space - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. To retell a story, remembering the beginning, middle and end.</p> <p>Word Reading Reading words through sound blending as part of Sounds Write Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. To read words consistent with their phonic knowledge by sound blending. Starts to link sounds to letters, naming and sounding the letters of the alphabet. I can segment and blend CVC words and spell words by identifying sounds in them and representing the sounds with a letter or letters. I can read simple captions</p> <p>Writing I can say a simple sentence for writing (oral and count words) Segment words orally Uses their developing phonic knowledge to write things such as CVC words, labels and captions, messages which can be read by self and others Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. Represent some sounds correctly and in sequence, writing words containing taught sounds. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Letter formation</p> | <p>Comprehension Fiction & Non-fiction texts about the monarchy, history etc. Role play using newly acquired vocabulary e.g. role play a coronation Children can annotate pictures of monarchs with speech bubbles and thought bubbles. To retell a story, remembering the beginning, middle and end. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Word Reading Recognise common exception words within a Read Write Inc Read and understand simple sentences in stories and information books using phonic knowledge to decode regular words and read aloud accurately To read words and sentences consistent with their phonic knowledge by sound blending.</p> <p>Writing Labelling e.g labelling seed pots Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases Write short phrases and sentences using growing knowledge of phonics to attempt unknown spellings Write own labels, captions, messages, simple stories, which can be read by self and others.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.</p> <p>Focus on letter formation in line with handwriting policy</p> | <p>Comprehension Fiction & Non-fiction texts about how people, animals and plants grow. Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p>Word Reading Read sentences in stories and information books Decode regular words</p> <p>Writing Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Create fact books about Plants and Minibeasts and notice the difference between writing stories and writing information. Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Use phonic knowledge to spell words in ways which match sounds. Use high frequency words in writing To write words containing sounds taught, including taught digraphs. To start to use finger spaces between my words To read sentences back To read and spell some tricky words. Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.</p> <p>Extending my writing and using connectives – making our writing stronger and longer.</p> <p>Letter formation I can write most lower case letters correctly I can use a tripod grip.</p> | <p>Comprehension Fiction & Non-fiction books about the past. Jumping into the story Settings- what was the character thinking at this point in the story? Character profiling; what do we know about _____? Nonsense poetry- how authors play with words Creating our own stories (orally or written) with a Beginning, middle and end.</p> <p>To use new vocabulary from stories throughout my play and when making up my own stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>I can recall facts from a non- fiction book.</p> <p>Word Reading Read and spell regular words of more than 1 syllable Read irregular, high frequency words Read simple stories and describe main events</p> <p>Writing Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary. Use key features of narrative in own writing. Using descriptive language in oral storytelling and in writing. Instructions; writing numbered lists in a logical order.</p> <p>Using finger spaces, capital letters and full stops</p> <p>Letter formation I can write some upper case letters correctly. Descenders are sitting below the line.</p> |

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| | Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Letter formation Pencil control Begins to make letter-type shapes to represent the initial sound of familiar words. | | Focus on letter formation in line with handwriting policy | | | |
| Phonics- Sounds Write Initial Code Daily Phonics - Sounds Write | Initial Code: Units 1-4 • Unit 1 (2 wks) • Unit 2 (2 wks) • Unit 3 (2 wks) • Unit 4 (2 wks) Segment, blend and manipulate sounds in words with the structure CVC m, a, t, s, i, n, o, p, b, c, g, h Sight Words is, a, said, the, l, | Initial Code: Units 5-7 • Unit 5 (2 wks) • Unit 6 (2 wks) • Unit 7 (2 wks) Segment, blend and manipulate sounds in words with the structure cvc d, f, v, e, k, l, r, u, j, w Sight Words for, of, are, he, was, she, | Initial Code: Units 8 – 10 • Unit 8 (2 wks) • Unit 9 (2 wks): Wk 1 CCVC (continuants) Wk 2 CCVC (noncontinuants) + Unit 11 /sh/ (fish/mash CVC) • Unit 10 + continuing Unit 11 Segment, blend and manipulate sounds in words with the structure cvc z, w, x, y, ff, ll, ss, zz Sight Words all, come, some, to, | Continuing the Initial Code: Units 8 – 10 • Unit 8 (2 wks) • Unit 9 (2 wks): Wk 1 CCVC (continuants) Wk 2 CCVC (noncontinuants) + Unit 11 /sh/ (fish/mash CVC) • Unit 10 + continuing Unit 11 Segment, blend and manipulate sounds in words with the structure cvc Introduce building vcc, cvcc, ccvc words with prior learnt sounds | Initial Code: Unit 10 to run concurrently with: Initial Code: Unit 11) • Unit 11 - /sh/ - < sh > • Unit 11 - /ch/ - < ch > • Unit 11 - /th/ - < th > un/voiced • Unit 11 - /k/ - < ck > • Unit 11 - /ng/ - < ng > & < n > • Unit 11 - /k/w/ - < q > < u > • Unit 11 - /w/ - < wh > Segment, blend and manipulate sounds in words with the structure CCVCC Lesson 6 – Bridging Units (#39 on USB) | |
| ELG | Comprehension ELG Demonstrate 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 ELG 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 ELG 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. | |

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| Mathematics White Rose | There will be a focus on Mathematics and playing games using loose parts during the year. Long-term planning for areas of continuous provision will highlight different elements of Mathematics within all areas of provision. | | |
| | Autumn Term | Spring Term | Summer Term |
| | Getting to know you - Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of day, class routines. Match, Sort and Compare Match objects Match pictures and objects Identify a set Sort objects into a type Explore sorting techniques Create sorting rules Compare amounts Talk about Measure and Patterns – Compare size, compare mass, compare capacity, explore simple patterns, copy and continue simple patterns, create simple patterns. It's me 1,2,3, Find 1,2 and 3 Subitise 1,2 and 3 Represent 1,2, and 3 1 more, 1 less Composition of 1,2 and 3 Circles and Triangles- Identify and name circles and triangles, compare circles and triangles, shapes in the environment, describe position 1,2,3,4,5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 | Alive in 5 Introducing zero Find 0 to 5 Subitise 0 to 5 Represent 0 – 5 1 more 1 less Composition Conceptual subitising to 5 Mass and Capacity - Compare Mass. Find a balance. Explore capacity, Compare capacity Growing 6,7,8 Find 6,7 and 8 Represent 6,7,8 1 more 1 less Composition of 6,7 and 8 Making pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combining two groups Conceptual subitising Length, height and time Explore length, compare length, compare height, talk about time, order and sequence time Building 9 and 10 | To 20 and beyond Building numbers beyond 10 (10-13) Continue Patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue Patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How Many Now? Add more How many did I add? Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes Sharing and Grouping Explore sharing Sharing Explore Grouping Grouping |

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| | <p>1 more, 1 less Composition of 4 and 5 Composition of 1-5 Shapes with 4 sides – Identify and name shapes with 4 sides, combine shapes with 4 sides, Shapes in the environment, My day and night</p> | <p>Find 9 and 10 Comparing numbers to 10 Representing 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements to 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Explore 3D shapes Recognise and name 3D shapes Find 2D shapes with 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p> | <p>Even and odd sharing Play with and build doubles Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Make connections Deepen understanding Patterns and relationships</p> |
| <p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; 14. 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.</p> | | <p>ELG: 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.</p> | |


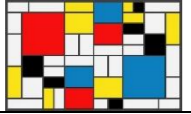




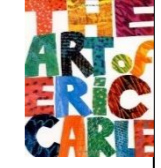
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| <p>Understanding The World</p>  | <p>Within Understanding the World we are developing knowledge which builds into a bigger picture of understanding, providing our children with foundational knowledge which will equip our children for success later in their primary education. Throughout the year, there will be a focus on seasonal changes and nature – this will be evident in children’s play and the interactions between staff and children as well as experiences provided and play. Concepts are built on and developed over time, carefully linked and planned with key vocabulary introduced and explored. The majority of teaching will be lead through high quality texts. Examples of UTW within the Early Years are daily opportunities to observe the seasons and the weather and recording this, discussing weather daily and gardening throughout the year.</p> | | | | | |
| | <p>Autumn 1</p> | <p>Autumn 2</p> | <p>Spring 1</p> | <p>Spring 2</p> | <p>Summer 1</p> | <p>Summer 2</p> |
| <p>Past and Present (History)</p> | <p>History - Me and My Family What is a family? Diverse representations of family life. Share photographs. Family trees - Who is in my family? Stories about families, Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Timelines, Family Trees, What I was like when I was a baby? Share photographs as children as babies and as they are now. What has changed? Talk about members of their immediate family and community. (DM) Name and describe people who are familiar to them. (DM) Comment on images of familiar situations in the past. (DM) Talk about the lives of people around them and their roles in society. (ELG)</p> | | <p>History - Ernest Shackleton the explorer; The South Pole, the challenges of his journey Describing the life of a historical character based on what has been read. <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. (DM) • Understand the past through settings, characters and events encountered in books read in class and storytelling. </p> | <p>History - Kings and Queens (The Royal Family) Queen Elizabeth II, Members of the Royal Family, Role of the Queen, Queen Elizabeth II’s coronation in Westminster Abbey. Family tree, Line of succession, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Victoria, Jubilee. Comment on images of familiar situations in the past. (DM) <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. (DM). • Understand that some places are special to members of their community. (DM) • 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>History - How things grow Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p> | <p>History – Transport in the Past George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history. Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport. <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. (DM) • Compare and contrast characters from stories, including figures from the past. (DM) • 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 (Geography)</p> | <p>Geography: The world around me Our Local Area - Describing places in our local area</p> | <p>Geography: The world around me Our Local Area - Describing places in our local area</p> | <p>Geography - Arctic – contrasting environments, compare this to where we live.</p> | | <p>Geography - Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region.</p> | <p>Geography - Local Area – Transport Transport in our local area and contrasted with transport for long journeys - children’s experience of</p> |




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| | <p>Maps and Plans - Draw maps & plans of our school/ homes/ classrooms. My route to school; what do I pass? Do I take transport? Following a route and describing it, Understanding an address Simple fieldwork Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police</p> <p>Talk about members of their immediate family and community. (DM)</p> <ul style="list-style-type: none"> • Draw information from a simple map. (DM) • Understand that some places are special to members of their community. (DM) • Recognise some environments that are different to the one in which they live. (DM) <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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>Maps and Plans - Draw maps & plans of our school/ homes/ classrooms. My route to school; what do I pass? Do I take transport? Following a route and describing it, Understanding an address Simple fieldwork</p> <p>Talk about members of their immediate family and community. (DM)</p> <ul style="list-style-type: none"> • Draw information from a simple map. (DM) • Understand that some places are special to members of their community. (DM) • Recognise some environments that are different to the one in which they live. (DM) <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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>Harvest/ Diwali/ Christmas Talk about how people celebrate Christmas around the world</p> <ul style="list-style-type: none"> • Talk about the features of different celebrations for different faiths • Know why different people celebrate different things | <p>The coldest places on earth: North and South Poles. Globe and atlas Animals from this area - habitats/how they are endangered/climate Care for the natural world - Ice melting/freezing. What is it like where we live? Compare to different places from around the world.</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <ul style="list-style-type: none"> • 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>Luna New Year/ Shrove Tuesday Find out about how Chinese New Year is celebrated around the world including the UK</p> <ul style="list-style-type: none"> • Find out how the lives of people in China are the same and different to ours | | <p>Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p> | <p>transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. (DM) • Recognise some environments that are different to the one in which they live. (DM) • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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>The Natural World (Science)</p> | <p>Science – All about me Human body: Body parts, Growth and change, Senses Different parts of the body and their function</p> <p>Name and describe people who are familiar to them (DM)</p> <ul style="list-style-type: none"> • Explore the natural world around them (DM/ELG) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) | <p>Science – Changes of the Seasons. Animals and their habitats Autumn - falling leaves, harvest, conkers, temperature changes, rain fall, mice gather food to store, hibernation, squirrels are busy finding food and watching out for predators, seeds go to bed to prepare to grow, hedgehogs – nocturnal, hibernate. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p> <ul style="list-style-type: none"> • Explore the natural world around them. (DM) • Describe what they see, hear and feel whilst outside. (DM) • Recognise some environments that are different to the one in which they live. (DM) • Understand the effect of changing seasons on the natural world around them. (DM) • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Science – Sources of light</p> | <p>Science - Changes of the seasons/changes in state. Animals and their habitats – how do they adapt? Winter where we live - changes in environment. Knowing similarities and differences between the seasons. Changes in state - ice, snowflakes, how can we melt ice, why does ice melt? what happens when it warms? Why can we see our breath when it is cold? Can you live on ice? Animals within this Arctic and Antarctic and how they survive - animals and habitats</p> <ul style="list-style-type: none"> • Explore the natural world around them. (DM) • Describe what they see, hear and feel whilst outside. (DM) • Recognise some environments that are different to the one in which they live. (DM) • Understand the effect of changing seasons on the natural world around them. (DM) • 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 | <p>Science - Signs of Spring and Life Cycles Seasons of the year: Spring. Spring walk- observing signs of spring. The first signs of spring: snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings. Snowdrops, crocuses, daffodils appear. The sleeping earth awakens</p> <ul style="list-style-type: none"> • Explore the natural world around them. (DM) • Describe what they see, hear and feel whilst outside. (DM) • Recognise some environments that are different to the one in which they live. (DM) • Understand the effect of changing seasons on the natural world around them. (DM) • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>New life and the Farm Farm trip, Observing changes in nature through life cycles - Tadpoles and Frogs. Eggs and chicks/ducklings. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal</p> | <p>Science - Life cycles/Plants Plants Plants; how they grow from seeds and bulbs. Grow tomatoes, Harvest runner beans and potatoes What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants</p> <p>Observing how flowers follow the light Science experiment Light and shadows. The Sun is the centre of the solar system- follow interest into planets and space. Explore how flowers follow the sun. The sun is vital for all of life.</p> <p>Minibeasts Why are bees important? - Bees smell the first signs of spring and emerge from hibernation. The queen bee looks for a place to lay her eggs. Observing more life cycles - Caterpillars and Butterflies Butterflies - Butterflies warm their wings in the summer sun. Their patterns are unique to them. Symmetry-link to white rose unit, find my pattern</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst | <p>Seasons of the Year: Summer - How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?</p> <p>Shadows Create a sun dial What is a shadow? How is it made? Shadow pictures Light sources</p> |

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| | Natural and Manmade Links to Bonfire Night (Bonfire and Diwali) • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten • Explore the natural world around them. (DM) • Describe what they see, hear and feel whilst outside. (DM) • Explore the natural world around them, making observations and drawing pictures of animals and plants; | outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • 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. |
| ELG | ELG: 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. | ELG: 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. | ELG: 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. | |

Expressive Arts & Design

Throughout the year, there will be a focus on singing, oral storytelling, playing in role and being creative – this will be evident in daily routines and within play. Examples of EAD within the Early Years are daily opportunities to sing, perform and appraise a diverse range of music and art through indoor/outdoor provision and daily routines as well as daily opportunities to create music and art and to tell stories through drama, role-play and puppets and opportunities to express themselves through play.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Artists | Joan Miro  Piet Mondrian  | Andy Goldsworthy Nature Sculpture Art  Van Gogh Starry Night  | Jackson Pollock  Puppets: Chinese New Year | Design and Technology | Van Gogh - Still life: drawing and painting sunflowers  Eric Carle  | Design and Technology |
| Creating with Materials | Self Portraits – Colour and Line Colour mixing – different shades of skin tones. My family pictures. • Explain what a portrait is and begin to identify the features of a portrait. • To be able to use lines and colour to create a self-portrait – straight, wavy, zigzag. • Manipulate malleable materials and objects showing a preference of a dominant hand. Exploring colour. Painting with primary colours. Mixing secondary colours. Colour: naming, recognising and mixing primary colours | Observational Art and Nature Sculpture Diva lamp using clay • Manipulate malleable materials and objects showing a preference of a dominant hand. • Impress and apply simple decoration. Natural Art - Collaborative natural collage linked to Andy Goldsworthy and Autumn • Explain who Andy Goldsworthy is and identify the features of his artwork. • To identify different colours, shapes, patterns and textures in nature. • How to use materials to create an object/piece of artwork. Observational Drawings - Squashes and Mixing colours for Autumn leaves • Know how to mix colours to create lighter and darker colours. | Painting Techniques Winter Art • Know how to make a colour lighter using white paint. (tint) • To use and apply my knowledge of line to create an observational drawing. Chinese New Year Puppets – folding techniques • To explore the use of folding techniques. • To construct with a purpose, using a variety of resources, simple tools and techniques. Jackson Pollock - Creating drip paintings like Jackson Pollock. • Explain know who the Artist Jackson Pollock is and identify the features in his artwork. | Structures - Junk Modelling - Castles Spring observational drawings – Watercolours • Know how to mix colours to create lighter and darker colours. • To use and apply my knowledge of line to create an observational drawing. Create Easter bonnets Junk Modelling – Castles Design • To learn how to plan and select the correct resources needed to make a model. • To discuss what they want to make, constructing with a purpose. Make • To select appropriate resources • To verbally plan and use my written plan to create a junk model castle. | Still Life and Collage Drawing and painting sunflowers, Studying Van Gogh. Studying how Van Gogh used different marks to draw still life. • To use and apply my knowledge of line and colour to create an observational drawing. • Explain who Van Gogh is and identify the features of his artwork – still life. • How feelings/moods can be created using colour and tone. • Know how to mix colours to create lighter and darker colours. • To explore hues of yellow to create a petal. | Design – Structures, Boats. Design • To learn how to plan and select the correct resources needed to make a model. • To discuss what they want to make, constructing with a purpose. Make • To select appropriate resources • To verbally plan and use my written plan to create a junk model boat. Evaluate • To share a finished model and talk about the processes in its creation. • Talk about the suitability for different materials and reasons why. |

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| | <ul style="list-style-type: none"> Identify the primary colours: red, yellow and blue. Know how to mix poster paints to create different secondary colours. Know how to make a colour lighter using white paint. (tint) <p>Exploring line: in roads, maps and Miro/Mondrian</p> <ul style="list-style-type: none"> Explain know who Miro is and identify the features in his artwork. Explain know who Mondrian Artist and identify the features in his artwork. | <ul style="list-style-type: none"> To use and apply my knowledge of line to create an observational drawing. <p>Van Gogh – Starry Night</p> <ul style="list-style-type: none"> Explain who Van Gogh is and identify the features of his artwork. Paint in the style on Van Gogh using the technique of spiral/swirl. | <ul style="list-style-type: none"> To know who the artist Jackson Pollock is and features of his art work. Paint in the style of Jackson Pollock exploring painting techniques – drip, pour, splat. | <p>Evaluate</p> <ul style="list-style-type: none"> To share a finished model and talk about the processes in its creation. <p>Technique</p> <ul style="list-style-type: none"> To learn about the different ways in which we can join materials together and to practise these techniques. To explore and investigate the tools and materials in the junk modelling area.  | <p>Collage – Eric Carle</p> <ul style="list-style-type: none"> Use a variety of paper/material to create collage in the style of Eric Carle.  <p>Spirals and Snails</p> <ul style="list-style-type: none"> Explore creating patterns of spirals (Snails & Kandinsky) Manipulate malleable materials and objects showing a preference of a dominant hand. To explore the properties of clay. Impress and apply simple decoration.  | <ul style="list-style-type: none"> Look at similarities and differences between existing objects / materials / tools Discuss problems and how they might be solved as they arise. <p>Technique</p> <ul style="list-style-type: none"> To learn about the different ways in which we can join materials together and to practise these techniques. To explore and investigate the tools and materials in the junk modelling area. |
| <p>Being Imaginative and Expressive</p> | <p>Daily singing Nursery and Number rhymes as a whole class/ small group. Sing to singing hands to encourage the use of Makaton.</p> <p>Rhythm, Pulse and Sound</p> <p>Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.</p> | <p>Daily singing - introduce out of the ark as a whole class/ in a small group.</p> <p>Perform the nativity performance</p> <p>Watch a nativity</p> <p>Christmas songs</p> <p>Goodnight Little Seeds song</p> <p>Composer: Sergei Prokofiev, Peter and the Wolf Vivaldi - Four Seasons</p> | <p>Listen to different types of music. Dance and move expressively to music - Waltz of the snowflakes. The Nutcracker</p> <p>Playing with Sounds: Pitch</p> <p>Composer: Englebert Humperdinck, Hansel and Gretel</p> | <p>A Spring Thing song</p> <p>Playing with Sounds: Singing Games including call and response</p> <p>Express own feeling when listening to different types of music.</p> <p>Composer: Handel- Zadok the priest- coronation music</p> <p>The National Anthem</p> | <p>Move rhythmically to different types of music.</p> <p>Instrumental Activities</p> <p>Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals</p> <p>Composer: Paul Dukas, The Sorcerer's Apprentice</p> | <p>Perform to music of own choice</p> <p>Instrumental activities:</p> <p>Composition: using percussion instruments</p> <p>Composer: G.F. Handel</p> |
| <p>ELG</p> | <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | | | <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> | | |
| <p>R.E</p> | <p>F4 Being special: where do we belong?</p> | <p>F2 Why is Christmas special for Christians? [Incarnation]</p> | <p>F1 Why is the word 'God' so important to Christians? [God]</p> | <p>F3 Why is Easter special for Christians? [Salvation]</p> | <p>F5: Which places are special and why?</p> | <p>F6: Which stories are special and why?</p> |