St Mary's Catholic Primary and Nursery School

EYFS Nursery Class LTP 2021 - 2022

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

Communication and	Focused text: Monkey Puzzle	Focused text: Scarecrows	Focused text: Whatever	Focused text: Naughty bus	Focused text: Rosie's Walk	Focused text:
Language		wedding	Next			Commotion in the
(English)	Fiction: Julia dondalson: The			Fiction: Rosie's walk, the train	Fiction: hullabaloo farm,	Ocean
	Gruffalo, Smartest Giant in	Fiction: the history of Winnie	Fiction: Q Pootle 5,	ride, Mr Grumpy's outing,	scarecrows wedding, farm 123,	
	town, Fox's socks etc (Rhyme)	the pooh, letters from the	Aliens love underpants,	toddle waddle, Maisy's bus,	little red hen, squash and a	Fiction: sharing a
	Non Fiction: growing up,	lighthouse, Christmas Postman,	You choose in space,	snail and the whale	squeeze, owl babies, Rosie's walk,	shell, bright Stanley,
	changes in our bodies, the	The first Christmas, The	goodnight spaceman,	Non Fiction: parts of a bus,	Hattie Peck	tiddler, Lighthouse
	weather, families, labels, lists	Nativity	Non Fiction: eight	road surfaces, similarities and	Non-Fiction: tractors, the	Keepers Lunch, Billy's
		Favourite stories and nursery	planets, rockets, moon,	differences between transport,	workings of a farm, milking a	bucket, 10 little
		rhymes — humpty dumpty, incy	astronauts, gravity,		cow, cleaning & caring for	pirates, shark in the
		wincy spider, grand old duke of			animals, machinery on a	park,
		York, gingerbread man, three			farm, collecting eggs	Non-Fiction: RNL1 -
		billy goats gruff,				safety at the seaside,
		Non-Fiction: Soldiers, firemen,			Jubilee: Rosie's Walk	boats, weather,
		labels, lists			Queens favourite animals –	staying safe in the
					corgi's / horses (vets & pets)	sun
					Texts: Little Elizabeth, Tea with	
					the Queen, Katie in London	

Listening, Attention & Understanding

Listening — listen to others I:I/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 purpose ful 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, predications, 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 I-ldiscussions.

•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 indifferent 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.

Maths

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.

Number — counting

'more', or 'same'

Use the word 'zero' to represent

•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)

(birth to 3) Take part in finger rhymes (3-4 year olds) with numbers Recite numbers past 5 Rote count form I to 10 Counting Objects 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 — 'I-2-3-5' Compare amounts, saying 'lots',

Number — counting Recite numbers past 5 Rote count from 1-10 Counting Objects

Say one number for each item in order: 1.2.3.4.5

Show 'finger numbers' up to 5

Number sense

Partition a set of objects in different ways

Number recognition

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

Graphics

Number — counting

Take part in finger rhymes with numbers Recite numbers past 5 Rote count from I-10

Counting Objects

contexts sometimes

3-5

skipping numbers — 'I-2-

Compare amounts, saying 'lots'. 'more'. or 'same'

Know the last number reached Counting like behaviour, when counting a small set of objects tells you how many there such as making sounds, pointing or saying some are in total (cardinal principle) numbers in sequence Number sense Partition a set of objects in Understand that counting is to find out different ways how many Count in everyday

Number recognition

Number — counting

Recite numbers past 5

Rote count from I-10

Counting Objects

Rote count back from 5

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

Number — counting

Recite numbers past 5 Rote count from I-10 Rote count back from 5 or 10 to I or O

Counting Objects

Understand and use conversion on number Fast recognition of up to 3 objects, without having to count them individually (subitising)

Number sense

Partition a set of objects in different ways Know that numbers greater than I can be made in different ways

Number recognition

Number — counting

Recite numbers past Rote count from I-10 Rote count back from 5 or 10 to 1 or

Counting Objects

Compare quantities using language 'more than', 'fewer than' Fast recognition of up to 3 objects, without having to count them individually (subitisina) Solve real world mathematical

Number recognition

Recognise and identify numerals O-IO Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5

Graphics

Experiment with their own symbols and marks as well as numerals
Represent and explain their thinking in their own ways

Calculating

React to changes of amount in a group of up to three items

Shape

Combine objects like stacking blocks and cups Build with a range of resources Complete inset puzzles

Space

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

Measurement

Distance: Describe and compare sizes using gesture and language
- 'bigger/little/smaller',
'high/low', 'tall'

Time: 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

Experiment with their own symbols and marks as well as numerals
Represent and explain their thinking in their own ways

Calculating

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.

Shape

Talk about and explore 2D and 3D shapes using informal mathematical language e.g. sides, corners, straight, flat, round

Space

Understand position through words along e.g. "The bag is under the table" — with no pointing Describe a familiar route

Measurement

Weight: Describe and compare weights using gesture and language — 'heavy'
Volume / Capacity: Use language of full and empty to describe the amount in different containers.
Make comparisons between objects relating to capacity e.g. more/less

Time: Understand and use language — before, after, yesterday, today, tomorrow

Use the word 'zero' to represent none

Number recognition

Recognise and identify numerals O-10
Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5

Graphics

Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways

Calculating

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

Fractions

Understand that sharing is splitting an amount 'fairly' so each group is the same

Shape

Combine objects like stacking blocks and cups Build with a range of resources
Complete inset puzzles

Space

Discuss routes and locations, using words like 'in front of' and 'behind'

Measurement

Distance: Make comparisons between objects relating to size, lenth and height e.g.

Graphics

Experiment with their own symbols and marks as well as numerals
Represent and explain their thinking in their own ways

Calculating

In real life contexts add two single-digit numbers totalling within 10 using practical equipment

Shape

Select shapes appropriately: flat surfaces for building, a triangular prism for a rood etc...

Space

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...

Measurement

Distance: find an object of similar length/width/height Money: 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 Time: Understand and use language — before, after, yesterday, today, tomorrow

Recognise and identify numerals O-IO Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5

Graphics

Experiment with their own symbols and marks as well as numerals
Represent and explain their thinking in their own ways

Calculating

In real life contexts subtract a single-digit number from a number up to 10, using practical equipment

Shape

Combine shapes to make new ones — an arch, a bigger triangle etc...

Statistics

Sort objects and say what features they have in common

Space

Extend and create ABAB patterns – stick, leaf, stick, leaf

Measurement

Weight: Make comparisons between objects relating to weight e.g. hevier/lighter Time: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...
Understand and use language — before, after, yesterday, today, tomorrow

problems with
numbers up to 5

Number sense
ber Partition a set of
objects in differe

Partition a set of objects in different ways Know that numbers greater than I can be made in different

Number recognition

ways

Recognise and identify numerals O-IO
Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5

Graphics

Experiment with their own symbols and marks as well as numerals
Represent and explain their thinking in their own ways

Calculating

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

Shape

Combine shapes to make new ones — an arch, a bigger triangle etc...

			longer/shorter/wider/			Space
			narrower / taller			Notice and correct
			Time: Understand and			an error in a
			use language — before,			repeating pattern
			5 5			Measurement
			after, yesterday, today,			
			tomorrow			Time: Know some
						names of the days
						of the week
						Understand and use
						language — before,
						after, yesterday,
						today, tomorrow
C 1 C	T. I.C. dt. I.D. as	Other Faiths	T. I. C	T · E C · · · · · · · · · · · ·	T . 7 C IN C .	Т . 0 Г
Come and See	Topic 1: Families and Domestic		Topic 4: Community and	Topic 5 : Gathering — relating	Topic 7: Good News — Serving	Topic 8: Friends —
	Church: Myself	Topic 3: Loving — Advent &	Local Church -	& Eucharist	and Pentecost	Interrelating and
	Topic 2 Belonging, Baptism &	Christmas	celebrating	Topic 6: Growing — Lent and	Other Faiths	reconciliation
	confirmation – Welcome			Easter		Topic 9: Our world
						– The universal
						church
PSED	Self-Regulation - expressing feelings, Communication, Understanding	Self-Regulation - expressing feelings, Communication, Understanding	Self-Regulation - expressing feelings, Communication,	Self-Regulation - expressing feelings, Communication, Understanding	Self-Regulation - expressing feelings, Communication, Understanding	Self-Regulation - expressing feelings,
	feelings, managing feelings and	feelings, managing feelings and	Understanding feelings,	feelings, managing feelings and	feelings, managing feelings and	Communication,
	behavior	behavior	managing feelings and behavior	behavior	behavior	Understanding feelings,
	Managing self - self-awareness,	Managing self - self-awareness,	Managing self - self-	Managing self - self-awareness,	Managing self - self-awareness,	managing feelings and
	independence, confidence, responsibility, self-care, safety,	independence, confidence, responsibility, self-care, safety,	awareness, independence, confidence, responsibility,	independence, confidence, responsibility, self-care, safety,	independence, confidence, responsibility, self-care, safety,	behavior Managing self - self-
	keeping healthy	keeping healthy	self-care, safety, keeping	keeping healthy	keeping healthy	awareness, independence,
	Building relationships - Build	Building relationships - Build	healthy	Building relationships - Build	Building relationships - Build	confidence, responsibility,
	friendships, work together, social skills, recognise the needs of others,	friendships, work together, social skills, recognise the needs of others,	Building relationships - Build friendships, work together,	friendships, work together, social skills, recognise the needs of others,	friendships, work together, social skills, recognise the needs of others,	self-care, safety, keeping healthy
	Communication.	Communication.	social skills, recognise the	Communication.	Communication.	Building relationships -
			needs of others,			Build friendships, work
	Health & wellbeing	Health & wellbeing	Communication.	Health & wellbeing	Health & wellbeing	together, social skills,
	Behaviour Friendship	Behaviour	Celebrate	Behaviour	Behaviour	recognise the needs of others, Communication.
	Self esteem & self confidence	Friendship Self esteem & self confidence	Health & well being	Friendship Self esteem & self confidence	Friendship Self esteem & self confidence	
		Sol, Green a Sol, Confidence	Behaviour	Co., Corcellia Seri confidence		Health & wellbeing
			Friendship Self esteem &self confidence		Kindness Rosettes - linked to awards	Behaviour Friendship
			Son esteem asen communice		given by Queen e.g. MBE, OBE, CBE	Self esteem & self confidence
UW	Science:	Science:	Science:	Science:	Science:	Understanding of World:
(Science/History/Geography)	Animals: Humans • Senses & body parts	Light, dark & shadows	Forces	Materials	Plants Animals (other than humans)	Geographical Development
	Local Environments (school	Understanding of World:	Understanding of World:	Understanding of World:		Environments beyond the
	grounds)	People & Communities Historical	Geographical Development	Geographical Development	Understanding of World:	local area - seaside
	 Food stuffs - healthy eating Materials: 	Development People, themselves, their	 Seasons and Weather 	Maps Seasons and Weather	Geographical Development Environments beyond the local area -	Historical Development
	Autumn leaves, conkers,	families & significant people	Journey's	Journey's	London / famous buildings	Seasons:
	twigs	Places: Seasons				changes over
	Understanding of World:	Events: bonfire night,	Historical Development	Historical Development	Historical Development	time
	People & Communities Historical Development	Halloween, remembrance day, Christmas	 Seasons: changes over time 	Objects: Toys, baby toysSeasons: changes over time	Seasons: changes over timeEvents: Growing	 Places: holiday environment -
	People, themselves, their	Geographical Development	First man on the	Events: Easter		changes over
	families & significant people	Seasons and Weather	moon – space travel		Historical Development	time

- Places: home, familiar places
- Events: Looking at the daily routine

Geographical Development

- Maps (walk to find familiar landmarks)
- Seasons
- Human features: buildings, local places
- Physical features: park, forest & woods (autumn)

Working Scientifically:

Explore/Observe - 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.

Describe - 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.

Questioning - 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

Explain - 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.

Research - 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).

Compare/sort/group/identify/classify: 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.

Historical Development

Communication - talk about key events, in own lives, about family, friends, other people including significant people.

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Historical Development

Communication - talk about key events including significant people. Talk about key roles people have in society in both the present and the past. Events: bonfire night, Halloween, remembrance day, Christmas

Observe - show an interest in significant events and experiences in the lives of others, including friends and family members, and through hooks

Describe - features of objects at different times, make comparisons. Talk about what is the same and what is different Places: home, familiar places Objects - toys how toys have changed over time, baby toy.

Geographical Development

Communication - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments. Mapping - 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 & woods Fieldwork - look closely at similarities and differences between their immediate

similarities and differences between their immediate environment and different places they have visited. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them.

Use of Technology - 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

<u>Cultures and Beliefs</u>

Communication -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.

Respect - themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.

Observe - 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

Working Scientifically:

Explore/Observe - 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.

Describe - talk about what they

Describe - 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.

Questioning - 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

Explain - 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.

Research - 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).

Compare/sort/group/identify/classify: 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.

Geographical Development

Communication - 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

Mapping - 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 & woods
Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.

Communication - talk about key event in own lives, about family, friends other people including significant people

Observe - show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.

Describe - features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Places; nome, familiar places

Chronology - order simple experiences in relation to themselves, and others including stories, events, and experiences.

Research - find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including books.

Recall - talk to others about what they know about a key person, character, event from the past.

School museum through the decades - EYFS 2013 - 2022

Working Scientifically:

Explore/Observe - 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.

Describe - 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

Questioning - 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

Explain - 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.

Research - 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). Historical Development Communication - talk about key events, in own lives, about family, friends, other people including significant people.

Observe - show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.

Describe - features of

objects, people, places at different times, make comparisons. Talk about what is the same and what is different Places: home, familiar places

Chronology - order simple experiences in relation to themselves, and others including stories, events, and experiences.

Research - find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including

Recall - talk to others about what they know about a key person, character, event from the

Geographical Development

Communication - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments.

Mapping - 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: the seaside

Fieldwork - look closely at similarities and

	Observe - show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. Describe - features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different Places: home, familiar places Chronology - order simple experiences in relation to themselves, and others including stories, events, and experiences. Events: Looking at the daily routine Geographical Development Communication - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments. Mapping - 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 & woods Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited. Enquiry - comment and ask questions	Research - find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including books. Recall - talk to others about what they know about a key person, character, event from the past. Vocabulary - 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.	of people in communities in other countries within the world. Describe - 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. Compare - 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. Research - 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	Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, Use of Technology - 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	Compare/sort/group/identify/classify: 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. Geographical Development Communication - 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 Mapping - 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 & woods Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, Use of Technology - use technology	differences between their immediate environment and different places they have visited. Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, Use of Technology - 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
Music	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 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 Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. copy-clap the rhythm of names. explore high sounds and low sounds using voices and glockenspiels.	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. 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.	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 Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. 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.	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs	environment Seasons and Weather Globes, maps, countries Copy and clap 3 or 4 word phrases from the song 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.	Under the sea sounds Rhythm & beat Listen and respond Explore and create using voices Sing - learn to sing a song Share and perform Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

Pointing Drowing Supplies (20.4.30) Supplies (20.4.	Art & DT	<u>Art</u>	<u>Art</u>	<u>Art</u>	<u>Art</u>	<u>Art</u>	<u>Art</u>
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