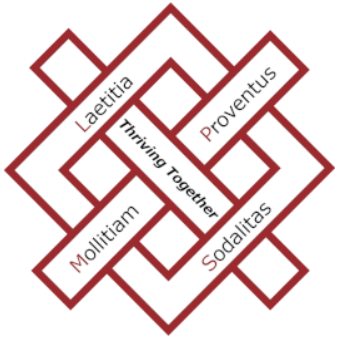
Lytchett Matravers Primary School and Preschool
Early Years Long
Term Plan 26-27







Intent	**At Lytchett Matravers Primary and Preschool we offer a curriculum and a stimulating environment that provides exciting opportunities, allows exploration, promotes challenge and a real love of learning.** **It is our intent that all children develop verbally, emotionally, physically and cognitively in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and show respect and care when interacting with others. We want them to be inquisitive about the world around them and be happy to take risks in their learning.** **We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and child-initiated play ensures the best outcomes for children. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.** **We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is developed and built.**
Implementation	**At Lytchett Matravers Primary and Pre School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.** **We prioritise creating a 'language rich' environment through the use of songs, rhymes, stories and providing time for quality interactions between adults and between peers. Adults are models for effective language and use interactions to promote taught vocabulary and model talk with another person. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn songs and rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.** **Resources available allow children to strengthen their core muscles through physical play, children spend time outdoors in the natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud area and water play. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.** **The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.** **We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive Newsletters each half term to inform them of what their child is learning and to explain how they can support this at home. In Preschool, Parents use Nursery in a Box and in Reception, parents use WOW moments to engage in their child's learning and share experience from home. Parents come in for termly stay and play sessions with the children. Our transition into school and on into Year 1 is carefully planned.** **As part of the learning and teaching process, children are assessed in their achievements. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.**
Impact	**Our curriculum and its delivery ensure that children from their own starting points, make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year.** **Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.** **We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.**

COEL	**<u>Characteristics of Effective Learning</u>** **Playing and exploring:** Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. **Creating and thinking critically:** Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Unique Child **Over Arching Principles**	**<u>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</u>** **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others. At Lytchett Matravers, we know that children learn best when they are absorbed, interested and active. We believe that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. **We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**
	Key Person approach At Lytchett Matravers Preschool, we use a Key Person approach, as this enables calm and effective transitions, meets the physical and emotional needs of children, builds attachments and develops strong, positive relationships with parents and carers. The emphasis is on enabling and supporting close attachments between children, families and staff for the benefit of the child.

PRESCHOOL						
Themes	**Childhood in Autumn**	**Childhood in Winter**	**Childhood in Winter**	**Childhood in Spring**	**Childhood in Summer**	**Childhood in Summer**
PLODS	New beginnings – starting preschool Building relationships My family My feelings Changes to the leaves/tree	Changes to plants/tree Changes to the weather Seasons Celebrations Christmas	Ice/snow People who help us Changes in the environment around us	Animals Life cycles Changes in the environment around us	Planting Growing Plants Changes in the environment around us	Sun safety Bee week Growing and changing Transitions – moving on Changes in the environment around us
High Quality Texts	**FOCUS TEXTS** Owl Babies Big Red Bath Leaf Man Three Little Pigs Rhyme book – Brown bear brown bear what do you see?	**FOCUS TEXTS** Pumpkin Soup Monkey Puzzle Dear Zoo Rhyme book – Duck in a truck	**FOCUS TEXTS** 1 mole digging a hole Goldilocks and the three bears The Train Ride Rhyme book – Hairy McLary	**FOCUS TEXTS** The Tiger that came to tea The hungry Caterpillar Rosie's Walk Rhyme book - Shark in the park	**FOCUS TEXTS** Peace at last Titch Jasper's Beanstalk Rhyme book – Each Peach Pear Plum	**FOCUS TEXTS** Bear Hunt Where the Wild things are Three Billy Goats Gruff Rhyme book – Oi Frog
	BOOK BOXES Handa's Surprise Room on the Broom The Gruffalo's Child Stick Man The Gruffulo Feel books	**BOOK BOXES** The best Diwali ever Room on the Broom The Gruffalo's Child Stick Man The Snowman	**BOOK BOXES** Oh No George Giraffes can't dance Farmer Duck Where's Spot? The Blue Balloon	**BOOK BOXES** Measuring me What the Ladybird Heard Rosa explores life cycles Owl Babies	**BOOK BOXES** Is it a seed? The Worrysaurus Kindness makes us stronger Stick Man The Gruffulo	**BOOK BOXES** Betsy Buglove saves the bees Dinosaur Roar Room on the Broom The Gruffalo's Child
Special events/ enrichments	Initial stay and play session Baking	Fireworks, Diwali, Baking Christmas Stay and Play	People who help us visit/s Lunar New Year, Baking Pancake day	Animal visit Easter Mother's day World Book day, Caterpillars/eggs Baking Stay and Play	Trip to the park Planting Baking	Father's day Bee week Baking Graduation
Focus Rhymes	2 little dicky birds 5 little speckled frogs 5 little monkey Incy wincy spider Wind the bobbin up Hickory dickory dock	Ba ba black sheep Twinkle twinkle little star Row row your boat Jingle bells Father Christmas got stuck	5 little ducks 5 little men in a flyer saucer 5 little firemen Miss Polly had a dolly Humpty Dumpty	This little piggy went to market Round and round the garden Pat a cake Hot cross buns Little bow peep	10 fat sausages 1, 2, 3, 4, 5 caught a fish alive Head shoulders knees and toes Old McDonald had a farm	The wheels on the bus Ring a ring a roses Revisit others

RECEPTION						
Themes	**My World!**	**Changes all around!**	**Superheroes!**	**Amazing Animals!**	**Growing!**	**Imagine That!**
PLODS	Starting school My new class New Beginnings My family PSED focus Relationships Feelings What am I good at?	Season Changes to materials Map of school Bonfire night The Nativity Letters to Father Christmas	People in our community who help us People and their jobs/roles	Animals Habitats Caring for living things Where do we live in the UK / world? Animals around the world	The great outdoors Plants & Flowers Planting beans/seeds Make a sculpture: Andy Goldsworthy Life cycles	Where in the world shall we go? Dinosaurs Fossils – Mary Anning Pirates Reduce, Reuse & Recycle
High Quality Texts	The Great Big Book of Families Colour Monster Not now Bernard Three Billy Goats Gruff Handa's Surprise (Black History Month)	Percy The Park Keeper stories. Smartest Giant in Town The Gingerbread Man The Jolly Postman Christmas The Christmas Story	A Superhero Like You Dr. Ranj (People who help us) Busy People Non Fiction People Who Help us books Lunar New Year Look Up! (Space)	Rumble in the Jungle We are going on a lion hunt Snail and the Whale Oi frog Little Red Hen What the Ladybird Heard	The Tiny Seed Jack and the Beanstalk The Very Hungry Caterpillar I will never ever eat a tomato	Mary Anning – little people, big dreams Tyrannosaurs drip Whatever next The night pirates Supertato
Special events/ enrichments	Black History Month Grandparent's day	Nativity performance – singing/performing. Diwali Bonfire Night Remembrance day. Children in need Anti Bullying Week Hanukkah Dec 1 Christingle Pantomime trip	Safer internet day Valentines day Fairtrade Fortnight Lunar New Year Visit from fire service Visit from Police/Dentist, other people who help us EVC to the local library	Pancake Day Mother's day Easter Ramadam St Georges Day Animal visit into school	Eid-Al-Fitr Father's day Sports Day	EV trip to the local park Moon landing

Assessment opportunities	Baseline assessments (National and in house) 2 week progress meetings to discuss pupil progress Observations Hamwic network meetings	2 week progress meetings to discuss pupil progress Observations Families evening Hamwic network meetings and moderation End of term Assessments - *Who is on track?* Phonics assessments	2 week progress meetings to discuss pupil progress Observations Hamwic network meetings	2 week progress meetings to discuss pupil progress Observations Families evening EYFS team meetings End of term Assessments Phonics assessments	2 week progress meetings to discuss pupil progress Hamwic network meetings and moderation	Pupil progress meetings Reports Observations Phonics assessments Transition meetings Hamwic network meetings and moderation
Parental Involvement	1:1 meetings WOW moments Early Reading and Early Maths workshops	WOW moments Nativity Families Evening Parents Stay and Play	WOW moments Educational Visit	WOW moments Parents Stay and Play Families Evening	WOW moments Educational Visit Sports Day	WOW moments Reports End of year Parents Stay and Play
Key Vocabulary	Unique, individual, feelings, emotions, special, happy, positive, sad, unhappy, worried, excited, angry, calm.	Seasons, summer, winter, autumn, spring, deciduous, evergreen, decomposition, vibrant, colour, change.	Hero, healthy, hygiene, plaque, pedestrian, physical activity, occupation. Space, travel, rocket, satellite, space station	Animals, wild, pet, farm, herbivore, carnivore, omnivore, nocturnal, habitat.	Grow, height, length, measure, seed, soil, plant	Dinosaur, fossil, palaeontologist, *herbivore, carnivore, omnivore* Space, planets, asteroid, comet, star

Communication and Language

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschool	Development Matters (2 to 3 years)	**Listening, Attention and Understanding** Responds to familiar voices, songs and sounds; turns towards sounds; enjoys short shared books. Listens to short stories, rhymes and familiar instructions with adult support. **Speaking** Communicates through emerging words, gestures, facial expressions. Uses words to communicate needs and interests; begins to combine two words.	**Listening, Attention and Understanding** Shows anticipation of familiar songs and routines; attends briefly to an adult. Listens for longer and follows a simple one-step instruction; begins to respond to simple questions. **Speaking** Uses familiar words consistently; copies sounds and words from adults. Combines 2–3 words and uses a growing vocabulary to talk about familiar experiences.	**Listening, Attention and Understanding** Enjoys repeated stories and songs. Follows familiar two part routines with support. **Speaking** Joins in with familiar rhymes and songs and uses short phrases to describe what they are doing.	**Listening, Attention and Understanding** Listens to others in small groups and begins to answer who/what questions. **Speaking** Uses 3–4 word sentences and begins to take turns in simple conversations.	**Listening, Attention and Understanding** Listens to longer stories and responds to who, what, where and when questions. **Speaking** Uses 4–6 word sentences, joins ideas with and/because and shares simple opinions.	**Listening, Attention and Understanding** Sustains attention in familiar activities. Begins to understand why questions. Listens carefully, responds appropriately and begins to explain or recall key events from stories. **Speaking** Retells favourite stories with support. Continues conversations and uses talk to organise play.

Observational Checkpoint:

Is the child showing an interest in what other children are playing and sometimes joins in?

By around 3 years old, can the child shift from one task to another if you get their attention? Using the child's name can help: "Jason, please can you stop now? We're tidying up."

Around the age of 2, can the child understand many more words than they can say – between 200–500 words?

Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Preschool	Development Matters (3-4 years)	**Listening, Attention and Understanding** Children will know how to listen to a story Children will recall key points in a story. Children can stop what they are doing and listen to an instruction **Speaking** Children will know become familiar with a range of Preschool rhymes and songs.	**Listening, Attention and Understanding** Children will understand 'who' questions. Children will understand two-part instructions **Speaking** Children will know a range of Preschool rhymes and songs and be able to share their favourite one.	**Listening, Attention and Understanding** Children will understand 'what' questions. **Speaking** Children will enjoy listening to longer stories and remembering what happens. Children will develop pronunciations of multi-syllabic words by clapping syllables.	**Listening, Attention and Understanding** Children will understand 'when' questions. **Speaking** Children will know and retell stories with repeated refrains. Children will develop pronunciations of sounds r, j, th, ch and sh. Children will form sentences of 4-6 words.	**Listening, Attention and Understanding** Children will understand 'where' questions. **Speaking** Children will know and retell stories with traditional tales. Children will develop pronunciations of multi-syllabic words by clapping syllables. Children will share their point of view.	**Listening, Attention and Understanding** Children will understand 'why' questions. **Speaking** Children will know and retell favourite stories. Children will continue a conversation. Children will use talk to organise themselves and their play.
	Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Reception	Development Matters (Reception)	**Listening, Attention and Understanding** Children will listen carefully to a story. Children will understand how to listen carefully and why it is important. Children will answer and ask who, what, when and where questions. **Speaking** Children will know and retell a familiar story. Children will develop social phrases through everyday routines. Children will join in with 1:1 conversation with an adult.	**Listening, Attention and Understanding** Children will join in with repeated refrains in a story. Children will identify the main characters in the story and talk about their feelings. Children will answer and ask why questions. **Speaking** Children will join in with small group conversation. Children will describe events taking place in the school routine.	**Listening, Attention and Understanding** Children will talk about key events in a story. Children will answer and ask how questions. Children will identify rhyming words. **Speaking** Children will join in with whole class conversation. *(Using School Oracy structures)* Children will articulate their ideas and thoughts into well-formed sentences. *(Using School Oracy structures)*	**Listening, Attention and Understanding** Children will talk about the plot and main problem in a story. Children will suggest rhyming words. **Speaking** Children will know a range of connectives to join their ideas. Children will retell a known poem. Children will describe events in detail.	**Listening, Attention and Understanding** Children will link events in a story to their own experiences. **Speaking** Children will speak in whole class scenarios to share their experiences and interests. (ELG) Children will use talk to help work out problems and organise thinking.	**Listening, Attention and Understanding** Children will 'hot seat' characters from a story. **Speaking** Children will express ideas using past and present tense. (ELG) Children will use talk to explain how things work and why they might happen.
	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						

Personal, Social and Emotional Development

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Preschool	Development Matters (2 to 3 years)	**Self-Regulation** Seeks comfort from familiar adults. Shows basic emotions and responds to soothing. Separates from a familiar adult with support. **Managing Self** Explores a familiar environment. Begins simple self-care such as drinking and feeding. Makes simple choices and participates in dressing, handwashing and tidying with help. **Building Relationships** Forms attachments with familiar adults. Watches and plays near other children. Plays alongside others and seeks interaction with familiar children.	**Self-Regulation** Recognises familiar routines and anticipates what happens next. Begins to wait briefly with adult support. **Managing Self** Begins to help with putting resources away and tidying. Follows simple preschool routines. **Building Relationships** Enjoys simple social games and copies other children. Begins to join shared play. Develops relationships with familiar peers.	**Self-Regulation** Shows a wider range of emotions. Begins to use words or gestures to express feelings. Accepts adult help to regulate. **Managing Self** Begins to recognise healthy routines. Independently follows familiar hygiene routines with reminders eg: washing hands. **Building Relationships** Shows interest in other children and begins to share attention with them. Shares resources with adult support.	**Self-Regulation** Begins to recover from upset with support. With adult support, begins to use simple calming strategies. **Managing Self** Attempts to put on or remove simple clothing. Eg: puts arm in coat. Uses resources with increasing control. Shows increasing independence with toileting routines. **Building Relationships** Takes turns with support. Begins to cooperate in small-group play.	**Self-Regulation** Shows increasing control of impulses with support. Can focus on an adult and shifts attention with support. Waits for a short time for a turn. **Managing Self** Continues with familiar self-care tasks. Takes on small responsibilities. Follows safety routines. Shows perseverance with challenges. **Building Relationships** Shows concern when another child is upset and seeks adult help. Begins to consider others' feelings.	**Self-Regulation** Names feelings such as happy, sad and angry. (Zones of regulation) Uses familiar strategies to regulate with decreasing adult support. Can talk about how they feel. **Managing Self** Shows increasing independence in personal care and routines. Follows rules with understanding. Explains simple reasons for healthy choices. **Building Relationships** Develops friendships and can listen to another child with support. Listens to others and begins to find compromises.
	Observational Checkpoint: Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties. Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Preschool	Development Matters (3-4 years)	**Self-Regulation** Children will separate from main carer to come into Preschool. Children will know what happy looks like. (Green zone) **Managing Self** Children will know the Preschool rules: - Looking eyes - Listening ears - Hands in lap Children will know how to use resources in the environment, with help when needed. Children will know to wash and dry their hands before eating and after using the toilet. **Building Relationships** Children will know how to play alongside each other.	**Self-Regulation** Children will know adults can help them in Preschool. Children will know what sad looks like. (Blue Zone) **Managing Self** Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'. Children will know to drink water to be healthy. **Building Relationships** Children will know how to play partner games.	**Self-Regulation** Children will become confident with visitors in Preschool. Children will know what angry looks like. (Red Zone) **Managing Self** Children will take on responsibilities such as setting out snack, cleaning the tables for lunch. Children will know examples of healthy food. (**Building Relationships** Children will share resources and play in a group.	**Self-Regulation** Children will show confidence walking around our local area. Children will know what excited looks like. (Yellow Zone) **Managing Self** Children will know to exercise to be healthy. **Building Relationships** Children will take turns whilst playing and waiting patiently to have a go.	**Self-Regulation** Children will show confidence when visiting the local library. Children will know what calm looks like. (Green Zone) **Managing Self** Children will know how to calm themselves by stopping and taking deep breaths. Children will know to brush their teeth to be healthy. **Building Relationships** Children will consider the feelings of others in stories.	**Self-Regulation** Children will be able to talk about what the different Zones are. Children will know what tired looks like. (Blue Zone) **Managing Self** Children will know how to independently use the toilet. **Building Relationships** Children will know how to listen to a friend and agree a compromise.
	Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Reception	Development Matters (Reception)	**SCARF: Me and My Relationships** **Self-Regulation** Children will see themselves as unique by sharing their hobbies and interests. Children can name emotions – happy, sad, worried, angry - and identify 'not so good feelings' and what they can do (Zones of Regulation) Children know that some actions and words can hurt others. **Managing Self** Children will know how regular exercise is important for their health. Children will identify the Zones of Regulation and what related behaviour looks like for each. **Building Relationships** Children can talk about people that are special to them and who can help them. Children will know to listen with respect.	**SCARF: Valuing Difference** **Self-Regulation** Children will be able to use the language of ZoR to talk about own feelings. Children will be able to identify the Zone they are feeling. **Managing Self** Children will know what it means to be respectful and to be treated with respect Children will be able to complete dressing tasks independently. **Building Relationships** Children will know what being kind means and can identify how they can be kind to each other. Children can talk about things that are the same and different with each other, families, homes and understand that everyone is special.	**SCARF: Keeping myself safe** **Self-Regulation** Children will know how to make the right choice and the consequences of not doing so. Children will know how to access the Zone of Regulation tool kit for the red zone to support them to regulate. **Managing Self** Children will know how regular teeth brushing is important for their health. Children will know what is safe to go in their bodies. Children will know how to keep themselves safe inside and outside. Children will know what a sensible amount of screen time is and why this is important for their health. Children will be able to talk about how to stay safe online. **Building Relationships** Children will share and co-operate with peers.	**SCARF: Rights and responsibilities** **Self-Regulation** Children will know the effects of their behaviour on others. Children will know how to access the Zone of Regulation tool kit for the yellow zone to support them to regulate. **Managing Self** Children know the importance of caring for our things at home, in the classroom and the world we live in. **Building Relationships** Children will be able to describe what makes a good friend; such as listening and sharing. Children will be able to talk about how they can help at home and show care for their families.	**SCARF: Being my best** **Self-Regulation** Children begin to understand how to bounce back when things don't go as they want or go wrong. **Managing Self** Children will know about the importance of a good sleep routine for their health. Children will know about the importance to moving their body to be healthy. Children will know why healthy eating is important. **Building Relationships** Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.	**SCARF: Growing and changing** **Self-Regulation** Children will know how to show perseverance to overcome challenges. **Managing Self** Children will be able to talk about changes they have gone through, talking about life stages. Children will identify different body parts. (SRE) Children will talk about where babies come from. (SRE) **Building Relationships** Children will know how to resolve a problem by talking it through with a friend or adult. ***Children will talk about changes around them and transition to Year 1***
	Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.						

Physical Development

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Preschool	Development Matters (2 to 3 years)	**Gross Motor** Walks and runs with increasing confidence. Climbs low equipment and negotiates simple obstacles. **Fine Motor** Turns pages. Builds with large pieces. Uses simple tools with support.	**Gross Motor** Runs, stops and changes direction. Begins to ride wheeled toys. Throw a large ball. **Fine Motor** Uses chunky pencils, crayons and tools with increasing control. Begins to put on a coat with help.	**Gross Motor** Uses tricycles or scooters with support. Throws and catches large balls with growing control. **Fine Motor** Uses one hand to pinch and squeeze. Makes snips with appropriate early scissors, with adult support.	**Gross Motor** Climbs using alternating feet with support. Joins simple group movement games. **Fine Motor** Uses simple tools such as hammers and scissors with support. Begins to manage zips.	**Gross Motor** Stands and balances on one leg briefly. Hops with support. With support, catches a smaller ball with two hands. **Fine Motor** Threads large beads. Uses scissors to snip paper/card. Screws/unscrews simple objects.	**Gross Motor** Runs, jumps, hops. Carries larger objects safely with others. **Fine Motor** Uses pencils and scissors with growing control. Shows a developing hand preference.
	Observational Checkpoint: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Preschool	Development Matters (3-4 years)	**Gross Motor** Children will know how to ride a balance bike. Children will know how to roll a ball whilst standing. **Fine Motor** Children will explore large muscle movements to develop cross the mid-line movements. Children will know how to put on their coat. Children will know how to use loop scissors to make snips in card. Children will know how to squeeze, push and pull.	**Gross Motor** Children will know how to ride a tricycle. Children will know how to throw a large ball. Children will copy and perform simple dance moves. **Fine Motor** Children will know how to pull up a zip when started off by an adult. Children will know how to use loop scissors to make snips in paper. Children will know how to use one hand to pinch.	**Gross Motor** Children will know how to ride a scooter. Children will know how to catch a ball using two hands. Children will take part in group/team games. **Fine Motor** Children will know how to do up their own zip. Children will know how to use hammers to hit a large headed nail. Children will know how to use spring loaded scissors to make snips in card. Children will know how to use peg boards, inset jigsaws, build towers, scoop and pour.	**Gross Motor** Children will know how to climb using alternate feet. Children will know how to throw a small ball. **Fine Motor** Children will know how to use loppers to cut a stick. Children will know how to use spring loaded scissors to make snips in paper. Children will know how to screw and unscrew.	**Gross Motor** Children will know how to stand on one leg and hop. Children will know how to catch a small ball using two hands. **Fine Motor** Children will know how to twist a pipe cleaner to make a knot. Children will know how to use scissors to make snips in card. Children will know how to thread beads, pasta, cotton reels and buttons.	**Gross Motor** Children will know how to skip. Children will know how to work together to carry large items such as planks of wood. **Fine Motor** Children will show preference for a dominant hand. Children will use a pencil with good control when making marks. Children will know how to use scissors to make snips in paper.
	Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Reception	Development Matters (Reception)	**Gross Motor** Children will know how to hop, skip and jump. Children will move in different ways with ease and fluency both indoors and outdoors. **Fine Motor** Children will know the correct pencil grip and posture for writing. Children will be able to use two-hole scissors to make snips in paper. Children will know how to correctly form most of the letters in their name. *(although name writing may not be accurate yet)*	**Gross Motor** Children will confidently and safely use apparatus both indoors and outdoors. Children will be able to complete various moves as part of a dance routine. Children will be able to balance on apparatus. **Fine Motor** Children will be able to cut along straight lines using two-hole scissors. Children will know how to correctly form the 'down letters' – l, t, b, p, k, h, i. Children will know how to correctly form the numbers 0 and 1	**Gross Motor** Children will know how to safely jump off of gymnastics equipment. Children will know how to climb and hang. Children will know how to hop, skip and jump. **Fine Motor** Children will know how to use a knife and fork to cut. Children will know how to correctly form the 'around letters' – c, a, o, d, g, q. Children will know how to correctly form the numbers 2 and 3	**Gross Motor** Children will know how to kick and pass different sized balls. **Fine Motor** Children will be able to cut along wavy lines using two-hole scissors. Children will know how to correctly form the 'down letters' – j, m, n, r, u, y. Children will know how to correctly form the numbers 4 and 5.	**Gross Motor** Children will know how to throw and catch different sized balls. **Fine Motor** Children will be able to cut along zig-zag lines using two-hole scissors. Children will know how to correctly form the 'curly letters' – e, f, s. Children will know how to correctly form the 'zig zag letters' – v, w, z, x. Children will know how to correctly form the numbers 6 and 7.	**Gross Motor** Children will know how to bat and aim using different sized balls. **Fine Motor** Children will be able to cut around various shapes using two-hole scissors. Children will know how to correctly form the numbers 8 and 9.
	Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.							

Literacy

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Preschool	Development Matters (2 to 3 years)	**Comprehension** Enjoys looking at books with an adult. Chooses familiar books and talks about pictures with support. **Word Reading** Joins in with rhymes and notices some repeated sounds. **Writing** Explores mark making with fingers and whole-body movements. Makes marks with chunky tools and begins to give meaning to marks.	**Comprehension** Recognises familiar objects and people in pictures. Listens to short stories and begins to recall a familiar character or event. **Word Reading** Explores sounds in names and familiar words. With adult support, claps syllables in names. **Writing** Makes lines, dots and circular movements. Copies simple horizontal, vertical and circular marks.	**Comprehension** Anticipates repeated parts of familiar stories and songs. Talks about favourite stories and answers simple questions about what happened. **Word Reading** Begins to notice words that rhyme. Identifies some familiar signs/logos. **Writing** Uses a range of sensory materials for mark making. Draws simple shapes and patterns and experiments in sensory materials.	**Comprehension** Understands that print and pictures carry meaning. Handles books carefully and begins to identify the cover, title and familiar print. **Word Reading** Enjoys sound play and alliteration. Shows awareness that words begin with sounds. **Writing** Makes intentional marks to represent familiar objects or ideas.	**Comprehension** Talks about characters, events and favourite parts of stories. Retells key events with support. Notices different purposes for print such as labels and menus. **Word Reading** Enjoys sound play and alliteration. Shows awareness that words begin with sounds. **Writing** Uses pencils/ crayons with increasing control and talks about marks.	**Comprehension** Uses recently heard vocabulary when talking about stories. Answers simple questions about a story and begins to retell it in sequence. **Word Reading** Listens to and recognises some initial sounds in familiar words. Continues to notice words that rhyme. **Writing** Uses pencils/ crayons with increasing control and talks about marks.
	Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Preschool	Development Matters (3-4 years)	**Comprehension** Children will know the logos for local supermarkets. **Word Reading** Children will clap syllables in their name. **Writing** Children will know how to draw horizontal lines and vertical lines.	**Comprehension** Children will know a range of signs including bus stop, parking, and stop sign. **Word Reading** Children will clap syllables in their name. Children will spot rhymes. **Writing** Children will know how to draw circles and diagonal lines.	**Comprehension** Children will know how to turn the pages of a book carefully. **Word Reading** Children will recognise words with the same initial sound such as mum and milk. Children will spot rhymes. Children will know the RWI pictures for m, a, s, d, t, i, **Writing** Children will know how to draw squares and triangles. Children will explore drawing shapes/lines/mark making learned (paper/sensory materials)	**Comprehension** Children will know the names of different parts of a book including the cover, title, and author. **Word Reading** Children will recognise words with the same initial sound such as mum and milk. Children will know the RWI pictures for n, p, g, o, c, k. **Writing** Children will explore drawing shapes/lines/mark making learned (paper/sensory materials)	**Comprehension** Children will know print has different purposes by exploring menus, magazines, newspapers, labels. **Word Reading** Children will recognise words with the same initial sound such as mum and milk. Children will begin to orally blend (c-a-t = cat) with support. Children will know the RWI pictures u, b, f, e, l, h, r, j, v, y, w, z. **Writing** Children will explore mark making/ writing with a pencil on paper.	**Comprehension** Children will know that when reading text goes from left to right and top to bottom. **Word Reading** Children will begin to orally blend (c-a-t = cat) with support. **Writing** Children will know the letters that are in their name. Children will write the initial sound in their name.
	Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Reception	Development Matters (Reception)	**Comprehension** Children will retell a known story. Children can recite rhymes by heart. **Word Reading** Children will read the sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Children will hear and identify initial sounds in words. **Writing** Children will begin to write their name. Children will begin to correctly form the letters in their name Children will write initial sounds.	**Comprehension** Children will identify key events in a known story. **Word Reading** Children will read all set 1 single sounds. Children will blend sounds in words orally. **Writing** Children will write their name. Children will correctly form the letters in their name. Children will use 'Fred fingers' to sound out CVC words to write. Children will know how to correctly form the 'around letters' – c, a, o, d, g, q.	**Comprehension** Children will engage in discussion around non-fiction books. Children can recite rhymes by heart. **Word Reading** Children will blend sounds in words. Children will read short ditty stories Children will know the red word I **Writing** Children will independently write CVC words. Children will correctly form the 'down letters' l, t, b, p, k, h, i.	**Comprehension** Children will engage in discussion around poems. **Word Reading** Children will read all set 1 special friends. Children will read red storybooks Children will know red words put, of, the, no, my, he **Writing** Children will write words with set 1 special friends. Children will write a 3-word phrase. Children will correctly form the 'down letters' j, m, n, r, u, y	**Comprehension** Children will use vocabulary in context learned in literacy sessions. **Word Reading** Children will know set 2 sounds ay, ee, igh, ow, *oo*, oo. Children will read green storybooks Children will know red words your, said, you **Writing** Children will write a 4-word phrase. Children will correctly form the 'curly letters' e, f, s.	**Comprehension** Children will be able to answer questions about a given story. **Word Reading** Children will read set 2 sounds ay, ee, igh, ow, oo, oo. Children will know sounds ar, or Children will read green/purple storybooks Children will know red words to, be, are, they **Writing** Children will correctly form the 'zig zag letters' v, w, z, x. Children will write a short sentence. Children will read what they have written to check it makes sense.
	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.						

Maths

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Preschool	Development Matters (2 to 3 years)	**Number** Enjoys number songs. Begins to say number names in sequence during play. **Numerical Patterns** Explores objects that are the same/different and notices simple changes. Begins to compare two groups using more/less with support.	**Number** Joins in with counting songs. Begins to count to 3. **Numerical Patterns** Explores position through movement and play. Uses simple positional words such as on, under and in.	**Number** Counts to 3 in order **Numerical Patterns** Explores shapes through filling, posting and building. Matches and sorts simple shapes.	**Number** Recognises some quantities without counting (up to 3) *subitising* **Numerical Patterns** Copies simple AB patterns and continues familiar sequences, in sounds, movements and objects.	**Number** Recognises some quantities without counting (up to 3) *subitising* **Numerical Patterns** Compares size and length through everyday experiences. Compares size, length, mass and capacity using everyday language – big, small, tall, short	**Number** Counts out up to 3 objects with support. **Numerical Patterns** Creates and continues AB patterns. Can sequence simple events. Can begin to talk about things that are the same/different.
	Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Preschool	Development Matters (3-4 years)	**Number** Children will say number names to and beyond 5 (counting) Children will say number names to 3 in order Children will count forwards and backwards to 3 **Numerical Patterns** Children will compare amounts. Children will put shapes into position. Children will make line patterns (eg stick, stone, stick, stone)	**Number** Children will copy counting finger numbers to 3 Children will subitise to 3. **Numerical Patterns** Children will identify what happens next in a pattern/sequence. Children will describe position using the words 'on', 'under', 'over', 'through' and 'between'. Children will select shapes for a purpose. (eg: circle for a wheel) Children will compare size.	**Number** Children will show 'finger numbers' up to 3. Children will count out 3 objects. **Numerical Patterns** Children will describe and sort shapes using the words 'pointy', 'curvy', 'round', 'flat' and 'sharp'. Children will compare length. Children will describe simple positions and routes. Children will use objects to make simple patterns.	**Number** Children will count out objects to 3 using 1:1 correspondence. Children will recognise numerals to 3. **Numerical Patterns** Children will compare mass. Children will match and combine shapes to make new ones.	**Number** Children will show 'finger numbers' up to 5. Children will count out objects to 5 using 1:1 correspondence. **Numerical Patterns** Children will compare quantities, identifying sets that are the same. Children will create patterns and sequences. Children will complete simple shape and jigsaw puzzles. Children will copy and continue AB patterns.	**Number** Children will count out 5 from a larger group. Children will recognise numerals to 5. Children will begin to match numerals to quantities of 5. **Numerical Patterns** Children will notice and correct an error in an AB repeating pattern Children will sequence events. Children will compare numbers to 5. Children will compare capacity.
	Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Reception	Development Matters (Reception)	**Number** Children will count, identify, and represent up to 3. Children will subitise to 3. Children will identify one more and one less to 3. **Numerical Patterns** Children will match objects & pictures. Children will compare amounts, size, mass and capacity. Children will sort objects, making own rules to do so.	**Number** Children will count, identify, and represent up to 5. Children will subitise to 5. Children will identify one more and one less to 5. **Numerical Patterns** Children will copy and create AB patterns. Children will identify and describe 3 and 4 sided shapes.	**Number** Children will identify 0. Children will compose numbers to 5 on a part-whole model. Children will know number bonds to 5. Children will count, identify, and represent up to 8. Children will identify one more and one less to 8. **Numerical Patterns** Children will compare mass and capacity. Children will make pairs. Children will make doubles to 8. Children will explore addition by combining two groups.	**Number** Children will count, identify, and represent up to 10. Children will identify one more and one less to 10. Children will compose numbers up to 10 on a part-whole model. Children will know some number bonds to 10. **Numerical Patterns** Children will compare length and height. Children will find and make doubles to 10. Children can count beyond 10.	**Number** Children will complete simple addition and subtraction calculations. **Numerical Patterns** Children will identify evens and odds to 10. Children can build numbers to 20. Children can count beyond 20. Children will identify and name 3D shapes. Children will share and group.	**Number** Children will automatically recall bonds to 5 and 10. **Numerical Patterns** Children will make shape arrangements. Children will create their own pattern rules. Children will create their own maps. Children will instruct using positional language.
	Number: 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. **Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.							

Understanding the World

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Preschool Development Matters (2 to 3 years)	History	**Past and Present** Children will look at photos of their family	**Past and Present** Children begin to talk about past events when questioned by an adult. Children will know about bonfire night.	**Past and Present** Children will talk about familiar family members. Children talk about past events when questioned by an adult.	**Past and Present** Children will talk about things that happened before or after with support – sequencing events.	**Past and Present** Children will join in with celebrations.	**Past and Present** Children will sequence events in order.
		Geography	**People, Culture and Communities** Becomes confident and recognises familiar places in preschool.	**People, Culture and Communities** With an adult, children will know the preschool rooms and outside areas Children will know the Forest School area and field	**People, Culture and Communities** Children can talk about familiar local places from photos.	**People, Culture and Communities** Children will explore pictures of different places around the world and talk about what they see.	**People, Culture and Communities** Children will recognise the England flag and recognise familiar symbols from pictures.	**People, Culture and Communities** Children will know where preschool, school and the area around is.
		Science	**The Natural World** Children can point at when asked and begin to name some body parts - heads, arms, legs, feet, stomach	**The Natural World** Children will notice changes in weather. Children will use senses to investigate natural materials and talk about signs of autumn.	**The Natural World** Children will explore movement of water. Children will use sense to explore natural world and talk about signs of winter.	**The Natural World** Children will know how materials change when cooking, cooling and heating. Children will watch the life cycle of a butterfly. Children will show care for living things.	**The Natural World** Children will watch a plant grow and talk about changes with an adult. Children begin to understand that plants take time to grow.	**The Natural World** Children will explore different materials using senses and talk about what they feel. Children will explore force pushing something to make it move. Children will talk about signs of summer.
		RE	**People, Culture and Communities** Children will play alongside others	**People, Culture and Communities** Children will explore different cultural celebrations through stories, music and sensory experiences (Christmas/Diwali)	**People, Culture and Communities** Children will explore different cultural celebrations through stories, music and sensory experiences (Chinese New Year and Holi).	**People, Culture and Communities** Children will listen to stories about Easter.	**People, Culture and Communities** Children will talk about celebrations they have as a family.	**People, Culture and Communities** Children can talk about why a celebration is special to them.
		Computing	Children will explore how things work using cause and effect toys, buttons, switches, twist etc	Children will explore how things work using cause and effect toys, buttons, switches, twist etc	Children will explore how things work using cause and effect toys, buttons, switches, twist etc	Children make simple marks/drawings on an interactive whiteboard or tablet.	Children will know how to play a drag and drop game on the tablet/ IWB with support.	Children will know how to play a drag and drop game on the tablet/ IWB.
	Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Preschool - Development Matters (3-4 years)	History	**Past and Present** Children will know they were a baby.	**Past and Present** Children will know about Bonfire Night. Children will find out about Remembrance day.	**Past and Present** Children will find out about Lunar New Year.	**Past and Present** Children will talk about key events that happened in the past to them – eg: birthday, Christmas, a trip out	**Past and Present** Children will find out about St. George's day and how we celebrate.	**Past and Present** Children will begin to understand that at the moment (present) they attend Preschool but soon they will go to School
		Geography	**People, Culture and Communities** Children will talk about differences and similarities between themselves and others in preschool.	**People, Culture and Communities** Children will know the preschool rooms and outside areas Children will know the Forest School area and field	**People, Culture and Communities** Children will know the name of the town that our school is in.	**People, Culture and Communities** Children will know that a globe represents the world. Children know there are different countries in the world and talk about what they have experienced or seen in photos.	**People, Culture and Communities** Children will find out about the England flag	**People, Culture and Communities** Children will know where School and other school's they may be going to are.
		Science	**The Natural World** Children will know the names of body parts: heads, arms, hands, legs, feet, neck. Forest School – hands on exploration of natural materials.	**The Natural World** Children will use magnifying glasses to investigate and talk about natural materials. Children will know the signs of Autumn.	**The Natural World** Children will know how materials change when cooking, cooling and heating. Children will show understanding of sinking and floating Children will know the signs of winter	**The Natural World** Children will know that a butterfly comes from an egg. Children will know how to respect and care for living things (plants/animals) Children will know the signs of spring	**The Natural World** Children will know that seeds can turn into plants. Children will plant and grow a fruit/veg/herb. Children will begin to understand how it takes time to grow fruit and vegetables.	**The Natural World** Children will explore and talk about forces including push/pull, magnets and stretching. Children will know how materials change when melting. Children will investigate light, dark and shadows. Children will know the signs of summer.
		RE	**People, Culture and Communities** Children know some Christian stories: Children talk positively about the differences between people.	**People, Culture and Communities** Children know the Christian Christmas Story.	**People, Culture and Communities** Children are starting to know about different celebrations (Chinese New Year and Holi). Children talk positively about the differences between people.	**People, Culture and Communities** Children know the Christian Easter story.	**People, Culture and Communities** Children are starting to know stories from different cultures and worldviews. Children talk positively about the differences between people.	**People, Culture and Communities** Children know that there are special places. Children know there are different countries in the world and talk about the differences they have experienced or seen in photos
		Computing	Children will explore how things work using cause and effect toys	Children will know how to make digital art on the tablet/IWB.	Children will know how to make digital art on the tablet/IWB.	Children will know how to play a drag and drop game on the tablet/ IWB.	Children will know how to play interactive games on the tablet/IWB.	Children will learn how to operate wind-up toys and pulleys.
	Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Reception - Development Matters (Reception)	History	**Past and Present** Children will talk about their family and community. Children will comment on photos of their family; naming who they can see and of what relation they are to them. (Family Tree) Children will talk about things they have done with their family in the past.	**Past and Present** Children will know that the past is anything before the current day. Children will know that the present is now. Children will know that on Remembrance Day we wear poppies to remember the soldiers who died in the war. Children will know the history of Bonfire Night and will know about a figure from the past – Guy Fawkes. Children will know traditions people had in the past at Christmas time. (Peebo Story)	**Past and Present** Children will know information about a historical event. (Moon landing. Neil Armstrong. Tim Peak.) Children will know about significant figures who have been to space and know that some events happened before they were born. (Moon landing. Neil Armstrong.)	**Past and Present** Children will know that some animals are now extinct.	**Past and Present** Children will look at images of seaside holidays from the past and present and identify similarities and differences.	**Past and Present** Children will learn about dinosaurs from the past. Children will learn about important local historical figures who were linked to discovering extinct animals (Mary Anning)
		Geography	**People, Culture and Communities** Children will explore the school grounds and draw a simple map of classroom/school grounds. Children will understand there are different countries in the world and explore a globe. Children will explore life in south-west Kenya, focusing on a village of the Luo tribe and compare with their own life (Black History Month - Handa)	**People, Culture and Communities** Children will know some celebrations in different cultures – Bonfire Night and Diwali.	**People, Culture and Communities** Children will know the different jobs that people do in their community. (Visits from PWHU– fire service, school nurse, dentist)	**People, Culture and Communities** Children will find Great Britain and Tanzania on a World Map. Children will identify similarities and differences between life where we live and life in Africa. Children will know that a symbols on a map show areas of importance. Children will create a simple map.	**People, Culture and Communities** Children will know that we can only grow certain fruit/vegetables in England. Children will know where in the world different foods come from.	**People, Culture and Communities** Children will know different ways they can look after their environment. Children will draw a simple map.
		Science	**The Natural World** Children will explore and talk about the school grounds and what they find. Children will know that it is Autumn.	**The Natural World** Children will know the changes in the season Autumn to the world around them. Children will know the 5 senses. Children will know the changes over time to leaves. (growth and decay) Children will know what happens to ice. (frost, melt, changes of state)	**The Natural World** Children will know that it is Winter. Children will know the importance of keeping our teeth clean. Children will know about what foods help keep our body healthy. Children know how to be safe near the road.	**The Natural World** Children will know that it is Spring. Children will know different habitats animals live in. Children will talk about different features different animals have. Children will know key things different animals need to survive.	**The Natural World** Children will know what things are living and things that are not. Children will know how to care for a plant and the stages it grows. Children will know the life cycle of a butterfly and a frog. Children will know where food grows.	**The Natural World** Children will know that it is Summer Children will know the names of the 4 seasons and weather associated with them. Children will explore floating and sinking. Children will explore materials and whether they are waterproof. Children will explore our solar system.

		RE	**People, Culture and Communities** Children know Christians believe in God and children know some Christian Stories:. Children can talk about special members of their immediate family and community. Children recognise that people have different beliefs and celebrate special times in different ways.	**People, Culture and Communities** Children can recall the Christmas story. Children can talk about own celebrations at home. Children develop understanding of different religious celebrations – Diwali	**People, Culture and Communities** Children know about different celebrations (New Year, Chinese New Year and Holi). Children recognise that people have different beliefs and celebrate special times in different ways.	**People, Culture and Communities** Children can recall the Christmas Easter Story. Children can name and describe people who are familiar to them.	**People, Culture and Communities** Children know some stories from different cultures and worldviews. (Aesop fable, Sikh, Muslim, Indian, Asia, Christian). Children can compare and contrast characters from stories, including figures from the past. Children recognise that people have different beliefs and celebrate special times in different ways.	**People, Culture and Communities** Children know special places for different worldviews (Church, Mosque, Synagogue) Children can understand that some places are special to members of their community.
		ICT	Children will know how to use a tablet to take photos.	Children will know how to type their name on a computer	Children will know how to use a trackpad.	Children will know how to make digital art.	Children will know how to programme a beebot.	Children will know how to dictate a question to Google.
Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. **The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.							

Expressive Arts and Design

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Preschool Development Matters (2 to 3 years)	Music	**Being Imaginative** Children will respond to music through movement, facial expressions and vocalisations. Children will joins in with familiar songs and rhymes.	**Being Imaginative** Children copy sounds, actions and rhythms from adults. Children join in familiar seasonal songs.	**Being Imaginative** Children move to different music. Children listen to different instruments and sounds they make.	**Being Imaginative** Children will sing familiar songs and rhymes. Children will use instruments to make sounds.	**Being Imaginative** Children will copy/mimic loud/quiet, fast/slow sounds.	**Being Imaginative** Children will begin to perform known songs.
		Art and Design	**Creating with Materials** Children will explore colour, texture and materials through sensory play. Children will make marks with hands and simple tools, using a range of materials.	**Creating with Materials** Children will explore paint and paint on flat surfaces using hands and simple tools.	**Creating with Materials** Children will explore different tools – paintbrush, objects to print, hands etc.	**Creating with Materials** Children will use tools/materials to create lines, vertical and horizontal – up and down.	**Creating with Materials** Children will use tools/materials to create rainbow, round/swirl shapes.	**Creating with Materials** Children will talk about the marks they have made and what they represent.
		Imaginative Role Play	**Role Play** Children will use familiar objects in simple pretend play.	**Role Play** Children copies simple actions from familiar experiences.	**Role Play** Children begin to combine pretend actions into a sequence.	**Role Play** Children develop a simple storyline with a beginning and an action sequence.	**Role Play** Children use small-world resources to create simple scenarios and storylines.	**Role Play** Children include others in imaginative play.
	Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Preschool - Development Matters (3-4 years)	Music	**Being Imaginative** Children will know and sing a range of Preschool rhymes. Children will play sound matching games.	**Being Imaginative** Children will know and sing a range of Christmas songs.	**Being Imaginative** Children will listen to a range of instruments and express their feelings and ideas.	**Being Imaginative** Children will sing the pitch of a tone sung by another person. Children will play their own instruments to express their feelings and ideas.	**Being Imaginative** Children will make loud/quiet and fast/slow sounds.	**Being Imaginative** Children will be able to sing a repertoire of songs. Children will copy a rhythm with an adult support.
		Art and Design	**Creating with Materials** Children will do large scale drawings/paintings. Children will use crayons to free draw.	**Creating with Materials** Children will paint on a flat surface. Children will explore a range of materials and decide how to use them to create their own art. Children will use glue when creating.	**Creating with Materials** Children will paint on a vertical surface. Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles. Children will join using tape with adult support.	**Creating with Materials** Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Children will draw a circle for a face and details of eyes, nose and mouth.	**Creating with Materials** Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Children will use colours in their art to express emotions. Children will use a hole punch.	**Creating with Materials** Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc. Children will explore and make art in the style of Andy Goldsworthy. Children will do observational drawings with support.
		Imaginative Role Play	**Role Play** Children will take part in pretend play.	**Role Play** Children will develop stories using small world equipment.	**Role Play** Children will make their own small world scenarios.	**Role Play** Children will make their own small world scenarios.	**Role Play** Children will use own experiences in role play.	**Role Play** Children will use own experiences in role play.
	Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?							

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception - Development Matters (Reception)	Music	**Being Imaginative** Children will know a large repertoire of Preschool rhymes/songs. Children will be able to find a simple 'pulse' to music with adult support	**Being Imaginative** Children will learn and perform a range of songs. Children will watch a pantomime and express their feelings and responses.	**Being Imaginative** Children will join in with choreographed dances. Children will explore how the pitch of a sound can be changed.	**Being Imaginative** Children will listen to a range of instruments and identify similarities and differences. Children will experiment with different ways of playing instruments.	**Being Imaginative** Children will know how to tap/clap along to a rhythm. Children will know how to match a pitch. Children will talk about how music makes them feel.	**Being Imaginative** Children will be able to act out characters explored through familiar stories. Children will know how to play a simple arrangement on a glockenspiel.
		Art and Design	**Creating with Materials** Children will know how to mix primary colours to make secondary colours. Children will know how to draw a portrait of a person. Children will know how to use glue to join.	**Creating with Materials** Children will know how to mold clay. Children will know how to print using natural objects. (leaves) Children will know how to use tape to join. Children will know the process to bake cookies.	**Creating with Materials** Children will know how to draw a person – head, body, arms, legs and facial features. Children will know which glue or tape to use for their chosen purpose. Children will be able to recreate art in the style of an artist (Jackson Pollock splatter)	**Creating with Materials** Children will know how to draw animals. Children will know how to draw a pattern. Children will know how to make 2D collages. Children will know how to use and mix watercolour paints. Children will know how to use a treasury tag to join	**Creating with Materials** Children will know how to do observational drawings. Children will know how to print using objects. Children will know how to use oil pastels. Children will know how to use a split pin to join. Children will be able to recreate art in the style of an artist (Vincent Van Gogh)	**Creating with Materials** Children will know how to make different shades of the same colour. Children will know various methods of joining. Children will make a plan before building. Children will know how to mold clay.
		Imaginative Role Play	**Role Play** Children will develop storylines in their pretend play. Children will use own experiences in role `play and include others in their play.	**Role Play** Children will develop stories using small world equipment. Children will make their own small world scenarios.	**Role Play** Children will use familiar stories in role play	**Role Play** Children will use props in their role play	**Role Play** Children will develop story lines, including other children.	**Role Play** Children can retell a story using role play.
	Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known Preschool rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music							