



Warton St Paul's

Church of England Primary Academy

A member of CDARI

EYFS LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	ALL ABOUT ME!	LET'S CELEBRATE	COME OUTSIDE!	AMAZING ANIMALS!	LET'S EXPLORE	FUN AT THE SEASIDE!
GENERAL THEMES	Starting school Making friends Who am I and who is my family?	What am I good at? At the panto Nativity	Seasons Weather Plants Planting seeds Looking after the planet	Farm animals Life cycle Visit to the farm Night and day animals Habitats Minibeasts	Where is my school? Where in the country have you been? Where in the world? (Climates and comparisons) How do I get there? (Maps, locations, planning a journey)	Similarities and differences Under the sea animals Visit to the beach Rockpools
POSSIBLE TEXTS	The Colour Monster by Anna Llenas Here We Are: Notes for Living on Planet Earth by Oliver Jeffers Funnybones by Allan and Janet Ahlberg The Great Big Book of Families by Mary Hoffman Peepo! by Allan and Janet Ahlberg Once There Were Giants by Martin Waddell All are welcome here	The Three Little Pigs Goldilocks and the Three Bears The Little Red Hen Dipal's Diwali by Amy Mistry The Jolly Christmas Postman by Allan and Janet Ahlberg Kipper's Birthday by Mick Inkpen	We're Going on a Bear Hunt by Michael Rosen The Tiny Seed by Eric Carle Rain by Sam Usher Leaf Man by Lois Ehlert Superworm by Julia Donaldson A First Book of Nature by Nicola Davies The Very Hungry Caterpillar by Eric Carle	Dear Zoo by Rod Campbell What the Ladybird Heard by Julia Donaldson Owl Babies by Martin Waddell Giraffes Can't Dance by Giles Andreae Harry and the Bucketful of Dinosaurs by Ian Whybrow	Handa's Surprise The Train Ride by June Crebbin Amazing Aeroplanes by Tony Mitton and Ant Parker The Snail and the Whale by Julia Donaldson Emergency! by Margaret Mayo and Alex Ayliffe Whatever Next! by Jill Murphy	Sharing a Shell by Julia Donaldson Tiddler: The Story-Telling Fish by Julia Donaldson Lucy and Tom at the Seaside by Shirley Hughes Commotion in the Ocean by Giles Andreae The Lighthouse Keeper's Lunch by Ronda and David Armitage
'WOW' MOMENTS	Autumn Walk Harvest Time	Guy Fawkes / Bonfire Night Nativity Church Visit Panto Trip Diwali Hannukah Remembrance day	Walk to the park Planting seeds Chinese New Year Lent World Book Day Reading Week Valentine's Day Internet Safety Day	Farm Visit Easter time Mother's Day Science Week Easter Egg Hunt	Post a letter - walk to the Post Office Start of Ramadan Eid Let's fly - Role play visit somewhere in the world	Visit to the beach Father's Day New Class transitions EYFS Graduation

	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>

ASSESSMENT OPPORTUNITIES EYFS	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonic Intervention groups	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Midterm Assessments	GLD Projections for EOY Internal moderations	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation EYFS team meetings Parents evening info	Pupil progress meetings EOY data EOY Reports EYFS team meetings
PARENTAL INVOLVEMENT	Home visits Harvest Assembly Home / School Agreement Phonics workshop	Nativity Maths workshop Parents Evening Book at Bedtime	Writing workshop Share a story Stay and Read morning	Parents Evening Art workshop / Gallery Share a story	Share a story Maths Morning – Look how far we have come!	Share a story Parents Evening Parent’s Picnic

COMMUNICATION AND LANGUAGE						
SUPPORTING SONGS, RHYMES AND POEMS	Heads shoulders knees and toes I can Sing a Rainbow 1,2,3,4,5 Once I caught a fish alive I am the Music Man	Twinkle Twinkle Little Star Three Little Pigs song Humpty Dumpty Jack and Jill Hickory Dickory Dock	The Gruffalo Song We’re going to the Zoo, Zoo Old MacDonald has a Farm The Animal Fair Little Bo Beep 5 Little Ducks	Incy Wincy Spider The season's song Hop on the Train! Rain, Rain go away There’s a worm at the bottom of the garden Teddy Bears Picnic	10 Green Bottles The Wheels on the Bus Pat-a-cake London Bridge London’s Burning Go Go Go! How we get around	The Big Ship Sails on the Ally Ally Oh! A Sailor went to sea I do like to be beside the seaside Row, Row, Row

	Tommy Thumb Happy and you know it.	Five Currant Buns Wind the bobbin up 5 Little Peas	Mary had a Little Lamb Baa Baa Black sheep Farmers in the Den 3 Blind Mice 5 little speckled frogs Five Little Men in a Flying Saucer	10 little numbers	(poem) by K Clarke	your boat Seaside Poems
LISTENING AND ATTENTION	I am beginning to learn the skills in order to listen I can share my ideas verbally I can answer a question	I can apply my listening skills to sit for story I can comment on a theme that I have listened to I can participate in partner talk guided by an adult	I am beginning to show my listening skills by commenting appropriately I know what a question is I can start a conversation with an adult or a friend.	I can listen during discussions and begin to ask questions. I can listen during discussions and begin to ask questions. I can turn take between speaking and listening	I am beginning to participate in back-and-forth exchanges with appropriate feedback I can use simple questions to clarify my comprehension of a theme I am developing my ability to maintain a conversation using my growing oracy skills	Engage in active listening and offer pertinent responses via inquiries, observations, and physical participation during reading sessions or group dialogues Share insights regarding auditory experiences and pose queries to ensure clear comprehension Sustain interactive verbal communication through consistent two-way exchanges with educators and classmates
SPEAKING	I can share my idea on a 1-1 with an adult I can repeat new vocabulary when spoken by an adult I know what is being read to me I can communicate meaning	I am confident to articulate my ideas in a small group with some teacher prompts I can finish a sentence stem with new vocabulary I can explain what is happening in what has been read to me I can speak a simple sentence.	I am confident to articulate my ideas in a small group I am beginning to use new vocabulary within teacher led sessions I can use the word because to answer a why question with adult support I am beginning to speak with the correct tense	I am confident to articulate my ideas in a whole class with some visual aids I am beginning to use new vocabulary in independent play I can answer why questions I can use the conjunction 'because' and 'and' using provided sentence stems.	I am confident to articulate my ideas in whole class situations I can use new vocabulary in the correct context I can answer why questions with recently introduced vocabulary I can talk about an event using a full sentence which is grammatically correct.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of

						conjunctions, with modelling and support from their teacher.
Early Learning Goal: Listening, Attention and Understanding - Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (SUPPORTED BY MY HAPPY MIND SCHEME)						
CHRISTIAN VALUES	Respect “Show respect for all people. Love the brothers and sisters of God’s family. Respect God. Honour the king” Peter 2:17	Thankfulness “Give thanks in all circumstance; for this is God’s will for you in Christ Jesus.” Thessalonians 5:18	Friendship “A friend loves you all the time. A brother is always there to help you.” Proverbs 17:17	Forgiveness “The Son paid for our sins, and in him we have forgiveness” Colossians 1:14	Truthfulness “Then you will know the truth. And the truth will make you free.” John 8:32	Courage “Be strong and brave. Don’t be afraid of them. Don’t be frightened. The Lord your God will go with you. He will not leave you or forget you.” Deuteronomy 31:6
SELF REGULATION	I can talk about feelings using words like happy and sad I can seek support from an adult when I have different feelings I try my best in my learning I can stop when asked for a short duration I am beginning to show listening skills and attention.	I can talk about my feelings using increasing vocabulary such as words like angry, worried and excited I can calm myself with an adult when I become dysregulated I can say what I am good at and what I could get better at I can wait for an adult’s attention I can listen, give attention and follow an instruction with support	I am developing an awareness of the emotions of those around me I can use simple methods to regain my composure when feeling unsettled I am starting to grasp the concept of achieving a specific target With guidance from an adult, I am learning to wait for my turn I am able to attend to and act upon single-step	I can express my feelings and consider the feelings of others. I can regulate my behaviour in the classroom setting I can work towards a goal/target I am beginning to wait my turn in social situations independently I can listen attentively and follow a two-step instruction/action	I can identify and moderate my feelings socially and emotionally I can regulate my behaviour in different situations e.g. trips I can set my own goals to work towards and wait patiently I can wait my turn in social situations I can listen attentively and follow instructions involving several ideas	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in

			directions			an activity, and show an ability to follow instructions involving several ideas or actions
MANAGING SELF	I can follow a model I can say when I have made a mistake I am confident to try I can name some of our school rules I know what a rule is I can toilet myself and wash my hands I can put on my coat independently	I can copy a modelled activity from an adult (MTYT) I know it is okay to make a mistake I can try my best with praise and support I can talk about our school expectations and what would happen if we didn't have them I can toilet myself and wash my hands correctly I can use a zip independently	I can independently choose activities I am beginning to try again when I have made a mistake I will keep going even if I find something hard with adult support I know why we have school rules and follow them with support I can manage my personal needs and begin to talk about how to keep healthy (inc. teeth)	I can independently complete a task I am more willing to try again when I have made a mistake I will keep going even if I find something hard I know rules are important and can follow the school rules I understand that I need to exercise to keep my body healthy	I can show independence in different situations I independently make mistakes and find my own solutions I try new things even if I think they are difficult I can explain the reasons for rules and adhere to them I know the importance of healthy food choices I can name which foods are healthy and not healthy	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
BUILDING RELATIONSHIPS	I can play alongside others I can leave my primary caregiver to enter school I join my friends I know I have needs and can voice them.	I can wait for my turn with support and modelling I am beginning to seek out others to play with I know and name which adults will support me I can name my friends I can turn to a partner and talk to them I know others have needs that might be different to mine	I am beginning to turn take independently I can work in a group with support I know how to ask for help when I need it I can seek out friends to spend time with in the classroom I am beginning to see how my actions can change how others feel	I can take turns in independent play I can listen to and follow the ideas of others in play I can seek comfort from the adults who work with me I can seek out friends to spend time in different situations I understand feelings can be affected by actions.	I am beginning to work and play cooperatively without adult support I like to spend time with adults who support me I like spending time with my chosen friends I can change my actions to help others	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs

Early Learning Goal:

Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. **Building Relationships ELG Children at the expected level of development will:**
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

PHYSICAL DEVELOPMENT						
GROSS MOTOR	I know what a space is	I can find and get into a space	I can avoid obstacles and others when travelling into a space	I can travel around obstacles and others to find space	I can negotiate space safely and with consideration for myself and others	Negotiate space and obstacles safely, with consideration for themselves and others
	I can move forwards, backwards, left and right	I can change direction when travelling	I can explore travelling in different ways	I can travel in a range of ways around obstacles	I can balance and move on apparatus	Demonstrate strength, balance and coordination when playing
	I can show core strength skills when moving	I am beginning to balance on one foot and show some coordination	I am beginning to balance on apparatus (inc. bikes)	I can balance on apparatus (inc. bikes)	I can accurately use hand-eye coordination with a range of equipment	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	I can use core muscles to sit at a table or on the floor	I am beginning to throw, catch and kick with some accuracy	I can show some hand-eye coordination	I can accurately use hand-eye coordination	I can travel in different ways, such as running, jumping, dancing, hopping, skipping and climbing	
	I can move by running and jumping after being modelled by an adult	I can hop, and skip after modelled by an adult	I can catch, throw and kick a large ball	I am beginning to catch, throw and kick with a range of equipment		
	I can go upstairs using two feet per step	I can go upstairs using alternate feet	I am developing Competence in running, jumping, hopping and skipping	I have developed my skills in running, jumping, hopping and skipping		
			I can begin to climb up apparatus	I can confidently climb up apparatus using alternative feet and hand		

FINE MOTOR	I can use a comfortable grip to mark make	I can use a four finger grip to hold a pencil	I am beginning to hold my pencil in a tripod grip with a teacher model	I can sometimes use a tripod grip independently	I can use a tripod grip independently most of the time	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	I can explore one-handed tools e.g. making snips in paper with scissors	I can handle tools and construct with increasing control	I can hold small tools more accurately	I can use a range of tools with control	I can use a range of tools with control and for the correct purpose	Use a range of small tools, including scissors, paintbrushes and cutlery.
	I can make marks	I can make marks to represent meaning	I can use lines to make shapes I can cross my mid-line	I can draw real life observations of what I can see	I can draw something someone else can name	Begin to show accuracy and care when drawing.

Early Learning Goal:

ELG: Gross Motor Skills Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

LITERACY

(SUPPORTED BY RED ROSE PHONICS AND READY STEADY WRITE SCHEMES OF LEARNING)

READING AND COMPREHENSION	I can name characters from a story	I can say how a story ends	I can say what might happen next	I can predict what might happen next in a story	I can anticipate key events in stories	Anticipate – where appropriate – key events in stories
	I can use repeated phrases from a quality text	I can talk about what is happening in a story picture	I can talk about a story in my own words	I can retell a story in order using some pre-taught vocabulary	I can retell stories and narratives using my own words and recently introduced vocabulary	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
	I can name at least two vocabulary words taught	I can learn 3 new words from a quality text	I can learn 5 new words from a quality text	I can use some recently taught vocabulary in different contexts including role-play	I can use recently introduced vocabulary during discussions about stories, poems, nonfiction and rhymes	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay
	I can read single-letter Set 1 sounds (first 16)	I can read all Set 1 single letter sounds	I can blend sounds to read words	I can read 10 digraphs	I can read words consistent with my phonic knowledge by sound-blending	Say a sound for each letter in the alphabet and at least 10 digraphs
	I am beginning to orally blend with adult support	I can blend sounds into words orally	I can read 1 common exception word in an appropriate level book	I can read simple phrases and sentences made up of words with known letter-sound	I can read aloud simple sentences and books	Read words
				I can read 3 common exception words in an appropriate level	I can read 5 common exception	

				book	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
WRITING	I am able to give meaning to the marks I make I can produce some recognisable letters I can write some or all of my name	I can write single letters which represent meaning I can write my name I can attempt to write words or statements and tell you what it 'says'.	I can use some identifiable letters to communicate meaning I can hear and write sounds in simple words I can use my phonic knowledge to write words in ways that match my spoken sounds I can spell some words correctly and others that are phonetically plausible	I can form most lower-case letters correctly I can write CVC words I can leave spaces between words (with teacher support) I can spell CVC words by identifying the sounds in them	I can form recognisable lower-case letters and some upper-case letters I can write short sentences I can spell words by identifying the sounds including digraphs in them	Write recognisable letters most of which are correctly formed Write simple phrases and sentences that can be read by others Spell words by identifying sounds in them and representing the sounds with a letter or letters

Early Learning Goal:

Literacy: Writing

- Write recognisable letters, most of which are correctly formed.
- 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

Literacy: Comprehension

- 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

Literacy: Word Reading

- 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.

MATHEMATICS

(SUPPORTED BY WHITE ROSE MATHS SCHEME OF LEARNING)

NUMBER AND NUMERICAL PATTERNS	I can verbally count to 3 I can recognise numerals to 3 I can count using 1:1 correspondence	I can verbally count to 5 I can recognise numerals to 5 I can count using 1:1 correspondence	I can verbally count to 8 I can recognise numerals to 8 I can count using 1:1 corresponden	I can verbally count to 10 I can recognise numerals to 10 I can count using 1:1 correspondence	I am beginning to count to 15 and beyond orally I can subitise up to 5 and a bit I can identify the	Verbally count beyond 20, recognising the pattern of the counting system Subitise (recognise)
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	to 3 To begin to subitise. I can say when a set has more, fewer or the same number of items	to 5 I can subitise to 3 I can identify the composition of numbers to 3 I can compare quantities up to 3: greater than, less than, same, equal to	ce to 8 I can subitise numbers to 5 I can identify the composition of numbers to 5 I can compare quantities up to 5: greater than, less than, same, equal to I can identify when two groups have an equal amount	to 10 I can subitise numbers to 5 and a bit I can identify the composition of numbers to 8 I can automatically recall number bonds up to 5 (including subtraction facts). I can identify doubles up to double 3 I can compare quantities up to 8: greater than, less than, same, equal to I can identify even and odd numbers up to 5 I can share a group of objects into two equal groups	composition of numbers to 10 I begin to recall number bonds up to 10 (including subtraction facts) I can identify doubles up to double 5 I can compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity. I can identify even and odd numbers up to 10 I understand that even amounts (numbers) can be distributed equally	quantities without counting) up to 5 Have a deep understanding of number to 10, including the composition of each number Automatically recall (without reference to rhymes, counting or other aids) some number bonds to 10, including double facts Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including: -evens and odds -how quantities can be distributed equally
SHAPE, SPACE AND MEASURE (DM)	I can sort objects by size, mass and capacity I can explore simple patterns Copy and continue simple patterns	I can identify and name 2D shapes circles, squares and triangles I can find 2D shapes circles, triangles and squares in the environment I can identify day and night	I can compare mass and capacity I can find objects that balance I can explore length and height I can compare length and height	I can identify and name 3D shapes I can find 2D shapes within 3D shapes I can find 3D shapes in the environment	I can select, rotate and manipulate shapes in order to develop spatial reasoning	I can explore repeating patterns I can explore and create pattern rules I can describe positions using words like in front and behind I can describe a familiar route of map

Early Learning Goal:

ELG: Number Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.					
	Why are we all different and special? Why do Christians say thank you to God at Harvest time? <i>Progressive Study:</i> Christianity Encounter: Non-religious World Views	Christmaas How do Christians celebrate Jesus' birthday? <i>Progressive Study:</i> Christianity Encounter: Non-religious World Views	Stories Jesus Heard Which stories did Jesus hear when he was a child? Stories Jesus Told Why did Jesus tell stories? <i>Progressive Study</i> Christianity Encounter Judaism	Easter Why do Christians believe that Easter is all about love? <i>Progressive Study:</i> Christianity Encounter: Non-religious World Views	Special Places Where do some people go to worship God? <i>Progressive Study:</i> Christianity Encounter: Hindu Dharma Islam	Why do people of faith have special times of celebration? <i>Progressive Study:</i> Christianity Encounter: Hindu Dharma Islam
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice

UNDERSTANDING THE WORLD						
	I can talk about myself and my immediate family I know my family timeline e.g. grandparents are older than parents I can use phrases such as in the past, a long time ago and once upon a time I can talk about and describe my classroom I know where I live and can talk about key features I can use my senses to explore with adult support I can observe what I see and record using accurate colours and features I can name and describe simple features of the season	I can talk about my extended family members I can talk about an event from today I can talk about the events in a story about something that happened a long time ago e.g. the nativity, remembrance day I can talk about and describe my school I can talk about key features of life in another country and talk about how it differs from here I can describe what I can see, hear and feel about the world around me I can compare familiar places looking at similarities and differences I can describe changes over time e.g.	I can talk about the people in my school I can talk about a recent event in the past I can talk about how a character has changed through a story I can talk about and describe my home I can identify a different country in a story that has been read to me I can observe plants and animals and talk about some of their features I can identify a different	I can talk about people who do different jobs I can recognise similarities and differences from the past - how have I changed? I know similarities and differences between the settings in stories set in the past and now I can talk about and describe something significant in my local area I know that countries we talk about are in a different place on a map I can draw things in my environment I can name different types of materials	I can talk about jobs and meet people with different roles I can recognise similarities and differences from the past in non-fiction I can use a simple map I can describe the changes of the four seasons and the key features of them I can compare my life to the life of someone living in another country	Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps Explain some similarities and differences between life in this country and life in other countries,

EXPRESSIVE ARTS AND DESIGN

CREATING WITH MATERIALS	I can explore colour with a range of different materials and different media (chalk, paint, crayons, pastels, paint brushes)	I can name and select primary colours	I can explore mixing colours and describe the changes	I can use colours appropriately	I can use colour to create designs based on artistic themes	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
	I can begin to use tools for specific purposes with adult support on how to use it safely	I can begin to match tools for a purpose such as glue to stick	I can begin to select tools for a specific purpose	I can independently select tools for a purpose	I can independently select tools for a purpose and show a preference	Share their creations, explaining the process they have used
	I can begin to use marks to represent meaning	I can begin to understand that tools need to be used safely	I can safely use tools in a familiar situation	I can begin to consider safety when using a range of tools	I can independently risk take and use safety measures	Create collaboratively, sharing ideas, resources and skill
	I can begin to use textures	I can use closed lines to create a shape	I can represent objects and drawings using appropriate shapes and media	I can plan and practice designs for a purpose, then evaluate and change them	I can add colour and texture to form my own creations and designs	
	I can explore and feel a range of different textures	I can describe texture such as rough, smooth, hard, soft	I can use texture in my creations with adult support	I can independently choose the texture I want	I can add texture safely using a range of tools and techniques such as collage, sand in paint	
	I can follow instructions for a specific design or technique	I can say what I have made	I can say what I have made and what I like about it	I can talk about my design including what I did in order to make it	I can say what I have made and how to improve it	
	I can make an end product alongside a partner with adult support, sharing resources	I can begin to turn take and share with others with adult support and sharing appropriately	I can say what I think to others, take turns to select resources and exploring skills taught. (adult prompts and sentence stems)	I can share an idea, listen to others ideas and begin to negotiate	I can work alongside others and consider other people's view-points in order to improve our creation using the skills needed	
				I can use skills taught when creating collaboratively		

BEING IMAGINATIVE AND EXPRESSIVE	Hullabaloo Units					
	PDF WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf					
	I can listen to a range of stories read to me	I can begin to use repeated phrases through role-play or small world	I can say what happens next and how a story ends	I can retell a story in order and begin to share an idea of how the story may be changed	I can begin to change the narrative of a familiar story alongside peers and with adult support	Invent, adapt and recount narratives and stories with peers and their teacher
	I can listen to a range of quality texts	I can begin to identify the main characters in a familiar story	I know the features of a character – role on wall	I can select the props needed with adult support – what do you need to be the witch in the story?	I can independently select props and materials in order to act out a character for narrative play	Make use of props and materials when role playing characters in narratives and stories

Early Learning Goal:

Expressive Arts and Design - Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role-playing characters in narratives and stories.

Being Imaginative and Expressive - Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music