

RECEPTION LONG TERM PLAN 2024/25

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity.

At Cobbs Brow, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity.

We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date.

Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

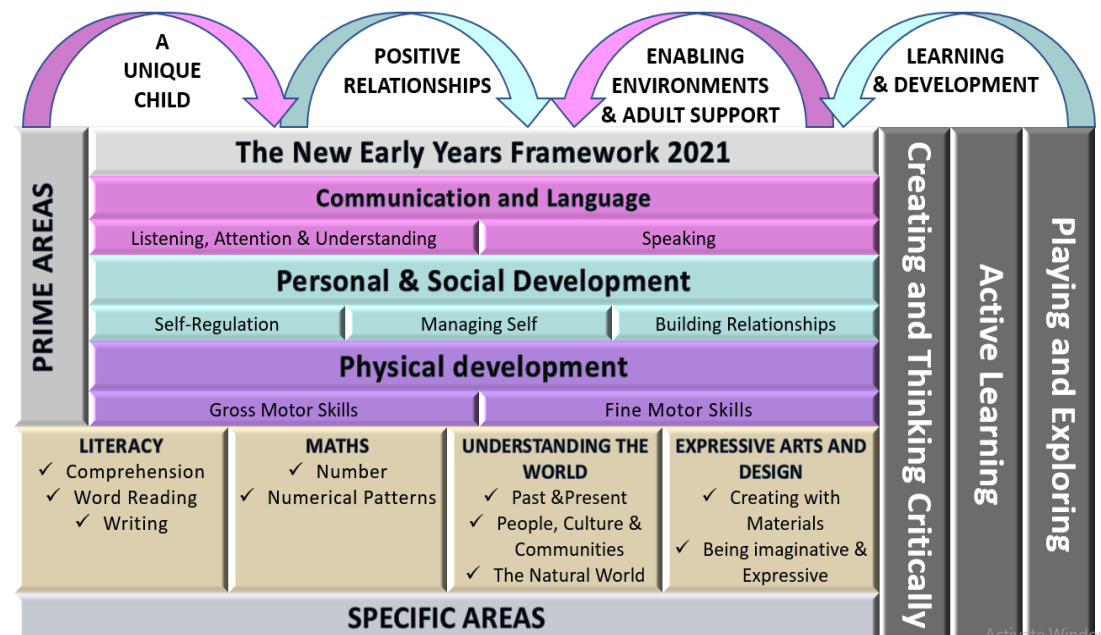
Cobbs Brow EYFS Team.

Curriculum Intent

This curriculum aims to enable all babies, toddlers and young children to be:

- Competent and creative learners who are curious about their world
- Secure and confident children who enjoy being at school and learning
- Skilful communicators who connect with others through play, symbol making and language

At Cobbs Brow Primary School we ensure each individual feels welcomed and valued and support our children to develop a positive disposition to learning. This love of learning is central to all we do. We want our children to become healthy, independent and responsible members of the community who are able to connect and communicate effectively with others and aim to prepare them for life in modern day Britain.



	AUTUMN 1	AUTUMN2	SPRING1	SPRING2	SUMMER 1	SUMMER 2
	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	LADYBUGS & LIFECYCLES!	TICKET TO RIDE!	FUN AT THE SEASIDE!
<p>GENERAL THEMES</p> <p>NB: These themes may be adapted at various points to allow for the children's interests to flow through provision.</p> <p>Planning stems from children's interests, topics and children's needs identified.</p>	<p>Starting School</p> <p>My New Class</p> <p>New Beginnings</p> <p>Settling in Ourselves</p> <p>Nursery Rhymes</p> <p>Birthday Parties</p> <p>Class Bear / Bears</p> <p>The Three Bears</p> <p>Human Body / How I have changed?</p> <p>Families / Houses</p> <p>Three Little Pigs</p> <p>Keeping Healthy / Safe (Underpants Rule)</p> <p>Dental Hygiene</p>	<p>Little Red Riding Hood</p> <p>Autumn</p> <p>Nocturnal Animals</p> <p>Hibernation</p> <p>Traditional Tale – The Little Red Hen</p> <p>Room on the Broom</p> <p>Halloween</p> <p>Light and Dark</p> <p>Bonfire Night</p> <p>Fire Safety</p> <p>The Poppy Story</p> <p>Diwali</p> <p>The Gingerbread Man</p> <p>Christmas</p>	<p>Toys</p> <p>Toys from the past</p> <p>Setting Goals</p> <p>Winter</p> <p>Artic Animals</p> <p>Animals around the World</p> <p>Safari</p> <p>David Attenborough</p> <p>Materials</p> <p>Minibeasts</p> <p>Habitats</p> <p>Three Billy Goats Gruff</p>	<p>Spring</p> <p>Climates</p> <p>Book Week</p> <p>Life Cycles</p> <p>Plants / Flowers</p> <p>Growth</p> <p>Weather / Seasons</p> <p>The Great Outdoors</p> <p>Forest School</p> <p>Reduce, Reuse, Recycle</p> <p>Science – Materials</p> <p>Jack and the Beanstalk</p> <p>The Enormous Turnip</p> <p>Kings and Queens (Monarchy)</p>	<p>Around the Town</p> <p>Skelmersdale</p> <p>Where in the world have you been?</p> <p>World / UK / Lancashire</p> <p>Transport / Vehicles</p> <p>Farm</p> <p>Animals / Growth</p> <p>Bear Hunt</p> <p>Being Healthy – What can we grow?</p> <p>Moon – Neil Armstrong</p>	<p>Water Safety</p> <p>Farm - Trip</p> <p>Skelmersdale</p> <p>Holidays</p> <p>Transport</p> <p>Pirates / Princesses</p> <p>Under the Sea</p> <p>Marine Life</p> <p>Mermen and Mermaids</p> <p>Rainbow Fish</p> <p>Seaside's in the Past</p>
<p>PIE CORBETT</p> <p>READING SPINE</p>	<p>Owl Babies</p> <p>Goodnight Moon</p> <p>Whatever Next</p> <p>On the Way Home</p>		<p>Gruffalo</p> <p>SHHH!</p> <p>Six Dinner Sid</p> <p>Rosie's Walk</p>		<p>Mrs Armitage</p> <p>Handa's Surprise</p> <p>Farmer Duck</p> <p>Mr Gumpy's Outing</p>	
<p>POSSIBLE TEXTS</p> <p>AND 'OLD FAVOURITES'</p> <p>Fiction/Non-Fiction</p> <p>Poems</p> <p>Nursery Rhymes</p>	<p>Once there were Giants</p> <p>Stick Man</p> <p>The Smartest Giant</p> <p>The Colour Monster</p> <p>The Rainbow Fish</p> <p>Funny Bones</p> <p>The Big Book of Families</p> <p>Pete the Cat</p>	<p>The Jolly Postman</p> <p>Farmer Duck</p> <p>Hansel & Gretel</p> <p>The Ugly Duckling</p> <p>Christmas Story / Nativity</p> <p>Rama and Sita</p>	<p>The Emperors Egg</p> <p>The Very Hungry Caterpillar</p> <p>Aghh Spider!</p> <p>Tige who came to tea</p> <p>Diary of a wombat</p> <p>Elephant and the Bad Baby</p> <p>Pig in the Pond</p>	<p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>One Plastic Bag</p> <p>Jasper's Beanstalk</p> <p>Tree, Seasons come and seasons go</p> <p>A stroll through the seasons</p>	<p>The Snail and the Whale</p> <p>The Way back Home</p> <p>The Naughty Bus</p> <p>The Train Ride</p> <p>Bob, The Man on the Moon</p> <p>Beegu</p> <p>Oi! Get off my train!</p>	<p>Lighthouse Keeper's Lunch</p> <p>Under the Sea Non – Fiction</p> <p>P is for Passport</p> <p>The Journey</p> <p>Zoom</p> <p>Passport to Paris</p> <p>World Atlases</p> <p>Tiddler</p>
<p>'WOW'</p> <p>MOMENTS /</p> <p>ENRICHMENT</p>	<p>Autumn Walk</p> <p>Remembrance Day</p> <p>Nurse / Firefighter visit</p> <p>Harvest Time</p> <p>Birthdays</p> <p>Favourite Songs</p>	<p>Library Visit</p> <p>Halloween</p> <p>Guy Fawkes / Bonfire Night</p> <p>Remembrance Day</p> <p>Road Safety</p>	<p>Chinese New Year</p> <p>Story Telling Week</p> <p>Random Acts of Kindness Week</p> <p>Valentine's Day</p> <p>Internet Safety Day</p>	<p>Walk to the park / Picnic</p> <p>Planting seeds</p> <p>Easter time</p> <p>Weather experiments</p> <p>Weather Forecast videos</p> <p>Nature Scavenger Hunt</p>	<p>Post a letter - shops</p> <p>Food tasting – different cultures</p> <p>Map work - Find the Treasure</p> <p>Start of Ramadan</p>	<p>Visit to the beach / farm</p> <p>Under the Sea – singing songs and sea shanties</p> <p>Fossil hunting</p> <p>Father's Day</p>

DAYS AND WEEKS	Talent show Roald Dahl Day Halloween Harvest Book Week Space Week Mental Health Week My First Day at school & What do I want to be when I grow up? Video for parents.	Christmas Time / Nativity Pantomime Diwali Hannukah Black History Month Stories by the Fireside World Space Week Children in Need Anti- Bullying Week	Let's go on Safari - An animal a day! Safer Internet Day Big School Bird Watch Week	Vincent Van Gogh Study Mother's Day Queen's Birthday Science Week Eater Egg Hunt Pancake Day Book Week Science Week Autism Day Comic Relief Passover Ramadan St Georges Day	Eid D-Day Let's fly - Role play and Green Screen Walk to School Week	Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day Ice – Cream at the park Sports Week
PARENTAL INVOLVMENT	Wow Moments Macmillan Coffee Morning Phonic and Reading / Active Learn Workshop Maths Workshop Parents Evening & Learning Journey Drop In		Wow Moments Phonic and Reading Workshop Valentines Craft Workshop Parents Evening & Learning Journey Drop In Maths Workshop Special Person Assembly		Special Person Assembly Writing Workshop ELG Workshop Summer Fair Sports Day Learning Journey Celebration / Garden Party	
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Lancs Tracker Phonic Intervention groups EYFS team meetings	Ongoing assessments Baseline analysis Pupil progress meetings Parent's evening info EYFS team meetings In house moderation End of Term Assessments (Lancs Tracker / Sims)	GLD Projections for EOY Cluster moderation EYFS team meetings In house moderation Interim Appraisal Ongoing assessments	Pupil progress meetings Parent's evening info EYFS team meetings End of Term Assessments (Lancs Tracker / Sims)	Cluster moderation EYFS team meetings Ongoing assessments	Pupil progress meetings / Appraisal Review End of Year Reports EYFS team meetings EYFSP / EOY data

BRITISH VALUES				
	Individual Liberty	The Rule of Law	Democracy	Mutual Respect & Tolerance

	Freedom for all Positive sense of self, self-esteem and confidence, taking risks i.e., obstacles, mixing colours in creative area, talk about own experiences and learning, increase knowledge, reflection, responsibility e.g. tidy up time	Understanding rules matter Understand behaviour expectations and consequences, learn to distinguish right from wrong, collaborate to create class rules and understand that these rules apply to everyone	Making decisions together Children understand they are part of a group, know their views count, value the views of others, talk about feelings, vote e.g., show of hands, take turns and share, collaborate, enquiring minds.	Treat others as you want to be treated Inclusive practice, community engagement, similarities and differences between us, personal experiences, cultures, traditions, faiths, celebrations, respecting the views and opinions of others, challenge gender/cultural and racial stereotypes	
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PSED KEY CONCEPTS	Relationships Families and friendship Safe relationships Respecting ourselves and others	Living in the Wider World Belonging to a community Media literacy and digital resilience Money and work	Health and Wellbeing Physical Health and Wellbeing Growing and Changing Keeping Safe
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<p>SELF – REGULATION</p> <p>MANAGING SELF</p> <p>BUILDING RELATIONSHIPS</p>	<p>New Beginnings</p> <p>See themselves as a valuable individual</p> <p>Being me in my world</p> <p>Family and friends</p> <p>Class Rule Rules and Routines</p> <p>Rainbow Promises</p> <p>Supporting children to build relationships</p> <p>Dreams and Goals</p> <p>Promoting independence – own peg / tray</p> <p>Keyperson</p> <p>Safe touch / underpants rule</p>	<p>Getting on and falling out</p> <p>How to deal with anger</p> <p>Emotions</p> <p>Self - Confidence</p> <p>Build constructive and respectful relationships</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it</p> <p>Independence</p>	<p>Good to be me</p> <p>Feelings</p> <p>Learning about qualities and differences</p> <p>Celebrating differences</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Relationships</p> <p>What makes a good friend?</p> <p>Understanding behaviour has consequences</p> <p>Rule and routines</p> <p>Safer Internet Day</p> <p>Buddy’s Safety Song</p> <p>Different job roles</p> <p>People who help us</p> <p>Recognising coins</p>	<p>Keeping healthy – food and exercise</p> <p>Looking after others</p> <p>Friendships</p> <p>Dreams and Goals</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves, wash hands, wear sunscreen and so on.</p> <p>Road safety.</p>	<p>Taking part in sports day - Winning and losing</p> <p>Changing me – baby to child</p> <p>Look how far I've come!</p> <p>Timeline</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
<p>OBJECTIVES</p> <p>B25 - RANGE 6</p>	<p>MR – Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</p> <p>SS - Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>UE – Talks about their own and others feelings and behaviour and its consequences</p>	<p>MR – Return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p> <p>SS – Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> <p>UE – Seeks support “emotional refueling” and practical help in new or challenging situations</p>	<p>MR – Is proactive in seeking adult support and able to articulate their wants and needs</p> <p>SS - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p> <p>UE – Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>UE – Understands their own and other people’s feelings offering empathy and comfort</p>	<p>MR – Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others thinking</p> <p>SS – Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups</p> <p>UE – Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>	<p>MR – Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours</p> <p>SS – Recognises that they belong to different communities and social groups and communicates freely about home and community</p> <p>UE – Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p>	<p>MR – Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>SS – Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p> <p>UE – Seeks ways to manage conflict, for example, through holding back, sharing, negotiation and compromise</p>
	<p>HSC – Can initiate and describe playful actions or</p>	<p>HSC – Shows some understanding that</p>	<p>HSC – Describe physical changes to the body that</p>	<p>HSC – Eats a healthy range of foodstuffs and</p>	<p>HSC – Shows understanding of how to</p>	<p>HSC – Practises some appropriate safety</p>

	<p>movements for other children to mirror and follow</p> <p>HSC – Usually clean and dry during the day</p>	<p>good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health inc oral hygiene</p> <p>HSC – Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important</p>	<p>can occur when feeling unwell, anxious, tired, angry or sad</p>	<p>understands the need for variety in food</p> <p>HSC – Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures</p>	<p>transport and store equipment safely</p> <p>HSC – Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</p>	<p>measures without direct supervision, considering both benefits and risk of a physical experience</p>
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KEY CONCEPTS	Coach – Dance Teacher – Fundamental Skills / Apparatus		Coach – Invasion Games Teacher – Striking & Fielding		Coach – Gymnastics Teacher - Athletics	
<p>PD</p> <p>GROSS MOTOR CONTROL</p>	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play- climbing.</p> <p>Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p>

	hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance	of the different aspects of a healthy lifestyle.	Dance / moving to music	Gymnastics / Balance
OBJECTIVES B25 - RANGE 6	MH – Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	MH – Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk	MH – Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	MH – Show increasing control over an object in pushing, patting, throwing, catching or kicking	MH -Travels with confidence and skill around, under, over and through balancing and climbing equipment	MH – Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
FINE MOTOR CONTROL	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
OBJECTIVES	MH – Shows a preference for a dominant hand	MH – Uses simple tools to effect changes to materials	MH – Begin to use anticlockwise movement and retrace vertical lines	MH – Begins to form recognizable letters independently	MH – Handles tools, objects, construction and malleable materials safely	MH – Uses a pencil and holds it effectively to form recognizable

B25 - RANGE 6					and with increasing control and intention	letters, most of which are correctly formed
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CL Home language - celebrate multilingualism	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me!	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and	Tell me why! Using language well Ask's how and why questions... Retell a story with story language Helicopter Stories Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build	Talk it through! Settling in activities Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
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	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	why listening is important. Use new vocabulary through the day Choose books that will develop their vocabulary.	familiarity and understanding. Learn rhymes, poems and songs			
OBJECTIVES B25 - RANGE 5 & 6	LA – Focusing attention – can still listen or do, but can change their own focus of attention S – Links statements and sticks to a main theme or intention	LA – Is able to follow directions (if not intently focused) S – Uses language to imagine and recreate roles and experiences in play situations	LA – Listens to familiar stories with increasing attention and recall S – Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	LA – Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories S – Uses talk to organize, sequence and clarify thinking, ideas, feelings and events	LA – Shows variability in listening behaviour; may move and fiddle but still be listening or may sit still but not absorbed by activity S – Introduce a storyline or narrative into their play	LA – May indicate two challenged attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for a short span

LITERACY COMPREHENSION	Joining in with rhymes and showing an interest in stories with repeated refrains Environmental print Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb,
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	activities. Engage in extended conversations about stories, learning new vocabulary.	can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	home. Avoid asking children to read books at home they cannot yet read	influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events		illustration, illustrator, author and title. Sort books into categories.
READING	Phonics : Phase 1/2 Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Phonics: Phase 2 Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.	Phonics: Phase 2/3 Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.	Phonics: Phase 3 Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words.	Phonics: Phase 3 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.	Phonics: Phase 4 Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff
WRITING	Nursery Rhymes Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	Name writing, labelling using initial sounds and cvc words Story scribing Retelling stories in writing area Instructions Help children identify the sound that is tricky to spell Sequence the story Write a sentence	Jane Considine ‘The Write Stuff’ Texts as a Stimulus: Non Fiction- Fact File – Penguins Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	Jane Considine ‘The Write Stuff’ Texts as a Stimulus: Narrative – Jack and the Jellybean Stalk Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.	Jane Considine ‘The Write Stuff’ Texts as a Stimulus: Narrative – Pigs Might Fly Non-Fiction – Fact File - Minibeasts Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.	Jane Considine ‘The Write Stuff’ Texts as a Stimulus: Narrative – Rainbow Fish Non-Fiction – Instructions – How to get your teacher ready for school My Holiday – recount Story writing, writing sentences using a range

			Guided writing based around developing short sentences in a meaningful context. Create a story board.	Labels and captions	Acrostic poems	<p>of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Write three sentences – B, M & E.</p>
<p>OBJECTIVES</p> <p>B25 - RANGE 6</p>	<p>R – Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>R – Begins to recognise some written names of peers, siblings or mummy and daddy for example</p> <p>W – Give meanings to marks they make as they draw, write, paint and type using a keyboard or touch screen technology</p>	<p>R – Describes main story settings, events and principle characters in increasing detail</p> <p>R - Begins to develop phonological and phonemic awareness</p> <p>W – Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p>	<p>R – Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>R – Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>W – Enjoys creating texts to communicate meaning for an increasing wide range of purposes, such as making greeting cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print or digital formats</p>	<p>R – Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>R – Re-enacts and reinvents stories they have heard in their play</p> <p>W – Start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p>	<p>R – Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>R – Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc</p> <p>W – Use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>	<p>R – Engages with books and other reading materials at an increasing deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>W – Write sentences that can be read by others</p>

PHASE 2	GPCs	Tricky words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach the
Week 6	Teach c k e u	Teach I to
Week 7	Teach r h b	Teach no go
Week 8	Consolidate o c k c k e u r h b	Teach into
Week 9	Teach f f l	Recap the I to no go into
Week 10	Teach l l s s	Recap the I to no go into
Week 11	Consolidate f f l l s s s	Recap the I to no go into
Week 12	Consolidate if required	Recap the I to no go into

PHASE 3	GPCs	Tricky words
Week 1	Teach j v w	Teach he she
Week 2	Teach x y z/zz	Teach we be me
Week 3	Teach q u ch sh	Teach was my
Week 4	Teach th/th ng	Teach you they
Week 5	Consolidate q u ch sh th/th ng	Recap he she we be me you they
Week 6	Teach ai ee	Teach her all
Week 7	Teach igh oa	Teach are like (Phase 4)
Week 8	Teach oo/oo	Teach said when
Week 9	Teach ar or	Teach have one
Week 10	Consolidate ai ee igh oa oo/oo ar or	Recap her all are like said when have one
Week 11	Teach ur ow	Teach come do
Week 12	Teach oi ear	Teach so were
Week 13	Teach air ure er	Teach some there
Week 14	Consolidate ur ow oi ear air ure er	Teach out little what
Week 15	Consolidate as required	Recap Phase 3/ 4 tricky words as required

PHASE 4	ADJACENT CONSONANTS	Tricky words
Week 1	Teach CVCC & CCV	Teach said so have like
Week 2	Teach CCVC & CCVCC	Teach some come were there
Week 3	Teach CCCVC & CCCVCC	Teach little do one when
Week 4	Teach Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants.	Teach out what it's

RED ROSE PHONICS

MATHS	Baselines	Numberland				
NCETM	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• identify when a set can be subitised and when counting is needed• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills• spot smaller numbers ‘hiding’ inside larger numbers• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers• hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals• begin to identify missing parts for numbers within 5• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame• focus on equal and unequal groups when comparing numbers• understand that two equal groups can be called a ‘double’ and connect this to finger patterns• sort odd and even numbers according to their ‘shape’• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• continue to develop their counting skills, counting larger sets as well as counting actions and sounds• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame• compare quantities and numbers, including sets of objects which have different attributes• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2• begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10• continue to identify when sets can be subitised and when counting is necessary• develop conceptual subitising skills including when using a rekenrek			

	<ul style="list-style-type: none"> • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	
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Key Learning in Mathematics – EYFS

Number – counting	Number – number sense	Measurement
Rote counting <ul style="list-style-type: none"> • Rote count from 1 • Rote count on from a given number between 1 and 20 • Rote count back from 20 to 1 • Rote count back from a given number between 1 and 20 • Know what number comes before or after a given number • Say a number between two given numbers • Rote count beyond 20 Counting objects <ul style="list-style-type: none"> • Understand that counting is to find out how many • Use one to one correspondence when counting • Understand the last number said is the number in the set • Count up to 20 objects, pictures, sounds and actions • Understand and use conservation of number • Use the word 'zero' to represent 'none' • Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal • Order three or more sets of objects • State without counting (subitise) quantities within 5 • Make a sensible guess of quantities within 10 	<ul style="list-style-type: none"> • Partition a set of objects in different ways using the terminology part – part – whole • Explore the patterns in odd and even numbers • Understand that 'teen' numbers are a group of 10 plus another number • Understand 20 is the same as two groups of 10 • Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9; 16, 17, 18, 19; 26, 27, 28, 29 Number – number recognition <ul style="list-style-type: none"> • Recognise and identify numerals 0 to 20 • Select the numeral that represents a set of objects • Order numerals 0 to 20 Number – graphics <ul style="list-style-type: none"> • Represent amounts in their own ways, explaining what they mean • Represent and explain their thinking in their own ways • Write numerals 0 to 20 	Distance <ul style="list-style-type: none"> • Understand that measures of distance can have different names including length, width, height • Understand and use language to compare two objects of different length/width, e.g. longer / shorter; wider / narrower • Understand and use language to compare two objects of different height, e.g. taller / shorter • Understand and use language of comparison when ordering three objects of different lengths/widths/heights, e.g. longest / shortest; widest / narrowest; tallest / shortest • Find an object of similar length/width/height • Understand the concept of the conservation of length/width/height • Use uniform non-standard units to measure length/width/height Weight <ul style="list-style-type: none"> • Understand the measurement of weight (heavy/light) • Understand and use language to compare two objects of different weight, e.g. heavier/lighter • Understand the concept of conservation of weight • Use uniform non-standard units to measure weight Volume/capacity <ul style="list-style-type: none"> • Understand the measurement of volume/capacity (empty/full/nearly) • Understand and use language to compare two of the same container holding different amounts, e.g. more/less • Understand and use the language of comparison when ordering three of the same container holding different amounts, e.g. most/least • Understand the concept of the conservation of volume/capacity • Use uniform non-standard units to measure volume/capacity Money <ul style="list-style-type: none"> • Understand that we need to pay for goods • Talk about things they want to spend their money on • Talk about different ways we can pay for things • Recognise that there are different coins • Recognise 1p coin • Use 1p coins to pay for objects Time <ul style="list-style-type: none"> • Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc. • Understand and use language – before, after, yesterday, today, tomorrow • Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower • Sequence two or three familiar events and describe the sequence • Know the names of the days of the week • Say the names of the days of the week in order
Number – calculating	Shape	
<ul style="list-style-type: none"> • Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole • Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole • Relate subtraction to addition in practical situations using the terminology part – part – whole • Identify one more and one less than a given number • Identify two more and two less than a given number • Add two single-digit numbers totalling up to 10, using practical equipment • Add two single-digit numbers totalling greater than 10, using practical equipment • Subtract a single-digit number from a number up to 10, using practical equipment • Subtract a single-digit number from a number greater than 10, using practical equipment • Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10. 	Shape <ul style="list-style-type: none"> • Use everyday language to talk about shapes in the environment • Know that shapes can appear in different ways and be different sizes • Build and make models with 3-D shapes • Create patterns and pictures with 2-D shapes • Name common 2-D shapes (circle, triangle, square, rectangle, oblong) • Name common 3-D shapes (sphere, cube, cuboid) • Talk about shapes using mathematical language (straight, curved, sides, flat, solid) • Sort shapes according to their own criteria Space <ul style="list-style-type: none"> • Understand and use positional language in everyday situations • Understand and use ordinal numbers when describing position • Understand and use the language of movement/direction • Describe and recognise patterns made of objects, numbers and shapes • Create patterns made of objects, numbers and shapes 	
Number – fractions	Statistics	
<ul style="list-style-type: none"> • Understand that sharing is splitting an amount into equal parts • Understand that halving is sharing into two equal parts • Understand that doubling is adding the same number to itself • Automatically recall double facts to 10. 	<ul style="list-style-type: none"> • Sort objects and say what features they have in common 	

These objectives work towards, and will fulfil, all requirements for the Early Learning Goals for both Number and Numerical Patterns for the Statutory Framework for the EYFS (2021).
Updates are highlighted.

Year R Mathematics Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1		Number 5	Counting and Comparing	Addition	Counting, Comparing and Ordering	Time
Week 2		Number 6	Partitioning and Understanding Part-Whole	Subtraction	Understanding Part - Whole with Addition and Subtraction	Space
Week 3	Number 1	Number 7	Understanding 'Teens' Numbers	Halving and Doubling	Fractions	Money and Sorting
Week 4	Number 2	Number 8	Distance (length, height, width)	Number Sense	Distance and Mass/Weight	Number Sense
Week 5	Number 3	Number 9	Mass/Weight and Capacity/Volume	Addition and Subtraction	Capacity/Volume and Money	Addition and Subtraction
Week 6	Number 4	Number 10	Shape and Sorting		Shape and Sorting	

UTW	Seasonal Changes Living things & habitats Light & Sound		Animals inc Humans Plants Space		Materials & properties States of Matter Forces	
SCIENCE	Play and exploration in all seasons and different weather Observe living things throughout the year Plants in the natural environment Animals in the surrounding natural environment Shadows & Rainbows Listen to sounds outside and identify the source Autumn / Winter		Animals and where they live Different habitats Plants and animals in a contrasting environment Similarities and differences between them and others Taking care of ourselves Learn about the Earth, Sun, Moon, planets and stars Learn about space travel Winter / Spring		Natural materials Making objects from materials Observe, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditions Explore how to change how things work Explore how the wind can make things move Explore how objects move in water Spring / Summer	
GEOG	Outdoor Adventures		Exploring Maps		Around the World	
KEY CONCEPTS	Weather How have we changed?	RE – Special Times Christmas Diwali Festivals Why do we wear a poppy?	Chronology Toys – now/then How are toys today different from toys in the past?	RE - Special Stories Bible / Koran Easter Who is the king of our country?	Locational Knowledge Who can help us in an emergency?	RE- Special Places Holidays – now/then How is the seaside different now compared to the past?
PAST & PRESENT PEOPLE AND COMMUNITY	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.	Can talk about what they have done with their families during Christmas' in the past. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.	Listening to stories and placing events in chronological order. What can we do here to take care of animals in the Antarctic? Compare animals from a Antarctic to those in surrounding areas Explore a range of Antartic animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats	Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Use Handa's Surprise to explore a different country.	Different materials to build houses using Three Little Pigs as hook into learning Different types of homes Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Discuss how they got to school and what mode of	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Melting of chocolate for end of year celebration cakes Making windmills for the garden Memories from holidays. Locating holiday destinations on a globe / map.

<p>THE NATURAL WORLD</p>	<p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Melting of ice and freezing of water</p>	<p>transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p>	<p>Holiday transport.</p> <p>Seaside's long ago – Magic Grandad</p> <p>Long ago – How time has changed. Using cameras / technology</p> <p>Sorting clothing – cold and warm weather</p>
<p>OBJECTIVES</p> <p>B25 - RANGE 6</p>	<p>PC – Enjoys joining in with family customs and routines</p> <p>TW – Looks closely at similarities, differences, patterns</p>	<p>PC – Talk about past and present events in their own life and in the lives of family members</p>	<p>PC – Knows that other children do not always enjoy the same things, and is sensitive to this</p> <p>TW – Talks about features of their own</p>	<p><i>PC – Talk about their role in school / home (ELG)</i></p> <p>TW – Makes observations of animals and plants</p>	<p>PC – Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p><i>PC – Talk about their experiences through Reception Class as well as future experiences i.e. year 1 (ELG)</i></p>

	<p>and changes in nature</p> <p>T – Completes a simple program on electronic devices</p>	<p>TW – Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>T – Uses ICT hardware to interact with age-appropriate computer software</p>	<p>immediate environment and how environments might vary from one another</p> <p>T – Can create content such as video recording stories, and/or draw a picture on screen</p>	<p>and explains why some things occur, and talks about changes</p> <p>T – Develops digital literacy skills by being able to access, understand and interact with a range of technologies</p>	<p><i>TW – Compare contrasting environment / country (ELG)</i></p> <p>T – Can use the internet with adult supervision to find and retrieve information of interest to them</p>	<p><i>TW – Understand changes in seasons and states of matter (ELG)</i></p>
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Topic	Nursery	Reception
Animals, excluding humans	<ul style="list-style-type: none"> Learn about the life cycles of animals Compare adult animals to their babies Observe how baby animals change over time 	<ul style="list-style-type: none"> Name and describe animals that live in different habitats. Describe different habitats
Humans	<ul style="list-style-type: none"> Learn about the life cycles of humans Learn about how to take care of themselves Learn about their senses 	<ul style="list-style-type: none"> Describe people who are familiar to them Learn about how to take care of themselves
Living things and their habitats	<ul style="list-style-type: none"> Explore the surrounding natural environment Explore natural objects from the surrounding environment 	<ul style="list-style-type: none"> Explore the plants in the surrounding natural environment Explore the animals in the surrounding natural environment Explore plants and animals in a contrasting natural environment
Plants	<ul style="list-style-type: none"> Grow plants 	
Seasonal changes		<ul style="list-style-type: none"> Play and explore outside in all seasons and in different weather Observe living things throughout the year
Materials, including changing materials	<ul style="list-style-type: none"> Explore a range of materials Shape and join materials Combine and mix ingredients Change materials by heating and cooling, including cooking 	<ul style="list-style-type: none"> Explore a range of materials, including natural materials Make objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditions
Electricity	<ul style="list-style-type: none"> Identify electrical devices Use battery-powered devices 	
Light	<ul style="list-style-type: none"> Explore light sources Shine light on or through different materials 	<ul style="list-style-type: none"> Explore shadows Explore rainbows
Forces	<ul style="list-style-type: none"> Feel forces Explore how things work Explore how objects/materials are affected by forces 	<ul style="list-style-type: none"> Explore how to change how things work Explore how the wind can move objects Explore how objects move in water
Sound	<ul style="list-style-type: none"> Listen to sounds Make sounds 	<ul style="list-style-type: none"> Listen to sounds outside and identify the source Make sounds
Earth and space		<ul style="list-style-type: none"> Learn about the Earth, Sun, Moon, planets and stars Learn about space travel

HISTORY

	technology and invention	monarchy and leadership	civilisation and settlements	Invasion and conflict	industry and trade	Justice and equality
EYFS (Reception)	<p><u>Disciplinary Concept:</u> <u>Change & Continuity</u></p> <p><u>Topic Name:</u> Marvellous Me - Our Timeline</p> <p><u>Key Question:</u> How have we changed? What can I do now, that I couldn't do as a baby?</p> <p><u>EYFS Key Learning</u> PC – Talk about past and present events in their own life & lives of family members PC – Talk about their experiences through Reception Class as well as future experiences i.e. year 1 (ELG)</p> <p><u>Texts</u> The Growing Story As We Grow</p>	<p><u>Disciplinary Concept:</u> <u>Cause & Consequence</u></p> <p><u>Topic Name:</u> Terrific Tales - The Poppy Story Remembrance Sunday</p> <p><u>Key Question:</u> Why do we wear a Poppy?</p> <p><u>EYFS Key Learning</u> Talk about past events in history PC – Enjoys joining in with family customs and routines</p> <p><u>Texts</u> The Poppy Story Video</p>	<p><u>Disciplinary Concept:</u> <u>Similarities & Differences</u></p> <p><u>Topic Name:</u> Amazing Animals - Toys from the past (Grandparents)</p> <p><u>Key Question:</u> How are toys today different from toys in the past? What is the same about toys then and now?</p> <p><u>EYFS Key Learning</u> PC – Knows about similarities & differences between themselves, others, and among families, communities, cultures and traditions TW – Knows about similarities & differences in relation to places, objects, materials and living things</p> <p><u>Texts</u> Dogger Toys & Games (A Way into History)</p>	<p><u>Disciplinary Concept:</u> <u>Historical Significance</u></p> <p><u>Topic Name:</u> Ladybugs & Lifecycles - The Kings Underpants</p> <p><u>Key Question:</u> Who is the King of our country? Who are the Royal Family?</p> <p><u>EYFS Key Learning</u> PC – Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p><u>Texts</u> The King's Crown The King's Underpants</p>	<p><u>Disciplinary Concept:</u> <u>Sources & Evidence</u></p> <p><u>Topic Name:</u> Ticket to Ride - Police</p> <p><u>Key Question:</u> Who can help us in an emergency? Where can we find out important information? Look at old police equipment? i.e. radios, cars, phones, cameras</p> <p><u>EYFS Key Learning</u> PC – Talk about their role in school / home (ELG)</p> <p><u>Texts</u> Cops & Robbers Burglar Bill</p>	<p><u>Disciplinary Concept:</u> <u>Similarities & Differences</u></p> <p><u>Topic Name:</u> Fun at the Seaside - Holidays in the UK & Abroad</p> <p><u>Key Question:</u> How does weather change through the seasons/year? How is the seaside different now compared to the past?</p> <p><u>EYFS Key Learning</u> TW – Looks closely at similarities, differences, patterns and changes in nature TW – Understand changes in seasons and states of matter (ELG)</p> <p><u>Texts</u> Non Fiction Weather Books A Stroll through the Seasons</p>

MUSIC	<p>Exploring Sound</p> <ol style="list-style-type: none"> 1. Vocal sounds 2. Body sounds 3. Instrumental sounds 4. Environmental sounds 5. Nature sounds 	<p>Celebration Music</p> <ol style="list-style-type: none"> 1. Diwali music 2. Hanukkah music 3. Kwanzaa music 4. Traditional Christmas music 5. Christmas action songs 	<p>Music and Movement</p> <ol style="list-style-type: none"> 1. Action songs 2. Finding the beat 3. Exploring tempo 4. Exploring tempo and pitch through dance 5. Music and movement performance 	<p>Musical Stories</p> <ol style="list-style-type: none"> 1. Moving to music 2. Storytelling with actions 3. Using instruments to represent actions 4. Musical story composition 5. Musical story performance 	<p>Transport</p> <ol style="list-style-type: none"> 1. Exploring different types of transport 2. Trains 3. Boats 4. Cars 5. Transport journey 	<p>Big Band</p> <ol style="list-style-type: none"> 1. What makes an instrument 2. Introduction to orchestra 3. Follow the beat 4. Tuned and untuned instruments 5. Big band performance
EAD	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets.</p> <p>Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

KEY CONCEPTS	3D Art Clay - Diwali		Famous Artist	DT – Technical Knowledge	DT – Cooking & Nutrition	
OBJECTIVES B25 - RANGE 6	<p>CM – Begins to build a collection of songs and dances</p> <p>BIE – Creates representations of both imaginary and real-life ideas, events, people and objects</p>	<p>CM – Makes music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or the music they are listening to</p> <p>BIE – Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p>	<p>CM – Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</p> <p>BIE – Chooses particular movements, instruments / sounds, colours and materials for their own imaginative purposes</p> <p>BIE – Introduces a storyline or narrative into their play</p>	<p>CM – Develops their own ideas through experimentation with diverse materials e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</p> <p>BIE – Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>	<p>CM – Expresses and communicates working theories, feelings and understanding using a range of art forms, e.g. movement, dance, drama, music and the visual arts</p> <p>BIE – Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this, that peg looks like a mouth</p>	<p>BIE – Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>

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<u>ELG: Self-Regulation</u>	<u>ELG: Gross Motor Skills</u>	<u>ELG: Listening, Attention and Understanding</u>	<u>ELG: Comprehension</u>	<u>ELG: Number</u>	<u>ELG: Past and Present</u>	<u>ELG: Creating with Materials</u>
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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</p> <p>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</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>
<u>ELG: Managing Self</u>	<u>ELG: Fine Motor Skills</u>	<u>ELG: Speaking</u>	<u>ELG: Word Reading</u>		<u>ELG: People, Culture and Communities</u>	<u>ELG: Being Imaginative and Expressive</u>
<p>Be confident to try new activities and show independence,</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic</p>		<p>Describe their immediate environment using knowledge from observation, discussion, stories,</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs,</p>

	<p>resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG: Building Relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p>		<p>introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>	<p>knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>ELG: Writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>ELG: The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural</p>	<p>rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
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