

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?	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 Global Learning	Harvest Diversity and difference – we are all unique	Bonfire night Anti-Bullying week Remembrance Sunday Advent Christmas – being fortunate and lucky – linked to letters to Father Christmas, Christmas around the world and shoebox appeal	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 for reading)	Nick Butterworth (Percy the Park keeper books, 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,)		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, Baaboom!, 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)	
Five books to read over and over and have in book area all year round so that children can “Read” them – RWI The Gruffalo - Julia Donaldson, The tiger who came to tea – Judith Kerr, The Rainbow Fish – Marcus Pfister, Owl Babies- Martin Waddell, We’re Going on a Bear Hunt – Michael Rosen.						
Communication and Language (English)	Focused text: Monkey Puzzle Fiction: Julia Donaldson: The Gruffalo, Smartest Giant in town, Fox’s socks etc... (Rhyme), nursery rhyme books, I want my potty, my mum, books about settling into school, Harry and the dinosaurs, rainbow fish Non Fiction: growing up, changes in our bodies, the weather, families, labels, lists	Focused text: The gingerbread man Fiction: the history of Winnie the pooh, letters from the lighthouse, fireman sam books, fireman stories, Christmas Postman, The first Christmas, The Nativity, Christmas books	Focused text: Whatever Next Fiction: Q Pootle 5, Aliens love underpants, You choose in space, goodnight spaceman, there’s an alien in my book Non Fiction: eight planets, rockets, moon, astronauts, gravity,	Focused text: Naughty bus Fiction: Rosie’s walk, the train ride, Mr Grumpy’s outing, toddle waddle, Maisy’s bus, snail and the whale Non Fiction: parts of a bus, road surfaces, similarities and differences between transport,	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 caterpillar 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

		<i>Favourite stories and nursery rhymes – humpty dumpty, incy wincy spider, grand old duke of York, gingerbread man, three billy goats gruff, Non-Fiction: Soldiers, firemen, labels, lists, birthday cards, Christmas cards</i>			<i>& caring for animals, machinery on a farm, collecting eggs</i>	
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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 and 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 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.

RWI Phonics (7 children in autumn term)

- 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 automaticity, fluency and accuracy.

Phonics (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

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 (top group)

- Write own name.

Handwriting – see also fine motor skills

- Write left to right and top to bottom.
- Form letters from their name correctly
- Begin to form other letters they learn in RWI using the RWI handwriting rhymes.

PSED	<p>Self-Regulation – expressing feelings, Communication, Understanding feelings, managing feelings and behaviour</p> <ul style="list-style-type: none"> • 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 • <p>Managing self – self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy including oral health</p> <ul style="list-style-type: none"> • Learn to use the toilet with help, and then independently. • 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 independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing <p>Building relationships – Build friendships, work together, social skills, recognise the needs of others, Communication.</p> <ul style="list-style-type: none"> • Notice and ask questions about differences • Develop friendships with other children • Develop their sense of responsibility and membership of a community • Play with one or more other children, extending and elaborating play ideas.
Physical Development	<p>Gross motor Skills</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none">• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <div>Fine Motor Skills</div> <ul style="list-style-type: none">• 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

<p>Maths (birth to 3) (3-4 year olds)</p>	<p><u>Number – counting</u> Take part in finger rhymes with numbers Recite numbers past 5 Rote count from 1 to 10 <u>Counting Objects</u> 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</p>	<p><u>Number – counting</u> Recite numbers past 5 Rote count from 1-10 <u>Counting Objects</u> Say one number for each item in order: 1,2,3,4,5 Show ‘finger numbers’ up to 5 <u>Number sense</u> Partition a set of objects in different ways <u>Number recognition</u> 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 <u>Graphics</u></p>	<p><u>Number – counting</u> Take part in finger rhymes with numbers Recite numbers past 5 Rote count from 1-10 <u>Counting Objects</u> 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’</p>	<p><u>Number – counting</u> Recite numbers past 5 Rote count from 1-10 Rote count back from 5 <u>Counting Objects</u> Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <u>Number sense</u> Partition a set of objects in different ways <u>Number recognition</u> 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><u>Number counting</u> Recite numbers past 5 Rote count from 1-10 Rote count back from 5 or 10 to 1 or 0 <u>Counting Objects</u> Understand and use conversion on number Fast recognition of up to 3 objects, without having to count them individually (subitising) <u>Number sense</u> Partition a set of objects in different ways Know that numbers greater than 1 can be made in different ways <u>Number recognition</u></p>	<p><u>Number – Counting</u> Recite numbers past 5 Rote count from 1-10 Rote count back from 5 or 10 to 1 or 0 <u>Counting Objects</u> 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>
	<p><u>Number recognition</u> 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 <u>Graphics</u> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways <u>Calculating</u> React to changes of amount in a group of up to three items</p>	<p><u>Use the word ‘zero’ to represent none</u> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways <u>Calculating</u> 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. <u>Shape</u></p>	<p><u>Number recognition</u> 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 <u>Graphics</u> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways <u>Calculating</u></p>	<p><u>Number recognition</u> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways <u>Calculating</u> In real life contexts add two single-digit numbers totalling within 10 using practical equipment <u>Shape</u> Select shapes appropriately: flat surfaces for building, a triangular prism for a rood etc... <u>Space</u></p>	<p><u>Number recognition</u> 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 <u>Graphics</u> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways <u>Calculating</u> In real life contexts subtract a single-digit</p>	<p><u>Number recognition</u> problems with numbers up to 5 <u>Number sense</u> Partition a set of objects in different ways Know that numbers greater than 1 can be made in different ways <u>Number recognition</u> Recognise and identify numerals 0-10</p>

	<p><u>Shape</u> Combine objects like stacking blocks and cups Build with a range of resources Complete inset puzzles</p> <p><u>Space</u> 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><u>Measurement</u> 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</p>	<p>Talk about and explore 2D and 3D shapes using informal mathematical language e.g. sides, corners, straight, flat, round</p> <p><u>Space</u> Understand position through words along e.g. “The bag is under the table” – with no pointing Describe a familiar route</p> <p><u>Measurement</u> 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</p>	<p>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><u>Fractions</u> Understand that sharing is splitting an amount ‘fairly’ so each group is the same</p> <p><u>Shape</u> Combine objects like stacking blocks and cups Build with a range of resources Complete inset puzzles</p> <p><u>Space</u> Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> <p><u>Measurement</u> Distance: Make comparisons between objects relating to size, length and height e.g. longer/shorter/wider/narrower / taller Time: Understand and use language – before, after, yesterday, today, tomorrow.</p>	<p>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><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</p>	<p>number from a number up to 10, using practical equipment</p> <p><u>Shape</u> Combine shapes to make new ones – an arch, a bigger triangle etc...</p> <p><u>Statistics</u> Sort objects and say what features they have in common</p> <p><u>Space</u> Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p><u>Measurement</u> 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</p>	<p>Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p><u>Graphics</u> Experiment with their own symbols and marks as well as numerals Represent and explain their thinking in their own ways</p> <p><u>Calculating</u> 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><u>Shape</u> Combine shapes to make new ones – an arch, a bigger triangle etc...</p>
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Come and see RE	Topic 1 – Myself Families and Domestic Church:	Other Faiths Topic 3:Loving Advent & Christmas	Topic 4: Celebrating Community and Local Church-	Topic 5 Gathering–relating & Eucharist Topic 6: Growing– Lent and Easter	Topic :Good News– Serving and Pentecost Other Faiths	Topic 8: Friends – Interrelating and reconciliation
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	Topic 2 – Belonging, Baptism and Confirmation - Welcome					Topic 9 :Our world– The universal
UW (Science/History/Geography)	<p>Science:</p> <p>Animals: Humans</p> <ul style="list-style-type: none"> ☐ Senses & body parts ☐ Local Environments (school grounds) ☐ Food stuffs – healthy eating <p>Materials:</p> <ul style="list-style-type: none"> ☐ Autumn leaves, conkers, twigs <p>Understanding the World: People & Communities</p> <p>Historical Development</p> <ul style="list-style-type: none"> ☐ People, themselves, their families & significant others ☐ Places: home, familiar places ☐ Events: Looking at the daily routine <p>Geographical Development</p> <ul style="list-style-type: none"> ☐ Maps (walk to find familiar landmarks) ☐ Seasons ☐ Human features: buildings, local places ☐ Physical features: park, forest & woods (autumn) <p>Working Scientifically: Explore/Observe - look closely at/notice features in the natural world including animals and plants, weather and</p>	<p>Science:</p> <p>Light, dark & shadows</p> <p>Understanding the World: People & Communities</p> <p>Historical Development</p> <ul style="list-style-type: none"> ☐ People, themselves, their families & significant people ☐ Places: Seasons ☐ Events: bonfire night, Halloween, remembrance day, Christmas <p>Geographical Development</p> <ul style="list-style-type: none"> ☐ Seasons and Weather <p>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.</p> <p>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.</p> <p>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</p>	<p>Science:</p> <p>Forces</p> <p>Understanding the World: Geographical Development</p> <ul style="list-style-type: none"> ☐ Seasons and Weather ☐ Journey's <p>Historical Development</p> <ul style="list-style-type: none"> ☐ Seasons: changes over time ☐ First man on the moon – space travel <p>Geographical Development</p> <p>Communication- talk about the features of the immediate environment and other places – familiar places and those they have learnt about and the differences between environments.</p> <p>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</p> <p>Fieldwork - look closely at similarities and differences between their immediate</p>	<p>Materials</p> <p>Understanding the World: Geographical Development</p> <ul style="list-style-type: none"> ☐ Maps ☐ Seasons and Weather ☐ Journey's <p>Historical Development</p> <ul style="list-style-type: none"> ☐ Objects: Toys, baby toys ☐ Seasons: changes over time ☐ Events: Easter <p>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.</p> <p>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</p>	<p>Plants</p> <p>Animals (other than humans)</p> <p>Understanding the World: Geographical Development</p> <p>Environments beyond the local area – London/famous buildings – link to climate</p> <p>Historical Development</p> <ul style="list-style-type: none"> ☐ Seasons: changes over time ☐ Events: Growing <p>Historical Development</p> <p>Communication – talk about key events, in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p> <p>Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different</p> <p>Places: home, familiar places</p> <p>Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.</p> <p>Research – find out about, people, places, events, and</p>	<p>Geographical Development</p> <p>Environments beyond the local area – seaside</p> <p>Historical Development</p> <ul style="list-style-type: none"> ☐ Seasons: changes over time ☐ Places: holiday environment – changes over time <p>Historical Development</p> <p>Communication – talk about key events, in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p> <p>Describe – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different</p> <p>Places: home, familiar places</p>

<p>seasons, and natural materials e.g. water, ice, sand, stones, etc.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Events: bonfire night,</p>	<p>plants throughout the seasons</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Events: bonfire night,</p>	<p>environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>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</p> <p>Seasons and Weather Globes, maps, countries</p> <p>Cultures and Beliefs 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.</p> <p>Respect – themselves, special things in their own lives, other people</p>	<p>books read to them at home or school.</p> <p>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</p> <p>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.</p> <p>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).</p> <p>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</p>	<p>objects, ask questions, and use different sources to find the answers, including books.</p> <p>Recall – 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 - 2023</p> <p>Working Scientifically:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p>	<p>Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences.</p> <p>Research – find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including books.</p> <p>Recall – talk to others about what they know about a key person, character, event from the past.</p> <p>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.</p> <p>Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar</p>
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<p>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>Historical Development Communication – talk about key events, in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p> <p>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</p> <p>Chronology – order simple experiences in relation to themselves, and others including stories, events, and experiences. Events: Looking at the daily routine</p> <p>Geographical Development</p>	<p>Halloween, remembrance day, Christmas</p> <p>Observe – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p> <p>Describe – features of objects at different times, make comparisons. Talk about what is the same and what is different Places: home, familiar places</p> <p>Objects – toys how toys have changed over time, baby toy.</p> <p>Research – find out about, people, places, events, and objects, ask questions, and use different sources to find the answers, including books.</p> <p>Recall – talk to others about what they know about a key person, character, event from the past.</p> <p>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.</p>	<p>including their ideas, feelings, beliefs, culture, possessions.</p> <p>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 of people in communities in other countries within the world.</p> <p>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.</p> <p>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.</p> <p>Research—show curiosity and interest, find out</p>	<p>experiences or books read at home or school.</p> <p>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</p> <p>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</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make</p>	<p>processes e.g. ice melting, seasonal changes.</p> <p>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).</p> <p>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.</p> <p>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</p> <p>Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar</p>	<p>landmarks). Human features: buildings, local places. Physical features: the seaside</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>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</p>
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	<p>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.</p> <p>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</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>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</p>		<p>about people within their own community and in other countries- special places and events or objects– through non-fiction texts, stories, visitors, celebrations</p>	<p>observations or find information about their immediate environment</p> <p>Seasons and Weather</p> <p>Globes, maps, countries</p>	<p>places (walk to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest & woods</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>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</p> <p>Seasons and Weather</p> <p>Globes, maps, countries</p>	
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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-abye 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. 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 & 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><u>Art</u> Painting Drawing Collage Sculpture (2D & 3D)</p> <ul style="list-style-type: none"> • Picasso – autumn leaves • Van Gough – the Mulberry tree <p><u>DT - Designing and Making</u></p> <p><u>Explore</u> – Experiment and build with a range of construction resources, find out about the properties and</p>	<p><u>Art</u> Painting Drawing Collage Sculpture (2D & 3D)</p> <p><u>DT - Designing and Making</u></p> <p><u>Explore</u> – Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p><u>Design</u> – talk about their ideas; choose resources,</p>	<p><u>Art</u> Painting Drawing Collage Sculpture (2D & 3D)</p> <p>Kandinsky – circles</p> <p><u>DT - Designing and Making</u></p> <p><u>Explore</u> – Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p>	<p><u>Art</u> Painting Drawing Collage Sculpture (2D & 3D)</p> <p><u>DT - Designing and Making</u></p> <p><u>Explore</u> – Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p><u>Design</u> – talk about their ideas; choose resources,</p>	<p><u>Art</u> Painting Drawing Collage Sculpture (2D & 3D)</p> <p>Matisse – Snail</p> <p><u>DT - Designing and Making</u> Cakes and biscuits <u>Explore</u> – Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p>	<p><u>Art</u> Painting Drawing Collage Sculpture (2D & 3D)</p> <p><u>DT - Designing and Making</u></p> <p><u>Explore</u> – Experiment and build with a range of construction resources, find out about the properties and</p>

	<p>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>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>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>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>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>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</p>
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						<p>linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p>
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