



Long Term Plan EYFS – Curriculum Plan

All themes are subject to change, taking children's interests into account.

Autumn 1 Where do I live and who lives with me? How have I changed since I was a baby?	Autumn 2 Harvest and Christmas What are our favourite celebrations each year?	Spring 1	Spring 2 What is it like where I live? How are other places the same/different?	Summer 1 How does the weather change and what clothes do we wear? What are things made of?	Summer 2 What lives and grows where we do?
Part time transition weeks Baseline assessments.	Harvest Assembly Bonfire night Remembrance Sunday Diwali Children in Need Nativity performance Church visit Winter welly walk	Chinese New Year Shrove Tuesday Valentine's Day	Mother's Day Assembly Easter Spring welly walk World Book Day	Sports Day Forest school	Summer welly walk Yoga with Jen Transition visits to year 1

Parental Engagement					
(July) Preschool visits (July) 1:1 meetings with parents Home-school agreement What I want to be when I grow up video for parents	Parents' evening (settling in/transition/targets) Phonic meeting for parents Harvest and nativity performances for parents	Maths information meeting for parents	Parents' evening Mother's Day performance for parents	Annual reports to parents Sports Day - parents welcome	Parents' transition meeting – year 1 Graduation assembly for parents
Visits and visitors					
School nurse Hand washing and oral care	School visit to the Methodist church Diwali Visitor	Chinese New Year visitor	Walk to Grappenhall library – locality walk		Trip to the farm Walk to St Wilfrid's church Everyday superheroes - nurse, firefighters, police officers
Prime Areas					
Personal, Social and Emotional Development - Jigsaw whole school PSHE programme.					
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
The development of skills in PSED is ongoing throughout the EYFS. Adult interactions support children's development of personal, social and emotional skills on a daily basis, reinforcing and consolidating focus sessions.					

Checkpoints

On entry - Express their feelings and give simple reasons, e.g. I want Mummy.
 Seek help through finding an adult.
 Allow an adult to comfort them.
 Recognise when a peer is upset.
 Use the toilet independently.
 Take their coat off and put it on.
 Follow a simple instruction as part of a group, e.g. sit down, let's go outside.
 Join in an activity when invited by an adult.
 Play alongside new peers and 'with' familiar peers.
 Show interest in their new peers.

Christmas - Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.
 Explain to an adult what has happened when they are upset.
 "Bounce back" quicker after upsets and with more independence.
 Follow familiar, routined instructions independently.
 Use the toilet independently and wash their hands well, knowing why this is important.
 Undress independently for P.E., with help for buttons
 Do up their coat.
 Abide by most of the rules of the classroom.
 Try new activities independently or with peers.
 Join in with a group of children who are playing.
 Form some closer friendships and seek them out to initiate play.
 Speak to peers within a game or activity.
 Take turns, with adult support, e.g. when playing a board game.

Easter - Link events (in books, real life etc) with feelings and discuss them, e.g. *She is angry that he snatched the toy.*
 Begin to solve small conflicts through speaking to each other and being assertive, e.g. *"Stop that, I don't like it"* or *"Can I have a turn when you are finished?"*
 Follow two-step instructions.
 Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.
 Dress and undress for PE independently.
 Discuss healthy food choices.
 Sort healthy foods from less nutritional food.
 Discuss sensible choices.
 Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.
 Begin to persevere when something is challenging.
 Work on short activities independently, e.g. a Phonics game.
 Hold back & forth conversations, listening to their peers' ideas and responding appropriately.
 Show empathy in simple ways, e.g. finding an adult for a child who is hurt.
 Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.
 Take turns with a little support from an adult or with the systems in place, e.g. sand timers.

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

The British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs are embedded across all half termly Jigsaw themes and promoted and encouraged across the curriculum in the Early Years.

Communication and Language

The development of Communication and Language skills is ongoing throughout the EYFS. Adult interactions and an enabling environment support children’s development of listening, attention, understanding and speaking skills through:

Conversation * Story telling * Role Play *Language rich environment *Reading to children *Modelling * Questioning

Checkpoints

<p>On entry - Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. Follows simple, routined instruction, e.g. Come to the carpet. Plays a simple, motivating game for a few minutes, e.g. catching a ball. Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?)</p>	<p>Christmas - Begins to use some active listening skills; face the speaker, body still, paying attention. Follows simple instructions well. E.g. Get a pencil, find your bag. Responds to a peers request (e.g. Can I have the ball?) and replies. Learn (and use) new words from familiar texts. Begins to answer “How” questions, e.g. How did this get broken? Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. “I like chocolate more than vanilla”, rather “chocolate better” Ask questions when they don’t understand instructions. Uses simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories.</p>	<p>Easter - Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. Ask questions when they don’t know what a word means. Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn’t carry it because it was too heavy”. Begins to answer “Why” questions, perhaps with adult support. Speaks in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. “This lunch is delicious” or “I need to count back to subtract”. Use newly learnt vocabulary in different contexts. E.g. using the words <i>enormous</i> to describe their tower having read the Enormous Turnip.</p>
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		<p>Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems).</p> <p>Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas.</p> <p>Uses more detail in conversation.</p> <p>Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)</p>
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ELG - 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.

ELG -Make comments about what they have heard and ask questions to clarify their understanding

ELG - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

ELG- 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>Home corner Moving In; Daily Life; Babies; Growth</p> <p>Tesco</p> <p>Cafe</p>	<p>Home corner Fire safety; Diwali; Preparing for Christmas</p> <p>Toy workshop</p> <p>Emergency services centre</p>	<p>Home corner Chinese New Year; Valentines; Shrove Tuesday</p> <p>Winter wonderland</p> <p>Chinese restaurant</p>	<p>Home corner Spring cleaning; self care and exercise; Easter</p> <p>Grappenhall Gym</p> <p>Travel agent</p>	<p>Home corner Laundry and materials around the home</p> <p>Science lab – exploring materials</p> <p>Superhero den</p>	<p>Home corner Taking care of pets Taking care of plants</p> <p>Safari centre</p> <p>Under the sea visitors centre</p>
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Physical Development

The development of children’s physical skills takes place through indoor, outdoor and PE activities.

Gross motor and fine motor skills are developed through:

Gross and fine motor activities * Small world, puzzles, arts and crafts * Using small tools * Developing precision and control

Checkpoints

<p>On entry - Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet.</p> <p>Stops or attempts to avoid obstacles when running.</p> <p>Explores and uses climbing equipment, with a little adult support at challenging parts.</p> <p>Uses a spoon or fork to eat independently.</p> <p>Uses mark-making tools such as paintbrushes, pens and chalk.</p> <p>Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed).</p> <p>Has developed a dominant hand.</p> <p>Cuts straight lines with scissors/snippers.</p> <p>Draws circles, horizontal/vertical lines.</p> <p>Washes hands with adult supervising/prompting.</p> <p>Uses the toilet independently.</p>	<p>Christmas - Begins to run with more fluency, avoiding obstacles.</p> <p>Explores and develops confidence in different ways of moving, e.g. hopping.</p> <p>Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.</p> <p>Uses a spoon or fork to eat with increased control and independence.</p> <p>Forms the pre-writing shapes.</p> <p>Forms all the letters of their names correctly.</p> <p>Forms recognisable letters for the full alphabet.</p> <p>Uses an effective (non-palmer pencil grip)</p> <p>Uses scissors to cut out a simple shape independently, e.g. circle/square.</p> <p>Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.</p> <p>Washes hands independently.</p> <p>Understands that some foods are healthier for us and some are less so.</p> <p>Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>	<p>Easter - Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Uses climbing equipment with confidence and enjoyment. Demonstrates good posture when working on table-top activities. Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</p> <p>Uses a knife and fork, attempting to cut soft foods.</p> <p>Forms all letters of the alphabet with correct formation. Working towards or using a tripod grip.</p> <p>Uses scissors with effective hand-positioning and with control.</p> <p>Adds detail to drawings, e.g. eyelashes or windows on a house.</p> <p>Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom).</p> <p>Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.</p> <p>Discusses the effects of tiredness or lack of sleep.</p> <p>Discusses simple healthy food choices.</p>
<p>ELG - Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>ELG - Demonstrates strength, balance and coordination when playing.</p> <p>ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG - Begins to show accuracy and care when drawing</p>		

Physical Education lessons: REAL PE

<p align="center">REAL PE BIKE - coordination footwork 10 PIRATE - static balance one leg 1</p>	<p align="center">REAL DANCE - link to fundamental movement skills Explore shapes, artistry, circles and partnering</p>	<p align="center">REAL PE JUNGLE - static balance seated 2 TRAIN - dynamic balance on a line 5</p>	<p align="center">REAL GYM AT HOME - shape 1,2,3,4 PARK LIFE- flight 6,10</p>	<p align="center">REAL PE CLOWN - coordination ball skills 9 SPORTS DAY SKILLS AND RACES</p>	<p align="center">REAL PE GAMES JUGGLING - coordination 8 sending and receiving SQUIRREL - Agility ball chasing 11</p>
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Specific Areas

Literacy

Reading - language comprehension and word reading *Stories, rhymes, songs, poems *Phonics - decoding
*Writing - transcription and composition

Checkpoints

<p>On entry - Listen to a story and comment on the events. Name the characters from a familiar story. Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car"</p>	<p>Christmas - Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it. Say a sound for all Phase 2 GPCS. Blend CVC words verbally. Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.</p>	<p>Easter - Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions. Say a sound for each letter in the alphabet Blend and read VC/CVC words. Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.</p>
<p>ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG - Anticipate – where appropriate – key events in stories. ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		

ELG - Say a sound for each letter in the alphabet and at least 10 digraphs;
 ELG - Read words consistent with their phonic knowledge by sound-blending;
 ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
 ELG - Write recognisable letters, most of which are correctly formed;
 ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters;
 ELG - Write simple phrases and sentences that can be read by others.

Pathways to Write units used in EYFS

The Gingerbread Man	The Journey Home	Supertato
Oral retelling, writing labels, writing lists. <u>General</u> Stories with familiar settings. Stories with repetitive language. Non fiction – signs, labels and captions. Nursery rhymes and family poems. Letter and sounds - phase 1 (ongoing) and 2	Writing a recount - retelling/rewriting the story. <u>General</u> Traditional Tales Seasonal poetry - Winter Poems, spring poems. Non-fiction-Instructions; Information texts Letters and sounds – phase 2/3	Writing a retelling/rewriting the story Wanted poster with a character description. <u>General</u> Non-fiction text – Recount of familiar event Information texts Poems on a theme – summer poems, holiday poems, animal poems. Letters and sounds – phase 3/4

Key texts linked to themes/topics

The Gingerbread Man	The Journey Home	Supertato
Peepo (P&P) Wilfred Gordon McDonald Partridge (P&P – personal memories) Once there were giants – Martin Waddell (P&P) Titch – family and growth You Choose (similarities and differences) Funnybones (human body) The Toymaker Martin Waddell One day, so many ways – Laura Hall (cultural differences) Hello Friends Rebecca Cobb All kinds of people – Emma Damon (exploring similarities and differences) My world, your world – Melanie Walsh Who’s in my family? (Robie Harris) The Family Book Todd Parr	Chinese New Year non fiction book The Runaway Wok (GB Man) Ying Chung Compestime Transport non fiction books The Emperor’s Egg Martin Jenkins The Usborne Children’s Picture Atlas Ruth Brocklehurst Monkey Puzzle – Julia Donaldson We’re Roaming in the Rainforest Laurie Krebs The Very Selfish Crocodile Faustin Charles Animals in their Habitats – bk pack Naughty Bus Jan and Jerry Oke Amelia Earhart (Little People, Big Dreams) Isabel Sanchez A Journey through Transport Chris Oxlade	The Tiger who came to Tea 10 Little Superheroes Mike Brownlow Jasper’s Beanstalk Nick Butterworth How to save a superhero Caryl Hart Superworm Julia Donaldson Jack and the Beanstalk TT Oliver’s Vegetables Vivien French Ten Seeds Ruth Brown Planting a Rainbow Lois Ehlert Everyday Materials non fiction The Three Little Pigs TT Extra Yarn Mac Barnett Where did my clothes come from? Chris Butterworth The Smartest Giant in Town Julia Donaldson The Queen’s Knickers Nicholas Allen

<p>I know how my cells make me grow (Kate Rowan) Non fiction seasons books (YPO) What did the tree see? (P&P) Non fiction Guy Fawkes</p>	<p>Grandad's Island Benji Davies This is how we do it Matt Lamothe</p>	<p>Aliens love Underpants Claire Freedman Taking care of pets non fiction Taking care of plants non fiction</p>
Focus rhymes		
<p>Heads, shoulders, knees and toes Tommy Thumb Put your finger on your nose... Miss Polly had a dolly (history) It's Diwali (Twinkl) Diwali Twinkle, Twinkle (Twinkl) Remember, remember, the 5th of November... Autumn Nights (see rhymes/song list)</p>	<p>Out and About poems Shirley Hughes Rumble in the Jungle – Giles Andreae 5 Cheeky Monkeys, swinging in a tree Rain, rain, go away... My Village Rhymes from around the world Danielle Wright Spanish rhymes</p>	<p>Little Bo Peep Peter Rabbit has a fly upon his nose Mary had a little lamb Two Tigers rhyme – Taiwan If I were a Superhero poem Button Up Wrinkled Rhymes Alice Shertle Silly socks rhyme Dear Zoo Commotion in the Ocean Giles Andreae</p>
Key songs		
<p>Reception good morning song Reception farewell song – +Spanish version If you're happy and you know it (emotions/self regulation) Brush, brush, brush your teeth.. Wash hands song The healthy eating song – Ben Faulks A,B,C alphabet song 1,2,3,4,5.. fish alive 5 little ducks.. 5 little monkeys.. Days of the week song Oats, peas, beans and barley grow (harvest) Diwali songs (Happy Diwali) Thank you for the harvest (Twinkl) Tasty food (Twinkl) If you know all the seasons (Kiboomers YouTube) Nativity songs</p>	<p>Chinese New Year's Eve song Youtube I hear thunder It's raining, it's pouring The wheels on the bus (children vary) The Transport Song Twinkl Spanish songs Hello to all the children of the world - Youtube Excerpts from Vivaldi's Four Seasons - Youtube Seasons of the year song (tune of Wheels on the Bus) The Four Seasons song The Kiboomers Youtube Easter songs Mother's Day songs</p>	<p>Superhero Family Finger song – YouTube Alphabet superheroes ABC song YouTube Graduation songs</p>

Mathematics

*Count, understand, recognise patterns and relationships of numbers to 10 * Vocabulary of maths
*Spatial reasoning skills

White Rose Maths - maths mastery approach and a number a week used in EYFS

Getting to know you Just like me It's me 1,2,3 Light and dark	Alive in 5 Growing 6,7,8 Building 9 and 10 Consolidation	On the move Superhero to 20 and beyond First, then, now Find my pattern
<p>GETTING TO KNOW YOU-Teacher Assessment and RBA baseline-early number, early calc, mathematical lang, early understanding of pattern</p> <p>JUST LIKE ME Number-Subitising Numerical Patterns- Matching, Sorting, comparing amounts, SSM Comparing size, mass and capacity Exploring pattern</p> <p>IT'S ME 123 Number- Introducing 1,2,3-representing numbers 1,2,3 and composition of numbers 1,2,3</p> <p>Numerical Patterns Comparing numbers 1,2,3 Vocab-More, fewer SSM Circle, Triangle, 2 and 3 step patterns Positional Language</p> <p>LIGHT AND DARK</p>	<p>ALIVE IN 5 Number Introducing 0 Composition of 4 and 5 One less, how many altogether? Numerical Patterns Comparing numbers upto 5 SSM Compare Mass-heavier/lighter than Compare Capacity-full and empty, how many fit inside? Measuring ingredients.</p> <p>GROWING 6,7,8 Number Numbers 6,7,8, sorting 6,7,8, composition of 6,7,8 Combining 2 groups, adding more Numerical Patterns SSM Comparing Length-longer and shorter Comparing Height-taller and shorter Measuring height Time-Measuring time Days of the week</p>	<p>TO 20 AND BEYOND Number Numbers up to 20 Ten frames and beyond Subtraction Numerical Patterns Number patterns to 20 Missing numbers, ordering numbers SSM Find my match with shapes and models Replicate my model Tangrams</p> <p>FIRST, THEN, NOW Number Adding and Subtracting SSM Making new shapes with right angled triangles Making new shapes with squares, tangrams Pattern Blocks</p> <p>FIND MY PATTERN Number Numerical Patterns</p>

<p>Number Introduce 4 and 5</p> <p>Numerical Patterns One more/one less</p> <p>SSM Squares, rectangles and pentagons Comparing shapes, Night and day time</p>	<p><u>BUILDING 9 AND 10</u></p> <p>Number Numbers 9 and 10-representing, sorting, and composition of 9 and 10 Number Bonds to 10</p> <p>Numerical Patterns Ordering numerals to 10 Comparing numbers to 10</p> <p>SSM 3D shape-building with Matching 3D shapes, printing with 3D shapes Pattern</p> <p><u>ASSESSMENT AND CONSOLIDATION</u></p>	<p>Doubling, sharing, odd and even</p> <p><u>SSM</u></p> <p><u>ON THE MOVE</u> Deepening understanding and consolidating key skills *Subitising, Counting, composition, sorting and matching, composition, comparing and ordering</p> <p>Patterns and relationships Spatial Reasoning</p>
<p>ELGS</p> <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • 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 align="center">Understanding the World - topics may change to link with children's interest</p>		
<p>Physical world and community *Non fiction, rhymes and poems *Meeting members of society *Visits to park and library *Vocabulary development</p>		

Checkpoints

On entry: Discuss who is in their family and show some sense of their own history, e.g. *"I was born first and then the twins"* or *"before I was born, Mummy lived in Spain but now we live in London"*.
 Notice similarities and differences between people, reflecting on differences positively.
 Know that they may come from a different country from other children and understand that these are different places.
 Show interests in different occupations, e.g. role-playing police or doctors.
 Talk about differences between materials in simple terms, Show understanding that we need to care for living things, e.g. watering plants, handling insects gently.
 Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".

December: Talk about people around them in good detail, describing their roles, interests or news about them.
 Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake"
 Understand that the past is the time "before now".
 Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.
 Share their experiences of local features of our community, e.g. Bradshaw playground, Tescos, the Manchester Ship Canal.
 Know the church is special to us as Christians.
 Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits.
 Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt.
 Make simple drawings of natural objects, e.g. leaf.

Easter: Discuss images of the past and contrast them in discussion, e.g. *"They are travelling on a horse and cart because there were no cars like we have then"*.
 Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.
 Look at maps of our school/area and discuss the features they notice. Make their own maps.
 Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.
 Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. *"There are no lions in England but there are in Africa"* or *"In Spain, the weather is warmer than here"*. Offer simple, logical explanations for what they have observed, e.g. *"Maybe it melted because the weather is warmer"* or *"It is light so I think that helps it float"*.
 Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf.
 Use modelled, topical vocabulary in discussion.
 Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.

- ELG - Talk about the lives of the people around them and their roles in society.
- ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.
- ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ELG - 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.
- ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
- ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants.
- ELG - 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.
- ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Vocabulary

Then, before, now, next, soon, after, long ago, parents, grandparents, today, tomorrow, yesterday, last week, next week, new, old, older, young, younger, same, different.

Home, house, flat, boat, cottage, school, Bradshaw, village, shops, houses, road, canal, vehicle names, positional language, directional language, map, journey, physical geographical words, human geographical words, plant names and features, animal names and features.

Head, arms, legs, knees, face, ears, eyes, hair, mouth, nose, grow, change, animal names, human, baby, child, teenager, adult, wood, plastic, glass, metal, hard, soft, shiny, dull, rough, smooth, seasons, weather words, underground, nest, ice, sea/ocean, names of common birds and animals, exercise, healthy food names, rest, observe, senses and sense organs, question words

<p>Past and Present</p> <p>How have I changed since I was a baby?</p> <p>People, culture and communities</p> <p>Where do I live and who lives with me?</p> <p>The Natural World</p> <p>Animals including humans</p> <p>Other</p> <p>Baby and toddler photos of the children made into a class photo album</p>	<p>People, culture and Communities</p> <p>Harvest</p> <p>Christmas</p> <p>Diwali</p>	<p>The Natural World</p> <p>Seasonal changes</p> <p>Past and Present</p> <p>Why do we wear different clothes at different times of year?</p> <p>The Natural World</p> <p>Everyday materials</p> <p>Changing states of matter</p>	<p>People, culture and communities</p> <p>How does the weather change over time?</p>	<p>Past and Present</p> <p>What are our favourite celebrations each year?</p> <p>People, culture and communities</p> <p>What is it like where I live?</p> <p>What are other places like?</p> <p>The Natural World</p> <p>Animals</p> <p>Living things and their habitats</p>	<p>The Natural World</p> <p>Seasonal changes and the environment</p> <p>The Natural World</p> <p>Plants</p> <p>People, culture and communities</p> <p>Everyday superheroes (school and wider community)</p>
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Expressive Arts and Design

Develop artistic and cultural awareness

*Explore and play with materials and media
*Vocabulary development

*Self express through the arts

Checkpoints

<p>On entry: Gross motor movements; lines to enclose shapes; use shapes to represent people and objects; include features such as eyes, hair, limbs Enjoy mark-making opportunities. Use objects as representations in pretend play, e.g. a cuboid block as a telephone. Use blocks/construction toys to build “small worlds” e.g. a pen on a farm. Respond to music with movement. Request a favourite song/rhyme. Know and join in with some nursery rhymes or favourite songs and poems. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Develop storylines through small-world or role-play.</p>	<p>December: Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like or could improve about what they have created. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait. Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs” when their pretend-play requires it. Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar songs/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>	<p>Easter: Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. “I used sellotape because the glue was too runny to hold something heavy”. Discuss changes or patterns they hear when listening to music, e.g. “It starts slowly but gets faster and faster”. Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. Create more complex narratives in their pretend play, building on the contributions of their peers. Organise themselves into collaborative creative opportunities (role play, performance, artwork).</p>
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- ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- ELG - Share their creations, explaining the process they have used.
- ELG - Make use of props and materials when role playing characters in narratives and stories.
- ELG - Invent, adapt and recount narratives and stories with peers and their teacher.
- ELG - Sing a range of well-known nursery rhymes and songs.
- ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Vocabulary

Art, design, smooth, shiny, soft, bumpy, colour names, tools, brushes, sticks, chalks, crayons, pencils, felt tips, sponge, shape names, paint, draw, fold, colour, mould, stick, cut, glue, mix, fruit and vegetable names, wool, string, card, thread, raffia, join, press, push, squeeze, pinch, roll.
Join, build, shape, longer, shorter, lighter, heavier, stronger, model, stitch, tape, glue, treasury tags, elastic bands, paperclips, scissors, hole punch, soft, furry, smooth, rough, cut, snip, tear, peel, grate, chop, weave, plan, material, wood, metal, paper, card, equipment, tools, sew, design, stick, paint, brush, wool, string.

ART – creating with materials - Access Art

Drawing	Painting	Collage	Printing	Textiles	Sculpture
Self portraits and family pictures Exploration of materials and tools Leaf drawings, rubbings, metallic crayons and wax relief.	Diwali paintings; Christmas art work; bonfire paintings. Colour mixing.	CNY and winter collages Around school collage map - collaborative project linked to welly walk	Plasticine print making Look at work of Garip Ay, Turkish Ebru marbling Create patterned paper using the marbling technique	Focus on weaver Kwasi Asare Kente cloth African fabric Weaving with different textiles	Minibeast natural art Sketching Collage Sculpting using tin foil Rishika Kartik

DT – creating with materials

Design, Develop, Plan and Communicate ideas; Make; Evaluate processes and products; Develop technical knowledge; Describe what they have done and what they like/dislike about products

Materials and joining Junk Modelling	Model making and Christmas crafts	Cooking and nutrition	Structures	Sewing and textiles	Sliding Mechanism
Exploration of tools and materials Different techniques for joining – adhesive tape, different glue Explore materials, tools and techniques	Think about uses and purposes of materials Represent and construct own ideas, thoughts and feelings Select appropriate resources	Working safely and hygienically Weigh using non standard measures Know importance of a healthy diet Easter crafts - Hanging Egg Decoration Soup - Kapow	Explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. Learn about the different features of boats and ships before investigating their shape and structures to build their own. Boats - Kapow	Use a range of materials and tools with care and precision Know the names of the different tools used Bookmarks - Kapow	Safely use and explore a range of materials, tools and techniques, explaining the process they have used Create a picture with a simple sliding mechanism Sliding picture - Kapow

Music - Charanga Music					
Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
RE - Lancashire Agreed Syllabus					
Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What is special about our world? What buildings and places are special for different people?	