

# St Mary's Catholic Primary and Nursery School

## EYFS Nursery Class LTP 2021 - 2022

2021 - 2022	ATI	AT2	SPI	SP2	SUM1	SUM2
	What makes me special?	How do we Celebrate?	Is the Moon made of cheese?	Where do the wheels on the bus go?	Can pigs fly?	Where does the sea end?
Themed Events	Harvest	Bonfire night Anti-Bullying week Remembrance Sunday Advent	Safer Internet Week	Fairtrade Kent World book day Science week	Health week	Sports day
Global Learning	Diversity and difference – we are all unique	Christmas – being fortunate and lucky – linked to letters to Father Christmas, Christmas around the world and shoebox appeal	Stranger Danger	Fairtrade	Farms Food shortages Climate change	Plastic pollution Seasides around the world
Author Focus (Developing a love for reading)	<b>Nick Butterworth</b> (Percy the Park keeper books, Jaspers beanstalk, Albert the bear, when there's work to do, my dad is brilliant, my mum is fantastic, my grandma is wonderful, my Grandpa is amazing, Tiger, Trixie, Jingle bells)		<b>Martin Wadell</b> (Farmer Duck, owl babies, can't you sleep little bear?, snow bears, the pig in the pond, sailor bear, Let's go home little bear, room for a little one, Baaboom!, The super swooper dinosaur, )		<b>Rod Campbell</b> (Oh Dear!, Noisy Farm, Dear Zoo, look after us, its mine!, animal book, farm 123, fluffy chick, little mouse, farm chase, farm babies, Buster's zoo, Can you?, animal rhymes, Where's Teddy?, my presents)	

Communication and Language (English)	<p>Focused text: <b>Monkey Puzzle</b></p> <p><b>Fiction:</b> Julia Donaldson: The Gruffalo, Smartest Giant in town, Fox's socks etc... (Rhyme)</p> <p><b>Non Fiction:</b> growing up, changes in our bodies, the weather, families, labels, lists</p>	<p>Focused text: <b>Scarecrows wedding</b></p> <p><b>Fiction:</b> the history of Winnie the Pooh, letters from the lighthouse, Christmas Postman, The first Christmas, The Nativity</p> <p><b>Favourite stories and nursery rhymes</b> – Humpty Dumpty, Incy Wincy Spider, Grand Old Duke of York, Gingerbread Man, Three Billy Goats Gruff,</p> <p><b>Non-Fiction:</b> Soldiers, firemen, labels, lists</p>	<p>Focused text: <b>Whatever Next</b></p> <p><b>Fiction:</b> Q Pootle 5, Aliens love underpants, You choose in space, Goodnight Spaceman,</p> <p><b>Non Fiction:</b> eight planets, rockets, moon, astronauts, gravity,</p>	<p>Focused text: <b>Naughty bus</b></p> <p><b>Fiction:</b> Rosie's walk, the train ride, Mr Grumpy's outing, Toddler Waddle, Maisy's bus, snail and the whale</p> <p><b>Non Fiction:</b> parts of a bus, road surfaces, similarities and differences between transport,</p>	<p>Focused text: <b>Rosie's Walk</b></p> <p><b>Fiction:</b> Hullabaloo Farm, Scarecrows wedding, Farm 123, Little Red Hen, Squash and a Squeeze, Owl Babies, Rosie's walk, Hattie Peck</p> <p><b>Non-Fiction:</b> tractors, the workings of a farm, milking a cow, cleaning &amp; caring for animals, machinery on a farm, collecting eggs</p> <p><b>Jubilee: Rosie's Walk</b> <b>Queens favourite animals – corgi's / horses (vets &amp; pets)</b> <b>Texts:</b> Little Elizabeth, Tea with the Queen, Katie in London</p>	<p>Focused text: <b>Commotion in the Ocean</b></p> <p><b>Fiction:</b> sharing a shell, Bright Stanley, Tiddler, Lighthouse Keepers Lunch, Billy's bucket, 10 little pirates, shark in the park,</p> <p><b>Non-Fiction:</b> RNLI – safety at the seaside, boats, weather, staying safe in the sun</p>
--------------------------------------	---	--	---	---	---	--

### Listening, Attention & Understanding

**Listening** – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.

**Attention** – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar.

- Respond** – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.
- Demonstrate Understanding** – follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories.
- Respond to and answer questions** – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predication, speculation, provocations in different contexts and situations, including their play.

### Speaking

Speaking – speak clearly,

- Vocabulary** – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.
- Communication** – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions.
- Questioning** – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.
- Uses Tenses** – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events.
- Reasoning** – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen.
- Clarify Thinking** – use talk to connect ideas, and share their thinking in different contexts.
- Narrative** – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen.

### Reading

Listen attentively to a story at the appropriate interest level.

- Recite simple rhymes, songs and poems.
- Differentiate between text and illustrations.
- Understand that print conveys meaning.
- Hold a book correctly and turn pages from front to back and recognise front and back cover.
- Know that in English print is read from left to right and top to bottom.
- Use picture clues to help read a simple text (summer term)
- Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations).
- Talk about events, settings and characters.
- Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.
- Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.
- Respond to questions about who, what, where, when linked to text and illustrations.
- Sequence a simple story or event.
- Use gestures and actions to act out a story, event or rhyme from text or illustrations.
- Make predictions and anticipate key events based on illustrations, story content and title.
- Respond to questions about how and why something is happening.
- Say what a character might be thinking, saying or feeling.
- Say how they feel about stories and poems.
- Recall the main points in text in the correct sequence.
- Use the structure of a simple story when re-enacting and re-telling in their own words.
- Talk about the themes of simple texts, (e.g. good over evil).
- Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.

### Phonics (7 children in autumn term)

GPC recognition (hear, say, read letters), oral blending, blending for reading

- Orally blend sounds to make simple words.
- Link sounds to letters, naming and sounding letters of the alphabet.
- Use decoding to read –using build and blend strategy.
- Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.

### Word Reading

•Distinguish between a word, a letter and a space.

•Recognise some capital and lower case letters.

### **Emergent Writing**

•Develop language skills (listening and talking) in a range of contexts.

•Show awareness that writing communicates meaning.

•Give meaning to the marks they make.

•Understand that thoughts can be written down.

•Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).

•Make marks and drawings using increasing control.

•Use some recognisable letters and own symbols.

•Write letters and strings, sometimes in cluster like words.

•Beginning to use appropriate letters for initial sounds.

•Use writing in their play.

### **Transcription (summer term)**

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

•Segment sounds in simple words.

•Segment to write VC and CVC words independently using Phase 2

•Write own name.

### **Handwriting: (also see Physical Development – Fine Motor Skills)**

•Write left to right and top to bottom.

•Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.

•Know how to form clear ascenders ('tall letters') and descenders ('tails').

•Form some capital letters correctly, including the initial letter of their name.

•Form letters from their name correctly.

(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).

Maths (birth to 3) (3-4 year olds)	<b>Number – counting</b> Take part in finger rhymes with numbers Recite numbers past 5 Rote count from 1 to 10 <b>Counting Objects</b> Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence Understand that counting is to find out how many Count in everyday contexts sometimes skipping numbers – '1-2-3-5' Compare amounts, saying 'lots', 'more', or 'same' Use the word 'zero' to represent none	<b>Number – counting</b> Recite numbers past 5 Rote count from 1-10 <b>Counting Objects</b> Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5 <b>Number sense</b> Partition a set of objects in different ways <b>Number recognition</b> Recognise and identify numerals 0-10 Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5 <b>Graphics</b>	<b>Number – counting</b> Take part in finger rhymes with numbers Recite numbers past 5 Rote count from 1-10 <b>Counting Objects</b> Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence Understand that counting is to find out how many Count in everyday contexts sometimes skipping numbers – '1-2-3-5' Compare amounts, saying 'lots', 'more', or 'same'	<b>Number – counting</b> Recite numbers past 5 Rote count from 1-10 Rote count back from 5 <b>Counting Objects</b> Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <b>Number sense</b> Partition a set of objects in different ways <b>Number recognition</b> Recognise and identify numerals 0-10 Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5	<b>Number – counting</b> Recite numbers past 5 Rote count from 1-10 Rote count back from 5 or 10 to 1 or 0 <b>Counting Objects</b> Understand and use conversion on number Fast recognition of up to 3 objects, without having to count them individually (subitising) <b>Number sense</b> Partition a set of objects in different ways Know that numbers greater than 1 can be made in different ways <b>Number recognition</b>	<b>Number – counting</b> Recite numbers past 5 Rote count from 1-10 Rote count back from 5 or 10 to 1 or 0 <b>Counting Objects</b> Compare quantities using language 'more than', 'fewer than' Fast recognition of up to 3 objects, without having to count them individually (subitising) Solve real world mathematical
--	--	---	--	---	--	---

	<p><b>Number recognition</b> Recognise and identify numerals 0-10 Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p><b>Graphics</b> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways</p> <p><b>Calculating</b> React to changes of amount in a group of up to three items</p> <p><b>Shape</b> Combine objects like stacking blocks and cups Build with a range of resources Complete inset puzzles</p> <p><b>Space</b> Put objects inside others and take them out again Climb, and squeezing selves into different types of spaces Notice patterns and arrange things in patterns</p> <p><b>Measurement</b> <b>Distance:</b> Describe and compare sizes using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall’ <b>Time:</b> Talk about significant times of the day e.g. home time, lunch time, snack time, bed time etc... Understand and use language – before, after, yesterday, today, tomorrow</p>	<p>Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways</p> <p><b>Calculating</b> Understand the concept of addition by practically combining sets of objects to find how many Understand the concept of subtraction by practically removing one amount from within another to find how many are left.</p> <p><b>Shape</b> Talk about and explore 2D and 3D shapes using informal mathematical language e.g. sides, corners, straight, flat, round</p> <p><b>Space</b> Understand position through words along e.g. “The bag is under the table” – with no pointing Describe a familiar route</p> <p><b>Measurement</b> <b>Weight:</b> Describe and compare weights using gesture and language – ‘heavy’ <b>Volume / Capacity:</b> Use language of full and empty to describe the amount in different containers. Make comparisons between objects relating to capacity e.g. more/less <b>Time:</b> Understand and use language – before, after, yesterday, today, tomorrow</p>	<p>Use the word ‘zero’ to represent none</p> <p><b>Number recognition</b> Recognise and identify numerals 0-10 Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p><b>Graphics</b> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways</p> <p><b>Calculating</b> React to changes of amount in a group of up to three items In real life contexts find one more and one less than a given number</p> <p><b>Fractions</b> Understand that sharing is splitting an amount ‘fairly’ so each group is the same</p> <p><b>Shape</b> Combine objects like stacking blocks and cups Build with a range of resources Complete inset puzzles</p> <p><b>Space</b> Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> <p><b>Measurement</b> <b>Distance:</b> Make comparisons between objects relating to size, length and height e.g.</p>	<p><b>Graphics</b> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways</p> <p><b>Calculating</b> In real life contexts add two single-digit numbers totalling within 10 using practical equipment</p> <p><b>Shape</b> Select shapes appropriately: flat surfaces for building, a triangular prism for a rood etc...</p> <p><b>Space</b> Talk about and identifies the patterns around them e.g. stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc...</p> <p><b>Measurement</b> <b>Distance:</b> find an object of similar length/width/height <b>Money:</b> Understand that we need to pay for goods Talk about things they want to spend their money on Talk about different ways we can pay for things Recognise that there are different coins and notes <b>Time:</b> Understand and use language – before, after, yesterday, today, tomorrow</p>	<p>Recognise and identify numerals 0-10 Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p><b>Graphics</b> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways</p> <p><b>Calculating</b> In real life contexts subtract a single-digit number from a number up to 10, using practical equipment</p> <p><b>Shape</b> Combine shapes to make new ones – an arch, a bigger triangle etc...</p> <p><b>Statistics</b> Sort objects and say what features they have in common</p> <p><b>Space</b> Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p><b>Measurement</b> <b>Weight:</b> Make comparisons between objects relating to weight e.g. heavier/lighter <b>Time:</b> Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’...</p> <p>Understand and use language – before, after, yesterday, today, tomorrow</p>	<p>problems with numbers up to 5</p> <p><b>Number sense</b> Partition a set of objects in different ways Know that numbers greater than 1 can be made in different ways</p> <p><b>Number recognition</b> Recognise and identify numerals 0-10 Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p><b>Graphics</b> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways</p> <p><b>Calculating</b> In real life contexts add two single-digit numbers totalling within 10 using practical equipment. In real life contexts subtract a single-digit number from a number up to 10, using practical equipment</p> <p><b>Shape</b> Combine shapes to make new ones – an arch, a bigger triangle etc...</p>
--	---	---	--	---	---	--

			longer/shorter/wider/ narrower / taller <b>Time:</b> Understand and use language – before, after, yesterday, today, tomorrow			<b>Space</b> Notice and correct an error in a repeating pattern <b>Measurement</b> <b>Time:</b> Know some names of the days of the week Understand and use language – before, after, yesterday, today, tomorrow
Come and See	<b>Topic 1:</b> Families and Domestic Church: Myself <b>Topic 2:</b> Belonging, Baptism & confirmation – Welcome	Other Faiths <b>Topic 3:</b> Loving – Advent & Christmas	<b>Topic 4:</b> Community and Local Church – celebrating	<b>Topic 5:</b> Gathering – relating & Eucharist <b>Topic 6:</b> Growing – Lent and Easter	<b>Topic 7:</b> Good News – Serving and Pentecost Other Faiths	<b>Topic 8:</b> Friends – Interrelating and reconciliation <b>Topic 9:</b> Our world – The universal church
PSED	<b>Self-Regulation</b> - expressing feelings, Communication, Understanding feelings, managing feelings and behavior <b>Managing self</b> - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy <b>Building relationships</b> - Build friendships, work together, social skills, recognise the needs of others, Communication.  Health & wellbeing Behaviour Friendship Self esteem & self confidence	<b>Self-Regulation</b> - expressing feelings, Communication, Understanding feelings, managing feelings and behavior <b>Managing self</b> - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy <b>Building relationships</b> - Build friendships, work together, social skills, recognise the needs of others, Communication.  Health & wellbeing Behaviour Friendship Self esteem & self confidence	<b>Self-Regulation</b> - expressing feelings, Communication, Understanding feelings, managing feelings and behavior <b>Managing self</b> - self- awareness, independence, confidence, responsibility, self-care, safety, keeping healthy <b>Building relationships</b> - Build friendships, work together, social skills, recognise the needs of others, Communication.  Celebrate Health & well being Behaviour Friendship Self esteem & self confidence	<b>Self-Regulation</b> - expressing feelings, Communication, Understanding feelings, managing feelings and behavior <b>Managing self</b> - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy <b>Building relationships</b> - Build friendships, work together, social skills, recognise the needs of others, Communication.  Health & wellbeing Behaviour Friendship Self esteem & self confidence	<b>Self-Regulation</b> - expressing feelings, Communication, Understanding feelings, managing feelings and behavior <b>Managing self</b> - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy <b>Building relationships</b> - Build friendships, work together, social skills, recognise the needs of others, Communication.  Health & wellbeing Behaviour Friendship Self esteem & self confidence  <b>Kindness Rosettes</b> - linked to awards given by Queen e.g. MBE, OBE, CBE	<b>Self-Regulation</b> - expressing feelings, Communication, Understanding feelings, managing feelings and behavior <b>Managing self</b> - self- awareness, independence, confidence, responsibility, self-care, safety, keeping healthy <b>Building relationships</b> - Build friendships, work together, social skills, recognise the needs of others, Communication.  Health & wellbeing Behaviour Friendship Self esteem & self confidence
UW (Science/History/Geography)	<b>Science:</b> <b>Animals: Humans</b> <ul style="list-style-type: none"><li>Senses &amp; body parts</li><li>Local Environments (school grounds)</li><li>Food stuffs - healthy eating</li></ul> <b>Materials:</b> <ul style="list-style-type: none"><li>Autumn leaves, conkers, twigs</li></ul> <b>Understanding of World:</b> <b>People &amp; Communities Historical Development</b> <ul style="list-style-type: none"><li>People, themselves, their families &amp; significant people</li><li>Places: Seasons</li><li>Events: bonfire night, Halloween, remembrance day, Christmas</li></ul> <b>Geographical Development</b> <ul style="list-style-type: none"><li>Seasons and Weather</li></ul>	<b>Science:</b> Light, dark & shadows  <b>Understanding of World:</b> <b>People &amp; Communities Historical Development</b> <ul style="list-style-type: none"><li>People, themselves, their families &amp; significant people</li><li>Places: Seasons</li><li>Events: bonfire night, Halloween, remembrance day, Christmas</li></ul> <b>Geographical Development</b> <ul style="list-style-type: none"><li>Seasons and Weather</li></ul>	<b>Science:</b> Forces  <b>Understanding of World:</b> <b>Geographical Development</b> <ul style="list-style-type: none"><li>Seasons and Weather</li><li>Journey's</li></ul> <b>Historical Development</b> <ul style="list-style-type: none"><li>Seasons: changes over time</li><li>First man on the moon - space travel</li></ul>	<b>Science:</b> Materials  <b>Understanding of World:</b> <b>Geographical Development</b> <ul style="list-style-type: none"><li>Maps</li><li>Seasons and Weather</li><li>Journey's</li></ul> <b>Historical Development</b> <ul style="list-style-type: none"><li>Objects: Toys, baby toys</li><li>Seasons: changes over time</li><li>Events: Easter</li></ul>	<b>Science:</b> Plants Animals (other than humans)  <b>Understanding of World:</b> <b>Geographical Development</b> Environments beyond the local area - London / famous buildings  <b>Historical Development</b> <ul style="list-style-type: none"><li>Seasons: changes over time</li><li>Events: Growing</li></ul> <b>Historical Development</b>	<b>Understanding of World:</b> <b>Geographical Development</b> Environments beyond the local area - seaside  <b>Historical Development</b> <ul style="list-style-type: none"><li>Seasons: changes over time</li><li>Places: holiday environment - changes over time</li></ul>

	<ul style="list-style-type: none"> <li>Places: home, familiar places</li> <li>Events: Looking at the daily routine</li> </ul> <p><b>Geographical Development</b></p> <ul style="list-style-type: none"> <li>Maps (walk to find familiar landmarks)</li> <li>Seasons</li> <li>Human features: buildings, local places</li> <li>Physical features: park, forest &amp; woods (autumn)</li> </ul> <p><b>Working Scientifically:</b>  <b>Explore/Observe</b> - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.  <b>Describe</b> - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc.; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.  <b>Questioning</b> - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons  <b>Explain</b> - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.  <b>Research</b> - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).  <b>Compare/sort/group/identify/classify:</b> notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.</p> <p><b>Historical Development</b>  <b>Communication</b> - talk about key events, in own lives, about family, friends, other people including significant people.</p>	<p><b>Working Scientifically:</b>  <b>Explore/Observe</b> - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.  <b>Describe</b> - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc.; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.  <b>Questioning</b> - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons  <b>Explain</b> - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.  <b>Research</b> - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).  <b>Compare/sort/group/identify/classify:</b> notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.</p> <p><b>Geographical Development</b>  <b>Communication</b> - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments.  <b>Mapping</b> - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks).  Human features: buildings, local places. Physical features: park, forest &amp; woods  <b>Fieldwork</b> - look closely at similarities and differences between their immediate environment and different places they have visited.  <b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them,  <b>Use of Technology</b> - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment  Seasons and Weather  Globes, maps, countries  <b>Cultures and Beliefs</b>  <b>Communication</b> -express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.  <b>Respect</b> - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.  <b>Observe</b> - look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives</p>	<p><b>Working Scientifically:</b>  <b>Explore/Observe</b> - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.  <b>Describe</b> - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc.; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.  <b>Questioning</b> - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons  <b>Explain</b> - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.  <b>Research</b> - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).  <b>Compare/sort/group/identify/classify:</b> notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.</p> <p><b>Geographical Development</b>  <b>Communication</b> - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments.  <b>Mapping</b> - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks).  Human features: buildings, local places. Physical features: park, forest &amp; woods  <b>Fieldwork</b> - look closely at similarities and differences between their immediate environment and different places they have visited.</p>	<p><b>Communication</b> - talk about key events, in own lives, about family, friends, other people including significant people.  <b>Observe</b> - show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.  <b>Describe</b> - features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Places: home, familiar places  <b>Chronology</b> - order simple experiences in relation to themselves, and others including stories, events, and experiences.  <b>Research</b> - find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including books.  <b>Recall</b> - talk to others about what they know about a key person, character, event from the past.</p> <p>School museum through the decades - EYFS 2013 - 2022</p> <p><b>Working Scientifically:</b>  <b>Explore/Observe</b> - look closely at/notice features in the natural world including animals and plants, weather and seasons, and natural materials e.g. water, ice, sand, stones, etc.  <b>Describe</b> - talk about what they notice/observe in the natural world, e.g. features of animals, plants, natural materials, seasons, weather, etc.; talk about changes they notice and changes over time, based on real experiences or books read to them at home or school.  <b>Questioning</b> - show an interest in and be curious about the natural world; ask questions about what they notice/observe or changes that occur, e.g. changes in plants throughout the seasons  <b>Explain</b> - talk about what they know and what they have learnt about the natural world. Talk about why things happen/occur in relation to different processes e.g. ice melting, seasonal changes.  <b>Research</b> - talk to people (visits/visitors/family), think of questions to ask to find out about plants, animals, seasons, processes ; use first hand experiences/use secondary sources, (e.g. books, photographs, internet).  <b>Compare/sort/group/identify/classify:</b> notice similarities, notice differences in the natural world, including plants and animals; talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.</p> <p><b>Geographical Development</b>  <b>Communication</b> - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments.  <b>Mapping</b> - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks).  Human features: buildings, local places. Physical features: park, forest &amp; woods  <b>Fieldwork</b> - look closely at similarities and</p>	<p><b>Historical Development</b>  <b>Communication</b> - talk about key events, in own lives, about family, friends, other people including significant people.  <b>Observe</b> - show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.  <b>Describe</b> - features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Places: home, familiar places  <b>Chronology</b> - order simple experiences in relation to themselves, and others including stories, events, and experiences.  <b>Research</b> - find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including books.  <b>Recall</b> - talk to others about what they know about a key person, character, event from the past.</p> <p><b>Geographical Development</b>  <b>Communication</b> - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments.  <b>Mapping</b> - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks).  Human features: buildings, local places. Physical features: park, forest &amp; woods  <b>Fieldwork</b> - look closely at similarities and</p>
--	--	--	---	---	---



	<p><b>Observe</b> – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p> <p><b>Describe</b> – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. Places: home, familiar places</p> <p><b>Chronology</b> – order simple experiences in relation to themselves, and others including stories, events, and experiences. Events: Looking at the daily routine</p> <p><b>Geographical Development</b></p> <p><b>Communication</b> – talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.</p> <p><b>Mapping</b> – recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest &amp; woods</p> <p><b>Fieldwork</b> – look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p><b>Enquiry</b> – comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p><b>Use of Technology</b> – use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment</p>	<p><b>Research</b> – find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including books.</p> <p><b>Recall</b> – talk to others about what they know about a key person, character, event from the past.</p> <p><b>Vocabulary</b> – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p>	<p>of people in communities in other countries within the world.</p> <p><b>Describe</b> – culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.</p> <p><b>Compare</b> – recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.</p> <p><b>Research</b> – show curiosity and interest, find out about people within their own community and in other countries – special places and events or objects – through non-fiction texts, stories, visitors, celebrations – explore and</p>	<p><b>Enquiry</b> – comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p><b>Use of Technology</b> – use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment Seasons and Weather Globes, maps, countries</p>	<p><b>Compare/sort/group/identify/classify:</b> notice similarities, notice differences in the natural world, including plants and animals: talk about what they know and understand about similarities and/or differences, e.g. in relation to the natural world around them and other environments they have learnt about through real experiences or books read at home or school.</p> <p><b>Geographical Development</b></p> <p><b>Communication</b> – talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments. Physical features of a farm</p> <p><b>Mapping</b> – recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest &amp; woods</p> <p><b>Fieldwork</b> – look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p><b>Enquiry</b> – comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p><b>Use of Technology</b> – use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment Seasons and Weather Globes, maps, countries</p>	<p>differences between their immediate environment and different places they have visited.</p> <p><b>Enquiry</b> – comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p><b>Use of Technology</b> – use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment</p>
Music	<p>pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>copy-clap the rhythm of names. explore high sounds and low sounds using voices and glockenspiels.</p>	<p>I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs invent a pattern to go with a song using one note.</p>	<p>wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. use the starting note to explore melodic patterns using one or two notes.</p>	<p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs</p>	<p>Copy and clap 3 or 4 word phrases from the song</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.</p>	<p>Under the sea sounds Rhythm &amp; beat</p> <p>Listen and respond Explore and create using voices Sing – learn to sing a song Share and perform</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p>

Art & DT	<p><b>Art</b> Painting Drawing Collage Sculpture (2D &amp; 3D)</p> <ul style="list-style-type: none"> <li>Picasso - autumn leaves</li> <li>Van Gough - the Mulberry tree</li> </ul> <p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p>	<p><b>Art</b> Painting Drawing Collage Sculpture (2D &amp; 3D)</p> <p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p>	<p><b>Art</b> Painting Drawing Collage Sculpture (2D &amp; 3D)</p> <p><b>Kandinsky - circles</b></p> <p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p>	<p><b>Art</b> Painting Drawing Collage Sculpture (2D &amp; 3D)</p> <p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p>	<p><b>Art</b> Painting Drawing Collage Sculpture (2D &amp; 3D)</p> <p><b>Matisse - Snail</b></p> <p><b><u>Queens head - whole school portrait in different media - mixing colours</u></b></p> <p><u>DT - Designing and Making</u></p> <p><b><u>Baking cakes &amp; biscuits for garden party</u></b></p> <p><b><u>Alibaster Jar - clay coins</u></b></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p>	<p><b>Art</b> Painting Drawing Collage Sculpture (2D &amp; 3D)</p> <p><b>Mosaic beach huts - Mozaico Blog</b></p> <p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models and props. Use tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p>
PE	Independent skills: dressing & listening Ourselves	Moving in different ways, negotiating space, taking turns	Ball skills	Balancing and climbing	Ball skills	Seaside Theme - team games
Technology	Generic skills linked to IT	Text and digital imagery	Online safety and audio	Using commands to control equipment and devices	Data handling	Simulations and modelling & purple mash