

## **EYFS Curriculum Intent**

At Lower Park School we intend the EYFS Curriculum to be fun, engaging and child led. We have a broad outline of what we wish to deliver, however, we also leave room for the exploration of the children ideas they wish to pursue in the topics, encouraging and enabling child led learning. Reading is at the heart of our curriculum, with books at the heart of learning, guided reading sessions, daily reading and systematic phonics, following the Read Write Inc approach. We make sure that reading, writing and mathematics in our Reception classes are given sufficient direct teaching time every day, with frequent opportunities for children to practise and consolidate their growing knowledge.

At Lower Park we make language a priority, embedding spoken language, vocabulary development and listening comprehension into all aspects of the children's work. We teach reading in a systematic and structured way, building up children's phonic knowledge and skills explicitly and we also provide regular story times where children can be taught to understand what they have heard.

We teach writing composition by building on children's spoken language and their comprehension of stories as well as teaching spelling and handwriting directly. In Mathematics we deepen children's understanding of core mathematical concepts rather than moving them on too quickly to formal calculations and written algorithms. We give children opportunities to secure personal, social and emotional readiness to learn, including resilience, perseverance, concentration, the ability to listen, to take turns and to cooperate. We also promote independent learning and exploration through play in continuous and enhanced provision.

Our intent is also underpinned by the whole school intent statement and the Lower Park Values of Active, Brave, Creative, Curious, Respect and Responsible.

## Together we achieve the extraordinary



|  | Cycle 1  |   |   | Cycle 2   |  |  |  |
|--|--|---|---|---|--|--|--|
|  | Term 1   | Term 2  | Term 3  | Term 1  | Term 2   | Term 3   |  |
| Key Stage 1  | Escape to the Capital  | Weird and<br>Wonderful<br>Creatures   | The Great Outdoors  | <u>Wonderful Me</u>   | Farm to Fork   | We are Explorers   |  |
| EYFS   | Paddington and Friends   | All Creatures Great<br>and Small!   | Super Heroes  | My Favourite Things   | Down on the Farm   | Are we nearly there yet?   |  |
| <b>C&amp;L</b><br>*Listening,<br>Attention and<br>Understanding<br>*Speaking | <ul> <li>Throughout the year children will:</li> <li>Learn to speak with confidence during circle/carpet times</li> <li>Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>Learn new vocabulary relating to topics</li> </ul>   |   |   | <ul> <li>Throughout the year children will:</li> <li>Learn to speak with confidence during circle/carpet times</li> <li>Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>Learn new vocabulary relating to topics</li> </ul>  |  |  |  |
| <b>PD</b><br>*Gross motor skills<br>*Fine motor skills                       | This term the children will<br>learn the fundamentals of<br>games. The children will<br>develop their fundamental<br>movement skills through the<br>topic of 'all about me'.<br>Fundamental skills will include<br>balancing, running, changing<br>direction, jumping, hopping<br>and travelling. Children will<br>develop gross motor skills<br>through a range of activities.<br>They will learn how to stay<br>safe using space, working<br>independently and with a<br>partner. In a further<br>fundamentals unit children<br>will develop their movement<br>skills through the topic of | In their first dance unit the<br>children will develop their<br>expressive movement<br>through the topic of<br>'everyday life'. Children<br>explore space and how to<br>use space safely. They<br>explore travelling<br>movements, shapes and<br>balances. Children choose<br>their own actions in<br>response to a stimulus. They<br>are given the opportunity to<br>copy, repeat and remember<br>actions. They are introduced<br>to counting to help them<br>keep in time with the music.<br>They perform to others and | In their second dance unit the<br>children will develop their<br>expressive movement<br>through the topic of 'places'.<br>Children explore space and<br>how to use space safely. They<br>explore traveling actions,<br>shapes and balances.<br>Children choose their own<br>actions in response to a<br>stimulus. They also are given<br>the opportunity to copy,<br>repeat and remember<br>actions. They continue to use<br>counting to help them keep<br>in time with the music. They<br>explore dance through the<br>world around them. They | This term the children will<br>learn the fundamentals of<br>games. The children will<br>develop their fundamental<br>movement skills through the<br>topic of 'all about me'.<br>Fundamental skills will<br>include balancing, running,<br>changing direction, jumping,<br>hopping and travelling.<br>Children will develop gross<br>motor skills through a range<br>of activities. They will learn<br>how to stay safe using<br>space, working<br>independently and with a<br>partner.<br>In a further fundamentals<br>unit children will develop | In their first dance unit the<br>children will develop their<br>expressive movement<br>through the topic of<br>'everyday life'. Children<br>explore space and how to use<br>space safely. They explore<br>travelling movements, shapes<br>and balances. Children<br>choose their own actions in<br>response to a stimulus. They<br>are given the opportunity to<br>copy, repeat and remember<br>actions. They are introduced<br>to counting to help them<br>keep in time with the music.<br>They perform to others and<br>begin to provide simple<br>feedback. | In their second dance unit the<br>children will develop their<br>expressive movement through<br>the topic of 'places'.<br>Children explore space and how<br>to use space safely. They explore<br>traveling actions, shapes and<br>balances. Children choose their<br>own actions in response to a<br>stimulus. They also are given the<br>opportunity to copy, repeat and<br>remember actions. They<br>continue to use counting to help<br>them keep in time with the<br>music. They explore dance<br>through the world around them.<br>They perform to others and<br>begin to provide simple<br>feedback. |  |



| 'places and spaces'. Children      | begin to provide simple        | perform to others and begin      | their movement skills          | In their ball skills unit the    | In their second ball skills unit the |
|------------------------------------|--------------------------------|----------------------------------|--------------------------------|----------------------------------|--------------------------------------|
| will develop skills of balancing,  | feedback.                      | to provide simple feedback.      | through the topic of           | children will develop their      | children will develop their ball     |
| running, hopping, jumping,         | In their ball skills unit the  | In their second ball skills unit | 'places and spaces'. Children  | ball skills through the topic of | skills through the topic of          |
| travelling and changing            | children will develop their    | the children will develop their  | will develop skills of         | 'minibeasts'. Children will      | 'weather'. Children will develop     |
| direction. Children will           | ball skills through the topic  | ball skills through the topic of | balancing, running, hopping,   | develop fundamental ball         | fundamental ball skills such as      |
| develop fine and gross motor       | of 'minibeasts'. Children will | 'weather'. Children will         | jumping, travelling and        | skills such as rolling and       | throwing and catching, rolling a     |
| skills, through handling           | develop fundamental ball       | develop fundamental ball         | changing direction. Children   | receiving a ball, throwing to a  | ball, using targets, dribbling with  |
| equipment. They will learn         | skills such as rolling and     | skills such as throwing and      | will develop fine and gross    | target, bouncing and             | feet, kicking a ball, bouncing and   |
| how to stay safe using space.      | receiving a ball, throwing to  | catching, rolling a ball, using  | motor skills, through          | catching, dribbling with feet    | catching a ball. Children will be    |
| They work independently and        | a target, bouncing and         | targets, dribbling with feet,    | handling equipment. They       | and kicking a ball. Children     | able to develop their fine and       |
| with a partner to complete         | catching, dribbling with feet  | kicking a ball, bouncing and     | will learn how to stay safe    | will be able to develop their    | gross motor skills though a range    |
| tasks.                             | and kicking a ball. Children   | catching a ball. Children will   | using space. They work         | fine and gross motor skills      | of game play with balls. Children    |
| The children will also take part   | will be able to develop their  | be able to develop their fine    | independently and with a       | through a range of game play     | will work independently and with     |
| in two introduction to PE          | fine and gross motor skills    | and gross motor skills though    | partner to complete tasks.     | using a variety of equipment.    | a partner and will develop           |
| units. In the first unit, children | through a range of game        | a range of game play with        | The children will also take    | Children will be given           | decision making and using simple     |
| will be introduced to Physical     | play using a variety of        | balls. Children will work        | part in two introduction to    | opportunities to work            | tactics.                             |
| Education and structured           | equipment. Children will be    | independently and with a         | PE units. In the first unit,   | independently and with a         | In their second gymnastics unit      |
| movement through the topic         | given opportunities to work    | partner and will develop         | children will be introduced    | partner.                         | the children will develop their      |
| of 'fantasy and adventure'.        | independently and with a       | decision making and using        | to Physical Education and      | In their gymnastics unit the     | basic gymnastic skills through the   |
| They will spend time learning      | partner.                       | simple tactics.                  | structured movement            | children will develop their      | topic of 'traditional tales', to     |
| basic principles of a PE lesson    | In their gymnastics unit the   | In their second gymnastics       | through the topic of 'fantasy  | basic gymnastic skills through   | include 'Jack and the Beanstalk'     |
| such as finding space, freezing    | children will develop their    | unit the children will develop   | and adventure'. They will      | the topic of 'animals and        | and 'Goldilocks and the Three        |
| on command, using and              | basic gymnastic skills         | their basic gymnastic skills     | spend time learning basic      | their habitats'. Children        | Bears'. Children explore basic       |
| sharing equipment and              | through the topic of 'animals  | through the topic of             | principles of a PE lesson      | explore basic movements,         | movements, creating shapes and       |
| working individually, with a       | and their habitats'. Children  | 'traditional tales', to include  | such as finding space,         | creating shapes, balances,       | balances, jumps and rolls. They      |
| partner and group. They will       | explore basic movements,       | 'Jack and the Beanstalk' and     | freezing on command, using     | and jumps and begin to           | begin to develop an awareness        |
| take part in activities, which     | creating shapes, balances,     | 'Goldilocks and the Three        | and sharing equipment          | develop rocking and rolling.     | of space and how to use it safely.   |
| will develop fundamental           | and jumps and begin to         | Bears'. Children explore basic   | and working individually,      | They show an awareness of        | They perform basic skills on both    |
| movement skills such as            | develop rocking and rolling.   | movements, creating shapes       | with a partner and group.      | space and how to use it          | floor and apparatus. They copy,      |
| running, jumping, skipping. In     | They show an awareness of      | and balances, jumps and          | They will take part in         | safely and perform basic skills  | create, remember and repeat          |
| the second unit children will      | space and how to use it        | rolls. They begin to develop     | activities, which will develop | on both floor and apparatus.     | short sequences.                     |
| be introduced to Physical          | safely and perform basic       | an awareness of space and        | fundamental movement           | They copy, create, remember      | They begin to understand using       |
| Education and structured           | skills on both floor and       | how to use it safely. They       | skills such as running,        | and repeat short sequences.      | levels and directions when           |
| movement through the topic         | apparatus. They copy,          | perform basic skills on both     | jumping, skipping.             | They begin to understand         | travelling and balancing.            |
| of 'everyday life'. They will      | create, remember and           | floor and apparatus. They        | In the second unit children    | using levels and directions      | In the second games unit the         |
| spend time learning basic          | repeat short sequences.        | copy, create, remember and       | will be introduced to          | when traveling and               | children will practise and further   |
| principles of a PE                 | They begin to understand       | repeat short sequences.          | Physical Education and         | balancing.                       | develop their fundamental            |
| lesson such as safely using        | using levels and directions    | They begin to understand         | structured movement            | In their first games unit the    | movement skills through the          |
| space, stopping safely, using      | when traveling and             | using levels and directions      | through the topic of           | children will develop their      | topic of 'around the world'.         |
| and sharing equipment and          | balancing.                     | when travelling and              | 'everyday life'. They will     | understanding of playing         | Children will learn and develop      |
| working individually, with a       | In their first games unit the  | balancing.                       | spend time learning basic      | games through the topic of       | these skills by playing a variety of |
| partner and group. They will       | children will develop their    | In the second games unit the     | principles of a PE             | 'transport'. Children will       | games. They will also start to       |
| take part in activities which      |                                | children will practise and       |                                | practise and further develop     | understand how to work as a          |
|                                    |                                |                                  |                                |                                  |                                      |



|   | will develop fundamental<br>movement skills such as<br>running, jumping and skipping.<br>Children will also play simple<br>games and begin to<br>understand and use rules.<br>Using the 1 Decision resources   | understanding of playing<br>games through the topic of<br>'transport'. Children will<br>practise and further develop<br>fundamental movement<br>skills through games. They<br>will also learn how to score<br>and play by the rules, how to<br>work with a partner and<br>begin to understand what a<br>team is, as well as learning<br>how to behave when<br>winning and losing.<br>The children will learn about   | further develop their<br>fundamental movement skills<br>through the topic of 'around<br>the world'. Children will learn<br>and develop these skills by<br>playing a variety of games.<br>They will also start to<br>understand how to work as a<br>team, take turns, keep the<br>score, play against an<br>opponent and play by the<br>rules.<br>Throughout this term the  | lesson such as safely using<br>space, stopping safely, using<br>and sharing equipment and<br>working individually, with a<br>partner and group. They will<br>take part in activities which<br>will develop fundamental<br>movement skills such as<br>running, jumping and<br>skipping. Children will also<br>play simple games and<br>begin to understand and use<br>rules.<br>Using the 1 Decision   | fundamental movement skills<br>through games. They will also<br>learn how to score and play<br>by the rules, how to work<br>with a partner and begin to<br>understand what a team is,<br>as well as learning how to<br>behave when winning and<br>losing.   | team, take turns, keep the score,<br>play against an opponent and<br>play by the rules.   |
|---|--|--|--|---|---|---|
| <b>PSED</b><br>*Self-regulation<br>* Managing self<br>* Building<br>relationships | Using the 1 Decision resources<br>the children will learn<br>strategies to help them with<br>new beginnings and starting<br>school, they will be supported<br>in learning the classroom<br>routines and rules and making<br>friendships. Through Anti<br>bullying week the children will<br>learn how to manage a<br>situation when they feel<br>bullied. They will also have<br>circle times to help them to<br>deal will times when they feel<br>angry or frustrated, for<br>example if someone has taken<br>their toy. The children will<br>learn about the importance of<br>a healthy diet and the<br>importance of exercise by<br>taking part in PE sessions, the<br>daily mile and classroom<br>activity boosters. | the children will learn about<br>the importance of loving<br>themselves and knowing<br>what they are good at. They<br>will consider how to relax<br>and be mindful through 1<br>Decision, My Happy Mind<br>and Mindfulness Yoga. The<br>children will learn to name<br>different feelings and<br>emotions by looking at facial<br>expressions and body<br>language. The children will<br>begin to understand that<br>sometimes we have to do<br>things that we don't like<br>doing and develop a sense of<br>responsibility. They will also<br>be taught about computer<br>and online safety and<br>understand the risks and<br>how to stay safe when using<br>technology. | children will consolidate their<br>prior learning and reflect on<br>how far they have come from<br>the start of their Reception<br>year. They will consider and<br>discuss in circle times, how<br>they feel about next year and<br>their transition into their new<br>classes. They will talk about<br>safety outside of school and<br>how to keep safe during the<br>summer holidays and begin<br>to understand about stranger<br>danger. They will also identify<br>people who help us in our<br>local community and discuss<br>ways to respect the local<br>environment. | osing the 1 becision<br>resources the children will<br>learn strategies to help<br>them with new beginnings<br>and starting school, they will<br>be supported in learning the<br>classroom routines and<br>rules and making<br>friendships. Through Anti<br>bullying week the children<br>will learn how to manage a<br>situation when they feel<br>bullied. They will also have<br>circle times to help them to<br>deal will times when they<br>feel angry or frustrated, for<br>example if someone has<br>taken their toy. The children<br>will learn about the<br>importance of a healthy diet<br>and the importance of<br>exercise by taking part in PE<br>sessions, the daily mile and<br>classroom activity boosters. | Ine children will continue to<br>learn about the importance<br>of a healthy diet and the<br>importance of exercise by<br>taking part in PE sessions,<br>the daily mile and classroom<br>activity boosters.<br>As the term progresses the<br>children will be supported to<br>gain confidence, self-<br>awareness and awareness of<br>others feelings. This will be<br>done through circle times as<br>well as through their Busy<br>Bee books. Children will have<br>opportunities to talk about<br>their hobbies and activities<br>outside of school in the Busy<br>Bee sessions.<br>The children will be<br>supported in their play to<br>take turns using board games<br>and games set up and led by<br>the EYFS staff. They will learn<br>about the importance of<br>loving themselves and<br>knowing what they are good<br>at. They will consider how to<br>relax and be mindful through<br>My Happy Mind. | the children will be introduced<br>to numerous texts themed<br>around people who help us and<br>the emergency services as well<br>as journey themed books.<br>Throughout this term the<br>children will consolidate their<br>prior learning and reflect on how<br>far they have come from the<br>start of their Reception year.<br>They will consider and discuss in<br>circle times, how they feel about<br>next year and their transition<br>into their new classes. They will<br>talk about safety outside of<br>school and how to keep safe<br>during the summer holidays, and<br>begin to understand about<br>stranger danger.<br>They will learn about building<br>and maintaining good<br>relationship through the SEAL<br>relationships activities. |



|                | In Autumn 1 the children will                             | In Spring 1 the children will                      | In Summer 1 the children will                   | In Autumn 1 the children                           | In Spring 1 the children will | In Summer 1 the children will                               |
|----------------|---|--|---|--|-------------------------------|---|
| LITERACY       |   | learn through the story 'I'm                       | learn from the story                            | will develop their literacy                        | develop their literacy skills | develop their literacy skills                               |
|                | learn through the story 'Peace                            | going to eat this ant'                             | 'Supertato' by Sue Hendra.                      | skills through the text 'The                       | through the text 'The         | through the text 'The Naughty                               |
| *Comprehension | at Last' by Jill Murphy. They                             | by Chris Naylor-Ballesteros.                       | They will sequence images                       | Whale Who Wanted More'                             | Gingerbread Man' by Miriam    | Bus' by Jan and Jerry Oke.                                  |
| *Word reading  | will also look at stories about                           | They will focus on labels and                      | depicting key events in the                     | by Rachel Bright and Jim                           | Latimer. They will use story  | The will create a new journey for                           |
| U U            | Paddington bear.  | nonfiction and begin to write                      | story and use the images to                     | Field. A narrative story                           | images to join in with key    | the Naughty Bus by creating                                 |
| *Writing       | The children will use story                               | labels and captions. They will                     | retell the basic storyline                      | based around friendships.                          | events and phrases in a       | a story map and writing                                     |
|                | images to join in with key                                | draw their favourite animal                        | They will attempt to rewrite                    | They will be able to draw,                         | retelling of the story and    | captions/sentences describing                               |
|                | events and phrases in a                                   | and say or draw some                               | the story in their own words.                   | paint and make a fish                              | begin to write and mark       | the journey of the bus.                                     |
|                | retelling of the story. Some                              | additional information such                        | Through oracy,                                  | individually or in a small                         | make in their retelling. They | Through oracy, communication                                |
|                | may choose to draw or mark                                | as what the animals eats.                          | communication and language                      | group and be able to                               | will begin to depict the main | and language they will use new                              |
|                | make some of the story. They                              | Through oracy,                                     | they will use new vocabulary                    | contribute orally to a short                       | events of the story using     | vocabulary they encounter                                   |
| 1              | will also begin to orally retell                          | communication and                                  | they encounter through                          | story about their fish.                            | between 3 and 5 images and    | through stories throughout the                              |
|                | stories.  | language they will develop                         | stories throughout the                          | Their learning will include                        | mark make next to each        | day, articulate their ideas and                             |
|                | In oracy, communication and<br>language the children will | their repertoire of rhymes                         | day, articulate their ideas and                 | recognising their own name                         | image explaining what is      | thoughts in well-formed                                     |
|                | know rhymes and use a wider                               | and use a wider range of                           | thoughts in well-formed                         | and beginning to write it,                         | happening.                    | sentences, describe events in                               |
|                | range of vocabulary. The                                  | vocabulary. They will engage                       | sentences, describe events in                   | beginning to mark make                             | Through oracy,                | some detail, listen to and talk                             |
|                | children will add some marks                              | in story times, understanding                      | some detail, listen to and talk                 | individual letters and match                       | communication and language    | about stories to build familiarity                          |
|                | to their drawings, which they                             | how to listen carefully and                        | about stories to build                          | them to objects beginning                          | they will develop their       | and understanding and listen to                             |
|                | give meaning to e.g.                                      | why listening is important.                        | familiarity and understanding                   | with that sound and using                          | repertoire of rhymes and use  | and talk about selected non-                                |
|                | "That says mummy" and enjoy                               | They will also engage in non-                      | and listen to and talk about                    | some of their print and                            | a wider range of vocabulary.  | fiction to develop a deep                                   |
|                | drawing freely.   | fiction books.                                     | selected non-fiction to                         | letter knowledge in their                          | They will engage in story     | familiarity with new knowledge                              |
|                | They will use some of their                               | In reading the children will                       | develop a deep                                  | early writing.                                     | times, understanding how to   | and vocabulary.   |
|                | print and letter knowledge in                             | continue to understand the                         | familiarity with new                            | Through oracy, they will                           | listen carefully and why      | In reading the children will read                           |
|                | their early writing. Their                                | five key concepts about print                      | knowledge and vocabulary.                       | contribute ideas about why                         | listening is important.       | simple phrases and sentences                                |
|                | learning will include                                     | that:  | In reading the children will                    | events happen in the story,                        | They will also engage in non- | made up of words with known                                 |
|                | recognising their own name                                | <ul> <li>print has meaning</li> </ul>              | read simple phrases and                         | why they think a character is                      | fiction books.                | letter-sound correspondences                                |
|                | and beginning to write it.                                | <ul> <li>print can have different</li> </ul>       | sentences made up of words                      | behaving a certain way and                         | In reading the children will  | and, where necessary, exception                             |
|                | In reading they will begin to                             | purposes   | with known letter-sound                         | predict what might happen                          | understand the five key       | words and read more common                                  |
|                | understand the five key                                   | - we read English text from                        | correspondences and, where                      | in the story.                                      | concepts about print that:    | exception words matched to the                              |
|                | concepts about print:                                     | left to right and from top to                      | necessary, exception words                      | Through individual reading                         | - print has meaning           | Read Write Inc phonics                                      |
|                | - print has meaning                                       | bottom   | and read more common                            | they will learn how to hold a                      | - print can have different    | programme.  |
|                | - print can have different                                | - the names of the different                       | exception words matched to                      | book, tell stories through                         | purposes                      | In Summer 2 the children will                               |
|                | purposes  | parts of a   | the Read Write Inc phonics                      | pictures, recognise                                | - we read English text from   | develop their literacy skills                               |
|                | - we read English text from left                          | book .   | programme.                                      | individual letters and then                        | left to right and from top to | through the story 'The Seasaw'                              |
|                | to right and from top to                                  | <ul> <li>page sequencing</li> </ul>                | In summer 2 the children will                   | read CVC words. The                                | bottom                        | by Tom Percival. They will focus                            |
|                | bottom  | Thou will rood individual                          | learn through the story 'Even                   | children will have many                            | - the names of the different  | on recount writing and a retelling                          |
|                | - the names of the different                              | They will read individual<br>letters by saying the | Superheroes Have Bad Days'<br>by Shelly Becker. | opportunities for mark<br>making, including wanted | parts of a book               | of the story and independently use pictures to sequence and |
|                | parts of a book   | sounds for them and begin                          | They will focus on recount                      | posters, speech bubbles and                        |                               | retell the story.   |
|                | <ul> <li>page sequencing</li> </ul>                       | to blend sounds into words,                        | writing and a retelling of the                  | cards as well as creating                          | - page sequencing             | They will use new vocabulary in                             |
|                |   | so that they can read short                        | story and independently use                     | their own mini books.                              | They will read individual     | different contexts, ask questions                           |
|                |   | words made up of known                             | story and independently use                     | their own mini DOOKS.                              | letters by saying the         | to find out more and to check                               |
|                |   | worus made up or known                             | 1   |  | ietters by saying the         | to find out more and to check                               |



| In Autumn 2 the children will letter-sound pictures to sequence and In Autumn 2 the children  | n sounds for them and begin to that they understand what has |
|---|--|
| develop their literacy skills correspondences. retell the story. will learn from the story  | с ,  |
| through the text 'The Journey In Spring 2 the children will They will use new vocabulary 'The Pirates are Coming'                         |  |
| Home' by Emma Levey a learn through the text in different contexts, ask John Condon- a narrative  |  |
| fiction story about journeys Gigantosaurus by Jonny questions to find out more story based around the                                     |  |
| and the value off family. They Duddle. They will draw, paint and to check that they importance of telling the                             |  |
| will begin to use some of their and make an imaginary understand what has been truth. They will create a                                  |  |
| knowledge of print to make dinosaur individually or in a said to them. They will begin pirate ship and interact                           |  |
| invitations and cards. small group. They will be to connect one idea or action their peers to role  | through the story The Three repetition and some in their own |
| writing individual letters and able to contribute orally to a to another using a range of play parts of the story, the                    | 5 / I  |
| matching them to objects short story about their connectives. They will retell will involve relevant ma                                   | rk traditional tale with a They will now be reading simple   |
| beginning with that sound and dinosaur. the story, once they have making and the use of   | character focus. phrases and sentences made up               |
| using some of their print and In oracy =, communication developed a deep familiarity simple cvc words.                                    | They will be able to label a of words with known letter      |
| letter knowledge in their early and language the children with the text; some as exact Through oracy,                                     | plan and attempt to write a sound correspondences and,       |
| writing. will be able to talk about repetition and some in their communication and  | simple caption. where necessary, a few                       |
| Through oracy, familiar books, and be able own words. language they will enjoy  | In oracy they will develop a exception words. They will      |
| communication and language to tell a long story They will now be reading listening to longer storie                                       | es representation of a favourite confidently be reading more |
| the children will enjoy They will be able to express a simple phrases and sentences and retell much of what                               | character in the story, be common exception words            |
| listening to longer stories and point of view and made up of words with happens in the story,   | able to say which character it matched to the Read Write Inc |
| try to remember much of to debate when they known letter sound develop their  | is and express some phonics programme.                       |
| what happens, they will disagree with an adult or a correspondences and, where communication, includin                                    | ng information about the                                     |
| develop their communication friend, using words as well necessary, a few exception irregular tenses and plur                              | rals character. They will Listen to                          |
| including irregular tenses and as actions. words. They will confidently and sing a large repertoi   | ire and talk about stories to                                |
| plurals. They will also sing a In reading they will continue be reading more common of songs.   | build familiarity and  |
| large repertoire of songs. to read individual letters by exception words In reading they will deve  | elop understanding.  |
| In reading they will develop saying the sounds for them matched to the Read Write their phonological                                      | In reading they will continue                                |
| their phonological awareness, and blend sounds into Inc phonics programme. awareness, so that they  |  |
| so that they can: words, so that they can read - spot and suggest rhymo   |  |
| - spot and suggest rhymes short words made up of - count or clap syllables i  |  |
| - count or clap syllables in a known letter–sound word  | so that they can read short                                  |
| word correspondences. They will - recognise words with t  |  |
| - recognise words with the read a few common same initial   | letter–sound   |
| same initial sound, such as exception words matched to sound, such as money and   |  |
| money and mother. the Read Write Inc phonic mother  | read a few common  |
| programme.  | exception words matched to                                   |
|   | the Read Write Inc phonic                                    |
|   | programme.   |
| Phonics         Read Write Inc set 1         Revise set 1 and introduce         Revise and consolidate set 2         Read Write Inc set 1 | Revise set 1 and introduce Revise and consolidate set 2 of   |
| Individual letter sounds and Read Write Inc set 2. of Read Write Inc. Individual letter sounds a  |  |
| diagraphs ch, sh, th, ng, nk, ck diagraphs ch, sh, th, ng a   | and  |
| nk  |  |
|   |  |



| MATHS<br>*Number<br>*Numerical<br>patterns       | During the first half-term, the<br>children will learn to<br>recognise, represent, and<br>manipulate numbers to 5.<br>They will focus on comparing<br>two groups of objects and<br>correctly identifying which has<br>more, fewer or whether they<br>have the same amount. In<br>Autumn 2, the children will<br>explore 3D and 2D shapes as<br>well as focusing on positional<br>language. They will find one<br>more and one less than a<br>number within 5 and<br>concentrate on number bonds<br>to 5 in the context of a part-<br>whole model.  | During the first half-term,<br>the children will learn to<br>recognise, represent and<br>manipulate numbers to 10.<br>They will focus on comparing<br>groups of objects up to 10,<br>using the key mathematical<br>vocabulary of more, fewer,<br>more than and less than. The<br>children will also compare<br>length, weight and capacity.<br>In Autumn 2, the children<br>will explore all the different<br>number bonds to 10 using a<br>ten frame and part-whole<br>models. This will also provide<br>an opportunity to see the<br>inverse relationship between<br>addition and subtraction.<br>The children will also focus<br>on recognising, continuing<br>and building patterns. | During the first half-term, the<br>children will focus on<br>counting forwards and<br>backwards from a given<br>number in order to add and<br>subtract. They will count to<br>20 and back to 0, identify one<br>more and one less, and<br>compare and represent<br>numbers. We will also look at<br>the mathematical patterns of<br>doubling, halving and odd<br>and even numbers. In<br>Summer 2, the children will<br>explore how shapes can be<br>composed and decomposed.<br>They will learn to measure<br>volume and capacity through<br>investigation.   | During the first half-term,<br>the children will learn to<br>recognise, represent, and<br>manipulate numbers to 5.<br>They will focus on<br>comparing two groups of<br>objects and correctly<br>identifying which has more,<br>fewer or whether they have<br>the same amount. In<br>Autumn 2, the children will<br>explore 3D and 2D shapes as<br>well as focusing on<br>positional language. They<br>will find one more and one<br>less than a number within 5<br>and concentrate on number<br>bonds to 5 in the context of<br>a part-whole model.   | During the first half-term, the<br>children will learn to<br>recognise, represent and<br>manipulate numbers to 10.<br>They will focus on comparing<br>groups of objects up to 10,<br>using the key mathematical<br>vocabulary of more, fewer,<br>more than and less than. The<br>children will also compare<br>length, weight and capacity.<br>In Autumn 2, the children will<br>explore all the different<br>number bonds to 10 using a<br>ten frame and part-whole<br>models. This will also provide<br>an opportunity to see the<br>inverse relationship between<br>addition and subtraction. The<br>children will also focus on<br>recognising, continuing and<br>building patterns. | During the first half-term, the<br>children will focus on counting<br>forwards and backwards from a<br>given number in order to add and<br>subtract. They will count to 20<br>and back to 0, identify one more<br>and one less, and compare and<br>represent numbers. We will also<br>look at the mathematical patterns<br>of doubling, halving and odd and<br>even numbers. In Summer 2, the<br>children will explore how shapes<br>can be composed and<br>decomposed. They will learn to<br>measure volume and capacity<br>through investigation.  |
|--|--|--|--|---|--|--|
| <b>UTW</b><br>People, Culture<br>and Communities | In our RE we will learn how<br>religious/non-religious groups<br>welcome a new baby - simple<br>traditions as appropriate,<br>stories from all the children in<br>class & how they were<br>welcomed by their own family.<br>We will learn how Christians<br>welcome babies in a special<br>way because Christians believe<br>God is the Creator and they<br>are special because God<br>created them. We will<br>discover that many other<br>religious/nonreligious groups<br>also believe people are special<br>but for different reasons. We<br>will learn about baptism in<br>Church of England churches.<br>In the second part of the term<br>we will learn that The Bible is a | In our RE we will learn that<br>some people believe in God<br>and some do not. We will<br>learn names of God from<br>different religions. We will<br>find out that Christians<br>believe God is like a<br>shepherd who looks after his<br>sheep and goes after people<br>who are lost to rescue them.<br>We will learn how The Bible<br>tells stories about God and<br>Jesus e.g. Lost sheep, Lost<br>Coin and that Christians<br>believe God is like a king, a<br>shepherd and a father. In the<br>second part of the term, we<br>will learn that Easter is a<br>time of celebration for<br>Christians. That they believe<br>Jesus was killed and rose                                  | In our RE we will learn that<br>the church is a special place<br>to Christians where they<br>worship, pray, sing, listen,<br>and read the Bible. We will<br>talk about some things<br>Christians do in church.<br>We will learn that The Bible is<br>a sacred and holy book to<br>Christians. We will explain<br>different features of a church<br>building and other special<br>buildings used to worship in.<br>In the second part of the term<br>we will explain the Christian,<br>Jewish, Muslim view of<br>creation is that God made it.<br>Discover that the world isn't<br>always treated well, and we<br>are meant to look after it. | In our RE we will learn how<br>religious/non-religious<br>groups welcome a new baby<br>- simple traditions as<br>appropriate, stories from all<br>the children in class & how<br>they were welcomed by<br>their own family. We will<br>learn how Christians<br>welcome babies in a special<br>way because Christians<br>believe God is the Creator<br>and they are special<br>because God created them.<br>We will discover that many<br>other religious/nonreligious<br>groups also believe people<br>are special but for different<br>reasons. We will learn about<br>baptism in Church of<br>England churches. | The children will understand<br>that there are a number of<br>similarities and differences in<br>the way different occasions<br>are celebrated. They will<br>listen to the story of Chinese<br>New Year and act out the<br>main events. We will also<br>discuss different ways people<br>prepare and celebrate<br>Chinese New Year. The<br>children will look at a map of<br>the area and identify any<br>local farms. We will also talk<br>about the different times of<br>the year which are important<br>for farmers. The children will<br>also discover where some of<br>their favourite foods come<br>from and develop an   | Using texts and maps, the<br>children will continue to develop<br>an awareness of different<br>countries and talk about some<br>similarities and differences<br>between life in this country and<br>other countries.<br>After listening to the story<br>"Meerkat Mail", the children will<br>be invited to send in postcards<br>from their half-term holiday and<br>match these to a map of the<br>world. We will talk about where<br>the postcard is from, and what<br>life may be like there. We will<br>also use the book "The World<br>came to my place today" to<br>appreciate where their food and<br>other things which they regularly<br>use, come from. |



| special book for Christians and<br>that the Christmas story e.g.<br>special and why they thin ke<br>special and why they thin ke<br>of community celebrations.<br>a stabile, his parents<br>the control and was born in<br>a stabile, his parents<br>that christmas story e.g.<br>that we end is control and dusces the<br>that there are similarities and<br>that there are similarities and that the<br>the to the story of Christma story e.g.<br>that there are similarities and that the<br>the there are similarities and that the<br>the there are similarities and that the<br>the there are similarities and that the<br>that there are similarities and that the<br>the there are similarities and that the<br>that there are similarities and that the<br>the the the area and plans.<br>The thilden will allow that the the shoed<br>and charts the sinched<br>the the word and and and the spe   | <br>                              |                                 |                                |                               |                                    |                                     |
|--|-----------------------------------|---------------------------------|--------------------------------|-------------------------------|------------------------------------|-------------------------------------|
| from the Bible. We will earn<br>that Christans selew ve how<br>the special. We will serve and part christans, selew ve how<br>and that Christans, allow ve will serve and part christans, selew ve how<br>   |                                   | •                               |                                | •                             |                                    |                                     |
| that Christians believe lessus is<br>special and wyth twich keep<br>tere regis to remind is say we should look<br>at different aspects of the<br>christians solute lessus is<br>at black methods and this about<br>fifterent aspects of the<br>came to earth and was hown in<br>control to earth and was hown in<br>a different aspects of the<br>came to earth and was hown in<br>a different aspects of the<br>came to earth and was hown in<br>came to earth and was hown in<br>came to earth and was hown in<br>a different aspects of the<br>came to earth and was hown in<br>a different aspects of the<br>came to earth and was hown in<br>came to earth and was hown in<br>came to earth and was hown in<br>a different aspects of the<br>came to earth and was hown in<br>came to earth and was hown in<br>a different aspects of the<br>came to earth and was<br>that about different to<br>came to earth and was<br>that about different to<br>came to earth and was<br>that we wall earth the the<br>christians believe for to like<br>to the story of Christians to the to the<br>different countries<br>to the story of Christians to the<br>came to earth and was<br>that we wall earth the the bills is a<br>same to earth and was<br>that the would have a<br>and to that how a<br>that show the<br>christians solution the story of christians. We will also<br>that the would have a<br>and to the this solution the<br>store about different fautures<br>of God.<br>Through nole-play, we will<br>show an interest in different<br>caupations and discuss the<br>fawith as how and interest fautures<br>of a community. We will talk about<br>different countries<br>that live in our local area and<br>with our families at home,<br>such as softer live. They will ban<br>to the score plan the christian, Jewish<br>that live in our local area and<br>with our families at home,<br>such as softer live                    | -                                 |                                 |                                |                               |                                    |                                     |
| spacial and why thick the<br>might be spacial. Ye will look<br>at different spaces of the<br>Christmas story e.g. Jess<br>Christmas st | from the Bible. We will learn     | discover how they hold          | to Christians to say thank you | Bible is a special book for   |                                    | •                                   |
| Speckal and wij uiery limit hardLaster legs to Perimit unitsAnswerMusicity Say wers studie downChinking Say wers studie downChinking Say wersChinking Say we   |                                   | ,                               |                                |                               |                                    | ,                                   |
| Inter the special. We will learn thatof new life. In they will also<br>at different aspectal. We will find out that CinstansWe will find out that CinstansThe children will community<br>celebrates.The children will community celebrates.<br>the special baby set celebrate.We will find out that Cinstans<br>special baby set celebrate.<br>the children will community celebrates.<br>the children will community celebrates.<br>the special baby set celebrate.We will call a down the celebrates.<br>the children will community celebrates.<br>the special baby set celebrate.We will call a down the celebrates.<br>the children will community celebrate.<br>the special baby set celebrate.<br>the special baby set celebrate.<br>the special baby set celebrate.We will call a down to celebrate the special baby set celebrate.<br>the speci   | special and why they think he     | Easter eggs to remind them      | Muslims say we should look     | Christmas story came from     |                                    | The children will also think about  |
| at different spects of the<br>Christmas story e.g.<br>appered to tell Mary hat hat<br>members of our immediate<br>for God.learn about different<br>culters and gain knowledge<br>of community. Celebration.Christmas believe lesus is<br>special and why they this<br>he might be special. We will<br>look at different spects of<br>the christmas story e.g.Descent of the might be special. We will<br>and difference special basic<br>we will karn how the Bible tells<br>stores about some similarities and<br>that there are similarities and<br>this country and other<br>to the story of Chinese New<br>and other<br>for different varys people<br>of God.Christmas the way<br>different cocasions are<br>different to accasions are<br>to the story of Chinese New<br>and other<br>to the story of Chinese New<br>and that that esus is called the som,<br>of God.Christmas story helps<br>to the story of Chinese New<br>are and acc uthe main<br>that shee second part of the term we<br>the stores bound have a<br>that shee some law is the store and that<br>the stores bound have a<br>the stores bound have a<br>that shee some law is the store and that<br>the stores bound have a<br>the store is store have and account have a<br>the store is bound have a<br>the store is bound have a<br>the store is the store is at more,<br>store is and bound have a<br>the store is store is the store is at more,<br>the store is store is the store is at more,<br>the store is store is the store is at more,<br>the store is store is the store is at more,<br>the store is store is the store is at more,<br>the store is store is the store is at more,<br>the store is store is the store is at more,<br>the stor   | might be special. We will look    | of new life. They will also     | after it.                      | the Bible. We will learn that | 0                                  | their own immediate                 |
| Christmas story e.g. Jesus<br>came to earth and was born in<br>a stable; his parents were<br>a stable; his parents were<br>a stable; his parents were<br>a stable; his parents were<br>method have a special labay<br>would have a special labay<br>different coasions are<br>called Jesus. Kew will find out<br>how the Christmas story e.g. link to<br>ease start participation of the term were<br>this stand the ease stall were will start<br>and differences in the way<br>differences in the way<br>and differences in the way<br>out have a special labay<br>would have a special labay<br>to the story of Chrises New<br>of God.Sheet and special labay<br>differences in the way<br>and differences in the way<br>and locat special labay<br>to the story of Chrises New<br>and locat special countries<br>to the story of Chrises New<br>and locat special countries<br>the way and locats, and locat special countries<br>a map. We will labar<br>to the story of Chrises New<br>a map. We will labar<br>of God.Sheekel and start is the way<br>and locat special labay<br>and locat special labay<br>were will and the score here way not<br>the score here way not<br>the score here way not<br>a map. We will labar<br>the score here way not<br>a map. We will labar<br>the score here way not<br>a map. We will labar<br>the score here way not here will be score there way<br>and locat special building and different special. We will albar<br>the score here way not here will be score there way<br>and locat special part of the term we<br>will law use the special. We will albar<br>the score here way not here will be score albar<br>the score way and there will be score albar <br< td=""><td>•</td><td>learn about different</td><td>Using texts and maps, the</td><td>Christians believe Jesus is</td><td></td><td>environment and compare it to a</td></br<>   | •                                 | learn about different           | Using texts and maps, the      | Christians believe Jesus is   |                                    | environment and compare it to a     |
| <ul> <li>a stable, his parents were Mary and Josephi, an angel appeared to tell Mary that be are semilarities and differences between life in the three are estimilarities and differences between life in the second pare of the semilarities and differences between life in the second pare of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the semilarities and differences between life in the second result of the second result of the semilarities and differences between life in the second result of the second resul</li></ul>   | Christmas story e.g. Jesus        | cultures and gain knowledge     | children will continue to      | special and why they think    |                                    | seaside town.                       |
| Mary and Joseph; an angel<br>appeared to tell Mary that she<br>would have a special baby<br>called Jesu. We will listen<br>to the story of Christens are<br>celebrate Jesus<br>to the story of Christens are<br>celebrate Jesus<br>of God.that there are similarities and<br>difference sottween life in<br>this country and other<br>countries. We will use the<br>programmable toys to<br>and totter socie celebrate<br>to the story of Christens are<br>celebrate Jesus is called theson<br>of God.We will each<br>the Christmas story reg.<br>use many and Joseph; an<br>and call the socie and act the word.<br>wer Mary and Joseph; an<br>and call the socie and act the socie and<br>to the story of Christens are<br>celebrate Jesus is called the socie<br>of God.Christens are<br>celebrate<br>that were areaning about on<br>and other things which wer<br>and observation. They<br>will also discuss the<br>their were mary and discuss which<br>the socie and and discuss the<br>their were mary and discuss which wer<br>and observation. They will lisar<br>their word marks to live. They will<br>and christmas.about some their were<br>their were<br>the word marks are<br>their word index specific counters<br>and discuss which wer<br>animas like to live. They will<br>be asside town.We will kan the taster is a time of<br>and counter were<br>their word index specific counters<br>their word index specific counters <br< td=""><td></td><td>of community celebrations.</td><td>develop an awareness of</td><td><b>a</b> .</td><td>goes after people who are lost to</td><td></td></br<>   |                                   | of community celebrations.      | develop an awareness of        | <b>a</b> .                    | goes after people who are lost to  |                                     |
| May back bit of back in an differences in the way<br>would have a special baby<br>called Jesus. We will find ut<br>the story of Chinese New<br>Year and act out the main<br>coming to earth e.g. link to<br>nativity plays and refer to the<br>fact that lesus is called the solved the<br>members of our immediate<br>family and discuss which<br>ervironment using<br>with our families at home,<br>solved as Bonfre Night, Divali<br>and Chistmas Story expensions<br>form around the world. We<br>will also use the text 'Houses<br>and fifterent kinks bound<br>different kinks believed to tell Mary that she<br>different kinks believed to tell Mary that she<br>the story of Chinese New<br>Year and act out the main<br>ervires New Will also discuss<br>different ways people<br>of God.<br>Through role-play, we will<br>this term, the children will see the<br>show an interest in different<br>comparison and discuss the<br>family and discuss which<br>ervironment using<br>knowledge from maps and<br>offerent wars people<br>in this term, the children will also<br>this term, the children will also<br>this term, the children will also<br>this term, the vorif also also<br>the to live. They will baby<br>and term the this term, the world and<br>events. They will also<br>discuss the<br>the to the story of Chinese New<br>Year and act out the main<br>ervironment and compare it<br>this term, the children will also this about<br>their own immediate<br>environment and compare it<br>to a special baby called besits<br>the to live. They will baby<br>and the to live. They will be<br>the to live. They will be <br< td=""><td></td><td></td><td></td><td>•</td><td></td><td></td></br<>   |                                   |                                 |                                | •                             |                                    |                                     |
| appeare to the law y dust site<br>would have a<br>born in a state is<br>called Jesus. We will find out<br>how the Christmas story helps<br>of God.Jost seep. Jost Goi and that<br>called Jesus we will and the duite<br>born in a state is<br>to the story of Chinese New<br>ver and act out the main<br>events. They will also discus<br>of God.Jost seep. Jost Goi and that<br>called Jesus. We will find with<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Goi and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Goi and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Goi and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Goi and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Goi and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Goi and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Goi and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Goi and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Seep.<br>Christmas story helps<br>christmas tory helps<br>christmas story helps<br>christmas story helps<br>christmas story helps<br>christmas story helps<br>that live in our for Christmas the weill we will earn that we are<br>unsult special baby called Jesus.Jost seep. Jost Cori and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Cori and that<br>we will earn that the Bible is a<br>special baby called Jesus.Jost seep. Jost Cori and that<br>we will earn that the Bible is a<br>special baby called Jesus scalled We will lass called We will lass scalle dress seep.Jost Seep. Jo  | Mary and Joseph; an angel         |                                 | about some similarities and    | the Christmas story e.g.      |                                    | Christians where they worship,      |
| Would have a special adaydifferent occasions are<br>celebrate. Impey will is the<br>celebrate. Impey will is the<br>to the story of Chinese New<br>(christans celebrate issue<br>attive plays and refer to the<br>fact that less is called the sur-<br>to fig. 4doint?<br>and calles issue<br>and ble sur-<br>special baby called less.<br>We will find out how the<br>We will als about<br>and the stress to all theres<br>that see would have a<br>special baby called less.<br>We will find out how the<br>describe the issue<br>special baby called less.<br>We will find out how the<br>a map. We will find out how the<br>coming to earth e.g. link to<br>a map. We will find out how the<br>coming to earth e.g. link to<br>a map. We will less to all the second part of the term we<br>their error wers in different<br>about anials/imibeast<br>their wers less<br>coming to earth e.g. link to<br>their error link stabued and stars. That<br>well explain the second part of the term we<br>will explain the form the second part of the term we<br>their own immediate<br>their own immediate<br>their own immediate<br>error link stabued and stars. That<br>well explain the second part of the term we<br>will explain the form that lesus is called the surversion<br>their own immediate<br>their own immediate<br>error link stabued and stars<br>their own immediate<br>error link to mersers in different was used to worship<br>in.doint a stable; in a stabl   | appeared to tell Mary that she    | and differences in the way      | differences between life in    | Jesus came to earth and was   | •                                  | pray, sing, listen, and read the    |
| Called Jesus. We will lind out<br>how the Christmas story helps<br>Christmas celebrate Jesus<br>coming to earth e.g. link to<br>nativity plays and refer to the<br>fact that Jesus is called the son<br>of God.We will lask abut sout some things<br>magel appeared to tell Mave a<br>special baby called Jesus.<br>We will lask abut sout some things<br>that we are learning about on<br>and locate specific countries. We will use the<br>magel appeared to tell Mave a<br>special baby called Jesus.<br>We will find out how the<br>that we are learning about on<br>and locate specific countries.We will lask abut sout some things<br>magel appeared to tell Mave a<br>special baby called Jesus.<br>We will lask abut sout some things<br>that we are learning about on<br>and locate specific countries.We will lask abut sout some things<br>magel appeared to tell Mave a<br>special baby called Jesus.<br>Shepherd: Paalm 23:1-2. Jesus'<br>Teaching: Parables of Los They sould<br>and chort therm we<br>will lask to thick sout<br>compared to tell Mave a<br>special baby called Jesus.<br>We will lask about some things<br>that we are learning about on<br>meguany baby called Jesus.<br>Through role-play, we will<br>show an interest in different<br>occupations and discuss the<br>family and discuss which<br>festivals we enjoy celebrating<br>with our families at home,<br>such as Bontin Rabit to Iso They will about some things<br>that were lass called the source.We will alk about some things<br>magel appeared to tell Mave a<br>special baby called Jesus.<br>The will back about some things<br>that were of soci<br>that were our soci<br>that were o   | would have a special baby         | different occasions are         | this country and other         | born in a stable; his parents |                                    | Bible.                              |
| how the Christmas story helgs<br>Christmas story helgs<br>Christmas story helgs<br>Christmas story helgs<br>Christmas story helgs<br>Christmas story helgs<br>Christmas story helgs<br>Mater and act out the mark<br>events. They will also discuss<br>f God.to the story of Chinese New<br>Year and act out the mark<br>identify pars of the world have<br>and locate specific countries<br>that we are learning about on<br>that we are learning about on<br>and that we are learning about on<br>that we are learning about on<br>and paperade where our food<br>and other things which we<br>regularly use; come from. The<br>regularly use; come from. The<br>regularly use; come from. The<br>thirder will learn that that starts is a time of<br>the is our locat area and<br>will nore duites at home,<br>such as Bonfre Night, Diwali<br>and Christmas as well as describe<br>various Christmas raditions<br>from around the world kabout<br>different that soft on all kabout<br>and Homes' to talk aboutwe to the story of Chinese New<br>that live and helps being<br>and other things which we<br>our sportenes of celebraties<br>animals like to live. They will<br>be take non a journey<br>earning about the world and<br>and christmas. We will share<br>and Homes' to talk aboutwe will algo use the terry well<br>the live to live and the world and<br>exportenes of celebraties<br>the live to live. They will<br>be take non a journey<br>earning the world and<br>and christmas well as describe<br>various Christmas traditions<br>from around the world kabout<br>different thas of homes'we mall algo p   | called Jesus. We will find out    | celebrated. They will listen    | countries. We will use the     | were Mary and Joseph; an      |                                    | We will talk about some things      |
| coming to earth e.g. link to<br>nativity plays and refer to the<br>fact that less is called the casis is the casis is called the   | how the Christmas story helps     | to the story of Chinese New     | programmable toys to           | angel appeared to tell Mary   |                                    | Christians do in church.            |
| <ul> <li>nativity plays and refer to the fact that Jesus is called the son of God.</li> <li>Through role-play, we will show an interest in different occupations and discuss the roles of people in the community. We will tababut and discuss which festivals we enjoy celebrating with our families at home. Such as Bonfire Night, Diwali and Christmas. Starding and Christmas. Starding and Other starts as well as describe various Christmas traditions of four and the world. We will also use the text 'Houses and Homes' to talk about different kinds of houses</li> <li>that we are learning about on a map. We will find out how the christmas story helps. Christmas story h</li></ul>   | Christians celebrate Jesus        | Year and act out the main       | identify parts of the world    | that she would have a         | bible stories: eg David & Goliath: | We will learn that The Bible is a   |
| Instantly just of the full that justs is called the son<br>of God.Instant graph and celebrate<br>a map. We will learn to<br>appreciate where our food<br>and other things which<br>weilies of people in the<br>compunity. We will talk about<br>members of our immediate<br>family and discuss which<br>festivals we enjoy celebrating<br>with our families at home,<br>such as Bonfire Night, Diwali<br>and Christmas we all as describe<br>will also use the text 'Houses<br>and Home's 'to talk about<br>different kinks of housesTaching: Parables of tost Sheep<br>and tost Coin Luke 15:1-7,8-1<br>in.Taching: Parables of tost Sheep<br>and tost coin Luke 15:1-7,8-1<br>in.Tach  | coming to earth e.g. link to      | events. They will also discuss  | and locate specific countries  | special baby called Jesus.    |                                    | sacred and holy book to             |
| of God.Chinses New Year. During<br>appreciate versionand tost Coin Luke 15:1-7;8-1<br>in the second part of the term we<br>will earn that Easter is a time of<br>collibration story heightsand tost Coin Luke 15:1-7;8-1<br>in the second part of the term we<br>will earn that Easter is a time of<br>celebration for Christians. That<br>the soon of God.and tost Coin Luke 15:1-7;8-1<br>in the second part of the term we<br>will earn that Easter is a time of<br>celebration for Christians. That<br>the soon of God.and tost Coin Luke 15:1-7;8-1<br>in the second part of the term we<br>will earn that Easter is a time of<br>celebration for Christians. That<br>the soon of God.and tost Coin Luke 15:1-7;8-1<br>in the second part of the term we<br>well earn that Easter is a time of<br>celebration for Christians. That<br>the soon of God.and tost Coin Luke 15:1-7;8-1<br>in the second part of the term we<br>well earn that Easter is a time of<br>celebration for Christians. That<br>the soon of God.and tost Coin Luke 15:1-7;8-1<br>in the second part of the term we<br>well earn that Easter is a time of<br>celebration for Christians. That<br>the soon of God.in the second part of the term we<br>well earn that Easter is a time of<br>celebration for Christians. That<br>the soon of God.In the second part of the term we<br>well earn that Easter<br>special building and other<br>special buildings and ther<br>special build  | nativity plays and refer to the   | different ways people           | that we are learning about on  | We will find out how the      |                                    | Christians.                         |
| of God.Chinese New Year. Juring<br>and other things which weil<br>show an interest in different<br>occupations and discuss the<br>roles of people in the<br>family and discuss which<br>festivals we enjoy celebrating<br>with our families at home,<br>such as Bonfire Night, Divali<br>and Christmas sewill as describe<br>from around the world. We<br>will alls use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesChinsthans Celebrate Jesus<br>not a church building and other'<br>social building and other'<br>nativity plays and refer to<br>their own immediate<br>environment using<br>observation. They will least<br>and christmas. We will share<br>and Homes' to talk about<br>different kinds of housesIn the second part of the term we<br>will explain the children will<br>and other things which we<br>environment and compare it<br>to a seaside town.In the second part of the term we<br>will we all inthe children will<br>the schort building and other'<br>social building and other<br>social building and other<br>on attribution our local area and<br>will lexplain the world and<br>explore animals fike to live. They will<br>be taken on a journey<br>and Homes' to talk about<br>different kinds of housesIn the second part of the term we<br>will use schore has building and other'<br>social building and other'<br>the schore has building and other'<br>the schore has building and other'<br>mativity plays and refer to<br>the fact that Jesus is called<br>the schore has building and other'<br>antivity plays and refer to<br>the fact that Jesus is called<br>the schore form. The<br>children will also use the world and<br>explore animals flow to inclust<br>the to worl and<br>explore animals found on<br>different kinds of housesIn the second part of the term we<br>will in the second part of the term we<br>mill in the second part of the term we<br>mill is at bome<br>and Homes' to talk about<br>differe   | fact that Jesus is called the son | prepare and celebrate           | a map. We will learn to        | Christmas story helps         |                                    | We will explain different features  |
| Through role-play, we will<br>show an interest in different<br>occupations and discuss the<br>roles of people in the<br>community. We will talk about<br>members of our immediate<br>family and discuss which<br>festivals we enjoy celebrating<br>with our families at home,<br>such as Bonfire Night, Diwali<br>and Christmas. We will share<br>our experiences of celebrating<br>Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesthis term, the children will<br>describe their school<br>environment using<br>knowledge from maps and<br>observation. They will learn<br>about animals/minibeasts<br>that live in our local area and<br>will investigate where<br>animals like to live. They will<br>and Christmas. We will share<br>our experiences of celebrating<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesthis term, the children will<br>describe their school<br>environment and compare it<br>to a seaside town.coming tearth e.g. link to<br>nativity plays and refer to<br>the fact that Jesus is called<br>the fact that Jesus is called<br>the son of God.will learn that faster is a time of<br>rativity plays and refer to<br>the fact that Jesus is called<br>the son of God.will learn that faster is a time of<br>rativity plays and refer to<br>the fact that Jesus is called<br>the fact that Jesus is called<br>the son of God.will learn that faster is a time of<br>rativity plays and refer to<br>the fact that Jesus is called<br>the son of God.will learn the fact that Jesus is called<br>the son of God.will learn that faster is a time of<br>rativity plays and refer to<br>the son of God.Me will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesthe world and<br>espectielevation wille and<br>that th  | of God.                           | Chinese New Year. During        | appreciate where our food      | Christians celebrate Jesus    |                                    | of a church building and other      |
| show an interest in different<br>occupations and discuss the<br>roles of people in the<br>community. We will talk about<br>members of our immediate<br>family and discuss which<br>members of our families at home,<br>such as Bonfire Night, Diwali<br>and Christmas as well as describe<br>roles of heory in manals found on<br>different kinds of housesdescribe their school<br>ergularly use, come from. The<br>children will also think about<br>their own immediate<br>their own immediate<br>to a seaside town.nativity plays and refer to<br>the fact that Jesus is called<br>the fact that Jesus is called<br>the son of God.celebration for Christians. That<br>they believe Jesus was killed and<br>the son of God.In the second part of the term we<br>will escore that<br>they believe Jesus was killed and<br>their own immediate<br>to a seaside town.In the second part of the term we<br>will also the term we<br>will discuss the<br>to a seaside town.celebration for Christians. That<br>the fact that Jesus is called<br>the son of God.In the second part of the term we<br>will also the term we<br>will also to the term we<br>will also to the children<br>will discuss how we are all<br>unique and tak about<br>unique and tak about<br>unique and tak about<br>explore animals found on<br>different continents.celebrating we well<br>the fact that Jesus is called<br>the son of God.In the second part of the term we<br>will also some the world well<br>that the world isn't<br>always treated well, and we are<br>unique and tak about<br>corrispt about what happend?In the second part of the term we<br>will also some the term well isn't<br>always treated well, and we are<br>unique and tak about<br>corrispt about what happend?In the second part of the term well<br>well think about<br>the well tak about<br>the well tak about<br>about members of our<br>immediate family and<br>different kinds of   | Through role-play, we will        | this term, the children will    | and other things which we      | coming to earth e.g. link to  | •                                  | special buildings used to worship   |
| roles of people in the<br>community. We will talk about<br>members of our immediate<br>family and discuss which<br>festivals we enjoy celebrating<br>with our families at home,<br>such as Bonfire Night, Diwali<br>and Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of houses   | show an interest in different     | describe their school           | regularly use, come from. The  | nativity plays and refer to   |                                    | in.                                 |
| community. We will talk about<br>members of our immediate<br>family and discuss which<br>festivals we enjoy celebrating<br>with our families at home,<br>such as Bonfire Night, Diwali<br>and Christmas. We will share<br>our experiences of celebrating<br>Christmas as well as describe<br>various Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesobservation. They will learn<br>about animals/minibeasts<br>that live in our local area and<br>will investigate where<br>animals like to live. They will<br>be taken on a journey<br>around the world and<br>explore animals found on<br>different kinds of housesobservation. They will learn<br>about animals/minibeasts<br>that live in our local area and<br>will investigate where<br>animals like to live. They will<br>be taken on a journey<br>around the world and<br>explore animals found on<br>different continents.Through role-play, we will<br>show an interest in different<br>community. The children<br>will discuss how are all<br>unique and talk about<br>   | occupations and discuss the       | environment using               | children will also think about | the fact that Jesus is called | they believe Jesus was killed and  | In the second part of the term we   |
| <ul> <li>Intersection play, we will discuss which family and discuss which festivals we enjoy celebrating with our families at home, such as Bonfire Night, Diwali and Christmas traditions from around the world and explore animals found on different kinds of houses</li> <li>Intersection play, we will discuss the text 'Houses and Homes' to talk about different kinds of houses</li> <li>Intersection play, we will as a three world subtraction to a seaside town.</li> <li>Intersection play, we will discuss the text 'Houses and Homes' to talk about different kinds of houses</li> </ul>  | roles of people in the            | knowledge from maps and         | their own immediate            | the son of God.               | •                                  | will explain the Christian, Jewish, |
| Interfers of our infiniteatsabout infiniteatsinformationabout infiniteatsabout infiniteatsabout infiniteatsfamily and discuss which<br>festivals we enjoy celebrating<br>with our families at home,<br>such as Bonfire Night, Diwali<br>and Christmas. We will share<br>our experiences of celebrating<br>various Christmas raditions<br>from around the world. We<br>will also use th text 'Houses<br>and Homes' to talk about<br>different kinds of housesthat live in our local area and<br>that live in our local area and<br>be taken on a journey<br>around the world and<br>explore animals found on<br>different kinds of housesthat live in our local area and<br>that live in our local area and<br>that live in our local area and<br>will investigate where<br>animals like to live. They will<br>be taken on a journey<br>around the world and<br>explore animals found on<br>different continents.that live in our local area and<br>that live in our local area and<br>animals like to live. They will<br>be taken on a journey<br>around the world and<br>explore animals found on<br>different continents.that live in our local area and<br>that live in our local area and<br>that blow in uncertain discuss the<br>community. The children<br>will discuss how we are all<br>about the Easter story and<br>respectifully. We will talk<br>about members of our<br>immediate family and<br>discuss which festivals we<br>enjoy celebrating with our<br>families at home, such aschurch services, and eat Easter<br>eggs to remind them of new life;<br>We will alk about<br>consider what our favourite<br>celebrating with our<br>families at home, such aschurch services, and eat Easter<br>eggs to remind them of new life;<br>We will alk about<br>that Christians the world is n't<br>always treate  | community. We will talk about     | observation. They will learn    | environment and compare it     | Through role-play, we will    |                                    | Muslim view of creation is that     |
| family and discuss which<br>festivals we enjoy celebrating<br>with our families at home,<br>such as Bonfire Night, Diwali<br>and Christmas. We will share<br>our experiences of celebrating<br>Christmas as well as describe<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesthat live in our local area and<br>will investigate where<br>animals like to live. They will<br>be taken on a journey<br>around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesthat live in our local area and<br>occupations and discuss the<br>roles of people in the<br>community. The children<br>will discuss how we are all<br>unique and talk about<br>different sinds of houseseggs to remind them of new life;<br>We will as discuss the<br>roles of people in the<br>community. The children<br>will discuss how we are all<br>unique and talk about<br>different continents.Discover that the world isn't<br>always treated well, and we are<br>meant to look after it.Discover that the world isn't<br>animals like to live. They will<br>animals like to live. They will<br>our experiences of celebrating<br>trainals found on<br>that the world and<br>explore animals found on<br>that Christians to ay thank you and<br>that Christians, Jews, Muslims<br>say we should look after it.Discover that the world isn't<br>always treated well, and we are<br>mound the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesthat live in our local area and<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesthat live in our local area and<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesthat live in our local area and<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of house   | members of our immediate          | about animals/minibeasts        | to a seaside town.             | show an interest in different |                                    | God made it.                        |
| festivals we enjoy celebrating<br>with our families at home,<br>such as Bonfire Night, Divali<br>and Christmas. We will share<br>our experiences of celebrating<br>Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of houseswill investigate where<br>animals like to live. They will<br>be taken on a journey<br>around the world and<br>explore animals found on<br>different kinds of housesWe will ask simple questions<br>about the Easter story and<br>encourage the children to show<br>curiosity about what happened?<br>We will think about how people<br>celebrating with our<br>immediate family and<br>different kinds of housesalways treated well, and we are<br>meant to look after it.<br>Christians believe God made the<br>world, so it is important to<br>Christians traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of houseswe will investigate where<br>animals like to live. They will<br>be taken on a journey<br>around the world and<br>explore animals found on<br>different continents.We will also<br>use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesalways treated well, and we are<br>meant to look after it.Me will as use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesmeant to look after it.Such as the family and<br>discuss which festivals we<br>enjoy celebrating with our<br>families at home, such aswe will also use the text 'Houses<br>and Homes' to talk aboutalways treated well, and we are<br>meant to look after it.  | family and discuss which          | that live in our local area and |                                | occupations and discuss the   |                                    | Discover that the world isn't       |
| with our families at home,<br>such as Bonfire Night, Diwali<br>and Christmas. We will share<br>our experiences of celebrating<br>Christmas as well as describe<br>various Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk aboutanimals like to live. They will<br>be taken on a journey<br>around the world and<br>different continents.community. The children<br>will discuss how we are all<br>unique and talk about<br>difference positively and<br>respectfully. We will talk<br>about members of our<br>immediate family and<br>discuss which festivals we<br>enjoy celebrating with our<br>families at home, such asabout the Easter story and<br>encourage the children to show<br>curiosity about what happened?<br>We will think about how people<br>celebrate special events and<br>consider what our favourite<br>celebrating with our<br>families at home, such asmeant to look after it.Meant to look after it.Christians found on<br>different continents.will discuss how we are all<br>unique and talk about<br>different continents.will discuss how we are all<br>unique and talk about<br>respectfully. We will talk<br>about members of our<br>immediate family and<br>discuss which festivals we<br>enjoy celebrating with our<br>families at home, such asmeant to look after it.   | festivals we enjoy celebrating    | will investigate where          |                                | roles of people in the        | •••                                | always treated well, and we are     |
| and Christmas. We will share<br>our experiences of celebrating<br>Christmas as well as describe<br>various Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of houses  | with our families at home,        | animals like to live. They will |                                | community. The children       |                                    | meant to look after it.             |
| our experiences of celebrating<br>Christmas as well as describe<br>various Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of housesexplore animals found on<br>different continents.We will think about how people<br>celebrate special events and<br>consider what our favourite<br>elebrating with our<br>families at home, such asWe will think about how people<br>celebrate special events and<br>consider what our favourite<br>celebrate special events and<br>consider what our favourite<br>celebrating with our<br>families at home, such asChristians to say thank you and<br>that Christians, Jews, Muslims<br>say we should look after it.  | such as Bonfire Night, Diwali     | be taken on a journey           |                                | will discuss how we are all   |                                    | Christians believe God made the     |
| Christmas as well as describe<br>various Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of houses  | and Christmas. We will share      | around the world and            |                                | unique and talk about         |                                    | world, so it is important to        |
| various Christmas traditions<br>from around the world. We<br>will also use the text 'Houses<br>and Homes' to talk about<br>different kinds of houses   | our experiences of celebrating    | explore animals found on        |                                | difference positively and     |                                    | Christians to say thank you and     |
| Various Christmas traditions       about members of our immediates family and immediate family and discuss which festivals we and Homes' to talk about different kinds of houses       say we should look after it.  | Christmas as well as describe     | different continents.           |                                | respectfully. We will talk    |                                    | that Christians, Jews, Muslims      |
| from around the world. Weimmediate family andwill also use the text 'Housesdiscuss which festivals weand Homes' to talk aboutenjoy celebrating with ourdifferent kinds of housesfamilies at home, such as  | various Christmas traditions      |                                 |                                | about members of our          |                                    | say we should look after it.        |
| and Homes' to talk about<br>different kinds of houses families at home, such as  | from around the world. We         |                                 |                                | immediate family and          | celebrations are each year.        |                                     |
| different kinds of houses families at home, such as  | will also use the text 'Houses    |                                 |                                | discuss which festivals we    |                                    |                                     |
|  | and Homes' to talk about          |                                 |                                | enjoy celebrating with our    |                                    |                                     |
|  | different kinds of houses         |                                 |                                | families at home, such as     |                                    |                                     |
| around the world. The Bonfire Night, Diwali and  | around the world. The             |                                 |                                | Bonfire Night, Diwali and     |                                    |                                     |
| children will also learn Christmas. We will share our  | children will also learn          |                                 |                                | Christmas. We will share our  |                                    |                                     |
| information about different experiences of celebrating   | information about different       |                                 |                                | experiences of celebrating    |                                    |                                     |
| types of bears, such as, what Christmas as well as   | types of bears, such as, what     |                                 |                                | Christmas as well as          |                                    |                                     |
| they look like and where they describe various Christmas   | <br>they look like and where they |                                 |                                | describe various Christmas    |                                    |                                     |



|                                 | live. They will learn that there<br>are different countries in the<br>world and talk about the<br>differences they have<br>experienced or seen in photos.<br>They will also recognise some<br>environments that are<br>different to the one in which<br>they live.  |   |  | traditions from around the<br>world. We will also use the<br>text 'Houses and Homes' to<br>talk about different kinds of<br>houses around the world.   |  |   |
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| <b>UTW</b><br>The Natural World | In our learning we will be<br>looking at different types of<br>bears around the world and<br>their habitats. We will look at<br>types of weather and the<br>seasons and how the world<br>around us changes.<br>We will also talk about<br>differences between materials<br>and discuss the changes we<br>notice. For example, what would<br>the best material for<br>Paddington's raincoat be?<br>In our Forest Friday sessions we<br>will look at the changes from<br>autumn to winter in our school<br>playground. We will learn about<br>what plants and animals live in<br>our local area. We will consider<br>textures, patterns and colours in<br>nature. | In our learning we will be<br>looking at life cycles of<br>different animals including<br>humans. We will plant beans<br>and watch them grow. We<br>will show understanding that<br>we need to care for living<br>things, e.g. watering plants.<br>In our Forest Friday sessions<br>we will look at the changes<br>from winter to spring in our<br>school playground. We will be<br>looking at winter experiments to<br>do with the changing seasons<br>and comparing life in the town<br>and the country<br>We will learn about what<br>plants and animals live in our<br>local area and what grows in<br>the spring time. We will<br>consider textures, patterns<br>and colours in nature in the<br>season of spring. | In our learning we will learn<br>about British wildlife and<br>plants and the habitats they<br>live in. We will learn about<br>mini-beasts and hunt for<br>them in our school grounds.<br>We will discuss how<br>caterpillars change into<br>butterflies.<br>In our Forest Friday sessions<br>we will look at the changes<br>from spring to summer in our<br>school playground. We will<br>learn about what plants and<br>animals live in our local area<br>and what grows in the<br>summertime. We will<br>consider textures, patterns<br>and colours in nature in the<br>season of summer. | In our learning we will look at<br>types of weather and the<br>seasons and how the world<br>around us changes. We will<br>also through our scientific<br>learning, consider how and<br>why things happen and how<br>things work. For example,<br>what would the best material<br>for our favourite teddies rain<br>hat be?<br>In our Forest Friday sessions<br>we will look at the changes<br>from autumn to winter in our<br>school playground. We will<br>learn about what plants and<br>animals live in our local area.<br>We will consider textures,<br>patterns and colours in<br>nature. | In our learning we will be looking<br>at winter experiments to do with<br>the changing seasons. We will be<br>comparing life in the town and<br>the country and look at how the<br>seasons effect wild animals and<br>farm animals.<br>In our Forest Friday sessions we<br>will continue to look at winter in<br>the playground and school<br>grounds and then observe what<br>happens as winter turns to spring.<br>We will consider the impact<br>seasons have on different<br>environments like towns and<br>farms. We will also think about<br>the parts of the world where its<br>cold all year round. We will learn<br>about what plants and animals<br>live in our local area and what<br>grows in the spring time. We will<br>consider textures, patterns and<br>colours in nature in the season of<br>spring. | In our learning we will learn about<br>British wild life and plants and the<br>habitats they live in. We will learn<br>about mini-beasts and hunt for them<br>in our school grounds.<br>We will watch how caterpillars<br>change into butterflies and set them<br>free.<br>In our Forest Friday sessions we will<br>look at the changes from spring to<br>summer in our school playground. We<br>will learn about what plants and<br>animals live in our local area and<br>what grows in the summer time. We<br>will consider textures, patterns and<br>colours in nature in the season of<br>summer. |
| UTW                             | We will discuss who is in our<br>family and show some sense   | Using the children's own lives, they will be able to  | Using the children's own lives, they will be able to   | We will discuss who is in our family and show some sense   | Using the children's own lives, they will be able to   | We will find out about the different ways in which travel,  |
| Past and Present                | of our own history. We will<br>consider what we can do now<br>and how we have changed<br>since we ware babies. We will  | demonstrate change and<br>passage of time through<br>exploring seasons, birthdays<br>and crocific local national  | demonstrate change and<br>passage of time through<br>exploring seasons. We will<br>discuss how their lives   | of our own history. We will<br>consider what we can do<br>now and how we have<br>changed since we were   | demonstrate change and<br>passage of time through<br>exploring seasons, birthdays<br>and specific local, national and  | and transport has changed from<br>past to present.<br>Children will match modern<br>transport photos and photos   |
|                                 | since we were babies. We will<br>talk about past and upcoming<br>events within our own families<br>to help us understand that the<br>past is the time "before now".   | and specific local, national,<br>and international festivals or<br>celebrations. The children<br>will also be looking at life<br>cycles of different animals  | discuss how their lives<br>change according to the<br>seasons, and then think<br>about how farmers' lives<br>change with the seasons   | changed since we were<br>babies. We will talk about<br>past and upcoming events<br>within our own families to<br>help us understand that the   | international festivals or<br>celebrations. Texts will be used<br>to discuss the jobs that need to<br>be done on a farm as well as<br>looking at images of old and   | transport photos and photos<br>showing old types of transport.<br>How do they know which ones<br>go together?<br>How are they the same?   |



|  | We will use the text 'Peepo' to<br>demonstrate the changes<br>within living memory in toys<br>and homes. We will also find<br>out what happened during the<br>Gunpowder Plot and discuss<br>who Guy Fawkes was.  | including humans and talk<br>about growing and changing.<br>As part of our learning about<br>dragons, they will use texts<br>and discuss images from the<br>past. They will focus on the<br>types of people and jobs in<br>castles. The children will also<br>look at dinosaur fossil<br>photos and discuss that this<br>is how people have learnt so<br>much about dinosaurs,<br>linked to our Literacy text,<br>'Gigantosaurus'.   | (linked to planting fruit and<br>vegetables in Forest Friday).<br>We will then focus on the<br>summer season and explore<br>similarities and differences<br>between seaside holidays in<br>the past and seaside holidays<br>in the present. As part of our<br>'Superheroes' topic, we will<br>focus on people who help us.<br>The children will learn about<br>Florence Nightingale and why<br>she is an important person<br>from the past. | past is the time "before<br>now". We will use the text<br>'Peepo' to demonstrate the<br>changes within living<br>memory in toys and homes.<br>We will also find out what<br>happened during the<br>Gunpowder Plot and discuss<br>who Guy Fawkes was.  | new farm equipment. The<br>images of the modern farming<br>machinery will show children<br>how technology has advanced,<br>and they will be able to identify<br>the differences between past<br>and present farming practices<br>and tools.  | How are they different?<br>We will imagine we are going on<br>a journey into space. How will<br>you get there? Then we will look<br>at different famous astronauts<br>and talk about the important<br>contributions they have made.<br>The children will recall a seaside<br>holiday they have been on in the<br>past. What did they wear to the<br>beach? What traditions do your<br>families have on the beach? We<br>will compare seaside holidays in<br>the past with today. |
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| EAD<br>*Creating with<br>materials<br>*Being imaginative<br>and expressive | Throughout the term we will<br>be creating self-portraits as<br>part of our settling in period.<br>We will create bear collages<br>and learn about the use of<br>paper and other materials for<br>collage effects.<br>We will also design Pyjamas<br>for Mr Bear in our story,<br>'Peace at Last'. We will create<br>split pin chicks, linking with<br>our story, 'The Journey Home'.<br>We will also create a New York<br>Skyline and create party<br>decorations.<br>We will complete sound<br>stories with musical<br>instruments to fit with the<br>story 'We're going on a Bear<br>Hunt'. We will act out and role<br>play all of our bear themed<br>stories. We will learn songs<br>and poems about bonfire<br>night and<br>we will take part in the<br>Christmas play with songs and<br>dances. | Throughout the term we will<br>create dinosaur models and<br>footprints in clay. We will<br>also paint pictures of<br>dinosaurs and other animals<br>including the Rainbow Fish.<br>We will create Mother's day<br>cards and learn songs and<br>poems.<br>We will complete a<br>programme of music all<br>about Growth and Change.<br>We will role play stories that<br>we read and learn a variety<br>of songs linked to our topic. | Throughout the term we will<br>learn about the artist Andy<br>Goldsworthy and make our<br>own nature art. We will look<br>for patterns in nature as well<br>as sounds in nature.<br>We will learn songs and<br>dances related to woodland<br>animals and think about the<br>footprints they make.   | Throughout the term we will be<br>creating self-portraits as part of<br>our settling in period. We will<br>create collages of our favourite<br>things and learn about the use<br>of paper and other materials for<br>collage effects.<br>We will make firework pictures<br>for Bonfire night and create<br>Christmas cards and presents for<br>our families.<br>We will complete sound stories<br>with musical instruments to fit<br>with the story We're going on a<br>Bear Hunt. We will act out and<br>role play all of our stories. We<br>will learn songs and poems<br>about bonfire night and we will<br>take part in the Christmas play<br>with songs and dances.<br>We will thing about the sounds<br>around us using BBC schools<br>Stimulus sounds. | Throughout the term we will<br>create farm animals and<br>footprints in clay and paint<br>pictures of farms and farm<br>animals.<br>We will create Mother's day cards<br>and learn songs and poems.<br>We will complete a programme of<br>music all about The Gingerbread<br>Man.<br>We will role play stories that we<br>read and learn a variety of songs<br>linked to our topic.<br>We will look at the healthy eating<br>and create fruit and vegetable<br>faces before we eat them! | This term we will be looking at<br>transport, linking with our first<br>pathway text, 'The Naughty Bus'. We<br>will be making junk model vehicles.<br>During the second part of the term,<br>we will be looking at the beach linked<br>with our book, 'Sea saw'. We will be<br>more independent when creating art<br>work linking with the beach.  |



| Possible EYFS     | PCSO bonfire safety talks | Dentist visit | Police visit           | PCSO bonfire safety talks | Dentist visit | Police visit           |
|-------------------|---------------------------|---------------|------------------------|---------------------------|---------------|------------------------|
| Trips and Visitor | Panto                     | Zoolab        | Gruff outdoor learning | Panto                     |               | Gruff outdoor learning |
|                   |                           |               |                        |                           |               |                        |