





Foundation Stage Long Term Overview




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We Are Unique! Starting in Reception Making Friends Looking after our environment Ourselves – what makes us unique Our Families Homes Exploring Woodley Maps Our Bodies Growth and change in ourselves Being healthy 5 senses Black History Month Celebrating Diversity Autumn Weather Planting bulbs Harvest Festival	We are Inquisitive! Celebrating different festivals: <ul style="list-style-type: none"> • -Bonfire Night • Remembrance Day • -Diwali • Advent • Christmas Autumn Bears and woodland habitats Hibernation Winter Polar habitats Shadows Night and day. Nocturnal animals	We are Explorers Journeys and modes of Transport Different countries from around the world – A range of continents, places change yearly reflecting the cohort of children. Comparing these countries with the UK. Maps Celebrations: <ul style="list-style-type: none"> • New Year (New Beginnings) • Valentine's Day • Pancake day • Lunar New Year Space	We can be Heroes People who help Us Superheroes Being Healthy Spring – new life / creation story Easter Planting seeds	We are Investigators Growth and change in plants Life cycles Farm animals Minibeasts and their habitats	We are Explorers Pirates Maps The seaside Summer Sun safety Underwater life Pollution and conservation.
Songs and Nursery Rhymes	I'm a Little Teapot 1, 2, 3, 4, 5, Once I Caught A Fish Alive I have a body Head, Shoulders, Knees and Toes Dingle Dangle Scarecrow 5 little men in a flying saucer Busy Farmer ben	Christmas Songs Teddy Bear's picnic One Two Buckle my shoe It's Raining, It's Pouring 5 Little Ducks	Wind The Bobbin Up Mulberry bush This Old man Alice the Camel Down In the Jungle One Elephant went out to play	The Grand Old Duke Of York Ring O' Roses Oranges and Lemons One Finger one Thumb 10 in the Bed Miss Polly had a dolly	Incy Wincy Spider 5 little Speckled Frogs Mary Mary Apples and Bannanas Baby Bumble Bee	Down By the Bay The Big Ship Sails You are my Sunshine 10 green bottles A Sailor went to Sea
'Wow Moments' / Enrichments	Woodley Scavenger Hunt Library visit Making 'woodland crumble'	Guy Fawkes / Bonfire Diwali Remembrance Day Christmas Nativity Singing at a care home in the community	Airport Valentine's day Making and tasting food from different cultures Lunar New Year National Storytelling week 28th Jan-5th Feb	Mother's Day World Book Day 3rd Easter STEM week - 11th-20th March	Trip/Experience in school Butterflies	Sports Day Pirate Day Beach Day


		Walking to the post-office to send Christmas cards	Pancake day			
Role Play Area	Home	Decorating Home corner for different celebration Frozen / Winter Wonderland	Restaurant with foods from around the world. Menus	Doctor's Surgery Vets	Bug Lab	Ice cream shop
Communication and Language Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSED times, stories, singing, EYFS productions, Bucket Time intervention.	<ul style="list-style-type: none"> Settling in activities Making friends Name games Talking about family and routines Understand how to listen carefully and why listening is important. Following simple instructions. Social phrases – ‘Good morning, how are you?’ Small group discussions Expressing wants and needs – “Can I go to the toilet please? No, thank you I don't like that” Nursery rhymes Listening and responding to stories T4W – 3 little Pigs Daily story time 	<ul style="list-style-type: none"> Choose books that will develop their vocabulary. Listening and responding to stories T4W- ‘We’re Going on a Bear Hunt’ ‘Stickman’ Retelling and acting out a story using story language. STEM sentences Nursery rhyme week Daily Story Time Introducing talk partners Encouraging children to ask and answer questions. Introducing scientific language e.g. freezing, melting, hibernation Build vocabulary which reflects breadth of experience Class discussions Expressing a point of view Nativity 	<ul style="list-style-type: none"> Understands and demonstrates how to listen carefully and actively Following instructions with more steps Can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. I can talk about similarities and differences between different places. Class and small group discussions STEM sentences Nursery rhymes Daily Story Time 	<ul style="list-style-type: none"> Continue to develop understanding of how and why questions and can apply these to a broader range of contexts e.g. stories and events. Retelling and acting out a story using story language. Meeting ‘People who help us’ and asking questions STEM sentences Able to follow a story without pictures or props Class and small group discussions Can listen carefully to songs and rhymes, paying attention to how they sound, such as noticing the rhythm, or that words rhyme. Nursery rhymes Daily Story Time Re-enacting superhero stories - video 	<ul style="list-style-type: none"> ‘T4W’ Jack and the Beanstalk Conjunctions – First, next – linked to scientific vocabulary Nursery rhymes and singing Class and small group discussions Describing events in detail - recounting school trip events STEM sentences Daily story time End of year Assembly 	<ul style="list-style-type: none"> Performing seaside poems Offering explanations for why things might happen. Secure in using past, present and future tenses – linking to Transition to Year 1 and talking about the experiences they have had at different points in the school year Nursery rhymes and singing Class and small group discussions Use recently introduced vocabulary in discussions, explanations and play. STEM sentences Daily story time End of year Assembly
Personal, Social and Emotional Development Managing Self Self regulation	‘Being Me in My World’ (Building relationships, Self-regulation) <ul style="list-style-type: none"> Understanding what it feels like to belong Knowing that we are all Unique Making relationships with classmates Feelings – describing how they feel and recognising feelings in others 	Celebrating difference <ul style="list-style-type: none"> Talking about own interests and accepting differences Families Houses and Homes Making friends Independence: putting own coat / hats and gloves on	Dreams and Goals <ul style="list-style-type: none"> Staying motivated when something is challenging Never giving up – persevering when something is difficult Setting a goal How to overcome obstacles and understanding how to support others. 	Healthy Me <ul style="list-style-type: none"> Understanding what a healthy choice is Know the importance of good physical exercise and healthy diet choices Understand how sleep and good hygiene can contribute to a healthy lifestyle. 	Relationships <ul style="list-style-type: none"> My family Making friendships and solving problems when they occur Falling out Bullying Being the best friend we can be – what makes a good friend 	Changing Me <ul style="list-style-type: none"> Our Body Respecting our bodies – keeping fit and healthy Growing up Looking forward to change and transition Asking for help of you are worried about change. =

Making relationships Jigsaw	<ul style="list-style-type: none">Following routines / taking turns in classGentle hands – following instructions, understanding that their behaviour affects othersOur rightsUnderstanding what it means to be responsible. <p>Establishing class rules and expectations Introducing consent curriculum Looking after Skye Anti-bullying Week Hand washing Colour monster – feelings Knowing that some actions and words can hurt others Kind hands and feet</p>	Handwashing: keep germ free using soap and water Covering coughs with hands or elbow to stop the spread of germs Washing hands after blowing nose	<ul style="list-style-type: none">Identifying goals / job for the future <p>Independence: doing up zip / buttons on coat / putting apron on correctly Healthy eating: Fruit kebabs/making a fruit smoothie Continue to develop understanding of the consent curriculum. Oral hygiene – linked to dentist 8th Feb – Online safety day Beings safe on the road in the dark</p>	Independence: doing up zip / buttons on coat / putting apron on correctly Confident to use a knife and fork correctly	Being kind to living creatures	Transition to Year 1
Consent curriculum Regularly revisited throughout the year.	<ul style="list-style-type: none">We all have our own personal space,We can set personal boundaries that are comfortable for us,We can consent to activities that they take part in.Some things are not a choice – e.g. going to school, doctors, dentist and being safeLots of things are a choice – e.g. what you say, who you play with, being touched and touching others.It is ok to keep a ‘surprise’ (e.g. a birthday present for mum) but we don’t keep secretsIf you don’t like something, keep telling until you get the help that you need.NSPCC ‘PANTS’ rule – Autumn 1 and reviewed over the year.					
Physical Development Gross Motor	<ul style="list-style-type: none">Uses core muscle strength to achieve a good posture when sitting at a table or on the floor.Can walk, crawl, roll, run, jump, hop, skip and climb with increasing fluency and control.Climbs stairs, steps and moves across climbing equipment using alternate feet.Maintains balance using hands and body to stabilizeRuns with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstaclesCan balance on one foot or in a squat momentarily, shifting body weight to improve stabilityCan grasp and release with two hands to throw and catch a large ball or beanbag.Experiments with patting, pushing, kicking balls.Gain confidence on balance bikes.	<ul style="list-style-type: none">Can confidently and safely use most all of the equipment on offer in the setting.Runs with more fluency, avoiding obstacles.Can use a balance bike with confidence and is able to negotiate space.Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement (link to dance and gymnastics)Other moves (hopping, jumping etc) are more fluent and demonstrate developing control and graceIndependently uses climbing equipment, e.g. the obstacle course to travel with confidence and skill around, under, over and through.Throws balls in the direction of a target/peer, with increasing accuracy		<ul style="list-style-type: none">Skips on alternative feet with increasing fluency and controlDevelop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Develops confidence, competence, precision and accuracy when engaging in activities that involve a ball.Joins in with team games during PE lessons to help develop and practise skillsBegins to copy simple dance patterns with increasing confidence e.g. ‘Go Noodle’ <p><u>Gross Motor ELG</u></p> <ul style="list-style-type: none">ELG - Negotiates space and obstacles safely, with consideration for themselves and others.		

			<ul style="list-style-type: none">Attempts to catch large balls/beanbags by moving towards it.Shows increasing control when patting, pushing, kicking ballsUses smaller balls e.g. tennis balls/ ping-pong ballsUse their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	<ul style="list-style-type: none">ELG - Demonstrates strength, balance and coordination when playing.ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
<div>PE</div> <div></div>	Introduction to PE <ul style="list-style-type: none">To move around safely in spaceTo follow instructions and stop safelyTo develop control whilst using equipmentTo follow instructions and play safely in a groupTo follow a path and take turnsTo work co-operatively with a partner	Fundamentals <ul style="list-style-type: none">Develop co-ordination and create own movements (Firework dancing)To develop balancingTo develop running and stoppingTo develop changing directionTo develop jumpingTo develop hoppingTo explore different ways to travel over equipment	Dance <ul style="list-style-type: none">To copy, repeat and explore actions in response to a themeTo explore and remember actions in response to level, shape, direction.To explore movement using a prop, with control and co-ordinationTo move with control and co-ordination, expressing ideas through movement.To remember and repeat actions moving in time with the music.To explore actions in response to a theme and begin to use counts.LNy Dance	Gymnastics <ul style="list-style-type: none">To create short sequences using shapes, balances and travelling actions.To develop balancing and safely using apparatus.To develop jumping and landing safely from a height.To develop rocking and rolling.To explore travelling around, over and through apparatus. To create sequences using apparatus.	Ball Skills <ul style="list-style-type: none">To develop rolling a ball to a target.To develop stopping a rolling ball.To develop accuracy when throwing to a target.To develop bouncing and catching a ball.To develop dribbling a ball with your feet. To develop kicking a ball.	Games <ul style="list-style-type: none">Sports day practiceTo work safely and develop running and stopping.To develop throwing and learn how to keep scoreTo be able to play games showing an understanding of the different roles within it.To follow instructions and move safely when playing tagging games.To work co-operatively and learn to take turns. To work with others to play team games.
Fine Motor	<ul style="list-style-type: none">Can use a range of one handed tools competently, safely and confidently, such as pencils, paintbrushes, hairbrushes, toothbrush, scarves or ribbonsHolds scissors effectively to make snips in paper but may need support to cut around objects.Experiences using a knife to cut fruit.Creates lines and circles pivoting from the shoulder and elbow (<i>B5M</i>)Developing pencil grip - Holds pencil between thumb and two fingers, no longer using whole-hand grasp or	<ul style="list-style-type: none">I can form letters wellUses an effective (non-palmer) pencil gripUses scissors to cut out a simple shape independently, e.g. circle/square.Uses cutlery to eat with increased control and independence.Begins to use tools such as knives and peelers with increasing confidence and accuracy. Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.	<ul style="list-style-type: none">Begins to understand the need for a capital letter at the beginning of a sentence – able to write common capital letters to start a sentence ‘A’ / ‘I’Develop the foundations of a handwriting style which is fast, accurate and efficient.Forms most letters of the alphabet with correct formation.Working towards or using a tripod grip.Uses scissors with effective hand-positioning and with control.			


	<ul style="list-style-type: none"> holds pencil near point between first two fingers and thumb and uses it with good control. Copies letters when writing name or attempting to write initial sounds or words (not correct formation). 				<ul style="list-style-type: none"> Adds detail to drawings, e.g. eyelashes or windows on a house. <p><u>ELG – Fine Motor</u></p> <ul style="list-style-type: none"> Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Uses a range of small tools, including scissors, paintbrushes and cutlery. <p>Begins to show accuracy and care when drawing</p>	
Literacy Key texts to act as a stimulus	This is Me The Three Little Pigs Rosie’s Walk Room on the broom	We’re Going on a Bear Hunt Stick Man	Emily Jane’s Aeroplane Malala’s Magic Pencil The Ugly Five	Supertato A Superhero like You Zog and the flying doctors	Jack and the Beanstalk Betsy Buglove Saved the bees The Gigantic Jam Sandwich	The Big Blue Billy and the pirates Barry The Fish with Fingers The fish who could wish.
Author Focus (High presence in the book corner and as a voting story time option)	Julia Donaldson	Rachel Bright	Oliver Jeffers	Joseph Coelho	Eric Carle	Nadia Shireen
Comprehension	<ul style="list-style-type: none"> Show preference for a book, song or rhyme Can recall a key event in a story Listens carefully to stories, rhymes, non-fiction and songs, (1:1 and in small groups). Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to identify characters in the story Shows interest in illustrations and print in books and print in the environment Begins to act out familiar stories in play 	<ul style="list-style-type: none"> Can recall the key events in stories and facts from non-fiction Listens carefully to stories, rhymes, non-fiction and songs, (1:1 and in small groups). Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Can talk about what has happened in the story so far. Describes setting and principal characters. Acts out familiar stories in play using vocabulary from the story. 	<ul style="list-style-type: none"> Can use vocabulary that is influenced by their experiences of books in play. Suggests how the story might end. Can answer a range of questions about a story. Can sequence a familiar story using images. Can retell a story using vocabulary from the story. 	<ul style="list-style-type: none"> Can use vocabulary that is influenced by their experiences of books in play. Suggests how the story might end. Can answer a range of questions about a story. Can sequence a familiar story using images. Can retell a story using vocabulary from the story. Can demonstrate understanding when talking about what they have read Can repeat words or phrases to check my reading- rereading 	<ul style="list-style-type: none"> I am beginning to notice if my reading makes sense I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading 	<ul style="list-style-type: none"> Demonstrates an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay (ELG)

		<ul style="list-style-type: none"> Beginning to understand that information can be drawn from books. Can answer 'why' questions 				
Word Reading 	Phonic Sounds: RWI (Set 1) Whole class <ul style="list-style-type: none"> Handling books correctly Follow print left to right, top to bottom Can locate the title and blurb Segment and blend words orally 	Phonic Sounds: RWI Differentiated groups – Set 1 <ul style="list-style-type: none"> Link most sounds to letters Read most Set 1 letter sounds Beginning to blend and segment in order to read vc an CVC words Introduce tricky red words – set 1 Recognise rhyming words 	Phonic Sounds: RWI Differentiated groups <ul style="list-style-type: none"> I can locate and recall the title I can read some tricky red words – set 1 Can link all sounds to letters Can read simple words by blending sounds Check what I read makes sense and sounds right Beginning to read some letter groups (digraphs) and say one sound for them. Read Ditties 	Phonic Sounds: RWI Differentiated groups <ul style="list-style-type: none"> Read and understand simple sentences I can use phonic knowledge to read and decode regular words Read all set 1 red words I can re-read what I have written and check that it has all of the sounds I hear, as well as makes sense. I can read some letter groups (digraphs and trigraphs) and say one sound for them. Read Red books Read some set 2 red words and confidently read set 1 tricky words Begins to recognise some written names of peers, siblings or 'mummy/daddy'. 	Phonic Sounds: RWI Differentiated groups <ul style="list-style-type: none"> Say a sound for each letter in the alphabet Read at least 10 digraphs (ELG) Can read words consistent with my phonic knowledge by sound blending (ELG) Read Red and Green books 	Phonic Sounds: RWI Differentiated groups <ul style="list-style-type: none"> I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency Read Green and Purple books
Writing	<ul style="list-style-type: none"> Finding dominant hand Working towards tripod grip Mark making opportunities in CP Name writing Giving meaning to marks Writing initial sounds Use initial sounds to label characters / images. Writing for a purpose in role play Drawing and labelling walk to school Drawing a map of Woodley 	<ul style="list-style-type: none"> Name writing, labelling, Writing firework sounds Own version of ' Bear Hunt' story map Where is ted? (Positional phrases) Stickman labelling Christmas card writing Writing tricky words such as I, me, my, was to, the. Writing CVC words Writing for a purpose in role play Introduce red words – the, I 	<ul style="list-style-type: none"> Writing recipes (Making pizza) Writing CVC, CVCC, CCVC words. Writing captions Writing lists Writing letters (To the alien) Writing for a purpose in role play Writing opportunities in CP 	<ul style="list-style-type: none"> Form most lower case and some upper case correctly Creating own story maps, Writing captions and labels, Character descriptions Writing short sentences. Wanted poster (Evil Pea) Writing for a purpose in role play Writing opportunities in CP – 	<ul style="list-style-type: none"> Labels and captions – life cycles Beginning to use full stops Writing sentences to retell story Jack and the Beanstalk – Giant Character description Describing insects – making a non-fiction book Writing for a purpose in role play Writing opportunities in CP (Using familiar texts as a model for writing own stories – writing own fairy tales) 	<ul style="list-style-type: none"> Map making labelling – pirates Wanted poster (Character description – pirates) Seaside poems Writing sentences - beginning to use full stops, capital letters and finger spaces Non-fiction – writing facts (sea creatures) Writing a letter to their new teacher

	<ul style="list-style-type: none"> • Writing a shopping list • Writing recipe instructions (Pumpkin soup) 	<ul style="list-style-type: none"> • Writing opportunities in CP 		e.g. superhero peech bubbles		
<p>Maths (Whiterose Units)</p> 	<ul style="list-style-type: none"> • Matching Sorting • Comparing amounts • Compare size/mass/capacity • Exploring patterns 	<ul style="list-style-type: none"> • Representing and comparing 1,2,3 • Composition of 1,2,3 • Circles and triangles & • Spatial awareness • The number 4/ The number 5 • One more one less • Comparing shapes Night and day routines/time) 	<ul style="list-style-type: none"> • Zero and comparing numbers to 5 • Composition of 4 and 5 • Mass and capacity • Learning about 6,7 and 8 • Pairs and combining groups to 10 • Length and height 	<ul style="list-style-type: none"> • 9 and 10 • Comparing numbers to 10 • Number bonds to 10 • 3D shape • Consolidation 	<ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns/spatial reasoning • Adding more • Taking away 	<ul style="list-style-type: none"> • Doubles Sharing and grouping • Odd and Even • Spatial reasoning • Deepening understanding (x2 weeks) • Patterns • Consolidation
<p>Maths Knowledge and skills</p>	<ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking 		<ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	
<p>Knowledge and Understanding of the World</p>	<ul style="list-style-type: none"> • Know what a year is and what year we are in • Name months of year • Know and name the four seasons. 	<ul style="list-style-type: none"> • Talk about significant events in their own experience • Begin to develop understanding that people have different beliefs and 	<ul style="list-style-type: none"> • What do we need to travel? • Understanding and naming different modes of transport and what they are used for. 	<ul style="list-style-type: none"> • Understand that there are many different people that help us in the community and the different roles they play. 	<ul style="list-style-type: none"> • What does a plant need to grow? • Noticing growth, change and decay in plants • Parts of a plant • Caring for seedlings 	<ul style="list-style-type: none"> • Understanding more about signs of Summer and how the season changes from spring to summer (change in weather etc)

	<ul style="list-style-type: none"> • Know why the seasons change • To spot and name different types of weather. • Identifying members of their family and understand there are different types of family. • Can talk about what they do with their family and places they have been with their family. • Can draw similarities and make comparisons between other families e.g blended families / adopted / fostered • Identify different types of homes • Describe their home • Identify where we live – in England, UK • Discover amenities in Woodley • Begin to use maps to visualise a familiar journey – e.g. walk to school / Woodley. • Name and locate parts of the body. • Know it is important to look after my body • Can explain how I have changed since I was born. • Know I will grow and develop into an adult (life cycle of a human) • Can name the 5 senses • Celebrating differences – being unique 	<p>celebrate special times in different ways:</p> <ul style="list-style-type: none"> • To learn about different holidays and celebrations and why are they important to different people (Diwali, Christmas, Remembrance Day, Bonfire Night) • Understanding more about signs of autumn (changing colour of leaves, animals that hibernate etc). • Learn about woodland habitats, linked to understanding which animals are nocturnal and which animals hibernate. • Comparing old and new teddies • Exploring the forces of push and pull. 	<ul style="list-style-type: none"> • Dressing for hot and cold climates • Begin to understand that there are other countries in the world • Explore other countries through images, video clips, shared texts and other resources and compare to life in the UK. (Countries that reflect the countries of our class) • To learn about different holidays and celebrations and why are they important to different people (New Year, Lunar New Year, Valentines Day, Pancake Day). • Understanding more about signs of winter and how the season changes from autumn to winter (bare trees, changes in weather, ice) • Changes in materials (making pizza) 	<ul style="list-style-type: none"> • Learn about and ahve visits from. (Doctors, police, fireman, dentist) • Dental hygiene and why we need to look after our teeth. • Understanding more about signs of Spring and how the season changes from winter to spring (new life, growth (flowers, leaves on trees, changes in weather) • What does a plant need to grow? • To learn about different holidays and celebrations and why are they important to different people (Easter, Ramadam) 	<ul style="list-style-type: none"> • Name minibeasts and learn what an insect is, explore different minibeast habitats. • Compare and classify minibeastss. • Learn about what a life cycle is and explore the life cycle of a butterfly – real life butterflies. • Understanding that animals have baby animals and that these sometimes look the same and sometimes look different. • To learn about different holidays and celebrations and why are they important to different people (Eid-Al Fitr) • 	<ul style="list-style-type: none"> • Identifying the coast on a map and looking at features of the seaside. • Comparing seaside holidays past and present. • Exploring what floats and what sinks. • What materials are magnetic and why? • Learning about underwater habitats and the animals that live there. • Begin to learn about conservation and the effects of water pollution. •
<p>Expressive Arts and Design – Being Imaginative</p>	<p>Chn sing to themselves and begin to build a repertoire of simple songs inc. nursery rhymes.</p> <p>Chn move in response to music (e.g. using different movements for different sounds)</p> <p>Chn enjoy exploring the different sounds of instruments.</p> <p>Chn begin to develop a preference for forms of</p>	<p>Chn sing to themselves and begin to build a repertoire of simple songs inc. nursery rhymes.</p> <p>Begin to develop an understanding of how to move in time.</p> <p>Chn begin to make up rhythms</p> <p>Chn can tap out a repeated rhythm.</p> <p>Chn build stories around props e.g. farm animals needing</p>	<p>Children continue to build a repertoire of songs.</p> <p>Explore changing the words to make up their own versions of songs</p> <p>Chn explore how sounds can be changed and how different sounds can be made by playing an instrument differently.</p> <p>Chn introduce a narrative or storyline</p>	<p>Children continue to build a repertoire of songs.</p> <p>Begin to build a repertoire of simple poems.</p> <p>Chn continue to build a repertoire of dances by replicating choreographed dances, such as pop songs and traditional dances from around the world.</p>	<p>Continue to build a repertoire of simple poems.</p> <p>ELG: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG - Perform songs, rhymes and poems with others</p> <p>ELG - when appropriate try to move in time with music.</p> <p>ELG - when appropriate try to move in time with music.</p> <p>ELG- Chn invent, adapt and</p>	<p>ELG: Sing a range of well-known nursery rhymes and songs.</p> <p>ELG - Perform songs, rhymes and poems with others</p> <p>Begin to explore with different pitch – high and low.</p> <p>ELG - when appropriate try to move in time with music.</p> <p>ELG - when appropriate try to move in time with music.</p> <p>ELG- Chn invent, adapt and recount narratives and stories</p>

	<p>expression. Chn join in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Chn are able to recount a simple event or a significant experience e.g Christmas / Birthday.</p> <p>Chn use puppet and figure to retell familiar stories. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>rescuing from an armchair 'cliff'.</p> <p>They play alongside other chn engaged in the same play. Chn use puppet and figure to retell familiar stories.</p>	<p>into their play.</p> <p>Chn play cooperatively as part of a group to act out a familiar narrative</p>	<p>Chn explore how sounds can be changed and how different sounds can be made by playing an instrument differently. Chn are able to use a story map to support them in recounting a familiar story during role play or small world play.</p> <p>Chn are able to recount a simple event or a significant experience e.g Christmas / Birthday with increasing detail and accuracy.</p>	<p>recount narratives and stories with peers and their teacher;</p> <p>ELG – Perform stories and (other narratives) with others</p>	<p>with peers and their teacher;</p> <p>ELG – Perform stories and (other narratives) with others</p>
<h2>Expressive Art and Design – Creating with Materials</h2> <p>Use a range of drawing materials such as fingers, pencils, chalk, felt tips and wax crayons (on going)</p> <p>Work on a range of materials of different textures (e.g. playground, bark) - ongoing Children begin to capture their experiences and ideas through paint (on-going).</p> <p>Use different forms of 'paint,' such as mud and puddles, creating a range of artwork both abstract and figurative (on going)</p> <p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes, q-tips, sponges) - ongoing Chn use various construction materials (natural, junk-modelling, resources from the construction area) to create child-led 3d forms (on-going)</p>	<p>Chn understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Children draw simple representations of people, objects and events.</p> <p>Begins to explore adding sand or other materials to change the texture of paint.</p> <p>Use glue sticks and glue sponges to stick.</p> <p>Begins to develop fine motor strength to tear .</p> <p>Explores pushing, pulling and twisting a range of modelling materials to affect the shape – e.g. playdough/ clay.</p> <p>Begins to experiment with joining materials in different ways.</p> <p>Realises tools can be used for a purpose. Children begin to capture their experiences and ideas through sculpture and 3d modelling.</p>	<p>Chooses particular colours for a specific purpose 'e.g. Green grass'.</p> <p>Children draw simple representations of people, objects and events.</p> <p>Use glue spatulas to stick</p> <p>Begins to develop scissor skills to cut</p> <p>Chn begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>Joins construction pieces together to build and balance.</p> <p>Focus Artist: Kandinsky</p>	<p>Children's drawing skills become more refined – e.g. people have hands and fingers / houses may have doors and windows. Chn begin to explore how colours can be changed when painting independently and talk to an adult about what they notice.</p> <p>Joins items which have been cut, torn or glued. Expresses their thoughts and ideas with collage</p> <p>Makes independent choices about the materials that they will use to create their sculptures.</p> <p>Begins to experiment to create texture – e.g. using tools in clay Focus Art: Truck art from Pakistan</p>	<p>Children build on their observational skills and are encouraged to look more closely at objects and think about the shape, size and details that they can see when drawing. Begins to notice how using different application methods affect the texture of their painting.</p> <p>Tears with greater accuracy Uses scissors to cut with greater accuracy Makes independent choices about the materials that they will use to create their sculptures.</p> <p>Begins to experiment to create texture – e.g. using tools in clay Focus Artist: Roy Lichtenstein</p>	<p>-Produce lines of different thickness and tone when using a pencil</p> <p>-Start to produce different patterns and textures from observations, imagination and illustrations ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Tears and cuts with accuracy</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-Understand how adding white or black will affect the tone of the paint colour.</p> <p><u>ELG:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p><u>ELG:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Children construct with a purpose in mind to achieve a planned effect.</p> <p>Children manipulate materials,</p>

	Focus Artist: Frank Bowling				Focus Artist: Matisse	using different tools and techniques, to achieve a planned effect. Focus Artist: Alfred Wallis
Music GetSet4Music 	All About me To listen to music and respond with how the music makes me feel. To move my body to the music and play an instrument using a rhythm. To use my voice to speak and to sing and know how they are different. To use my singing voice to sing with others and begin to match pitch with movement. To keep a steady pulse and copy simple rhythms on an instrument. To explore instruments, match sounds and create music to show an emotion.	Nursery Rhymes To explore pitch To explore using instruments To explore music through movement considering pulse, tempo and pitch To explore changes in dynamics using instruments and voice. To identify instruments and their sounds to create sound effects To create new verses to songs and combine with movement.	All around the world To listen to music, describing instruments, dynamics and tempo To keep a steady beat, exploring contrasts in dynamics and tempo. To identify and match instrumental sounds and talk about the music I hear. To copy and perform simple dance steps. To listen to the beat of the pulse and move in time to it. To copy simple rhythm patterns on an instrument.	Traditional Tales To move in time with the music and copy simple rhythms. To create short rhythms and play music with others To co-ordinate simple actions to accompany singing. To sing and play loudly, quietly, quickly and slowly. To create a sequence of sounds. To combine movement, singing and playing	Mini-Beasts To listen to music and respond by talking, moving and mark making. To develop the singing voice and create simple actions to accompany song. To play percussion instruments to accompany a song. To respond appropriately to written symbols and create simple rhythms. To make comparisons about music. To create music based on a theme	Deep Blue Sea To sing alone and with others with an awareness of pitch. To move to music and respond appropriately to different sounds. To explore different sounds made by instruments and describe sounds referring to timbre. To develop an awareness of a steady beat. To copy and create simple rhythms. To respond appropriately to written symbols.
Computing	Technology around us.	Technology <ul style="list-style-type: none"> • Make marks on a digital device to communicate their ideas 	Technology <ul style="list-style-type: none"> • Identify everyday technology: links to technology at home • Talk about how everyday technology is controlled • Use a package to produce a picture on screen. 	Technology <ul style="list-style-type: none"> • To understand the basic functions of an iPad (home button, lock button and volume buttons • Understand that 'output' is the result of a trigger (pressing the play button) – children take a photo 	Technology <ul style="list-style-type: none"> • Using iPads - To navigate their way around an iPad and operate several apps confidently • Control a programmable toy around a maze. • To visit the computer room and learn how to log-on to the computers 	Technology <ul style="list-style-type: none"> • To log-on • To write their name on a word document

			<ul style="list-style-type: none">• Control a programmable toy	and record each other saying what they want to be when they grow up.		
	Online safety <ul style="list-style-type: none">• To tell an adult if they see something on a digital device that upsets them• To know not to give out any information about themselves• To know that not everything they see on the internet is true					