

## **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 Wonderful Creatures	The Great Outdoors	<u>Wonderful Me</u>	Farm to Fork	We are Explorers	
EYFS	Paddington and Friends	All Creatures Great and Small!	Super Heroes	My Favourite Things	Down on the Farm	Are we nearly there yet?	
<b>C&amp;L</b> *Listening, Attention and Understanding *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> *Gross motor skills *Fine motor skills	This term the children will learn the fundamentals of games. The children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. In a further fundamentals unit children will develop their movement skills through the topic of	In their first dance unit the children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and	In their second dance unit the children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They	This term the children will learn the fundamentals of games. The children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. In a further fundamentals unit children will develop	In their first dance unit the children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	In their second dance unit the children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple 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 movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. Using the 1 Decision resources	understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. The children will learn about	further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules. Throughout this term the	lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. Using the 1 Decision	fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	team, take turns, keep the score, play against an opponent and play by the rules.
<b>PSED</b> *Self-regulation * Managing self * Building relationships	Using the 1 Decision resources the children will learn strategies to help them with new beginnings and starting school, they will be supported in learning the classroom routines and rules and making friendships. Through Anti bullying week the children will learn how to manage a situation when they feel bullied. They will also have circle times to help them to deal will times when they feel angry or frustrated, for example if someone has taken their toy. The children will learn about the importance of a healthy diet and the importance of exercise by taking part in PE sessions, the daily mile and classroom activity boosters.	the children will learn about the importance of loving themselves and knowing what they are good at. They will consider how to relax and be mindful through 1 Decision, My Happy Mind and Mindfulness Yoga. The children will learn to name different feelings and emotions by looking at facial expressions and body language. The children will begin to understand that sometimes we have to do things that we don't like doing and develop a sense of responsibility. They will also be taught about computer and online safety and understand the risks and how to stay safe when using technology.	children will consolidate their prior learning and reflect on how far they have come from the start of their Reception year. They will consider and discuss in circle times, how they feel about next year and their transition into their new classes. They will talk about safety outside of school and how to keep safe during the summer holidays and begin to understand about stranger danger. They will also identify people who help us in our local community and discuss ways to respect the local environment.	osing the 1 becision resources the children will learn strategies to help them with new beginnings and starting school, they will be supported in learning the classroom routines and rules and making friendships. Through Anti bullying week the children will learn how to manage a situation when they feel bullied. They will also have circle times to help them to deal will times when they feel angry or frustrated, for example if someone has taken their toy. The children will learn about the importance of a healthy diet and the importance of exercise by taking part in PE sessions, the daily mile and classroom activity boosters.	Ine children will continue to learn about the importance of a healthy diet and the importance of exercise by taking part in PE sessions, the daily mile and classroom activity boosters. As the term progresses the children will be supported to gain confidence, self- awareness and awareness of others feelings. This will be done through circle times as well as through their Busy Bee books. Children will have opportunities to talk about their hobbies and activities outside of school in the Busy Bee sessions. The children will be supported in their play to take turns using board games and games set up and led by the EYFS staff. They will learn about the importance of loving themselves and knowing what they are good at. They will consider how to relax and be mindful through My Happy Mind.	the children will be introduced to numerous texts themed around people who help us and the emergency services as well as journey themed books. Throughout this term the children will consolidate their prior learning and reflect on how far they have come from the start of their Reception year. They will consider and discuss in circle times, how they feel about next year and their transition into their new classes. They will talk about safety outside of school and how to keep safe during the summer holidays, and begin to understand about stranger danger. They will learn about building and maintaining good relationship through the SEAL 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 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 letters by saying the	Superheroes Have Bad Days' by Shelly Becker.	opportunities for mark 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 *Number *Numerical patterns	During the first half-term, the children will learn to recognise, represent, and manipulate numbers to 5. They will focus on comparing two groups of objects and correctly identifying which has more, fewer or whether they have the same amount. In Autumn 2, the children will explore 3D and 2D shapes as well as focusing on positional language. They will find one more and one less than a number within 5 and concentrate on number bonds to 5 in the context of a part- whole model.	During the first half-term, the children will learn to recognise, represent and manipulate numbers to 10. They will focus on comparing groups of objects up to 10, using the key mathematical vocabulary of more, fewer, more than and less than. The children will also compare length, weight and capacity. In Autumn 2, the children will explore all the different number bonds to 10 using a ten frame and part-whole models. This will also provide an opportunity to see the inverse relationship between addition and subtraction. The children will also focus on recognising, continuing and building patterns.	During the first half-term, the children will focus on counting forwards and backwards from a given number in order to add and subtract. They will count to 20 and back to 0, identify one more and one less, and compare and represent numbers. We will also look at the mathematical patterns of doubling, halving and odd and even numbers. In Summer 2, the children will explore how shapes can be composed and decomposed. They will learn to measure volume and capacity through investigation.	During the first half-term, the children will learn to recognise, represent, and manipulate numbers to 5. They will focus on comparing two groups of objects and correctly identifying which has more, fewer or whether they have the same amount. In Autumn 2, the children will explore 3D and 2D shapes as well as focusing on positional language. They will find one more and one less than a number within 5 and concentrate on number bonds to 5 in the context of a part-whole model.	During the first half-term, the children will learn to recognise, represent and manipulate numbers to 10. They will focus on comparing groups of objects up to 10, using the key mathematical vocabulary of more, fewer, more than and less than. The children will also compare length, weight and capacity. In Autumn 2, the children will explore all the different number bonds to 10 using a ten frame and part-whole models. This will also provide an opportunity to see the inverse relationship between addition and subtraction. The children will also focus on recognising, continuing and building patterns.	During the first half-term, the children will focus on counting forwards and backwards from a given number in order to add and subtract. They will count to 20 and back to 0, identify one more and one less, and compare and represent numbers. We will also look at the mathematical patterns of doubling, halving and odd and even numbers. In Summer 2, the children will explore how shapes can be composed and decomposed. They will learn to measure volume and capacity through investigation.
<b>UTW</b> People, Culture and Communities	In our RE we will learn how religious/non-religious groups welcome a new baby - simple traditions as appropriate, stories from all the children in class & how they were welcomed by their own family. We will learn how Christians welcome babies in a special way because Christians believe God is the Creator and they are special because God created them. We will discover that many other religious/nonreligious groups also believe people are special but for different reasons. We will learn about baptism in Church of England churches. In the second part of the term we will learn that The Bible is a	In our RE we will learn that some people believe in God and some do not. We will learn names of God from different religions. We will find out that Christians believe God is like a shepherd who looks after his sheep and goes after people who are lost to rescue them. We will learn how The Bible tells stories about God and Jesus e.g. Lost sheep, Lost Coin and that Christians believe God is like a king, a shepherd and a father. In the second part of the term, we will learn that Easter is a time of celebration for Christians. That they believe Jesus was killed and rose	In our RE we will learn that the church is a special place to Christians where they worship, pray, sing, listen, and read the Bible. We will talk about some things Christians do in church. We will learn that The Bible is a sacred and holy book to Christians. We will explain different features of a church building and other special buildings used to worship in. In the second part of the term we will explain the Christian, Jewish, Muslim view of creation is that God made it. Discover that the world isn't always treated well, and we are meant to look after it.	In our RE we will learn how religious/non-religious groups welcome a new baby - simple traditions as appropriate, stories from all the children in class & how they were welcomed by their own family. We will learn how Christians welcome babies in a special way because Christians believe God is the Creator and they are special because God created them. We will discover that many other religious/nonreligious groups also believe people are special but for different reasons. We will learn about baptism in Church of England churches.	The children will understand that there are a number of similarities and differences in the way different occasions are celebrated. They will listen to the story of Chinese New Year and act out the main events. We will also discuss different ways people prepare and celebrate Chinese New Year. The children will look at a map of the area and identify any local farms. We will also talk about the different times of the year which are important for farmers. The children will also discover where some of their favourite foods come from and develop an	Using texts and maps, the children will continue to develop an awareness of different countries and talk about some similarities and differences between life in this country and other countries. After listening to the story "Meerkat Mail", the children will be invited to send in postcards from their half-term holiday and match these to a map of the world. We will talk about where the postcard is from, and what life may be like there. We will also use the book "The World came to my place today" to appreciate where their food and other things which they regularly use, come from.



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community. We will talk about members of our immediate family and discuss which festivals we enjoy celebrating with our families at home, such as Bonfire Night, Diwali and Christmas. We will share our experiences of celebrating Christmas as well as describe various Christmas traditions from around the world. We will also use the text 'Houses and Homes' to talk about different kinds of housesobservation. They will learn about animals/minibeasts that live in our local area and will investigate where animals like to live. They will be taken on a journey around the world and explore animals found on different kinds of housesobservation. They will learn about animals/minibeasts that live in our local area and will investigate where animals like to live. They will be taken on a journey around the world and explore animals found on different continents.Through role-play, we will show an interest in different community. The children will discuss how are all unique and talk about 	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 festivals we enjoy celebrating with our families at home, such as Bonfire Night, Diwali and Christmas. We will share our experiences of celebrating various Christmas raditions from around the world. We will also use th text 'Houses and Homes' to talk about different kinds of housesthat live in our local area and that live in our local area and be taken on a journey around the world and explore animals found on different kinds of housesthat live in our local area and that live in our local area and that live in our local area and will investigate where animals like to live. They will be taken on a journey around the world and explore animals found on different continents.that live in our local area and that live in our local area and animals like to live. They will be taken on a journey around the world and explore animals found on different continents.that live in our local area and that live in our local area and that blow in uncertain discuss the community. The children will discuss how we are all about the Easter story and respectifully. We will talk about members of our immediate family and discuss which festivals we enjoy celebrating with our families at home, such aschurch services, and eat Easter eggs to remind them of new life; We will alk about consider what our favourite celebrating with our families at home, such aschurch services, and eat Easter eggs to remind them of new life; We will alk about that Christians the world is n't 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 festivals we enjoy celebrating with our families at home, such as Bonfire Night, Diwali and Christmas. We will share our experiences of celebrating Christmas as well as describe will also use the text 'Houses and Homes' to talk about different kinds of housesthat live in our local area and will investigate where animals like to live. They will be taken on a journey around the world. We will also use the text 'Houses and Homes' to talk about different kinds of housesthat live in our local area and occupations and discuss the roles of people in the community. The children will discuss how we are all unique and talk about different sinds of houseseggs to remind them of new life; We will as discuss the roles of people in the community. The children will discuss how we are all unique and talk about different continents.Discover that the world isn't always treated well, and we are meant to look after it.Discover that the world isn't animals like to live. They will animals like to live. They will our experiences of celebrating trainals found on that the world and explore animals found on that Christians to ay thank you and that Christians, Jews, Muslims say we should look after it.Discover that the world isn't always treated well, and we are mound the world. We will also use the text 'Houses and Homes' to talk about different kinds of housesthat live in our local area and will also use the text 'Houses and Homes' to talk about different kinds of housesthat live in our local area and will also use the text 'Houses and Homes' to talk about different kinds of housesthat live in our local area and will also use the text 'Houses and Homes' to talk about different kinds of house	members of our immediate	about animals/minibeasts	to a seaside town.	show an interest in different		God made it.
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with our families at home, such as Bonfire Night, Diwali and Christmas. We will share our experiences of celebrating Christmas as well as describe various Christmas traditions from around the world. We will also use the text 'Houses and Homes' to talk aboutanimals like to live. They will be taken on a journey around the world and different continents.community. The children will discuss how we are all unique and talk about difference positively and respectfully. We will talk about members of our immediate family and discuss which festivals we enjoy celebrating with our families at home, such asabout the Easter story and encourage the children to show curiosity about what happened? We will think about how people celebrate special events and consider what our favourite celebrating with our families at home, such asmeant to look after it.Meant to look after it.Christians found on different continents.will discuss how we are all unique and talk about different continents.will discuss how we are all unique and talk about respectfully. We will talk about members of our immediate family and discuss which festivals we enjoy celebrating with our 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 our experiences of celebrating Christmas as well as describe various Christmas traditions from around the world. We will also use the text 'Houses and Homes' to talk about different kinds of houses	with our families at home,	animals like to live. They will		community. The children		meant to look after it.
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Christmas as well as describe various Christmas traditions from around the world. We will also use the text 'Houses and Homes' to talk about 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 from around the world. We will also use the text 'Houses and Homes' to talk about 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 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	 they look like and where they			describe various Christmas		



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



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