St Mary's Catholic Primary and Nursery School EYFS Nursery Class LTP 2023-2024

2023-2024	Au1	Au2	Sp1	Sp2	Su1	Su2
	What makes me special?		Is the Moon made of cheese?	Where do the wheels on the bus go?	Can pigs fly?	Where does the sea end?
Themed Events Global Learning	Harvest Diversity and difference – we are all unique	-	Safer Internet Week Stranger Danger	Fairtrade World book day Science week Fairtrade	Health week – Including Oral Health Farms Food shortages Climate change	Sports day Plastic pollution Seasides around the world
Author Focus (Developing a love reading)	(Developing a love for when there's work to do, my dad is brilliant, my		Martin Wadell (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, Baabooom!, The super swooper dinosaur,)		Rod Campbell (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)	
	l over and over and have in boc a Donaldson, The tiger who car	•			l, We're Going on a Bear Hu	unt – Michael Rosen.
Communication and Language (English)	Focused text: Monkey Puzzle Fiction: Julia Donaldson: The Gruffalo, Smartest Giant in t Fox's socks etc (Rhyme), nursery rhyme books, I want potty, my mum, books abou settling into school, harry an dinosaurs, rainbow fish Non Fiction: growing up, changes in our bodies, the weather, families, labels, list	own, Fiction: the history o Winnie the pooh, Winnie the pooh, Ighthouse, fireman d the sam books, fireman stories, Christmas Postman, The first Christmas.	Focused text: Whatever Next f Fiction: Q Pootle 5, Aliens love underpant You choose in space, goodnight spaceman, there's an alien in my book Non Fiction: eigh planets, rockets, moor astronauts, gravity,	toddle waddle, Maisy's bus, snail and the whale Non Fiction: parts of a	Focused text: Farmer duck Fiction: hullabaloo farm, scarecrows wedding, farm 123, little red hen, squash and a squeeze, owl babies, Rosie's walk, Hattie Peck, the hungry catterpillar Non-Fiction: tractors, the workings of a farm, milking a cow, cleaning	Focused text: Commotion in the Ocean Fiction: sharing a shell, bright Stanley, tiddler, Lighthouse Keepers Lunch, Billy's bucket, 10 little pirates, shark in the park, Non-Fiction: RNLI – safety at the seaside, boats, weather, staying safe in the sun

nurser humpt wincy duke o ginger three b Non-Fict	read man, Illy goats gruff, ion: Soldiers, labels, lists, cards,	& caring for animals, machinery on a farm, collecting eggs
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Communication and Language & Literacy

Listening, Attention and 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 engaging 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 ans during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.

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 11 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 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.

●R	espond to questions about who, what, where, when linked to text and illustrations.
	equence a simple story or event.
	se gestures and actions to act out a story, event or rhyme from text or illustrations.
	lake predictions and anticipate key events based on illustrations, story content and title.
	espond to questions about how and why something is happening.
	ay what a character might be thinking, saying or feeling.
	ay how they feel about stories and poems.
	ecall the main points in text in the correct sequence.
	se the structure of a simple story when re-enacting and re-telling in their own words.
	alk about the themes of simple texts, (e.g. good over evil).
۰A	ct out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.
R	<u>// Phonics (7 children in autumn term)</u>
•	Aspect 6 – Voice sounds - to distinguish between different vocal sounds and to begin oral blending and segmenting.
•	Aspect 7 – Oral blending and segmenting - the main aim is to develop oral blending and segmenting skills.
•	Linking sounds to letters - saying the phonemes from the RWI scheme (Hear, say, read letters), Oral blending, blending for reading.
•	Orally blend sounds to make simple words.
•	Use decoding to read
•	Blend phonemes to read a range of words building towards sutomacity, fluency and accuracy.
Pho	nics (20 Children in autumn term)
•	Aspect 1 – General sound discrimination,- Environmental – children to be aware of sounds around them in the environment and develop listening skills
•	Aspect 2 - General sound discrimination – instrumental sounds develop children's awareness of sounds made by various instruments and noise makers.
•	Aspect 3 – General sound discrimination – body percussion - develop children's awareness of sounds and rhythms. Listening to music and developing a sounds vocabulary
•	Aspect 4 – Rhythm and rhyme- to develop children's appreciation and experiences of rhythm and rhyme in speech.
•	Aspect 5 – Alliteration- The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.
•	Aspect 6 – Voice sounds - to distinguish between different vocal sounds and to begin oral blending and segmenting.
•	Aspect 7 – Oral blending and segmenting - the main aim is to develop oral blending and segmenting skills
	rigent Writing
	evelop language skills (listening and talking) in a range of contexts.
	how awareness that writing communicates meaning.
	ive meaning to the marks they make.
	nderstand that thoughts can be written down.
	opies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).
	Take marks and drawings using increasing control.
	se some recognisable letters and own symbols.
	/rite letters and strings, sometimes in cluster like words.
	eginning to use appropriate letters for initial sounds.
	se writing in their play.
	inscription – Summer term
	e some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
	erament sounds in simple words

•Segment to write VC and CVC words independently using Phase 2 (top group)

	name. <mark>I – see also fine motor skills</mark> o right and top to bottom.
•Form letter	s from their name correctly from other letters they learn in RWI using the RWI handwriting rhymes.
PSED	 Self-Regulation – expressing feelings, Communication, Understanding feelings, managing feelings and behaviour Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because" or "I love it when". Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. 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 Managing self – self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy including oral health Learn to use the toilet with help, and then independenty. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly follow rules, understanding why they are important. Make healthy choices about food, drink, activity and toothrushing Building relationships – Build friendships, work together, social skills, recognise the needs of others, Communication. Notice and ask questions about differences Develop their sense of responsibility and membership of a community Play with one or more other children Play with one or more other children and elaborating play ideas.
Physical Development	 Gross motor Skills Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Be increasingly independent as they get dressed and undressed 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.

	its length and widt Choose the right re 	h. esources to carry out their or	and activities in the setting. Fo wn plan. For example, choosir s, such as moving a long plank	ng a spade to enlarge a small l	nole they dug with a trowel.	iss a plank, depending on		
	 Fine Motor Skills Develop fine motor skills through activities like threading, dough disco, pegs and peg boards, buttons and zips, small items to handle Use one-handed tools and equipment, for example, making snips in paper with scissors, paint brushes, pens, chalk, pencils etc Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. 							
PE	Fundamental movement skills	How to catch a star	space	Jack and the beanstalk	Ruble in the jungle	seaside		

Maths (birth to 3) (3-4 year olds)	Number – counting Take part in finger rhymes with numbers Recite numbers past 5 Rote count form 1 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 – '1-2-3-5' Compare amounts, saying 'lots', 'more', or 'same' Use the word 'zero' to	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 1-10 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 – '1- 2- 3-5' Compare amounts, saying	Number - countingRecite numbers past 5Rote count from 1-10Rote count back from 5Counting ObjectsKnow the last numberreached when counting asmall set of objects tellsyou how many there are intotal (cardinal principle)Number sensePartition a set of objects indifferent waysNumber recognitionRecognise and identifynumerals 0-10Link numerals andamounts:e.g. showing the rightnumber of objects to matchthe numeral, up to 5	Number countingRecite numbers past 5Rote count from 1-10Rote count back from 5 or10 to 1 or 0Counting ObjectsUnderstandUnderstandanduseconversion on numberFast recognition of up to 3objects, without having tocount them individually(subitising)Number sensePartition a set of objects indifferent waysKnow that numbers greaterthan 1 can be made indifferent waysNumber recognition	Number – Counting Recite numbers past 5 Rote count from 1- 10 Rote count back from 5 or 10 to 1 or 0 Counting Objects 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
	represent none 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 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	Use the word 'zero' to represent none 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	<pre>'lots', 'more', or 'same' 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 Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways Calculating</pre>	Number recognition 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	Number recognitionRecognise and identifynumerals 0-10Link numerals andamounts:e.g. showing the rightnumber of objects tomatch the numeral, up to5GraphicsExperiment with their ownsymbols and marks as wellas numeralsRepresent and explain theirthinking in their own waysCalculatingIn real life contextssubtract a single-digit	Numberrecoanitionproblemswithnumbers up to 5Number sensePartition a set ofobjects in differentwaysKnow thatnumbers greaterthan 1 can bemade in differentwaysNumberrecognitionRecognise andidentify numeralsO-10

Shape Combine objects lii stacking blocks and Build with a range resources Complet puzzles Space Put objects inside of and take them out Climb, and squeeze selves into differer of spaces Notice po and arrange things patterns <u>Measurement</u> Distance: Describe compare sizes usin gesture and langue – 'bigger/little/smu' 'high/low', 'tall' Time: Talk about significant times oj e.g. home time, lui snack time, bed tir Understand and us language – before, yesterday, today, tomorrow	d cupsinformal mathematical language e.g. sides, corners, straight, flat, roundte insetcorners, straight, flat, roundothersUnderstand position through words along e.g. "The bag is under the table" – with no pointing Describe a familiar routetatternsDescribe a familiar routes inMeasurement Veight: Describe and compare weights using gesture and language – 'heavy' Volume / Capacity: Use language aller',f the day nch time, me etc seMake comparisons between objects relating to capacity e.g. more/less	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 numberFractions Understand that sharing is splitting an amount 'fairly' so each group is the sameShape Combine objects like stacking blocks and cups Build with a range of resources Complete inset puzzlesSpace Discuss routes and locations, using words like 'in front of' and 'behind'Distance: Make 	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 <u>Measurement</u> 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	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. heavier/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	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
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Come and	Topic 1 – Myself	Other Faiths	Topic 4: Celebrating	Topic 5 Gathering–relating	Topic :Good News-	Topic 8: Friends –
see RE	Families and Domestic	Topic 3:Loving	Community and Local	& Eucharist	Serving and Pentecost	Interrelating and
	Church:	Advent & Christmas	Church-	Topic 6: Growing– Lent	Other Faiths	reconciliation
				and Easter		

	Topic 2 – Belonging, Baptism and Confirmation - Welcome					<mark>Topic 9 :Our world</mark> — The universal
UW (Science/Hi	Science: Animals: Humans	Science: Light, dark & shadows	Science: Forces	Materials Understanding the World:	Plants Animals(other than humans)	Geographical Development
story/Geog	Senses & body parts	Understanding the World:	Understanding the	Geographical	Understanding the World:	Environments
raphy)	Local Environments	People & Communities	World:	Development	Geographical Development	beyond the local
rapity	(school grounds)	Historical Development	Geographical	Maps	Environments beyond the	area-seaside
	Prood stuffs – healthy	People, themselves, their	Development	Seasons and Weather	local area–London/famous	Historical
	eating	families & significant people	Seasons and Weather	I Journey's	buildings – link to climate	Development
		Places: Seasons	Iourney's			Seasons: changes
	Materials:	Events: bonfire night,		Historical Development	Historical Development	over time
	Autumn leaves, conkers,	Halloween, remembrance	Historical Development	Objects: Toys, baby toys	Seasons: changes over	Places: holiday
	twigs	day, Christmas	Seasons: changes over	I Seasons: changes over	time	environment –
			time	time	I Events: Growing	changes over time
	Understanding the World:	Geographical Development	First man on the moon	🛛 Events: Easter		Historical
	People & Communities	Seasons and Weather	 space travel 	Working Scientifically:	Historical Development	Development
	Historical Development		Geographical	Explore/Observe - look	Communication – <i>talk</i>	Communication –
	People, themselves,	Working Scientifically:	Development	closely	about key events, in own	talk about key
	their families & significant	Explore/Observe - look	Communication-	at/notice features in the	lives, about family, friends,	events, in own lives,
	others	closely at/notice features in	talkaboutthefeaturesoft	natural	other people including	about family, friends,
	Places: home, familiar	the natural world including	heirimmediateenvironme	world including animals	significant people.	other people
	places	animals and plants, weather	ntandotherplaces-	and plants,	Observe – show an interest	including significant
	Events: Looking at the	and seasons, and natural	familiarplacesandthoset	weather and seasons, and	in significant events and	people.
	daily routine	materials e.g. water, ice,	heyhavelearntaboutandt	natural	experiences in the lives of	Observe – show an
		sand, stones, etc.	hedifferencesbetweenen	materials e.g. water, ice,	others, including friends and	interest in significant
	Geographical	Describe - talk about what	vironments.	sand,	family members, and	events and
	Development	they notice/observe in the	Mapping - recognise,	stones, etc.	through books.	experiences in the
	Maps (walk to find	natural world, e.g. features	know about and describe	Describe - talk about what	Describe – features of	lives of others,
	familiar landmarks)	of animals, plants, natural	features of different	they	objects, people, places at	including friends and
	2 Seasons	materials, seasons, weather,	places including their	notice/observe in the	different times, make	family members, and
	Human features:	etc.; talk about changes	immediate environment,	natural world,	comparisons. Talk about	through books.
	buildings, local places	they notice and changes	other familiar places	e.g. features of animals,	what is the same and what	Describe – features
	Physical features: park,	over time, based on real	(walk to find familiar	plants,	<i>is different</i> Places: home,	of objects, people,
	forest & woods (autumn)	experiences or books read to	landmarks). Human	natural materials, seasons,	familiar places	places at different
	Morking Scientifically	them at home or school.	features: buildings, local	weather,	Chronology – order simple	times, make
	Working Scientifically:	Questioning - show an	places. Physical features:	etc.; talk about changes	experiences in relation to	comparisons. Talk
	Explore/Observe - look	interest in and be curious about the natural world; ask	park, forest & woods	they	themselves, and others	about what is the
	closely at/notice features in the natural world		Fieldwork - look closely at similarities and	notice and changes over	including stories, events,	same and what is
	including animals and	questions about what they notice/observe or changes	differences between	time, # based on real	and experiences. Research – find out about,	<i>different</i> Places: home, familiar places
	plants, weather and	that occur, e.g. changes in	their immediate	experiences or	people, places, events, and	nome, raminar places
	plants, weather and	that occur, e.g. changes in		experiences of	people, places, evenits, and	

seasons, and natural	plants throughout the	environment and	books read to them at	objects, ask questions, and	Chronology – order
materials e.g. water, ice,	seasons	different places they	home or	use different sources to find	simple experiences in
sand, stones, etc.	Explain - talk about what	have visited.	school.	the answers, including	relation to
Describe - talk about what		Enquiry - comment and	Questioning - show an	books.	themselves, and
they notice/observe in the	have learnt about the	ask questions about their	interest in and be curious	Recall – talk to others about	others including
natural world, e.g.	natural world. Talk about	immediate environment,	about the natural world;	what they know about a key	stories, events, and
features of animals,	why things happen/occur in	other places which are	ask questions about what	person, character, event	experiences.
plants, natural materials,	relation to different	familiar to them,	they notice/observe or	from the past.	Research – find out
seasons, weather, etc.;	processes e.g. ice melting,	Use of Technology - use	changes that occur, e.g.	School museum through the	about, people,
talk about changes they	seasonal changes.	technology and IT	changes in plants	decades – EYFS 2013 - 2023	places, events, and
notice and changes over	Research - talk to people	equipment (e.g. camera,	throughout the seasons	Working Scientifically:	objects, ask
time, based on real	(visits/visitors/family), think	iPad, video/video clips,	Explain - talk about what	Explore/Observe - look	questions, and use
experiences or books read	of questions to ask to find	apps, visualisers or the	they know and what they	closely at/notice features in	different sources to
to them at home or school		internet) to make	have learnt about the	the natural world including	find the answers,
Questioning - show an	seasons, processes ; use first	observations or find	natural world. Talk about	animals and plants, weather	including books.
interest in and be curious	hand experiences/use	information about their	why things happen/occur	and seasons, and natural	Recall – talk to others
about the natural world;	secondary sources, (e.g.	immediate environment	in relation to different	materials e.g. water, ice,	about what they
ask questions about what	books, photographs,	Seasons and Weather	processes e.g. ice melting,	sand, stones, etc.	know about a key
they notice/observe or	internet).	Globes, maps, countries	seasonal changes.	Describe - talk about what	person, character,
changes that occur, e.g.	Compare/sort/group/identi	Cultures and Beliefs	Research - talk to people	they notice/observe in the	event from the past.
changes in plants	fy/classify: notice	Communication –	(visits/visitors/family),	natural world, e.g. features	Geographical
throughout the seasons	similarities, notice	express feelings, give	think of questions to ask to	of animals, plants, natural	Development
Explain - talk about what	differences in the natural	opinions and reasons.	find out about plants,	materials, seasons, weather,	Communication -
they know and what they	world, including plants and	Comment on significant	animals, seasons,	etc.; talk about changes	talk about the
have learnt about the	animals; talk about what	events in own lives, talk	processes ; use first hand	they notice and changes	features of their
natural world. Talk about	they know and understand	about their family,	experiences/use secondary	over time, based on real	immediate
why things happen/occur	about similarities and/or	friends and the local	sources, (e.g. books,	experiences or books read to	environment and
in relation to different	differences, e.g. in relation	community. Know about	photographs, internet).	them at home or school.	other places –
processes e.g. ice melting,	to the natural world around	how people are similar,	Compare/sort/group/iden	Questioning - show an	familiar places and
seasonal changes.	them and other	how people are different	tify/classify: notice	interest in and be curious	those they have
Research - talk to people	environments they have	in gender, language,	similarities, notice	about the natural world; ask	learnt about and the
(visits/visitors/family),	learnt about through real	ethnicity, religion,	differences in the natural	questions about what they	differences between
think of questions to ask to	experiences or books read at	culture and SEND. Use	world, including plants and	notice/observe or changes	environments.
find out about plants,	home or school.	language skills to share	animals; talk about what	that occur, e.g. changes in	Mapping - recognise,
animals, seasons,	Historical Development	experiences, ideas, give	they know and understand	plants throughout the	know about and
processes ; use first hand	Communication – talk	explanations, make	about similarities and/or	seasons	describe features of
experiences/use secondary		suggestions, choices and	differences, e.g. in relation	Explain - talk about what	different places
sources, (e.g. books,	significant people. Talk	decisions, either verbally	to the natural world	they know and what they	including their
photographs, internet).	about key roles people have	or nonverbally.	around them and other	have learnt about the	immediate
Compare/sort/group/ider	in society in both the	Respect – themselves,	environments they have	natural world. Talk about	environment, other
tify/classify: notice	present and the past.	special things in their	learnt about through real	why things happen/occur in	familiar places (walk
similarities, notice	Events: bonfire night,	own lives, other people		relation to different	to find familiar

differences in the natural	Halloween, remembrance	including their ideas,	experiences or books read	processes e.g. ice melting,	landmarks). Human
world, including plants and	day, Christmas	feelings, beliefs, culture,	at home or school.	seasonal changes.	features: buildings,
animals; talk about what	Observe – show an interest	possessions.	Geographical	Research - talk to people	local places. Physical
they know and understand	in significant events and	Observe – look closely	Development	(visits/visitors/family),	features: the seaside
about similarities and/or	experiences in the lives of	and consider their own	Communication - talk	think of questions to ask	Fieldwork - look
differences, e.g. in relation	others, including friends and	culture and religion and	about the features of their	to find out about plants,	closely at
to the natural world	family members, and	that of the people in	immediate environment	animals, seasons,	similarities and
around them and other	through books.	their own community.	and other places – familiar	processes ; use first hand	differences between
environments they have	Describe – features of	Look closely at and	places and those they have	experiences/use	their immediate
learnt about through real	objects at different times,	observe the lives	learnt about and the	secondary sources, (e.g.	environment and
experiences or books read	make comparisons. Talk	of people in communities	differences between	books, photographs,	different places they
at home or school.	about what is the same and	in other countries within	environments. Physical	internet).	have visited.
Historical Development	what is different Places:	the world.	features of a farm	Compare/sort/group/identi	Enquiry - comment
Communication – talk	home, familiar places	Describe – culture and	Mapping - recognise,	fy/classify: notice	and ask questions
about key events, in own	Objects – toys how toys	religion in relation to	know about and describe	similarities, notice	about their
lives, about family, friends,	have changed over time,	themselves, friends,	features of different places	differences in the natural	immediate
other people including	baby toy.	family, and other people	including their immediate	world, including plants and	environment, other
significant people.	Research – find out about,	within their community	environment, other	animals; talk about what	places which are
Observe – show an	people, places, events, and	based on their own	familiar places (walk to	they know and understand	familiar to them,
interest in significant	objects, ask questions, and	experiences, events,	find familiar landmarks).	about similarities and/or	Use of Technology
events and experiences in	use different sources to find	objects or artefacts. Talk	Human features: buildings,	differences, e.g. in relation	- use technology
the lives of others,	the answers, including	about and describe	local places. Physical	to the natural world around	and IT equipment
including friends and	books.	features of their own	features: park, forest &	them and other	(e.g. camera, iPad,
family members, and	Recall – talk to others about	lives, talk about and	woods	environments they have	video/video clips,
through books.	what they know about a key	describe features of the	Fieldwork - look closely	learnt about through real	apps, visualisers or
Describe – features of	person, character, event	lives of people in their	at similarities and	experiences or books read at	the internet) to
objects, people, places at	from the past.	own community and of	differences between	home or school.	make observations
different times, make	Vocabulary – use the	people in other countries	their immediate	Geographical Development	or find information
comparisons. Talk about	language of time when	across the world.	environment and	Communication - talk about	about their
what is the same and what	talking about past/present	Compare - recognise the	different places they	the features of their	immediate
is different Places: home,	events in their own lives and	similarities and	have visited.	immediate environment and	environment
familiar places	in the lives of others	differences in culture and	Enquiry - comment and	other places – familiar	
Chronology – order simple	including people they have	religion between them	ask questions about their	places and those they have	
experiences in relation to	learnt about through books.	and other communities.	immediate environment,	learnt about and the	
themselves, and others		Look closely at and make	other places which are	differences between	
including stories, events,		comparisons between	familiar to them,	environments. Physical	
and experiences. Events:		this country and the lives	Use of Technology - use	features of a farm	
Looking at the daily		of people in other	technology and IT	Mapping - recognise, know	
routine		countries within the	equipment (e.g. camera,	about and describe features	
Geographical		world.	iPad, video/video clips,	of different places including	
Development		Research-show curiosity	apps, visualisers or the	their immediate	
		and interest, find out	internet) to make	environment, other familiar	

Communication - talk	about people within	observations or find	places (walk to find familiar	
about the features of their	their own community	information about their	landmarks). Human	
immediate environment	and in other countries-	immediate environment	features: buildings, local	
and other places – familiar	special places and	Seasons and Weather	places. Physical features:	
places and those they have	events or objects-	Globes, maps, countries	park, forest & woods	
learnt about and the	through non-fiction		Fieldwork - look closely at	
differences between	texts, stories, visitors,		similarities and differences	
environments.	celebrations		between their immediate	
Mapping - recognise,			environment and different	
know about and describe			places they have visited.	
features of different places			Enquiry - comment and ask	
including their immediate			questions about their	
environment, other			immediate environment,	
familiar places (walk to			other places which are	
find familiar landmarks).			familiar to them,	
Human features: buildings,			Use of Technology - use	
local places. Physical			technology and IT	
features: park, forest &			equipment (e.g. camera,	
woods			iPad, video/video clips, apps,	
Fieldwork - look closely at			visualisers or the internet) to	
similarities and differences			make observations or find	
between their immediate			information about their	
environment and different			immediate environment	
places they have visited.			Seasons and Weather	
Enquiry - comment and			Globes, maps, countries	
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/videoclips,				
apps, visualisers or the				
internet) to make				
observations or find				
information about their				
immediate environment				

Music	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.	l'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-abye 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	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.
Art & DT	Art	<u>Art</u>	<u>Art</u>	<u>Art</u>	<u>Art</u>	<u>Art</u>
	Painting	Painting	Painting	Painting	Painting	Painting
	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
	Collage	Collage	Collage	Collage	Collage	Collage
	Sculpture (2D & 3D)	Sculpture (2D & 3D)	Sculpture (2D & 3D)	Sculpture (2D & 3D)	Sculpture (2D & 3D)	Sculpture (2D & 3D)
	 Picasso – autumn 					
	leaves	DT - Designing and Making	Kandinsky – circles	DT - Designing and Making	Matisse – Snail	
	 Van Gough – the 					
	Mulberry	Explore – Experiment and	<u>DT - Designing and</u>	Explore – Experiment and	DT - Designing and Making	DT - Designing and
	tree	build with a range of	<u>Making</u>	build with a range of	Cakes and biscuits	<u>Making</u>
		construction resources, find		construction resources,	Explore – Experiment and	
	DT - Designing and Making	out about the properties and	Explore – Experiment and	find out about the	build with a range of	Explore <mark>– Experiment</mark>
		functions of different	build with a range of	properties and functions of	construction resources, find	and
	Explore – Experiment and	construction materials.	construction resources,	different construction	out about the properties and	build with a range of
	build with a range of		find out about the	materials.	functions of different	construction
	construction resources, find	Design -talk about their	properties and functions		construction materials.	resources,
	out about the properties and	ideas; choose resources,	of different construction	Design -talk about their		find out about the
			materials.	ideas; choose resources,		properties and

functions of different	tools and techniques with a		tools and techniques with	Design -talk about their	functions of different
construction materials.	purpose.	Design -talk about their	a purpose.	ideas; choose resources,	construction
		ideas; choose resources,		tools and techniques with a	materials.
Design -talk about their	Make – make models and	tools and techniques	Make – make models and	purpose.	
ideas; choose resources,	props using different	with a purpose.	props using different		Design <mark>-talk about</mark>
tools and techniques with a	construction materials.		construction materials.	Make – make models and	their
purpose.	Experiment with different	Make – make models and	Experiment with different	props using different	ideas; choose
	ways to build, construct and	props using different	ways to build, construct	construction materials.	resources,
Make – make models and	join resources. Make props	construction materials.	and join resources. Make	Experiment with different	tools and technique
props using different	to use in their play/role	Experiment with	props to use in their	ways to build, construct and	with
construction materials.	play/when acting out	different ways to build,	play/role play/when acting	join resources. Make props	a purpose.
Experiment with different	stories/ taking on story	construct and join	out stories/ taking on story	to use in their play/role	
ways to build, construct and	characters.	resources. Make props to	characters.	play/when acting out	Make – make model
join resources. Make props		use in their play/role		stories/ taking on story	and
to use in their play/role	Evaluate – talk about what	play/when acting out	Evaluate – talk about what	characters.	props using differen
play/when acting out	they like/dislike about their	stories/ taking on story	they like/dislike about		construction
stories/ taking on story	models/constructions and	characters.	their	Evaluate – talk about what	materials.
characters.	say why/how they would		models/constructions and	they like/dislike about their	Experiment with
	change them.	Evaluate – talk about	say why/how they would	models/constructions and	different ways to
Evaluate – talk about what		what they like/dislike	change them.	say why/how they would	build, construct and
they like/dislike about their	Tools and Equipment – use	about their		change them.	join resources. Make
models/constructions and	equipment and tools to	models/constructions	Tools and Equipment – use		props to use in their
say why/how they would	build, construct and make	and say why/how they	equipment and tools to	Tools and Equipment – use	play/role play/when
change them.	simple models and props.	would change them.	build, construct and make	equipment and tools to	acting out stories/
	Use tools linked to basic		simple models and props.	build, construct and make	taking on story
Tools and Equipment – use	food preparation.	Tools and Equipment –	Use tools linked to basic	simple models and props.	characters.
equipment and tools to		use equipment and tools	food preparation.	Use tools linked to basic	
build, construct and make	Safety- handle and use	to build, construct and		food preparation.	Evaluate – talk abou
simple models and props.	equipment safely and	make simple models and	Safety- handle and use		what they like/dislik
Use tools linked to basic	appropriately.	props. Use tools linked to	equipment safely and	Safety- handle and use	about their
food preparation.		basic food preparation.	appropriately.	equipment safely and	models/construction
				appropriately.	and say why/how
Safety- handle and use		Safety- handle and			they would change
equipment safely and		use equipment			them.
appropriately.		safely and			
		appropriately.			Tools and Equipmen
					– use equipment and
					tools to build,
					construct and make
					simple models and
					props. Use tools

						linked to basic food preparation. Safety- handle and use equipment safely and appropriately.
Technology	Generic skills linked to IT – playing on Ipads, remote control cars etc.	Text and digital imagery	Online safety and audio	Using commands to control equipment and devices	Using computers to find out information	Simulations and modelling & purple mash