



Reception Long Term Plan

Year R

Autumn Term

Spring Term

Summer Term

Theme



Autumn 1
Marvellous Me!

Autumn 2
Fantastic Festivals!

Spring 1
Everyday Superheroes!

Spring 2
We're on the move!

Summer 1
Down at the Bottom of the garden

Summer 2
Under the sea

Weekly Themes

1. Welcome
2. All About Me!
3. My Body!
4. My Family!
5. My Friends!
6. Families
7. My Locality

1. Let's Celebrate
2. Birthdays around the world
3. Fabulous Food
4. Celebration of Light
5. Celebration of Seasons
6. Christmas and New Year

1. Police
2. Fire
3. Dentist
4. Hospitals
5. Road Safety
6. Bakers or Builders (depending on children's interests)

1. By road
2. By sea
3. By Air
4. Through space
5. On Land
6. Easter

1. Growing Food
2. Farms
3. Foods from different countries
4. Life cycles – Butterflies
5. Useful bugs – Bees
6. Environmental change

1. Where lands meet sea
2. Who lives at the sea?
3. Who lives below the sea?
4. Save the planet
5. Save the planet
6. Around the world
7. Who lives below the sea – friendship (transition)

Core Texts

- Colour monster
- Super Duper You!
- Argh! There's a skeleton inside you! /Hair Love
- In Every House, on Every Street!
- The Everywhere Bear
- Goldilocks and the three bears
- The Three Little Pigs

- Let's Celebrate -Special Days around the world or The Scarecrow's Wedding
- Harry and the dinosaurs have a happy birthday!
- The Gingerbread Man
- Little Glow!
- Stickman
- The Jolly Christmas Postman!

- Burglar Bill
- The dragon with the blazing bottom
- Alans big scary teeth
- Sometimes
- Runaway Signs
- Mr Wolfs Pancakes or Let's Build a House

- The Naughty Bus
- Who Sank the boat?
- Emma-Jane Aeroplane
- Astro Girl
- We're Going on a Bear Hunt
- Easter = Supertato and the great eggscapes

- Jack and the beanstalk
- What the ladybird heard?
- Handa's Surprise
- The Very Hungry Caterpillar
- Omar the bees and me!
- Old Enough to save the planet

- 1. The Snail and The Whale
- 2. The Lighthouse Keeper's Lunch
- 3. Commotion in the Ocean
- 4. Somebody swallowed Stanley
- 5. Rocket says 'Clean up'
- Lost and Found
- Rainbow Fish

Tier 2 Vocabulary

Please see vocabulary progression grid- vocabulary in the environment.

Tier 3 Vocabulary

Welcome
feeling
emotion
happy
sad
Angry
Scared
Excited
Worried

Celebrations
celebrate
equalities
same
difference
unique
special

Police
emergency
uniform
help
rescue
support
services
careers
danger
fingerprint

On the Road
car
train
bus
traffic
land
landmark
building

Growing Food
grow
fruit
vegetable
change
describe
watch/observe
ground
above
below
hot
cold

Beach Safety
safety
sun
sea
beach
sand
ocean
land
wave
weather
hot
cold
wind

All about me
unique
fingerprint
Like
Dislike
Special
Past
Present

My Body
body
healthy
unhealthy
grow
hydrate
exercise
change
different
same

My Family
family
relative
sibling
mother
father
brother
sister
grandparent

My Friends
special
friend
kind
share
thoughtful
like
dislike

Families
change
same
Different

My Locality
house
flat
map
country
safety
same
different
local
touch/feel
hear
see
taste
smell
hot
cold
weather

Birthdays
birthday
family
tradition
belief
religion
acceptance

The Gingerbread Man
taste
smell
same
different
culture
acceptance

Little Glow
celebrate
culture
tradition
belief
religion
light

Stickman
winter (season)
journey
emotion (how is stickman feeling)

Christmas
Christmas
weather
celebrate
culture
Hannakah

Firefighters
emergency
uniform
help
rescue
support
services

Dentist
teeth
tongue
gum
lips
clean
oral
hygiene
brush
healthy
unhealthy

Hospitals
hospital
doctor
nurse
hurt
help
care
medicine
emergency
first aid
bandage
operation
x-ray

Road Safety
safety
danger
help
support
rescue
emergency
first aid
sun
road
water

Bakers
ingredients
Whisk
Flour
Batter
Bake
Recipe

On The Sea
sea
boat
float
sink
holiday
beach

In the Air
air travel
hot air balloon
aeroplane
holiday
beach
suitcase
landmark
building

Up in Space
space
rocket
astronaut
planet

On Land
over
under
through
next to
behind
journey
travel

Easter
cross
Palm Sunday
Disciples

Farms
farm
tractor
land
field
soil
barn
crop
hay
grow

Food from different countries
country
describe
taste
smell
cook
boil
roast
raw
safety

Life Cycles
egg
Lava
Chrysalis
Pupa

Useful Bugs – Butterflies/Bees
pollen
grow
change
helpful
useful
minibeast
honey
worker
queen

Environmental change
same
different
change
extinct
habitats

Who Lives at The Seaside?
sea creature
seaside
land
animal
float
sink
crab

Who Lives Below the Sea?
sea creature
fish
octopus
seal

Conservation
pollution
recycle
reuse
reduce
plastic
material
help
teamwork

Conservation
pollution
recycle
reuse
reduce
plastic
material
help
teamwork

Around the World
South Pole
ocean
Harbour
Journey

Rainbow Fish
octopus
coral reef
Shimmer

wind
sun

The skin you live in
The Colour Monster
Princess and the Pea
Families, families, families
I love us!
Not all princesses wear pink
We're different, We're the same
Tomas loves
Daisy eat your peas
I want to do it by myself
Guess how much I love you
All are welcome
The skin you live in
The Same but different
Where are you from?
Pink is for boys
My shadow is pink
Susan laughs
Rhymes and Songs
Grand Old Duke of York
Head, Shoulders, Knees and Toes
Finger Family Song

Have you filled a bucket today?
Little Red Hen
Look up!
Mr. Men Little Miss Happy Diwali
3 Little Pigs (Materials and house types)
3 Little Pigs from the wolf's perspective
Lunch at 10 Pomegranate Street
The Colour of Us
Not Now Noor
Rhymes and Songs
5 current buns

Traditional tale: The Three Billy Goats Gruff
Supertato
Jolly Postman
Cops and Robbers
Franklin goes to hospital
Visit to the dentist
Kindness is my superpower
Rhymes and Songs
Miss Polly had a Dolly
Humpty Dumpty
Jack and Jill
Monkey's on the bed

Traditional Tale: Little Red Riding Hood
I am Amelia Earhart
My two Blankets
Room on the broom
Rhymes and Songs
Row, row, row your boat
Wheels on the bus

Traditional Tale: The Enormous Turnip.
Caterpillar to Butterfly
Seed to Sunflower
The Growing Story
Cleversticks
Oliver's Vegetables
10 seeds
Tidy
Wonderful worms
Wiggling worms at work
Superworm
Willbee the Bumblebee
Bee and me
Bee
Do you love bugs?
A butterfly is patient
10 things I could do to help my world
Captain green and the plastic scene
Rhymes and Songs
Vegetable counting song (1 potato, 2)

The Beach Poem by Michael Rosen
Tiddler
Billy's Bucket
Mr Seahorse
Sully the Seahorse
At the beach
Pirates love underpants
Rhymes and Songs
Row, row, row your boat
Sailor went to sea
Big ship sales

Wider Reading (Planned Storytime books)

Trips, Visitors and Experiences

Visit the church
Walk around the local area
Journey sticks collected on a walk to remember a journey we have been on

Visit church for Christingle
Walk around the locality
Post Christmas letters
Pumpkin carving
Eid – trying different foods

Visits from people who help us
Careers day
Locality specific jobs
Cooking

Bus journey
Forest Schools
Boat Races

Growing and tasting produce
Visit a farm
Caterpillar to butterfly
Buy foods from around the world (trip to the shop)

Trip to the seaside
Litter picking on the beach
RNLI visit
Tasting seaweed and fish

Home Corner
Doctors Role Play

Home Corner – enhancements for each celebration.
Restaurant
Post Office

People who help us role play

Garden Centre
Bus Station
Space Centre
Airport

Farm Shop

Seaside shop
Ice cream shop

Role Play Ideas

Autumn

Spring

Summer

Listening attention & Understanding

<p>To pay attention to more than one thing at a time To understand more complicated language -‘first’ ‘last’ ‘might’ ‘maybe’ To show interest in new vocabulary, including words and phrases they may not have heard at home To follow two-part instructions well - Get me the big scissors and some blue paper from the drawer please. To listen to and talk about stories, building familiarity and understanding. To begins to retell familiar stories, using some new vocabulary. To engage in non-fiction books and Storytime</p>	<p>To understand how to listen carefully and that listening is important. To know how words can describe sequences - ‘first we are going to the shop, then we will play in the park’ To experiment with new and recently learnt vocabulary. To begin to follow a longer list of instructions - Wash your hands, then get your lunchbox and sit at the table. To enjoy listening to stories, non-fiction, songs and rhymes To makes up own stories and storylines during imaginative play. To retell familiar stories using recently learnt and new vocabulary.</p>
--	--

To listen out for instructions while busy with something else .
 To ask relevant questions and makes relevant comments in relation to what they have heard.
 To follow a longer list of instructions in a range of contexts.
 To re-tell short stories in the right order, with some exact repetition and some of their own words, including recently learnt vocabulary

Oracy (Voice 21)
 Physical
 Cognitive
 Linguistics
 Social & Emotional

Speaking

<p>To describe events in some detail. To answer simple ‘where’, ‘who’ and ‘what’ questions. To expand and use new context specific vocabulary, including from school life. To develop some talk with others to help organise thinking, work out problems and explain. To increase in confidence when using the future tense in talk. To enjoy talking with others. To use talk to take on different roles in imaginative play. To use talk to take part in a range of activities.</p>	<p>To articulate ideas with increasing word strings. To answer ‘when’, ‘why’ and ‘how’ questions. To continue to learn and use new vocabulary, including in stories and non-fiction texts, exploring meaning. To use talk with others to help organise thinking, work out problems and explain. To begin to express a viewpoint and disagree. To use the future and past tense, mostly consistently. To use talk to interact with and negotiate with others. To enjoy talking with others in a range of contexts and groups. To use talk to interact with and negotiate with others. To use talk to express thoughts and organise their thinking.</p>
--	--

To articulate ideas and thinking in well-formed sentences.
 To ask questions to find out and check understanding.
 To continue to learn and use more words including in stories and non-fiction texts, asking what new words mean.
 To express a point of view, using words and actions.
 To engage in sustained conversations with others.
 To connect one idea to another using a range of connectives ‘or’ ‘because’.
 To enjoy talking with others and joins in with group conversations and games.
 To use talk to interact and negotiate as part of extended conversations.
 To use talk to help work out problems.

To speak audibly so they can be heard.
 To use talk in play.
 To make relevant contributions.
 To look at someone who is speaking to them

To speak audibly so they can be heard and understood
 To use talk in play to practice new vocabulary
 To make relevant contributions and asks questions
 To look at someone who is speaking to them

To speak audibly so they can be heard and understood.
 To use gestures to support meaning in play
 To use talk in play to practice new vocabulary
 To join phrases with words such as ‘if’, ‘because’ ‘so’ ‘could’ ‘but’
 To use ‘because’ to develop their ideas. To make relevant contributions and asks questions.
 To describe events that have happened to them in detail.
 To look at someone who is speaking to them.
 To take turns to speak when working in a group.

Building relationships

<p>To work in a pair or three to solve a problem with some adult support. To be able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations. To understand they may need to wait their turn and can anticipate this, including in group time. To begin to show sensitivity to the needs of others and adjust their response.</p>	<p>To solve problems co-operatively To develop skills of negotiation and compromise, with some support. To watch the person who is speaking and knows when it is their turn to speak. To show sensitivity to the needs of others and is increasingly flexible and co-operative.</p>
--	--

To use what they have learnt about social interactions from close adults, in play and in relationships with others.
 To determine when a situation requires adult intervention.
 To take turns with others in conversation in a range of contexts.
 To show sensitivity to the needs of others, beyond own friendship group.

Self-regulation

PSED

<p>To begin to identify a range of emotions –cross, worried, calm etc To say what has made them feel ta particular way most of the time. To identify when something makes them uncomfortable and is beginning to communicate this . To take part in adult led practical challenges in a small group and in large group for a short period. To recognise when and how they need to respond to a friend, showing sensitivity when needed. To recognise and say what they are good at and what they need to get better at. To pay attention to more than one thing at a time.</p>	<p>To talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried. To manage their feelings and tolerates situations when their wishes cannot be met . To begin to set own boundaries. To understand and talk about what makes them special and the things they are good at and what they are still getting better at. To able to give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed. To recognise when and how they need to respond to a friend, showing sensitivity when needed. To understand and explain how they can improve. To understand how to listen carefully and why listening is important. To respond appropriately even when busy.</p>
--	--

To understand their own feelings.
 To Identify some ways to distract self and self-regulate, with some adult support - holding back, sharing, negotiation and compromise.
 To set own boundaries and is mostly able to respect the boundaries of others.
 To be able to give focused attention in adult led sessions.
 To be able to direct attention as necessary in a range of contexts.
 To think about the perspective of others
 To understand others’ feelings, offering empathy and comfort
 To have a positive sense of self and sees themselves as a valuable individual
 To listen out for instructions while busy.
 To respond appropriately even when busy.

Managing self

<p>To be confident in selecting from a wide range of activities and resources, usually independently. To be willing to try new challenges. To develop resilience, trying to do something difficult which they want to achieve. To be aware of, and follows, rules, and knows why rules need to be followed. To talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs. To dress self taking regard to the order clothes need to be put on. To express likes and dislikes in food. To begin to understand that some foods are less healthy than others, but can be eaten in moderation.</p>	<p>To seeks out opportunities to try new things. To have a clear idea about what they want to do and how they want to go about it. To persist and persevere to reach their goal To begin to understand and talk about the importance of school/learning (relate to jobs they would like to do when older and why). To usually able to wait for what they want To know what is right and what is wrong and usually behaves accordingly. To express personal needs. To accepts having to wait for a short time for needs to be met. To have some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer. To eat a range of food and understands the need for variety in food Understands that some foods are less healthy than others but can be eaten in moderation To understand why sleep is important and what happens when they don’t get enough sleep. To talk about and understand why we need to brush our teeth. To describe my teeth brushing routine and understand why oral health is important.</p>
--	---

To know what they need to carry out their intended activity.
 To say what they are getting better at, describing themselves in positive but realistic terms.
 To show persistence, perseverance and resilience in the face of challenge.
 To wait for what they want.
 To be aware of behavioural expectations and sensitive to ideas of justice and fairness.
 To dress independently including zips and buttons.
 To support friends to dress if they need help e.g. in role play accept having to wait a short time for needs to be met.
 To understand the importance of making healthy food choice in their diet.

Phys

Fine Motor

PE/Writing

To manipulate a range of tools and equipment in one hand including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.
To use smaller objects and implements in play with increasing accuracy and for the intended purpose.

To describe and demonstrate knowledge of keeping themselves safe and knowing who to ask for help in a range of different circumstances.
To understand and demonstrate their knowledge of how to keep themselves safe – particularly related to road safety.

To use a range of small tools eg pens, pencils scissors, paint brushes and cutlery, with confidence.
To uses a tripod grip with greater frequency.
To show a preference for a dominant hand.

To handle tools, objects, construction and malleable materials safely and with increasing control and intention.
To use a range of small tools - pens, pencils, scissors, paint brushes and cutlery with the correct grip.

Gross Motor

PE

Gymnastics
To use lots of different ways of moving and travelling appropriately - rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Can climb over, under and through obstacles.
To travel around space and obstacles safely.
To show strength, balance and coordination in movement.
To control a combinations of movements with fluency and ease.
To move around, under, over, and through different objects and equipment. Begin to move with control and care.
To select a dominant hand and use a range of tools safely and effectively.
To clearly form most/taught letters accurately.
Dance
To use the correct actions and link them to nursery rhymes.
To start to make gross movements to music independently and dance along to music and begin to link movements with control.

Dance
To increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm and perform it to my friends or key worker.
Ball Skills
To throw, kick, pass and catch a large ball with confidence, precision and accuracy.
To grasp and release with two hands to throw & catch a large ball, beanbag or object
To encourage passing to a partner, focusing on accuracy and distance.
To move and use both large and smaller scale equipment (building blocks etc)

Ball Skills
To introduce simple dribbling with hands and feet (e.g., bouncing a ball, kicking).
To throw, catch and roll a ball with increasing accuracy and control.
Practice stopping a rolling ball with their foot or hand.
Team Games
To identify and moderate their own feelings socially and emotionally.
To begin to take turns independently and promotes turn taking or sharing actively.

Comprehension

To enjoy a range of print and digital fiction and non-fiction books,
To share books, rhymes and songs, answering simple questions.
To retell familiar stories, using some new vocabulary.
To suggest how a story might end.
To use vocabulary from books, in contexts such as role play.
To be aware of the job of an author and an illustrator.

To share books, rhymes and songs with others, answering questions about 'when', 'why' and 'how'.
To describe main story settings, events and characters in some detail.
To retell familiar stories using new vocabulary.
To use vocabulary found in texts, exploring meaning.
To use some new vocabulary from books in a range of other contexts, including role play.
To explain the difference between fiction and non-fiction books.

To know that information can be retrieved from books and technology.
To ask questions to find out more and to check understanding about what has been read.
To retell short stories in the right order, with some repetition and some of their own words, and using new vocabulary.
To talk about the new knowledge and vocabulary learnt from books.
To use a range of new vocabulary from books in a range of contexts, including role play.
To identify the blurb and explain what its purpose is.

Word Reading

Oral blending, sound out and blending with 23 GPCs. 12 new harder to read and spell words.
S,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,s,ss,h,b,f,ff,l,l
l,the,no,put,of,is,to,go,into,pull, as his

Oral blending, sound out and blending with 29 new GPCs, 32 new HRS words. Revision of Phase 2.
j,v,w,x,y,z,zz,qu,ch, sh,th,ng,nk,ai,egg,igh,oa,-es
HRW:
he,she,buses,we,me,be,push,was,her,my,you

Oral blending, sound out and blending with 29 new GPCs, 32 new HRS words. Revision of Phase 2.
oo,oo,ar,ur,or,ow,oi,ear,air,ure,er,ow
HRW: they,all,are,ball,tall,when,what

Oral blending, sound out and blending with 29 new GPCs, 32 new HRS words. Revision of Phase 2.
HRW:
said,so,have,were,out,like,some,come,there,little,one,do, children, love

Oral blending, No New GPCs, No new HRS words, Word structures – CVCC, CCVC, CCVCC, CCCVC, CCCVCC.
Suffixes
Revision of Phase 2 and Phase 3

Introduction to Phase 5 for Reading
20 new GPCs
15 new HRS words
Ai/ay, ow/ou, igh/ie, ee/ea, -le, oi/oy, ur/ir, oo/ue, or/aw w/wh, f/ph, oo/ew, oa/oe or/au, ee/ey, ai/a-e, ee/e-e igh/i-e, oa/o-e, oo/u-e, s/c
HRW: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very

Literacy

Writing

To know that phonemes are represented by graphemes
To articulate ideas structuring them in speech, before writing, with adult support
To begin to write simple words/phrases using phonic knowledge and some common exception words. To segment for spelling (VC/CVC words)
To form some lower-case letters, mostly correctly
To re-read what they have written, with adult support
To write own name, mostly correctly (with a guide)

To articulate ideas structuring them in speech, before writing, with some adult support.
To write simple phrases and sentences using phonic knowledge and some common exception words. To segment for spelling (CVC/CVCC words)
To form all lower-case letters, mostly correctly.
To re-read what they have written, to check it makes sense, with some adult support.
To write first name correctly (without a guide) and begins to write surname with some accuracy.

X

Number and Place Value- Numbers to 5
 Addition and Subtraction- Sorting
 Number and Place Value- Comparing Groups
 Addition and Subtraction- Change within 5
 Measurement- Time- My Day

Addition and Subtraction- numbers to 5
 Number and Place Value- numbers to 10
 Addition and Subtraction- Addition to 10
 Geometry- Shape and space

Geometry- Exploring patterns
 Addition and Subtraction- Count on and back
 Number and Place Value- numbers to 20
 Multiplication and Division- Numerical Patterns
 Measurement- measure

Number

Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.

Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.

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

Numerical Patterns

Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.

Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Past and present

History

Chronological Understanding
 To describe life events in sequence (baby photos/children/adults – changes over time)
 Historical Interpretation and Enquiry
 To explore objects and photographs from the past.
 To explore their local area through the eyes of a 'historian'.

Chronological Understanding
 To describe events of a celebration in sequence.
Historical Interpretation and Enquiry
 To explore objects and photographs from the past.
 To explore their local area through the eyes of a 'historian'.

Present
 To recognise different jobs within our family and community.
 To understand (Focus on importance of education). What do you need to do to achieve that career?
 To practice becoming an artist, historian, scientist.

Historical Interpretation and Enquiry
 To explore objects and photographs from the past.
 To recognise through story, similarities and differences between life in this country and another (Handa's surprise)

Chronological Understanding
 To show interest in the passing of time and how things around them change (explore landscapes and building)
Historical Interpretation and Enquiry
 To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Chronological Understanding
 To show interest in the passing of time and how things around them change (explore landscapes and building)

To learn about Harvest Festival.

Understanding of past events, people and changes in the past
 To compare different occupations they are familiar with to that of the past.
Historical Interpretation and Enquiry
 To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Organisation and Communication
 To talk about the lives of the people around them and their roles in society.

To compare and contrast characters from stories including figures from the past.
 To comment on images of familiar situations in the past.
 To retell a familiar story in sequence.
 To observe and describe change as time passes (weather/changing states of matter)
 To exploring their own interests which have a historical links, for example finding out about dinosaurs.

What is special to me?
Talking about who is special to me and why. We are all special to Jesus.

Incarnation
*Why do Christians perform Nativity plays at Christmas?
 Why do Christians celebrate Christmas?*

Creation
*Why is the word 'God' so important to Christians?
 What do you think God looks like? How can we see God in the world around us?*

Salvation
*Why do Christians put a cross in an Easter Garden?
 What happened to Jesus at Easter? Re-telling the Easter Story.*

World Faith Stories
Which Stories are special and why?

World Faith Stories
Which stories are special and why?

Digital Literacy
 To know how to operate familiar hardware.
 To know how to handle devices with care.
 To know the name and understand the function of different technology around me.
 Photography
 To understand what a photo is.
 To be able to choose appropriate devices to take a photography.
 To know how to navigate the technology to view the photograph.
 Computer Science
 To learn that an algorithm is a set of instructions to carry out a task, in a specific order.

Digital Literacy
 To know how to operate familiar hardware.
 To know how to handle devices with care.
 To know the name and understand the function of different technology around me.
 Photography
 To understand what a photo is.
 To be able to choose appropriate devices to take a photography.
 To know how to navigate the technology to view the photograph.
 Computer Science
 To learn that an algorithm is a set of instructions to carry out a task, in a specific order.

Digital Literacy
 To understand what a keyboard is and how to locate relevant keys.
 To understand why we need to log in and out and how to do it.
 To know how to use arrow keys to navigate around the screen and identify and use numbers where necessary.
 To know how to open directed apps.
 Hardware Explorers
 To understand what a mouse is and to develop basic mouse skills such as moving and clicking.
 Digital Art
 To use a simple online paint tool to create digital art. Information Technology
 To recognise common uses of information technology beyond school.
 Information Technology
 To recognise common uses of information technology beyond school.
 Computer Science

People, culture and communities

Computing

RE,

To follow instructions as part of practical activities and games and to learn to debug when things go wrong.
To know how to correct programming of a robot when it goes wrong.

Plants
To recognise trees around our locality as physical features.
Seasonal Changes
To observe the change in plants and trees across the different seasons.
Living things and their habitats
To name common animals you may find in different locations around the local area.
To understand why particular animals may be located in particular areas.
To observe change in habitats and the local area overtime.

Changing states of matter
To begin to observe, explore and describe changing States of matter (water freezing overnight)
Seasonal changes
Recall and describe the effect of changing seasons on the natural world around them.
To identify weather types and talk about times of the year when it is hot/cold.
To observe changing states of objects and how to reverse or speed up the changes
To observe, interact with and describe natural processes, such as ice melting,
To describe what they see, hear and feel whilst outside.

Living things and their habitats
To observe and demonstrate understanding of how to care for our world and make informed travel choices where possible.
Scientific Enquiry
To explore floating and sinking.
To relate my knowledge of floating and sinking to different methods of transport.
Seasonal Changes
To observe the change in plants and trees across the different seasons.

Plants
To discuss different weather types required to support plant growth.
To understand that some plants are grown for food.
To identify changes in local area overtime and the importance of plants and trees.
To understand the import role of minibeasts in growing healthy plants.
Seasonal Changes
To discuss the change in weather at different times of the yea.
To identify weather types and talk about times of the year when it is hot/cold.
Living things and their habitats
To observe and understand the importance of creating suitable habitats for minibeasts
To observe and demonstrate understanding of how to care for our local area and those further afield.

Seasonal Changes
To identify weather types and talk about times of the year when it is hot/cold.
To observe and name different weather types – discuss feelings and how to dress appropriately for the weather.
Living things and their habitats
To observe and understand the importance of creating suitable habitats for minibeasts
To observe and demonstrate understanding of how to care for our local area and those further afield.
To name common animals they may see near the seaside

Science

Everyday Materials
To observe and describing the properties of everyday materials
To explore the best way to join materials.
To talk about the differences between materials and changes they notice.
To use senses to explore the world around.

Locational Knowledge
To name the town/area in which they live and understand that this is a part of England.
Place Knowledge
To begin to talk about similarities and differences between where family member are from or live and where they live.
Understand that people might speak with a different accent or look different from them.
To identify similarities and differences between a new location and the one in which they live.
Human and Physical Geography
To observe physical and human features in and around their locality.
Geographical Skills and Fieldwork
To follow and create simple maps of familiar places.

Human and Physical Geography
To identify and name features on their journeys around the local area and beyond.

Place Knowledge
To know that we can travel to other places and they are different to where we live.
To identify similarities and differences between a new location and the one in which they live.
To recognise some environments that are different to the one in which they live.
Geographical Skills and Fieldwork
To follow and create simple maps to record a simple journey.
Identify different map types. Draw information, follow and draw simple maps. (Road map)
To know and describe their route to school.
To discuss different types of transport they have experienced and identify which types are better for the environment. Discuss the different ways they travel to school.
Locational Knowledge
Identify the difference between land and sea and that leaving the UK may require other modes of transport due to it being an island.
Identify food that does not grow in this country and explain how other foods reach us. (Journey of food from growing to supermarkets to dinner table).
To reason and justify choices for transport to different locations.

Place Knowledge
To identify similarities and differences between a new location and the one in which they live.
[To recognise some environments that are different to the one in which they live.](#)
Human and Physical Geography
To discuss different weather types required to support plant growth.
To recall and describe the effect of changing weather on the natural world around them.

Locational Knowledge
To name an area/town they are visiting, understand it may be different from the one they live in but it still a place in England.
Place Knowledge
To identify similarities and differences between a new location and the one in which they live.
Human and Physical Geography
To discuss the change in weather at different times of the year and in different locations.
Identify and name basic features they see at an alternative location to the one they live in.
Geographical Skills and Fieldwork
To follow and create simple maps.

[To observe and name different weather types – discuss feelings and how to dress appropriately for the weather.](#)
[To identify weather and times of the year when it is hot/cold.](#)
To create and use story maps to retell a story or record a journey.

The Natural world

Geography

Creating with materials

DT

Designing and Developing ideas

To plan to construct with a purpose in mind.

[To observe and describing the properties of everyday materials](#)

[To talk about the differences between materials and changes they notice.](#)

To sustain concentration and control when using simple tools and techniques competently and appropriately.

Making

To manipulate materials to achieve a planned effect.

[To explore the best way to join materials.](#)

To develop their fine motor skills so that they can use a range of tools competently, safely and confidently.

.

Evaluating

To adapt work where necessary.

Art

Designing and Developing ideas

[To sustain concentration and control when using simple tools and techniques competently and appropriately.](#)

Drawing

To show some emotions in drawings of people e.g., happy, sad

To draw from the imagination .

Painting

To further exploring colour mixing.

Sculpture

To construct with a purpose in mind using a variety of resources.

Collage

To experiment to create different textures.

Printing

To copy and continue repeating patterns.

Textiles

To develop their fine motor skills so that they can use a range of tools competently, safely and confidently.

Evaluating

To begin to be interested in and describe the texture of things.

[To realise that tools can be used for a purpose.](#)

[To adapt work where necessary.](#)

PE (Dance)

Dance

[To use the correct actions and link them to nursery rhymes.](#)

[To start to make gross movements to music independently and dance along to music and begin to link movements with control.](#)

Music

Singing

To sing in a group or on their own, increasingly matching the pitch and following the melody.

Listening

To listen attentively, move to and talk about music, expressing their feelings and responses.

To listen carefully to rhymes and songs, paying attention to how they sound.

To learn rhymes, poems and songs.

Can clap or tap the syllables in words during sound play.

To respond musically to what they see, hear, feel and experience.

To name simple, familiar instruments.

To express an opinion about music they have heard.

Composing

To sing to self and make up simple songs.

To create sounds, movements, drawings to accompany stories, noticing what other children and adults do.

To talk about the music they have created.

Designing and Developing ideas

To explore, use and refine a variety of artistic effects.

To create collaboratively, sharing ideas, resources and skills.

To know and talk about different emergency vehicles and why they might be designed in a particular way or have particular features.

Making

[To manipulate materials to achieve a planned effect.](#)

[To explore the best way to join materials.](#)

[To construct with a purpose in mind using a variety of resources](#)

[To develop their fine motor skills so that they can use a range of tools competently, safely and confidently.](#)

To recognise that tools can be used for a purpose.

Evaluating

[To adapt work where necessary.](#)

To recognise and describe key features of their own and others work and suggest improvements as well as identify strengths.

Designing and Developing ideas

To plan to construct with a purpose in mind.

[To sustain concentration and control when using simple tools and techniques competently and appropriately.](#)

[To explore, use and refine a variety of artistic effects.](#)

To express their ideas and feelings.

Drawing

[To draw and paint using a range of materials tools and techniques.](#)

To draw with increasing complexity and detail.

Painting

To further exploring colour mixing and how to make a colour lighter or darker.

To use thin paintbrushes to add details to work

Sculpture

To manipulate materials to achieve a planned effect.

[To construct with a purpose in mind using a variety of resources.](#)

Collage

[To experiment to create different textures.](#)

To understand that different media can be combined to create new effects.

Printing

To copy, continue and create repeating patterns.

Textiles

To develop their fine motor skills so that they can use a range of tools competently, safely and confidently.

To begin to combine the skills of weaving and threading with pattern making.

Evaluating

[To begin to be interested in and describe the texture of things.](#)

[To realise that tools can be used for a purpose.](#)

[To adapt work where necessary.](#)

Dance

[To increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm and perform it to my friends or key worker.](#)

Designing and Developing Ideas

To create collaboratively, sharing ideas, resources and skills.

To return to and build on their previous learning, refining ideas and developing their ability to represent them.

Evaluating

To recognise and describe key features of their own and others work and suggest improvements as well as identify strengths.

To share creations and explain the process.

Designing and Developing ideas

[To explore, use and refine a variety of artistic effects.](#)

[To create collaboratively, sharing ideas, resources and skills.](#)

To select different objects of different shapes to build with and explain reasons for selection.

To return to and build on previous learning, refining ideas and developing their ability to represent them.

Making

[To manipulate materials to achieve a planned effect.](#)

[To explore the best way to join materials.](#)

[To construct with a purpose in mind using a variety of resources](#)

[To develop their fine motor skills so that they can use a range of tools competently, safely and confidently.](#)

[To recognise that tools can be used for a purpose.](#)

To begin to combine the skills such as weaving and threading to achieve a desired effect.

Evaluating

[To adapt work where necessary.](#)

[To recognise and describe key features of their own and others work and suggest improvements as well as identify strengths.](#)

To share creations and explain the process.

Designing and Developing ideas

To plan to construct with a purpose in mind.

[To sustain concentration and control when using simple tools and techniques competently and appropriately.](#)

[To explore, use and refine a variety of artistic effects.](#)

[To express their ideas and feelings.](#)

Drawing

To convey feelings and represent movement or loud noises in drawings.

Painting

To mix colours to acquire a specific colour/shade

Sculpture

[To manipulate materials to achieve a planned effect.](#)

[To construct with a purpose in mind using a variety of resources.](#)

Collage

[To experiment to create different textures.](#)

To understand that different media can be combined to create new effects.

Printing

[To copy, continue and create repeating patterns.](#)

Textiles

To develop their fine motor skills so that they can use a range of tools competently, safely and confidently.

To begin to combine the skills of weaving and threading with pattern making.

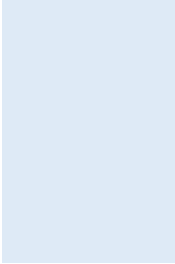
Evaluating

[To begin to be interested in and describe the texture of things.](#)

[To realise that tools can be used for a purpose.](#)

[To adapt work where necessary.](#)

Being imaginative and Expressive



To make their own musical instrument.

Performing

To perform in front of a known group.

To explore and engage in music making and dance, performing solo or in groups.

To move in time to music or a beat.

To explore a wide range of age-appropriate musical instruments which they can select themselves.

To collaborate with peers in addition to individual music making.