



## Crosby Ravensworth Primary School – Early Years Long term plan A

Our yearly planning is flexible in the Early Years and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children do not always fit with the planned topics. With this in mind we adapt our planning to the needs and interests of the children. Our topic headings are broad allowing us to adapt and allow for individual needs and interests to be explored. Below shows our focus for Reception children.

Preschool children will learn from their starting point following a baseline assessment on entry to school. They will be supported to become valued members of the class and school and use play based activities to meet the skills documented in Crosby Ravensworth's EYFS curriculum.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<i>I wonder who I am</i>	<i>I wonder what toys we all like</i>	<i>I wonder what makes a home</i>	<i>I wonder how we get there</i>	<i>I wonder how things grow</i>	<i>I wonder where I would find Minibeasts</i>
<b>Key Learning:</b> Children will be learning all about what is special about themselves. They will be looking at how they have changed over time. Children will learn about basic needs of humans, senses and body parts. Children will explore making marks and simple drawings using a variety of tools. They will begin to use simple devices safely.	<b>Key Learning:</b> Children will be learning all about toys in the past and present. Children will talk about their favourite toys. They will explore materials through a range of toys. Children will design and make a toy.	<b>Key Learning:</b> Children will learn about different types of house and talk about their own homes. Children will learn about safety in the home. Children will explore and learn more about our small rural village including map work.	<b>Key Learning:</b> Children will look at their own experiences of journeys. Children will be learning about different forms of transports from around the world. They will explore how different forms of transport have changed over time.	<b>Key Learning:</b> Children will have first-hand experience of how plants animals and humans change over time.	<b>Key Learning:</b> Children will explore and learn about minibeasts and their habitats. They will learn performance poems and will write about the lifecycle of a butterfly after watching it progress.

<b>Key Rhymes:</b> Head shoulders, knees and toes Autumn songs Wind the bobbin up One finger, one thumb keep moving If your happy and you know it Hokey Kokey	<b>Key Rhymes:</b> Humpty dumpty Grand old duke of York Wind the bobbin up Teddy bear touch the ground Miss Polly had a dolly... Teddy Bear, Teddy Bear Isn't it funny how a bear likes honey	<b>Key Rhymes &amp; Poems:</b> Little Bo Peep A little House (Poetry Basket) Chop Chop Choppity Chop (Poetry Basket) Cup of Tea (Poetry Basket)	<b>Key Rhymes &amp; Poems:</b> The big ship sails Down at the station Five little men in a flying saucer We're driving in our car Climb aboard the spaceship (Poetry Basket) Transportation poem	<b>Key Rhymes &amp; Poems:</b> A little seed (poetry Basket) Flowers (poetry Basket) Leaves are green (poetry Basket) Digging (poetry Basket) Mary, Mary quite contrary Old MacDonald	<b>Key Rhymes &amp; Poems:</b> Creepy Crawlies (Poetry Basket) Bugs (Poetry Basket) Buster the fly (Poetry Basket) Caterpillar (Poetry Basket) The spider (Poetry Basket) Bees (Poetry Basket) Where is the beehive?
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<b>Key Texts:</b> Peace at Last Everywhere Bear The enormous turnip The little red hen Handa's surprise The colour monster Wilfred Gordon McDonald Partridge	<b>Key Texts:</b> Dogger Toys in Space Traction Man Old Bear stories This is the Bear stories Where's My Teddy? Harry & Dinosaur collection	<b>Possible Texts:</b> Let's build a house The three little pigs Goldilocks and the three bears	<b>Possible Texts:</b> The Naughty Bus The train Ride Up, up, up in a balloon	<b>Possible Texts:</b> The tiny seed Jack and the Beanstalk Errol's Garden	<b>Possible Texts:</b> Super worm Mad about minibeasts What the Ladybird Heard Yucky Worms The Bug Collector
<b>Links to KS1 Curriculum:</b> Science – Animals including humans PHSE – Friendships History – Chronology (How am I making History) RE – The Bible/Harvest festivals Art – Drawing Computing – IT skills	<b>Links to KS1 Curriculum:</b> RE – Christmas Science – Everyday Materials PSHE – Being responsible History – Changes over time (How have toys changed?) DT – Textiles: Puppets Computing: Programming	<b>Links to KS1 Curriculum:</b> Geography – Where am I? Science – animals including humans B, Seasons Computing – Digital art paint— Draw a house and write text to go with it	<b>Links to KS1 Curriculum:</b> History – How did we learn to fly? DT – Mechanisms: Wheels and Axles (Workshop day)	<b>Links to KS1 Curriculum:</b> Geography – The Weather Science – Plants A, Seasons	<b>Links to KS1 Curriculum:</b> Science – Living things in their habitat A, Seasons Geography – Would you prefer to live in a hot or cold place?

<b>Visits:</b> Salvation Army Library visit Harvest Festival service Visit from a baby	<b>Visits:</b> Penrith Museum Visit from older person to talk about toys when they were young	<b>Possible Visits:</b> Walk around local village	<b>Possible Visits:</b> Transport trip; Windermere Steamer, Haverthwaite, Motor Museum, Jetty Museum	<b>Possible Visits:</b> Susans Farm, Houghton Acorn Bank Sainsburys Vista veg	<b>Possible Visits:</b> Possible Farm (Class 1 Summer Trip?) Eden Rivers Trust / YDNP –river dipping Cliburn Moss Butterfly House Lancaster Bee Man
<b>Personal, Social and Emotional Development</b> •Build friendships with their peers and how to respect others •Learn rules and behaviour expectations of school •Washing hands <ul style="list-style-type: none"> <li>Shows confidence &amp; self-esteem through being more outgoing towards people, taking risks &amp; trying new things or social situations &amp; being able to express their needs &amp; asks adults for help</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing &amp; drying hands</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>		<b>Personal, Social and Emotional Development</b>  Children will be encouraged to work together to solve problems instead of coming to adults. They will work together to produce different representations of homes and talk about their own. They will explore different homes, recreate stories and develop their own imaginative ideas.	<b>Personal, Social and Emotional Development</b>  Children will be encouraged to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas.  Children will understand how the natural environment helps their mental health as well as their physical health.	<b>Personal, Social and Emotional Development</b>  Children will be supported to confidently identify and moderate their own feelings socially and emotionally. They will be encouraged to show resilience and perseverance in the face of challenge. Children will be able to talk about the different factors that support their overall health and wellbeing.	<b>Personal, Social and Emotional Development</b>  Children will be encouraged to talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Children will play cooperatively, taking turns and compromising to avoid conflict. We will explore how to stay safe and who to contact if we need help.

<ul style="list-style-type: none"> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>• Can describe their competencies, what they can do well &amp; are getting better at describing themselves in positive but realistic terms</li> <li>• Build constructive and respectful relationships</li> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Further develop the skills they need to manage the school day successfully: lining up &amp; queuing, mealtimes, personal hygiene</li> <li>• Express their feelings and consider the feelings of others</li> </ul>	<p>They will begin to develop independence in their play, selfcare and learning. They will develop the skills and knowledge to be safe around the classroom.</p> <p>In our PSHE sessions children will meet the rainbow drops and help solve dilemma's linked to the needs of the class using 'in the moment' planning. These may include 'Blue learns to share', 'Orange moves house', 'Rainbow helps at home' and 'Orange brushes her teeth'.</p>	<p>Children will be encouraged to show sensitivity to others ideas and needs.</p> <p>In our PSHE take part in sessions called 'Healthy Me!' Children will think about how food, exercise, sleep, keeping clean and stranger danger impacts on their whole health.</p>	<p>In our PSHE sessions children will discuss how to make friends, how to solve problems and how they can help themselves when they feel upset or hurt. By the end of the term they will know how to be a good friend..</p>	<p>In our PSHE sessions will be looking at 'Changing me.' They will explore how they have changed from a baby, the parts of their body and how they are different from others, how they feel, act during change (especially with the move to year 1 approaching) and talk through worries and things they look forward to.</p>
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<p><b>Communication and Language</b> <b><u>Continuous throughout the year</u></b></p> <ul style="list-style-type: none"> <li>Understand a question/instruction</li> <li>Sing songs and rhymes</li> <li>Continue to develop communication, use of vocabulary and pronunciation</li> </ul> <ul style="list-style-type: none"> <li>Focusing attention and listening in a larger group.</li> <li>Speaking in more complex sentences</li> <li>Ask and respond appropriately to questions</li> </ul>	<p><b>Communication and Language</b></p> <p>Children will take part in a range of speaking, listening and drama activities over the term. They will be encouraged to answer 'how' and 'why' questions to explain their knowledge.</p> <p>Children will be encouraged to express themselves effectively, showing awareness of listeners' needs.</p> <p>Children will retell full stories (beginning, middle and end).</p> <p><b>Vocabulary</b> linked to books, parts of a house and names of houses around the world eg cabin, castle, tepee.</p>	<p><b>Communication and Language</b></p> <p>Children will listen to stories and poems linked to transport, acting out and sequencing the stories. They will talk about the different transport that they have used, including how they travel to school.</p> <p>Children will continue to take part in Show and Tell and will develop listening in order to ask questions on what they have heard and check understanding.</p> <p>Children will be encouraged to use vocabulary linked to transport during their play and retell stories and poems that they know.</p> <p><b>Vocabulary</b> Linked to vehicles and transport including vehicles around the world.</p>	<p><b>Communication and Language</b></p> <p>Children will have opportunities to confidently talk in small groups and full classes.</p> <p>They will hold a back and forth conversation with an adult and peers and use vocabulary from stories they have heard. Children will be encouraged to articulate their ideas and thoughts in well-formed sentences.</p> <p>We will use rhyme and role play to experiment with words.</p> <p>They will retell stories, recalling the beginning middle and end.</p>	<p><b>Communication and Language</b></p> <p>Children will use play to explore where we might find minibeasts, talking about what can be seen, how they can help them survive and what they like/dislike about them</p> <p>Children will be encouraged to listen and respond to other children and adults in a variety of situations.</p> <p>Children will develop narratives and explanations by linking their ideas and experiences.</p> <p>They will be encouraged to use vocabulary from stories or topic related in their play.</p>
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<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>→ Can balance on one foot or hold a pose momentarily, shifting body weight to improve stability</li> <li>Walks down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance &amp; stability</li> <li>Go up steps and climbing equipment using alternate feet</li> <li>In partnership with another, move large items</li> <li>Develop their movement, balancing, riding (scooters, trikes &amp; bikes)</li> <li>Use large muscle movements to wave flags &amp; streamers, paint &amp; make marks</li> <li>Use a comfortable grip with good control when holding pens &amp; pencils</li> <li>Show a preference for a dominant hand</li> <li>Get dressed independently</li> <li>Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as slithering, shuffling, rolling, crawling, jumping, running, skipping, hopping, climbing &amp; sliding</li> <li>Combine different movements with ease &amp; fluency</li> <li>Develop overall body strength, coordination, balance &amp; agility</li> <li>Conclude movements in balance and stillness</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Increasingly able to use &amp; remember sequences &amp; patterns of movements which are related to music &amp; rhythm</li> <li>Use large muscle movements to wave flags &amp; streamers</li> <li>Develop ability to move in different ways eg. hop, skip and jump with two feet</li> <li>Get dressed independently</li> <li>Use a comfortable grip with good control when holding pens &amp; pencils</li> <li>Show a preference for a dominant hand</li> <li>Initiates new combinations of movements &amp; gestures to express &amp; respond to feelings, ideas &amp; experiences</li> <li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</li> <li>Explore &amp; engage in dance, performing solo or in groups</li> <li>Develop control and grace and begin to move in a fluent style</li> <li>Safely use gymnastics apparatus</li> <li>Develop overall body strength, coordination, balance &amp; agility</li> <li>Develop skills for meal times, queuing and eating food</li> <li>Develop fine motor skills when using large needles and thread</li> </ul>	<p><b>Physical Development</b></p> <p>Children will know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children will be supported to develop their small motor skills so that they can use a range of tools competently, safely and confidently. eg pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Children will be reminded to use a tripod grip when holding pencils and crayons. Having daily opportunities of name/CVC writing activities, threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Children will have opportunities to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Children will explore different ways to travel during Forest School sessions and alter their ways to meet the different terrains.</p>	<p><b>Physical Development</b></p> <p>Children will have a variety of opportunities to independently develop the use of using tools safely.</p> <p>They will explore staying safe whilst creating different transport models.</p> <p>Fine motor and gross motor activities will continue to help develop strength for writing.</p> <p>In PE children will focus on fundamental skills and team games. Developing skills to jump, roll, land safely and with precision. Children will begin working with friends in a team – taking turns with adult support.</p>	<p><b>Physical Development</b></p> <p>Children will hold a pencil or crayon effectively for writing and drawing, using a tripod grip.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Children will use fine motor skills to draw, taking time which allows for accuracy and care.</p> <p>Children will have confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Children will march/run for coordination.</p> <p>Children will run safely on whole foot, varying the pace depending on distance.</p> <p>Children will work alongside Robins class to have confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Children will experiment with different ways of throwing under/overarm.</p> <p>Children will experiment with different ways of jumping.</p> <p>Children will work with friends in a team – taking turns effectively.</p> <p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p><b>Physical Development</b></p> <p>Children will spend more time building their fine motor control, including using tools confidently. They will explore the effects of activity on their bodies and explore how food and exercise can change our bodies.</p> <p>Children will work alongside Robins class to march/run for coordination.</p> <p>Children will run safely on whole foot, varying the pace depending on distance.</p> <p>Children will experiment with different ways of jumping – measuring with various objects.</p>
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• Use core muscle strength  
to achieve a good posture when

Children will negotiate space  
successfully when playing racing

Children will develop overall body  
strength, balance, co-ordination  
and agility.

<i>sitting at a table or sitting on the floor</i> <ul style="list-style-type: none"><li>• <i>Develop fine motor skills to use a range of tools</i></li><li>• <i>Develop skills for meal times, queuing and eating food</i></li></ul>		<i>or chasing games, adjusting speed or changing direction to avoid obstacles.</i>			
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<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Recognise words with the same initial sound</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Sings to self and makes up simple songs</li> <li>• Creates sounds, movements, drawings to accompany stories</li> <li>• Joins in with songs and rhymes</li> <li>• Learn new vocabulary</li> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Enjoys an increasing range of print &amp; digital books, both fiction and non-fiction</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Able to use language in recalling past experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul> <ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Uses a pencil and holds it effectively</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> </ul>	<p><b>Literacy:</b></p> <p>Daily Rocket Phonics sessions will continue. We are beginning to write captions to match our pictures, looking at letter formation whilst we go.</p> <p>We will share non-fiction texts, stories and poems about different types of homes, who lives there and what happens in a home.</p> <p>Children will continue to use their phonic skills to read words and sentences linked to the sounds they know.</p> <p>Children will use their Maths knowledge of shape to help recreate their home through art.</p>	<p><b>Literacy:</b></p> <p>Children will blend the sounds they know to build words. They will continue to use our daily Rocket phonic sessions to develop this skill further.</p> <p>They will use these skills to write CVC words, labels, captions and short sentences.</p> <p>We will link activities to quality texts and encourage the use of new vocabulary found in them.</p> <p>They will use transport poems to develop rhyme and use story language to make their own poems and stories. Making up stories with themselves as the main character.</p> <p>Children will continue to learn tricky words in Rocket Phonics sessions.</p>	<p><b>Literacy:</b></p> <p>Children will begin to build speed when reading familiar words.</p> <p>Children confidently use story telling language such as once upon a time, one day, suddenly, then/ next, finally and they all lived happily ever after.</p> <p>We will read a variety of fiction, non-fiction and poems linked to growing.</p> <p>Children will have writing opportunities and be encouraged to use finger spaces between each word.</p>	<p><b>Literacy:</b></p> <p>Daily phonics sessions will continue. Children will read simple sentences, recognising some high frequency words quickly.</p> <p>Children will explore poems, stories and Non-fiction books linked to the minibeasts and make mini books to match what they have learnt.</p> <p>Children will have opportunities to write about what they have learnt using their phonics skills to aid spelling. Completing sentences which can be read by others, some will use finger spaces and begin to use full stops.</p>
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<ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them</li><li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li><li>• Learn rhymes, poems and songs</li><li>• Listen carefully to stories</li></ul>				
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<p><b>Mathematics:</b>  <b>WhiteRose</b>  <i>Getting to know you</i></p> <ul style="list-style-type: none"> <li>- Baseline</li> </ul> <p><i>Just like me</i></p> <ul style="list-style-type: none"> <li>- Match and sort</li> <li>- Compare amounts</li> <li>- Compare size, mass and capacity</li> <li>- Exploring patterns <i>It's me 1, 2, 3!</i></li> <li>- Representing 1, 2 &amp; 3</li> <li>- Comparing 1, 2 &amp; 3</li> <li>- Circles and triangles</li> <li>- Positional language</li> </ul> <p><i>Light &amp; dark</i></p> <ul style="list-style-type: none"> <li>- Representing numbers to 5</li> <li>- One more or less</li> <li>- Shapes with 4 sides</li> <li>- Time</li> </ul> <p><b>Mastering Number</b></p> <ul style="list-style-type: none"> <li>- identify when a set can be subitised and when counting is needed</li> <li>- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>- spot smaller numbers 'hiding' inside larger numbers</li> <li>- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>- 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</li> </ul>	<p><b>Focussed Mathematics sessions:</b>  <b>WhiteRose</b>  <i>Alive in 5!</i></p> <ul style="list-style-type: none"> <li>- Introducing zero</li> <li>- Comparing numbers to 5</li> <li>- Composition of 4 &amp; 5</li> <li>- Compare mass</li> <li>- Compare capacity</li> </ul> <p><i>Growing 6, 7, 8</i></p> <ul style="list-style-type: none"> <li>- 6, 7 &amp; 8</li> <li>- Combine two amounts</li> <li>- Making pairs</li> <li>- Length and height</li> <li>- Time</li> </ul> <p><i>Building 9 &amp; 10</i></p> <ul style="list-style-type: none"> <li>- Counting to 9 &amp; 10</li> <li>- Comparing numbers to 10</li> <li>- Bonds to 10</li> <li>- 3-D shapes</li> <li>- Spatial awareness</li> <li>- Patterns <b>Mastering Number</b></li> <li>- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>- 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</li> <li>- focus on equal and unequal groups when comparing numbers</li> <li>- understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>- sort odd and even numbers according to their 'shape'</li> </ul>	<p><b>Focussed Mathematics sessions:</b>  <b>WhiteRose</b>  <i>To 20 and beyond!</i></p> <ul style="list-style-type: none"> <li>- Build numbers beyond 10</li> <li>- Count patterns beyond 10</li> <li>- Spatial reasoning</li> <li>- Match, rotate, manipulate</li> </ul> <p><i>First, then, now</i></p> <ul style="list-style-type: none"> <li>- Adding more</li> <li>- Taking away</li> <li>- Spatial reasoning</li> <li>- Compose and decompose</li> </ul> <p><i>Find my pattern</i></p> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Sharing and grouping</li> <li>- Even &amp; Odd</li> <li>- Spatial reasoning</li> <li>- Visualise and build</li> </ul> <p><i>On the move</i></p> <ul style="list-style-type: none"> <li>- Deepening understanding</li> <li>- Patterns and relationships</li> <li>- Spatial mapping</li> <li>- Mapping <b>Mastering Number</b></li> <li>- continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>- compare quantities and numbers, including sets of objects which have different attributes</li> <li>- 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</li> <li>- begin to generalise about 'one more than' and 'one less than' numbers within 10</li> </ul>
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<ul style="list-style-type: none"> <li>- 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</li> <li>- compare sets of objects by matching</li> <li>- begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<ul style="list-style-type: none"> <li>- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>- order numbers and play track games</li> <li>- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul> <p>Children will play games on tablets linked to Mathematics eg WRM 1 minute maths</p>	<ul style="list-style-type: none"> <li>- continue to identify when sets can be subitised and when counting is necessary</li> <li>- develop conceptual subitising skills including when using a rekenrek</li> </ul>
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<p><b>Understanding of the World</b></p> <ul style="list-style-type: none"> <li>Remembers &amp; talks about significant times or events for family &amp; friends</li> <li>Begin to make sense of own lifestyle &amp; family's history</li> <li>Retell past events in correct order</li> <li>Asks who, what, when &amp; how</li> <li>Develop an understanding of growth and changes over time</li> <li>Show an interest in photographs, videos, visitors</li> <li>Preserve and talk about memories of special events e.g. make a book, video, photos</li> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? Because</li> <li>Develop positive attitudes about the differences between people</li> <li>Know some of the things that make them unique, &amp; can talk about some of the similarities &amp;</li> </ul>	<p><b>Understanding of the World</b></p> <ul style="list-style-type: none"> <li>Show an interest in photographs, videos, visitors</li> <li>Understand why and how questions</li> <li>Observe how toys have changed over time</li> <li>Enjoys joining in with family customs &amp; routines</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Use all their senses in hands-on exploration of natural materials</li> <li>Explore collections of materials with similar and/or different properties</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating &amp; sinking</li> <li>Comment on images of familiar situations in the past</li> <li>Explore how things work</li> <li>Understand and use vocabulary such as: I can see, I saw, same,</li> </ul>	<p><b>Explore Understanding the World</b></p> <p>Children will be encouraged to recognise some similarities and differences between their homes, homes around this country and homes in other countries.</p> <p>When looking at different countries children will hear and use geographical words such as polar, beach, coast, soil, hill, mountain and rainforest.</p> <p>Children will look at physical features of different landscapes. They will explore the animals found in different countries. How some of these things are the same and different.</p> <p>Children will use a Globe and Atlas with support and be asked 'What do you notice?'</p> <p>Through short focussed RE sessions and play opportunities children will explore the stories Jesus heard and told.</p>	<p><b>Explore Understanding the World</b></p> <p>Children will look at the importance of transport and how it has changed over the years.</p> <p>They will experimenting with building vehicles and gain an understanding of materials and technology.</p> <p>Children will draw information from a simple map of our local area to direct their mode of transport.</p> <p>Through short focussed RE sessions and play opportunities children will further explore the stories Jesus told and why we celebrate Easter.</p> <p>Children will direct BeeBots and Rugged Robots</p>	<p><b>Understanding of the World</b></p> <p>We will plant beans, watch caterpillars change into butterflies, look at life cycles and animals and their young.</p> <p>Children will make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>We will look at how our Forest School area changes when things start to grow.</p>	<p><b>Understanding of the World</b></p> <p>To be finalised</p>
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<p>differences in relations to friends &amp; family</p> <ul style="list-style-type: none"> <li>Look at key stages of development from birth to adult</li> <li>Name &amp; identify body parts</li> <li>Use senses to explore the world around them</li> <li>Observe changes in the seasons</li> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> <li>Know how to handle equipment safely</li> <li>To know that some people are older than others</li> <li>Begin to use common words and phrases for the passage of time</li> <li>Begin to sequence events when describing them</li> <li>Recount activities that happened in their past</li> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> <li>Listen to and talk about nonfiction books related to the topic to develop new knowledge</li> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> </ul>	<p>different, similar, change, what happened? because, explain</p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs &amp; routines</li> <li>Explore technology.</li> <li>Repeat an action with technology to trigger a specific outcome.</li> <li>Recognise the success or failure of an action.</li> <li>Follow simple instructions to control a digital device. Recognise that we control computers.</li> <li>Input a short sequence of instructions to control a device.</li> <li>Use talk to help work out problems, explaining how things work and why they might happen.</li> <li>Observe &amp; interact with natural processes, such as ice melting, light travelling through transparent material, an object casting a shadow, a magnet attracting an object &amp; a boat floating on water</li> </ul>	<p>Children will explore technology to take pictures and videos</p>			
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• Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

<ul style="list-style-type: none"> <li>• Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li> <li>• Talk about members of their immediate family &amp; community • Describe what they see, hear &amp; feel</li> <li>• Identify different parts of their body &amp; animals</li> <li>• Have some understanding of growth and change</li> <li>• Observe changes in the seasons</li> <li>• Use different digital devices.</li> <li>• Recognise that you can access content on a digital device.</li> <li>• Use a mouse, touchscreen or appropriate access device to target and select options on screen.</li> <li>• Recognise the basic parts of a computer, e.g. mouse, screen, keyboard.</li> <li>• Begin to give reasons why we need to stay safe online</li> </ul>					
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<p><b>Expressive Arts and Design</b> • Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</p> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools</li> <li>• Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li> <li>• Notice what other children &amp; adults do, mirroring what is observed</li> <li>• Discuss likes &amp; dislikes about artwork</li> </ul>	<p><b>Expressive Arts and Design</b> • Develop own ideas &amp; decide which materials to use to express them</p> <ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan</li> <li>• Develop new skills &amp; techniques • Use one handed tools and equipment; scissors to snip</li> <li>• Join materials in different ways</li> <li>• <i>Develop own ideas through experimentation with diverse materials to express &amp;</i></li> </ul>	<p><b>Expressive Arts and Design</b></p> <p>Children will have a go at drawing homes/houses from observation and printing independently to create a pattern.</p> <p>Children will have opportunities to sculpt with salt dough.</p> <p>Children will listen to music and songs from around the world and tap a beat/ clap in time (pulse). Use Charanga modules.</p>	<p><b>Expressive Arts and Design</b></p> <p>Children will explore mixing colours and using tools and joining materials for a planned purpose (vehicles).</p> <p>They will sing songs linked to transport and explore the sounds vehicles make.</p> <p>Charanga modules</p>	<p><b>Expressive Arts and Design</b></p> <p>Charanga modules – Big Bear funk Tap a beat/ clap in time to a piece of music/simple song. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>We will explore the artist Vincent Van Gogh with his painting of sunflowers.</p>	<p><b>Expressive Arts and Design</b></p> <p>Children will have a go at drawing an object from observation. They will print independently to create a pattern or image.</p> <p>Through junk modelling children will evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them.</p> <p>Children will work together sharing ideas, resources and skills.</p>
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<ul style="list-style-type: none"> <li>• Take part in pretend play</li> <li>• Begin to make small worlds</li> <li>• Hold a pencil/paintbrush and other tools comfortably.</li> <li>• Use a variety of drawing &amp; painting tools – pencils, pens, wax crayons and chalk, brushes.</li> <li>• Begin to explore different lines – thick, thin, wavy, straight.</li> <li>• Draw from imagination. Draw from observation, noting elements such as shape &amp; colour,</li> <li>• Talk about what they have produced.</li> <li>• Draw objects/people who are important to them.</li> <li>• Learn about a few key artists – begin to identify features of their art work and what they find interesting.</li> <li>• Respond imaginatively to artworks &amp; objects</li> <li>• Develop storylines in pretend play</li> </ul>	<p><i>communicate their discoveries &amp; understanding</i></p> <ul style="list-style-type: none"> <li>• <i>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</i></li> <li>• <i>Discuss problems &amp; how they might be solved</i></li> <li>• <i>Use different techniques for joining materials</i></li> <li>• <i>Develop control when using tools such as scissors, staplers and clay tools.</i></li> <li>• <i>Watch and talk about dance and performance art, expressing their feelings and responses.</i></li> </ul>	<p>Children will be encouraged to sing in a group or on their own, to explore and engage in using instruments to make music and to dance, performing solo or in groups.</p> <p>Draw houses using technology</p>	<p>Children will be challenged to use instruments to recreate the sounds and rhythms.</p> <p>There will be opportunities for children to recreate the roles of transport drivers and make resources to develop the play experiences e.g. bus driver.</p>	<p>Children will use collage to experiment with colour, design, texture, form and function.</p>	<p>Children will listen to music and tap a beat/ clap in time to a piece of music/simple song. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>
<p><b>Key events:</b></p> <p>Harvest</p> <p>Black History Month</p> <p>World Space Week</p> <p>World Mental Health Day</p> <p>National Fitness Day</p> <p>Recycle Week</p>	<p><b>Key Events:</b></p> <p>Halloween</p> <p>Remembrance Day</p> <p>Anti-Bullying Week</p> <p>Bonfire Night</p> <p>Diwali/Hannukah</p> <p>Advent/Christmas</p> <p>Children in Need</p> <p>School Play</p> <p>Community Lunch &amp; party</p>	<p><b>Key Events:</b></p> <p>Lunar New Year</p> <p>Children's mental Health Week</p> <p>Pancake day</p> <p>Valentine's day</p> <p>Chinese New Year</p> <p>Internet safety day</p>	<p><b>Key Events:</b></p> <p>Easter</p> <p>British Science Week</p> <p>Holi – Festival of spring, love and new life</p> <p>Comic Relief</p> <p>World Book Day</p> <p>Mothering Sunday</p>	<p><b>Key Events:</b></p> <p>Earth Day</p> <p>Anti-Bullying day</p> <p>VE Day</p> <p>Mental Health Awareness Week</p> <p>Walk to School Week</p> <p>Road safety Week</p>	<p><b>Key Events:</b></p> <p>Father's Day</p> <p>World Environment Day</p> <p>World Music Day</p>