

St Mary's Catholic Primary and Nursery



EYFS RECEPTION CLASS LTP 2022-2023

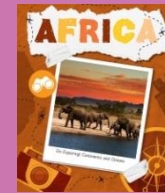
2022-2023	AT1 (7 weeks)	AT2 (7 weeks)	SP1 (5 weeks)	SP2 (6 weeks)	SUM1 (6 weeks)	SUM2 (7 weeks)
Cross Curricular theme	What makes me special? 	What's your toy story? 	Are Dragons Real? 	How does Jack's beanstalk grow? 	Can Giraffe's dance? 	Do you like to be beside the seaside? 
Predictable interests	Autumn	Bonfire night Halloween Diwali Christmas	Winter Valentine's day	Spring Easter	Early summer	Summer
Themed Events/Global Learning	Harvest (Global Learning Link: Orphanages, different kinds of homes)	Bonfire night Anti-bullying week Remembrance Sunday Advent Begins (Global Learning Link: Christmas - being fortunate and lucky - linked to Letters to Santa, Christmas around the world: Shoebox appeal)	Safer internet week (Global Learning Link: Corona Virus, Cultures around the world)	Fairtrade Lent begins World book day Science week (Global Learning Link: Deforestation, Animal habitats, Endangered and extinct species)	Health Week (Global Learning Link: environment and looking after the environment - climate change on an age appropriate level)	(Global Learning Link: plastic pollution, sharks and whales being hunted, delicacies being eaten in different countries)
Experiences/Visits and Visitors	Park visit/local shop- noticing immediate environment Mystery guests throughout the year	Post a letter to Father Christmas at the Post box Christmas party Mystery guests throughout the year	Chinese dragon dancing Chinese drumming Mystery guests throughout the year	Park visit - minibeasts/signs of spring Visitor- Creepy Crawly roadshow Mystery guests throughout the year	Blackpool zoo visit Mystery guests throughout the year	Beach party Mystery guests throughout the year
Parent Links	Curriculum workshop Phonics workshop Breakfast stay and play	Christmas nativity Christmas crafts stay and play 	Maths focus stay and play - maths games	Mother's Day afternoon tea Love reading afternoon	Father's Day - Pie and games Bring a plant gardening day - outdoor learning	End of year picnic, eat ice creams on the field with children and families 
Communication and Language	Good sitting and listening rules Enjoy a story.  <small>Michael Rosen Helen Oxenbury</small>	Pay attention to more than one thing at a time. Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes.	Listen to a story and recall key points. Learn and use a wide range of vocabulary. Answer a 2-part question.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes. Talk to organise play.	Learn and use a wide range of vocabulary. Sing a large repertoire of songs and rhymes.

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	<p>Learn and use a wide range of vocabulary.</p> <p>Follow a 2-part instruction.</p> <p>Understand why questions.</p> <p>Sing a large repertoire of songs and rhymes.</p> <p>Engage with non-fiction text.</p>	<p>Start a conversation with an adult or friend.</p> <p>Engage with non-fiction text.</p>	<p>Sing a large repertoire of songs and rhymes.</p> <p>Talk about familiar books.</p> <p>Engage with non-fiction text.</p>	<p>Ask questions to find out more and clarify understanding.</p> <p>Familiarity and understanding about stories.</p> <p>Engage with non-fiction text.</p>	<p>Speak in well formed sentences.</p> <p>Describe events in detail.</p> <p>Explain how things work and why they might happen.</p> <p>Deep familiarity and retell story.</p> <p>Engage with non-fiction text.</p>	<p>Connect ideas using connectives.</p> <p>Engage with non-fiction text.</p>
Focused Author	Jill Murphy	Jill Murphy	Mick Inkpen	Mick Inkpen	Eric Carle	Eric Carle



English	<p>Core Text The Runaway Pea by Kjartan Poskitt</p>  <p>Skill-recipe/lists</p> <p>Linked Texts Children's favourite stories and rhymes Oliver's vegetables / fruit salad Supertato series Funnybones Argh! There's a Skeleton Inside You! - Idan Ban-Barack</p> 	<p>Core Text The Paper Dolls by Julia Donaldson</p>  <p>Skill - innovation of paper character</p> <p>Linked Texts Kipper's Toy Box Old Bear Toy Story</p> 	<p>Core Text Marmaduke A Very Different Dragon by Rachel Valentine</p>  <p>Skill</p> <p>Linked Texts The trouble with dragons How to catch a dragon The different dragon The knight who wouldn't fight</p>	<p>Core Text Jack and the Beanstalk</p>  <p>Skill-reporters video</p> <p>Linked Texts Fairytales The tiny seed by Eric Carle Hettie Peck by Emma Levey Tadpoles Promise by Jeanne Willis The Very Hungry Caterpillar by Eric Carle</p> 	<p>Core Text Giraffe's Can't Dance</p>  <p>Skill</p> <p>Linked Texts Dear Zoo Late Night at the Zoo Kangaroo at the zoo Elmer The lion who wanted to love Rumble in the jungle Walking through the Jungle The Monkey with a Bright Blue Bottom - Steve Smallman</p>	<p>Core Text Billy's Bucket</p>  <p>Skill- narrative, writing own story</p> <p>Linked Texts Commotion in the ocean Lucy and Tom at the seaside The Fish who could wish Secrets of the Seashore by Carron Brown Shark in the park</p>
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	<p>Non- Fiction Me and My Amazing Body - Joan Sweeney Rhymes - linked to Ourselves- Head, Shoulders, knees and toes. If you're happy and you know it. Rhymes - linked to vegetables - One tomato, two tomatoes, Five little peas in a peapod pressed Poetry Pancakes by Christina Rossetti</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> • 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. • 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. <p>Phonics GPC recognition (hear, say, read letters), oral blending, blending for reading Word reading HFW both decodable and common exception words (tricky)</p> <p>Writing Emergent writing</p>	<p>Pip and Posy The Big Balloon by Alex Sheffler Harry and his Bucketful of Dinosaurs by Ian Whybrow Dogger Non-Fiction Having fun Then and Now by Vicki Yates Rhymes If you go down to the woods today Teddy Bear, Teddy Bear Poetry Toys Galore by Peter Stein</p> <p>Reading Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate - where appropriate - key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word reading</p> <p>Read decodable HFWsight words</p> <p>Distinguish between a word, a letter and a space.</p> <p>Phonics</p>	<p>The boy who grew dragons The Runaway Wok - Ying Chang Compestine Lanterns and Firecrackers: A Chinese New Year Story - Johnny Zucker Dragon Post - Emma Yarlett</p>  <p>Non-Fiction We love festivals - Chinese New Year by Saviour Pirotta Rhymes</p> <p>Poetry Chinese Dragon by Chinese Mother Goose Rhyme in Eric Carle Dragon poetry book</p> <p>Speaking Builds up vocabulary that reflects breath of experience Uses a range of tenses</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Use and show understanding of recently introduced vocabulary appropriately when 	<p>One Springy Day - Nick Butterworth Eggday - Joyce Dunbar Jasper's Beanstalk Non-fiction Seed to Sunflower (non-fiction) by Camilla Bedoyere Rhymes Round and round the garden Mary, Mary quite contrary Ring a Ring O' Roses Poetry A Little Seed by Mabel Watts</p> <p>Speaking Links statements. Sticks to main theme intention Introduces storyline/narrative into play Extending vocabulary</p> <p>Reading Comprehension</p> <p>Make predictions and anticipate key events based on illustrations, story content and title.</p> <ul style="list-style-type: none"> • 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 <p>Word reading</p>	<p>Non-Fiction Poetry In the Jungle by Axel Scheffler Rhyme Down in the Jungle 5 little monkeys Animal Boogie Speaking Extends vocabulary exploring meaning/sounds of new words Uses language to imagine and recreate roles and experiences in play</p>  <p>Reading Comprehension</p> <p>Use the structure of a simple story when re-enacting and retelling in their own words.</p> <ul style="list-style-type: none"> • 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. <p>Word reading</p> <p>Read simple sentences and books consistent with their phonic knowledge.</p> <ul style="list-style-type: none"> • Recognise some Capital and lower case letters. <p>Phonics</p>	<p>Hooray for Fish by Lucy Cousins Sharing a Shell by Julia Donaldson The Rainbow Fish by Marcus Pfister Non-Fiction There Are 101 Sea Creatures in This Book by Rebecca Jones. Poetry Commotion in the Ocean by Giles Andreae</p>  <p>Rhyme Once I caught a fish alive Row, Row, Row Rub a Dub, dub</p> <p>Reading Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate - where appropriate - key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
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	<p>Develop language skills (listening and talking) in a range of contexts.</p> <ul style="list-style-type: none"> Show awareness that writing communicates meaning. Give meaning to the marks they make. <p>Composition <u>Composition</u></p> <p>Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down</p> <p><u>Vocabulary, Grammar and punctuation</u></p> <p>Begin to recognise and know there needs to be spaces between words in a simple sentence.</p> <p><u>Transcription</u></p> <p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><u>Handwriting</u></p> <p>Form letters from their name correctly</p>	<p><i>Decode a number of regular words using Phase2 phonemes.</i></p> <p><i>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs</i></p> <p>Writing Emergent writing</p> <p><i>Give meaning to the marks they make.</i></p> <ul style="list-style-type: none"> 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. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in cluster like words. Beginning to use appropriate letters for initial sounds. Beginning to build words using letter <p>Composition</p> <p><i>Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events.</i></p> <ul style="list-style-type: none"> Understands that thoughts and stories can be written down. 	<p><i>retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.</i></p> <ul style="list-style-type: none"> 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. <p>Word reading</p> <p><i>Read decodable HFWsight words (list 2) (e.g. will that this then them).</i></p> <ul style="list-style-type: none"> Read common exception words (tricky) from Phase 2(e.g. the to no go into). <p>Phonics</p> <p><i>Decode a number of regular words using Phase2 phonemes.</i></p> <ul style="list-style-type: none"> Phase 3 phonemes/Phase 4(combination of adjacent consonants) w <p>Writing Emergent writing</p>	<p><i>Read common exception words (tricky) from Phase 3(e.g. he she we me be was you they all are my her).</i></p> <ul style="list-style-type: none"> Read some common exception words (tricky)from Phase 4 (e.g. said like have so). Distinguish between a word, a letter and a space. <p>Phonics</p> <p><i>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3phonemes).</i></p> <ul style="list-style-type: none"> Use decoding to read -using build and blend strategy - towards automatically reading <p>Writing Emergent writing</p> <p><i>Beginning to build words using letter sounds in their writing.</i></p> <ul style="list-style-type: none"> Use writing in their play. Use familiar words in their writing. <p>Composition</p> <p><i>Can talk about the features of their own writing.</i></p> <ul style="list-style-type: none"> Write a simple narrative. Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, punctuation and Grammar</p>	<p><i>Blend phonemes to read arrange of words using build and blend towards automaticity, fluency and accuracy.</i></p> <ul style="list-style-type: none"> Use phonic knowledge to attempt unknown words. <p>Writing Emergent writing</p> <ul style="list-style-type: none"> Use writing in their play. Use familiar words in their writing. Show awareness of the <p>Composition</p> <p><i>Can talk about the features of their own writing.</i></p> <ul style="list-style-type: none"> Write a simple narrative. Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, <p>Vocabulary, punctuation and Grammar</p> <p><i>Write simple sentences using finger spaces that can be read by themselves and others.</i></p> <p>Spelling</p> <p><i>Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).</i></p>	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <p><i>Write recognisable letters, most of which are correctly formed;</i></p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. <p>Spelling</p> <p><i>Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).</i></p> <ul style="list-style-type: none"> Spell some irregular common words (tricky) the, to, no, go, independently. <p>Handwriting</p> <p><i>Know how to form clear ascenders ('tall letters') and</i></p>
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		<ul style="list-style-type: none"> •Have their own ideas and reasons for writing. •Orally compose a sentence and hold it in memory before attempting to write it. •Begin to use simple sentence forms. <p>Vocabulary, grammar, punctuation</p> <p>Begin to recognise and know there needs to be spaces between words in a simple sentence.</p> <ul style="list-style-type: none"> •Recognise and know that full stops are at the end of a sentence. <p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> •Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Segment sounds in simple words. <p>Handwriting: (also see Physical Development – Fine Motor Skills)</p> <ul style="list-style-type: none"> •Write left to right and top to bottom. •Form most lower-case letters correctly; starting and finishing in the right place, going the right way around, correctly orientated. 	<p>Use some recognisable letters and own symbols.</p> <ul style="list-style-type: none"> •Write letters and strings, sometimes in cluster like words. •Beginning to use appropriate letters for initial sounds. <p>Composition</p> <p>Have their own ideas and reasons for writing.</p> <ul style="list-style-type: none"> •Orally compose a sentence and hold it in memory before attempting to write it. •Begin to use simple sentence forms. •Can talk about the features of their own writing. •Write a simple narrative. <p>Vocabulary, punctuation and Grammar</p> <p>Recognise and know that full stops are at the end of a sentence.</p> <ul style="list-style-type: none"> •Recognise and know that a sentence starts with a capital letter. 	<p>Write a simple phrase with finger spaces that can be read back by themselves.</p> <ul style="list-style-type: none"> •Write simple sentences using finger spaces that can be read by themselves and others. <p>Handwriting</p> <p>Form some capital letters correctly, including the initial letter of their name.</p> <ul style="list-style-type: none"> •Form letters from their name correctly. 	<ul style="list-style-type: none"> •Spell some irregular common words (tricky) the, to, no, go, independently. <p>Handwriting</p> <p>Know how to form clear ascenders ('tall letters') and descenders ('tails').</p> <ul style="list-style-type: none"> •Form some capital letters correctly, including the initial letter of their name. 	<p>descenders ('tails').</p> <ul style="list-style-type: none"> •Form some capital letters correctly, including the initial letter of their name.
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			<u>Handwriting</u>			
			<p>Write left to right and top to bottom.</p> <p>•Form most lower-case letters correctly: starting and finishing in the right place, going the right way around, correctly orientated.</p>			
Key Vocabulary	<p>Son Daughter Niece Nephew Grandchild Celebration Caring Alike Hips Freckles Skin Bones Heart Relatives Relationships Similar</p>	<p>Old New Then Now Old-fashioned Up-to-date Worn Mended Modern Young Today Yesterday Tomorrow, Past Present Artefact Long ago Before After Change Different Invention Chronology Memory Compare</p>	<p>China, Chinese New Year, dragon, parade, happy, clean, dance, celebrate, lantern, zodiac, lunar, food, noodles, prawn crackers, rice, chopsticks, lion, flags, fortune cookies, rat, ox, tiger, rabbit, snake, horse, ram, monkey, rooster, dog, pig, race, river, twelve, money pocket, culture, landmarks, traditions.</p>	<p>Buds, chick, tadpoles, duckling, blossom, spring, hatch, grow, plant, capture, wriggle, young, frog spawn, offspring, decompose, developing, bountiful, perfumed, newborn.</p>	<p>Habitat, Nocturnal, Endangered, wild, names of animals, live, on land, in water, jungle, desert, hot, cold. environment, camouflage, carnivore, predator, herbivore.</p>	<p>Kite, pier, pebbles, lifeguard, yacht, seagull, starfish, lighthouse, waves, paddle, deep, shallow deck chair, Frisbee, windbreak, beach huts, rock pool, punch and Judy, ship-in-a-bottle, frolic, sweltering</p>

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<p>Maths</p>	<p>White Rose Maths Just Like Me!</p> <p>BASELINE + <u>Number</u> Match and Sort Compare Amount</p> <p><u>Measure, shape and special thinking</u> Compare size, mass and capacity Exploring pattern</p>	<p>White Rose Maths It's me 1,2,3!</p> <p><u>Number</u> Representing 1, 2, 3 Comparing 1, 2, 3 Composition 1, 2, 3</p> <p><u>Measure, shape and special thinking</u> Circles and Triangles Positional Language</p> <p>Light and Dark</p> <p><u>Number</u> Representing numbers to 5 One more and one less</p> <p><u>Measure, shape and special thinking</u> Shapes with 4 sides Time</p>	<p>White Rose Maths Alive in 5!</p> <p><u>Number</u> Introducing 0 Comparing numbers to 5 Composition of 4 and 5</p> <p><u>Measure, shape and special thinking</u> Compare mass 2 Compare capacity 2</p> <p>Growing 6, 7, 8</p> <p><u>Number</u> 6, 7, 8 Making pairs Combining 2 groups</p> <p><u>Measure, shape and special thinking</u> Length and Height Time</p>	<p>White Rose Maths Growing 6, 7, 8</p> <p><u>Number</u> 6, 7, 8 Making pairs Combining 2 groups</p> <p><u>Measure, shape and special thinking</u> Length and Height Time</p> <p>Building 9 and 10</p> <p><u>Number</u> 9 and 10 Comparing numbers to 10 Bonds to 10</p> <p><u>Measure, shape and special thinking</u> 3D shape Pattern 2</p>	<p>White Rose Maths To 20 and beyond</p> <p><u>Number</u> Building numbers beyond 10 Counting patterns beyond 10</p> <p><u>Measure, shape and special thinking</u> Spatial reasoning 1 Match, rotate, manipulate</p> <p>First then and now</p> <p><u>Number</u> Adding more Taking away</p> <p><u>Measure, shape and special thinking</u> Spatial reasoning 2 Compose and decompose</p>	<p>White Rose Maths Find my pattern</p> <p><u>Number</u> Doubling Sharing and grouping Even and odd</p> <p><u>Measure, shape and special thinking</u> Spatial reasoning 3 Visualise and build</p> <p>On the move</p> <p><u>Number</u> Deepening Understanding patterns and relationships</p> <p><u>Measure, shape and special thinking</u> Spatial reasoning 4 Mapping</p> <div data-bbox="1899 906 2123 1091" data-label="Image"> </div> <div data-bbox="1868 1098 2069 1262" data-label="Image"> </div>
<p>Come & See</p>	<p>Families & domestic church: Myself Theme: FAITH</p>	<p>Belonging, baptism & confirmation: Welcome Loving, Advent & Christmas: Birthday</p>	<p>Community & local church: celebrating</p>	<p>Serving & Pentecost: Good news Theme: Other FAITHS</p>	<p>Relating & Eucharist: Gathering Giving, Lent & Easter: Growing</p>	<p>Interrelating / reconciliation: Friends World / universal church: Our world</p>

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PSED	<p>Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior</p> <p>Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy</p> <p>Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.</p>	<p>Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior</p> <p>Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy</p> <p>Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.</p>	<p>Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior</p> <p>Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy</p> <p>Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.</p>	<p>Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior</p> <p>Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy</p> <p>Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.</p>	<p>Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior</p> <p>Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy</p> <p>Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.</p>	<p>Self-Regulation - expressing feelings, Communication, Understanding feelings, managing feelings and behavior</p> <p>Managing self - self-awareness, independence, confidence, responsibility, self-care, safety, keeping healthy</p> <p>Building relationships - Build friendships, work together, social skills, recognise the needs of others, Communication.</p>
UW (Science/History/Geography)	<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 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>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 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>Geographical Development</p> <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>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 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>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 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>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. 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 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</p> <p>Communication - talk about the features of their immediate</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>Name different body parts and the colour of us</p> <p>Autumn learning</p>  <p>Testing own wind - flappy fish - comparing materials</p> <p>Making leaf man with leaves that are the same</p>  <p>Leaf bowls and leaf piles</p> <p><u>Historical Development</u> Communication - talk about key events, in own lives, about family,</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>Observe pumpkins</p> <p>Make soup - mud kitchen</p> <p>Observing and comparing vegetable</p>  <p>Snowballs</p>  <p>Best material for holding Olaf together</p> <p>Birds</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> <p>Cultures and Beliefs</p> <p>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 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</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>Compare different flowers and count leaves</p> <p>Make a model of a dandelion</p> <p>Floating flowers</p> <p>Drawing dandelion leaves</p> <p>Bowing dandelion seeds</p> <p>Testing parachutes</p> <p>Grow dandelion seeds</p> <p>Labelling different parts of the plant</p> <p>Plant seeds and care for growing things.</p> <p>Changes they notice</p>  <p>April Showers</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</p> <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. 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 observations or find information about their immediate environment</p> <p>Seasons and Weather</p> <p>Globes, maps, countries</p>	<p>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: 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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friends, other people including significant people.

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

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

Places: home, familiar places
Chronology - order simple experiences in relation to themselves, and others including stories, events, and experiences.
Events: Looking at the daily routine

Begin to make sense of own life story.

Developing positive attitudes about the differences between people.

Talk about family and familiar adults.

Geographical Development

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

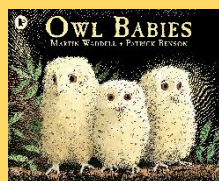
Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks).
Human features: buildings, local places. Physical features: park, forest & woods

Fieldwork - look closely at similarities and differences between

Bird spotting and bird hides

Feeding birds

Making scarecrows



Historical Development

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

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

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

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

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

Vocabulary - use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.

Compare - recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.

Research - show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations - explore and

Which stone will make the biggest splash?

Elmer rainbow experiment

Incy Wincy spider - TAPs - spider shelter

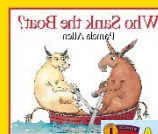


Eggs and Nests

Explore eggs

Make bird nests

Explore plastic eggs with objects floating and sinking

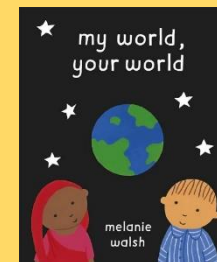
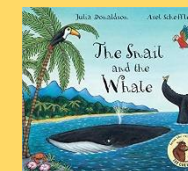


Geographical Development

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

Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk to find familiar landmarks).
Human features: buildings, local places. Physical features: park, forest & woods

Fieldwork - look closely at similarities and differences between their immediate



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	<p>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>Dickory Dock Not Too Difficult The ABC Song</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs invent a pattern to go with a song using one note.</p>	<p>wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. 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>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>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p>
Art & DT	<p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models and props. Use</p>	<p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models</p>	<p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models</p>	<p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models</p>	<p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p> <p>Tools and Equipment - use equipment and tools to build, construct and make simple models and props. Use</p>	<p><u>DT - Designing and Making</u></p> <p>Explore - Experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</p> <p>Design -talk about their ideas; choose resources, tools and techniques with a purpose.</p> <p>Make - make models and props using different construction materials. Experiment with different ways to build, construct and join resources. Make props to use in their play/role play/when acting out stories/ taking on story characters.</p> <p>Evaluate - talk about what they like/dislike about their models/constructions and say why/how they would change them.</p>

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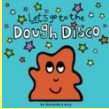





	<p>tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p> <p><u>Joining skill</u></p> <p>Cutting Glue</p> <p>ARTIST - Modrian</p>	<p>and props. Use tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p> <p><u>Joining skill</u></p> <p>Linking</p> <p>ARTIST - Suerat - Pointillism - Poppies - week 2</p> <p>Christmas trees</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><u>Joining skill</u></p> <p>Staple</p>	<p>and props. Use tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriately.</p> <p><u>Joining skill</u></p> <p>Hole punch</p> <p>Artist - Monet's Garden</p>	<p>tools linked to basic food preparation.</p> <p>Safety- handle and use equipment safely and appropriate</p> <p><u>Joining skill</u></p> <p>Tie</p> <p>ARTIST - Van Gough - Sunflowers</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><u>Joining skill</u></p> <p>Recap all</p> <p>ARTIST - Monet - Seaside</p>
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<p>PE</p>	<p>PE Unit</p> <p>Lancashire PE Passport Hungry Caterpillar Fundamental movement skills Dough disco</p>  <p>Large muscle movements.</p> <p>One handed tools and equipment. (Loop scissors)</p> <p>Starting to independently use a knife and fork.</p> <p>Preference for a dominant hand.</p> <p>Increasing independent meeting own care needs.</p> <p>Core muscle strength when sitting on floor or table.</p> <p>Develop skills to manage school day.</p>	<p>PE Unit</p> <p>Lancashire PE Passport Elmer</p> <p>CSSP - Christmas Multi Skills</p>	<p>PE Unit</p> <p>Lancashire PE Passport Castles</p> 	<p>PE Unit</p> <p>Lancashire PE Passport Jack and the Beanstalk</p> <p>Making healthy choices about food,</p>  <p>drink, activity and tooth brushing.</p> <p>Know about factors that affect health and well-being.</p> <p>Confidently use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>PE Unit</p> <p>Lancashire PE Passport Rumble in the jungle Elmer</p>	<p>PE Unit</p> <p>Lancashire PE Passport 'Seaside' Progression 1-5</p> 
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