

	Springfield Primary Academy		Long Term Plan		Foundation Stage 2	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school drivers	Care		Collaboration		Challenge	
Main Theme	My World	Seasons & Celebrations	Wonderful Weather	We are Heroes	Terrific Tales	Watch it Grow!
Focus Texts	Colour Monster Families, Families, Families. I Love Me! Martha Maps It Out Oh No George!	Room on The Broom Stick Man The Nativity The Leaf Thief	When it Rains by Rassi Narika The Snow Thief Can A Penguin Ride a Bike?	Supertato! Real Life Superheroes Emergency! That's My Flower!	Handa's Surprise Anna Hibiscus Song The Three Little Pigs Goldilocks and the Three Bears	The Very Hungry Caterpillar The Tiny Seed Oliver's Fruit Salad
Additional texts	Superhero Dad My Mum is Fantastic. Two Homes My First Body Book The Same but Different	The Best Diwali Ever! The Gun Powder Plot Poetry- Seasons The Scarecrow's Wedding	Kipper's Weather After The Storm Lanterns and Firecrackers- A Chinese New Year Story-The Great Race	Seasons Come, Seasons Go: Tree The Easter Story Peep inside Springtime	The Leopard's Drum The Gingerbread Man Lila and the Secret of The Rain Splash Anna Hibiscus	From Seed to Sunflower Seeds
Wow Moments Visits and Visitors	Visit from the school nurse/dental nurse. Grandparents stay and play.	Room on The Broom Day Bonfire Night craft day Remembrance Day Christmas performance Road Safety World Nursery Rhyme week	Chinese New Year Internet Safety Day Pancake Day	Easter Scartho Methodist church visit Litter pick local area Emergency services visitors Local Authority recycling officer visitor World Book Day	Scartho Library Visit	Nunny's Mobile Farm Visit Insect Lore Caterpillars Class Assembly

Communication and Language	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts. Understand 'why' questions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. Understand how to listen carefully and why listening is important. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Learn new vocabulary and use new vocabulary through the day. Describe events in some detail. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Develop social phrases. Engage in non-fiction books. 		<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs. Retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 		<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none"> 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 & Emotional Development	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. <p><u>Building relationships</u></p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. 		<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Remember rules without needing an adult to remind them. Show resilience and perseverance in the face of challenge. Manage their own personal hygiene needs including hand washing and toileting. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Think about the perspectives of others. Find solutions to conflicts and rivalries. 		<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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	Gross Motor Skills <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Fine motor skills <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	Gross Motor Skills <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired including rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Fine Motor Skills <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	Gross Motor Skills <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Literacy			
	<p><u>Word Reading</u></p> <ul style="list-style-type: none">Understand the five key concepts about print:<ul style="list-style-type: none">- print has meaning- the names of the different parts of a book- print can have different purposes- page sequencing- we read English text from left to right and from top to bottomDevelop their phonological awareness, so that they can:<ul style="list-style-type: none">- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and motherRead individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school’s phonic programme.Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p><u>Writing</u></p> <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.Write some or all of their name.Write some letters accurately <p><u>Comprehension</u></p> <ul style="list-style-type: none">Engage in extended conversations about stories, learning new vocabulary.	<p><u>Word Reading</u></p> <ul style="list-style-type: none">Read some letter groups that each represent one sound and say sounds for them. <p><u>Writing</u></p> <ul style="list-style-type: none">Spell words by identifying the sounds and then writing the sound with letter/s.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.Re-read what they have written to check that it makes senseForm lower case and capital letters correctly. <p><u>Comprehension</u></p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	<p><u>Word Reading – ELGs</u></p> <ul style="list-style-type: none">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. <p><u>Writing</u></p> <ul style="list-style-type: none">Form lower-case and capital letters correctly.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. <p><u>Comprehension</u></p> <ul style="list-style-type: none">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, nonfiction, rhymes and poems and during role play

Maths						
	<p><u>Block 1- Matching, Sorting and Comparing</u></p> <ul style="list-style-type: none"> Matching is a simple form of sorting and is the beginning of logical thinking. Through matching, children learn one-to-one correspondence. Matching objects to pictures develops children's understanding that objects can be represented by pictures. <p><u>Key Vocabulary</u> match, sort, same, different, colour, shape, pattern, object, amount.</p> <p><u>Steps in Learning</u> Match objects Match Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p>		<p><u>Block 1- Alive in 5</u></p> <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Subitise Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. <p><u>Key Vocabulary</u> Zero, one, two, three, four, five, count, altogether, subitise, amount, group, set, same, different, number, amount, more, less, before, after, part, whole, order</p> <p><u>Steps in Learning</u> Introduce zero 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p>		<p><u>Block 1-To 20 and beyond!</u></p> <ul style="list-style-type: none"> Count beyond ten. <p><u>Key vocabulary</u> Count, before, after, ten and..., number names</p> <p><u>Steps in Learning</u> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p>	
	<p><u>Block 2-Talk About Measures and Pattern</u></p> <ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. Continue, copy and create repeating patterns. <p><u>Key Vocabulary</u> bigger, smaller, longer, shorter, taller, length, height, heavier, lighter, more, less, fewer, most, least, same, different, pattern, repeat, colour.</p> <p><u>Steps in Learning</u> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>		<p><u>Block 2- Mass and Capacity</u></p> <ul style="list-style-type: none"> Compare length, weight and capacity. <p><u>Key Vocabulary</u> Heavier, lighter, balance scale, float, sink, straight, equal, more, fewer, container, capacity, hold, full, empty, nearly, half, narrow, thin, wide, shallow, tall, size, greatest, smallest, most, least,</p> <p><u>Steps in Learning</u> Compare mass Find a balance Explore capacity Compare capacity</p>		<p><u>Block 2- How Many Now?</u></p> <ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-5 and some to 10. <p><u>Key Vocabulary</u> First, then, now, add, take away, altogether, more, left (remaining)</p> <p><u>Steps in Learning</u> Add more How many did I add? Take away How many did I take away?</p>	

	<p><u>Block 3- It's Me 123</u></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10 <p><u>Key Vocabulary</u> One, two, three, count, altogether, subitise, amount, group, same, different, number, amount, more, less, before, after, part, whole.</p> <p><u>Steps in Learning</u> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p> <p><u>Block 4- Circles and Triangles</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. <p><u>Key Vocabulary</u> Shape, sides, straight, corners, round, circle, triangle, small, large, sort, in, on, under, over, beside, between, 'in front of', around, through, behind</p> <p><u>Steps in Learning</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p>	<p><u>Block 3- Growing 6, 7, 8</u></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Subitise <p><u>Key Vocabulary</u> Zero, one, two, three, four, five, six, seven, eight, altogether, count, total, numeral, quantity, subitise, set, more, add, forwards, less, take away, backwards, part, whole, pair, equal, same, different, odd, even, group, pattern, double, twice as many, subitise</p> <p><u>Steps in Learning</u> Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs - odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p>	<p><u>Block 3- Manipulate, Compose and Decompose.</u></p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <p><u>Key Vocabulary</u> 2D and 3D shape names, match, fit, manipulate, turn, flip, around, next to, in front, behind, over, under, rotate, separate, inside, faces</p> <p><u>Steps in Learning</u> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Step 6 Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p> <p><u>Block 4- Sharing and Grouping</u></p> <ul style="list-style-type: none"> Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. <p><u>Key Vocabulary</u> Fair, groups, equal, same amount, left over, share, altogether, odd, even, double</p> <p><u>Steps in Learning</u> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p>
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		<p><u>Block 4- Length, Height & Time</u></p> <ul style="list-style-type: none">• Compare length, weight and capacity.• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p><u>Key Vocabulary</u> Long, not long, short, not short, longest, shortest, length, distance, difference, line up, longer, shorter, height, tall, taller, tallest, amount, compare, same, days of the week, seasons, week, month, year, today, tomorrow, yesterday, clock, minute, time, timer</p> <p><u>Steps in Learning</u> Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p>	<p><u>Block 5 -Visualise, build and Map</u></p> <ul style="list-style-type: none">• Continue, copy and create repeating patterns.• Discuss routes and locations, using words like 'in front of' and 'behind'.• Describe a familiar route.• Understand position through words alone - for example, "The bag is under the table," - with no pointing.• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p><u>Key Vocabulary</u> Pattern, unit, repeat, rule, build, position, in front, behind, next to, where, map, route, place, journey</p> <p><u>Steps in Learning</u> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p>
	<p><u>Block 5- 1,2,3,4,5</u></p> <ul style="list-style-type: none">• Link the number symbol (numeral) with its cardinal number value.• Subitise• Count objects, actions and sounds.• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10. <p><u>Key Vocabulary</u> One, two, three, four, five, count, altogether, subitise, amount, group, same, different, number, amount, more, less, before, after, part, whole.</p> <p><u>Steps in Learning</u> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p>	<p><u>Block 5- Building 9 and 10</u></p> <ul style="list-style-type: none">• Count objects, actions and sounds.• Link the number symbol (numeral) with its cardinal number value.• Compare numbers.• Subitise• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0-5 and some to 10. <p><u>Key vocabulary</u> One, two, three, four, five, six, seven, eight, nine, ten, count, altogether, subitise, amount, group, same, different, number, amount, more, less, fewer, before, after, part, whole.</p> <p><u>Steps in Learning</u> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p>	

	<u>Block 6- Shapes With 4 Sides</u> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <u>Key Vocabulary</u> Shape, square, recatangle, almost, 2D, flat, sides, straight, corners, same, different, first, then, after, before, day, night, morning, afternoon, today, tomorrow <u>Steps in Learning</u> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night		<u>Block 6- Explore 3D shapes</u> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Continue, copy and create repeating patterns. Notice and correct an error in a repeating pattern. <u>Key Vocabulary</u> Shape, 3D, 2D, sort, same, different, curved, flat, face, surface, roll, stack, circle, square, triangle, rectangle, cube, cuboid, cone cylinder, sphere, almost, pattern, repeat, colour, object, action, sound. <u>Steps in learning</u> Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment		<u>Block 6- Make Connections</u> <ul style="list-style-type: none"> Explore and investigate relationships between numbers, shapes and patterns to further deepen their understanding and explore possibilities. <u>Key Vocabulary</u> Explain, number story, strategy, problem <u>Steps in Learning</u> Deepen understanding Patterns and relationships Plug any identified gaps in learning	
Science	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key themes		Key themes		Key themes	
	Senses Parts of the body Oral Hygiene	Seasons- Autumn	Seasons- Winter Weather Changing state Animals	Seasons- Spring Healthy Eating	Materials Seasons- Summer	Lifecycles Plants Animals
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	We have 5 senses. You taste with your tongue. You smell with your nose. You see with your eyes. You hear with your ears. You touch with your hands. We must look after our teeth. Our bodies are made of different parts People start as a baby, they grow to a child, adult and then an old person. Milk and water are the best drinks for our teeth. Signs of Autumn.		Signs of Winter Signs of Spring Ice melts when it gets warm. Water can be turned into ice when it is frozen. Other things can be melted like chocolate, cheese, butter and wax. Types of weather. Signs of Winter Animals move in different ways. Animals can live in different homes. Animals have different body parts. Some materials are waterproof. Signs of Spring		Some materials are strong and some are not. Plants grow from a seed. Plants need water, light and soil to grow. Flowers have a root, stem, leaves and petals. Some plants can be eaten and some cannot. Name some fruits that grow in the UK and some that do not grow in the UK. Name some African animals. Animals can live in different homes. Animals have different body parts. Animals move in different ways. A life cycle tells us how plants and animals grow.	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can describe the textures of different materials		I can give reasons why I like or dislike different weathers e.g. the rain and sun.		I can explain why some fruits do not grow in the UK.	

	I can talk about healthy food and drink choices for our teeth. I can ask questions about how to stay healthy. I can name some body parts I can talk about what the Autumn looks like within the natural environment. (Autumn walk) I can describe what I can see and hear inside and outside.		I can ask questions about melting and freezing. I can investigate ways to speed up the melting process. I can answer questions about my investigation. Explore the weather using equipment. I can tell you facts about king penguins. I can describe how Antarctica is different to the UK I can talk about the signs of Winter I can talk about the signs of Spring.		I can explain how the African Savannah is different to the place where we live. I can make a prediction. I can name materials that are good for building houses because of they are strong and/or waterproof. I can identify some African animals I can represent a life cycle using playdough.	
History	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key themes		Key themes		Key themes	
	Past and Present	Significant Events from the Past		Significant People from the Past Change over time	Past and Present Change over time	
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	Remembrance Day is a day to remember all the soldiers who fought in any conflict. On this day we wear poppies and hold a two minutes silence to remember them. We celebrate Bonfire Night because of Guy Fawkes who is a person from the past.		Mary Seacole is a hero from the past. She was a nurse from Jamaica who helped injured and sick soldiers to get better. Fire engines have changed over time		In the past, homes were different to how they are now. Homes did not have electricity in the past. Technology in our homes has changed over time.	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can talk about Remembrance Day rituals. I can talk about my own experiences of Bonfire night and Halloween.		I can think about what kind of person Mary Seacole was and think of words to describe her. I can talk about a fire engine now and one from the past.		I can talk about my house and the appliances inside it. I can identify technology in the home from the past and present.	
Geography	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	People, places and community		People, places and community		People, places and community	
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	I live in Grimsby which is a town. I live in England which is a country. We go to Springfield Primary Academy. I know people and places in our school community. A map is a drawing of a place. A map helps people find their way to places or around a place.		The natural world around us changes throughout the year. We have seasonal weather in the United Kingdom. Some places in our community are special. A map is a drawing of a place		Africa is hotter than the UK because it is closer to the equator. Africa is far away from the UK on the world map. Weather in Africa is different to the UK. In the Summer, it gets warmer in the UK. Some fruits are grown in England and some are not. Some fruits have a long journey to England.	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can describe my school environment. I can identify the name of my school and the name of my home town. I can find the UK on the world map. I can name some places in my local area, for example, the shops, the library, the rugby club etc... I can draw maps of my community.		I can talk about the different weather in the UK. I can describe some of the damage inflicted by storms. I can draw a map of a story setting. I can talk about safe strangers in our community and how they can help us.- Emergency Services		I can name fruits that grow in the UK. I can name a fruit that grows in Africa. I can explain some differences between Africa and the Uk e.g. produce, indigenous animals, weather, landscape etc...	

R.E	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	What Makes People Special?	What Is Christmas?	How Do People Celebrate?	What is Easter?	What Can We Learn from Stories?	What Makes Places Special?
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	I know my family and friends are special. I know what a role model is. I know who Jesus is. I know what rules are. I know what giving means I know about saying 'thank you' I know what happens in the Christmas Story I know Diwali is celebrated by Hindus.		I know what a new year's resolution is I know The Chinese New Year story I know how Nowruz is celebrated I know how Holi is celebrated I know how Easter is celebrated.		I know that different stories are told in different countries around the world. We can learn from stories. Homes are different around the world Churches, Mosques and Synagogues are special places to members of our community.	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can say why my family are special to me. I can say why all my friends are special to me. I can say what makes a good role model. I can say why Jesus is special to Christians. I can follow rules and say why they are important I can talk about how Diwali is celebrated.		I can say what I would like to achieve this year I can retell the Lunar New Year story I can give some examples of how Lunar New Year is celebrated. I can explain some of the traditions during Nowruz I can explain how Hindus celebrate Holi I can talk about the Easter story I can talk about how Easter is celebrated by Christians. I can name signs of Spring		I can retell a story from another culture, country or religion. I can discuss the moral messages in stories. I can name special places.	
D.T	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	Structures		Food Technology		textiles	
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	A plan is a drawing of what we're going to make. Models and small worlds can be made from blocks, boxes, etc... If things go wrong, I can change my plans.		We use tools to chop, mix, stir, slice and peel. Tools must be used safely. A recipe tells us how to make something we eat. Evaluation is saying if it went well or not.		Research is looking at what somebody else has made and saying what we can use to help us. A plan is a drawing of what we're going to make. Materials can be joined using glue, tape or staples. If things go wrong, I can change my plans. A puppet is a movable toy. Scissors can be used to cut fabric and paper. Evaluation is saying if it went well or not. I can make a structure stronger by adding more material or adhesive.	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can use construction materials to build places in my community, e.g. church, doctor's surgery, supermarket. I can improve my work. I can join materials to make Christmas crafts. I share my creations and talk about how I made it.		I can use knives, spoons, whisks safely to make pancakes. I can peel, chop and slice fruit to make fruit kebabs. I can chop, sprinkle and stir to make bananas in coconut milk for Lunar New Year. I can talk about how something is made. I can say what I like about my work and what I would like to improve.		I can design my farm animal puppet. I can talk about how something is made. I can choose the materials, colours and features I want to create my own puppet. I can improve my work. I can say what I like about my work and what I would like to improve.	

Music	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	Listening and responding, Performing and Composing		Listening and responding, Performing and Composing		Listening and responding, Performing and Composing	
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	My voice and body can be used to make sounds. I can make loud sounds and quiet sounds using my voice. I can make high sounds and low sounds. A song has a beat. I know that performing can entertain others. Songs have lyrics.		Not everyone enjoys the same music. Instruments can be used to make known environmental sounds- e.g. the weather. A song has a beat		My voice and body can be used to make sounds. I can make loud sounds and quiet sounds using my voice. I can make high sounds and low sounds. The beat of a song can be fast, slow or change speed. I know that performing can entertain others. Notes can be high, low and medium (pitch)	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can remember and sing entire songs including counting songs and rhymes. I can listen to sounds and songs. I can create my own songs, or improvise a song around one I know. I can perform songs in the Christmas concert.		I can engage in music making and dance performing solo and in groups. I can use instruments and body percussion to make sounds. I can pitch match. I can listen to and talk about music, expressing my feelings.		I can remember and sing entire songs including counting songs and rhymes. I can listen to sounds and songs. I can create my own songs, or improvise a song around one I know. I can perform songs in the class assembly.	
Art	My World	Seasons & Celebrations	Wonderful Weather	We Are Heroes	Terrific Tales	Watch It Grow
	Key Themes		Key Themes		Key Themes	
	Portraits		Still life		Sculpture	Mixed Media
	Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
	Frieda Kahlo is a famous Artist who created self-portraits and portraits. A self-portrait is a drawing or painting of yourself. A portrait is a drawing or painting of another person. Shapes can be used to represent facial features and add detail. Colours can be mixed to make new colours. Black paint can be added to a colour to make it darker. White paint can be added to a colour to make it lighter.		Lines can be used to create different shapes. Different sized paint brushes can be used to make different strokes. Adding white to a colour makes it lighter. Adding more water/paint will change the hue of a colour.		Clay can be changed using hands and tools by pushing, pulling, squeezing, rolling, stretching and cutting. Different materials can be combined.	
	Procedural Knowledge		Procedural Knowledge		Procedural Knowledge	
	I can hold a pencil with increasing control I can hold a pencil using a tripod grip to draw my family. I can draw a detailed drawing using straight and curved lines that represent shapes and objects. I can hold a paint brush with increasing control to create a portrait. I can name the primary colours - blue, red and yellow. I can name the secondary colours - green, orange and purple.		I can use water colour paints and a paintbrush to create spring flower art. I can mix colours to change their vibrancy and hue. I can experiment with colour by adding more water/paint.		I can talk about my piece of artwork and give reasons for my choices. I can talk about my creations and explain the process I have used. I can begin to make suggestions of how to improve my own work. I can use mixed media and printing to create sunflower art work inspired by Eric Carle. I can make a piece of fruit from clay.	