

## Our EYFS Curriculum

*Small school, Big Heart, Learning and Growing Together*

*"Compassion, Friendship, Koinonia and Trust"*


### St Mary's EYFS Curriculum Goals



# ST MARY'S CE PRIMARY SCHOOL Two Year Long Term Plan

## BLUE YEAR

To fit with the school's two year rolling programme EYFS curriculum follows the similar themes, however all aspects of the EYFS curriculum are covered each year.

Area of Learning	Ourselves		Toys and Robots		Nature Explorers	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/ Lines of Enquiry</b>	<b>All about me!</b> Autumn Halloween Family  Forest School sessions Library Van Visits	<b>People who help us</b> Autumn Halloween Diwali Bonfire Night Nurse/ Fire Service visit Christmas/Father Christmas story Christmas around the world Forest School sessions Library Van Visits	<b>Toys and Puppets</b> Winter Chinese New Year Birds - RSPB Theatre Visit Forest School sessions Library Van Visits	<b>Robots</b> Pancake Day Easter Planting/Gardening/Spring Forest School sessions Library Van Visits	<b>Life cycles and Plants</b> Frog/plants/Sunflowers Local Area - Askham Grange Visit Forest school sessions Library Van Visits	<b>Minibeasts</b> Nature Explorers Summer worms/butterflies/spiders Askham Bryan Visit Forest School sessions Library Van Visits
<b>Communication and Language</b>    Our Goal: <b>Confident communicators</b> who are passionate about learning and want to discover more through asking interesting questions and listening to others	<i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times, rhymes, and songs.</i> Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand 'why' questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play.</i>	Listen in familiar & new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i>	Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities</i> <i>Explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day Listen to and talk about stories to build familiarity and understanding.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. - Using Helicopter Stories poetry			Use new vocabulary in different contexts	

<p><b>Personal, Social and Emotional Development</b> <b>Self-regulation</b></p>  <p>Our Goal: <b>Happy, resilient and independent</b> learners who see themselves as <b>unique</b> and as a <b>valued</b> individual</p>	<p><i>Can talk about feelings.</i> Welcome distractions when upset. <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> Independently organise belongings in the morning. Manage personal hygiene. <i>Build constructive and respectful relationships.</i></p>	<p><i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. <i>Continue to build constructive and respectful relationships.</i></p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities <i>Show resilience and perseverance.</i></p>	<p><i>Able to identify and moderate own feelings.</i> <i>See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p>
	<p><i>Self-Regulation - My feelings</i></p>	<p><i>Building Relationships- Special relationships</i></p>	<p>Managing Self - taking on challenges</p>	<p>Self-regulation - Listening and following instructions</p>	<p>Building relationships- My family and friends</p>	<p><i>Managing Self - My wellbeing</i></p>
<p><b>Physical Development</b></p>  <p>Our Goal: Be <b>physically active</b> and developed <b>balance, agility</b> and <b>co-ordination</b></p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p><b>Coordination skill:</b> Footwork <b>Static Balance skill:</b> One leg</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p><b>Dynamic balance to Agility skill:</b> Jumping and Landing <b>Static Balance skill:</b> Seated balance</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p><b>Coordination skill:</b> Ball skills <b>Counterbalance skill:</b> With a partner</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p><b>Dynamic balance:</b> On a line <b>Static Balance skill:</b> Stance</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Coordination skill:</b> Sending and Receiving <b>Agility skill:</b> Reaction/Response</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Health and Fitness Cog Focus -</b> Aware of why exercise is important for good health. <b>Agility skill:</b> Ball chasing <b>Static balance skill:</b> Floor work</p>
<p>Develop 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, sport, and swimming. ( Out of school sports etc)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p> <p>Fine motor development</p>						
<p><b>Literacy</b></p>  <p>Our Goal: To <b>develop understanding</b> of what they heard or read so they can confidently <b>express preferences,</b></p>	<p><b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right.</p>	<p><b>Comprehension:</b> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection.</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted.</p>	<p><b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p>

**make predictions and develop vocabulary**

Know the difference between text and illustrations.  
 Recognise some familiar words in print, e.g., own name or advertising logos.  
 Enjoy joining in with rhyme, songs and poems.  
 Explain in simple terms what is happening in a picture in a familiar story.  
 Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.  
**Key Texts:**  
**Naughty Bus (Oral retelling)**  
**Other stories:**  
 The Kissing Hand  
 Funnybones  
 Little Red Hen  
 It's ok to be different  
 The Colour of Us  
 Leaf Man  
 Senses (Non-fiction)

Sequence two events from a familiar story, using puppets, pictures from book or role-play.  
  
**Key Texts -**  
**Superto (Fiction - Label a plan and attempt a caption)**  
 Other stories:  
 Supertato Stories  
 Elliot the Superhero  
 Superpigs  
 The Jolly Postman  
 'People who help us' Non- Fiction information books  
 Diwali Story

Play is influenced by experience of books (small world, role play).  
  
**Key Texts:**  
**Gingerbread man (Create a story map)**  
  
**Other stories:**  
 Kipper's Toy story Box  
 Dogger  
 Toys from the Past  
 Jane Hissey Stories  
 Toys Today (other information books)  
 The Gingerbread Man

Recognise repetition of words or phrases in a short passage of text.  
 Play influenced by experience of books  
 Innovate a well-known story with support.  
  
**Key Texts:**  
**The Journey Home (Retell and write)**  
  
**Other stories:**  
 No- Bot  
 Harry and the Robots  
 Robot Stop  
 We're going on a Bear Hunt  
 We're going on an Easter hunt

has been read to them, where answer is clearly signposted.  
 Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.  
  
**Key Texts:**  
**Silly Doggie (Retell and write - character)**  
 Jack and the Beanstalk  
 Jim and the Beanstalk  
 Tiny Seed  
 Katie's Sunflowers  
 Life cycles: Tadpole to Frog  
 Tadpoles Promise

With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.  
  
**Key Texts:**  
**I'm not going to Eat this Ant (Retell and write)**  
 The Hungry Caterpillar  
 Lucy Ladybird  
 What the ladybird heard!  
 Superworm  
 Snail  
 Aaarrgh Spider  
 Poems- Mad about Minibeasts

**Literacy**



**Goal: Enjoy and love reading-** To build confidence in **word reading, fluency** and **enjoyment of reading**

**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.

**Word Reading:** Read individual letters by saying the sounds for them.  
 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

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**Word Reading:** Read some letter groups that each represent one sound and say sounds for them.  
 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**Word Reading:** Read some letter groups that each represent one sound and say sounds for them.  
 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so.  
 Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

**Phonics**

**Phase 1/2**  
 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.  
  
 Know grapheme phoneme correspondence of 19 letters.

**Phase 2**  
 Blend with known letters for reading VC and CVC words.  
 Orally segment for VC and CVC words for spelling  
 Know high-frequency common words (I the, to, no, go, into).

**Phase 2/3**  
 Consolidate skills as in Autumn 2.  
 Recognise digraphs -ck + consonant endings - ff, ll, ss  
  
 Revise tricky words - the, to, and, no, go, into  
 Begin Phase 3 skills -  
 Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu

**Phase 3**  
 Consolidate Phase 2 skills.  
 Know 9 vowel digraphs - ai, ee, oa, oo, ar, or, ur, ow, oi  
 Know trigraph igh  
  
 Know Phase 3 tricky, he, she, we, me, be, was, my,  
  
 Write graphemes and digraphs when they hear them, using a

**Phase 3/4**  
 Consolidate phase 2 and 3 skills.  
 Know trigraphs ear, ure, air  
 Know vowel digraph er  
 Read tricky words they, her, all, are  
  
 Begin to be introduced to Phase 4 adjacent consonants and Tricky words

**Phase 4**  
 Consolidate phase 2 and 3 skills.  
 Read CVCC/ CCVC/ CCVCC words  
 Know adjacent consonants - sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr  
 Read tricky words do, when, out what, said, have, like, so.  
  
 Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.

			<p>Know the 4 consonant digraphs - sh, th, ch, ng</p> <p>Blend and segment known sounds for reading and spelling VC, CVC,</p>	<p>sound mat or sound wall for support if needed.</p>	<p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
<p><b>Literacy</b></p>  <p><b>Our Goal: To become independent writers who can form letters correctly, to write words and simple sentences using their phonics skills that can be read by others</b></p>	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. (Letter join)</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.(Letter join)</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.(Letter join)</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. (Letter join)</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.(Letter join)</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly .(Letter join)</p>
<p><b>Mathematics</b></p>	<p><i>Count objects, actions, and sounds. Subitise</i></p>	<p><i>Explore the composition of numbers to 5 Subitise</i></p>	<p><i>Explore the composition of numbers to 10 Subitise</i></p>	<p><i>Explore the composition of numbers to 10 Subitise</i></p>	<p><i>Explore the composition of numbers beyond 10. Subitise</i></p>	<p><i>Explore the composition of numbers beyond 10. Subitise</i></p>



**Our Goal: To be fascinated by patterns, shapes and measures around us and developing spatial reasoning skills**

**Develop a deep understanding of numbers to 10, building fluency of simple number facts**

Matching. Sorting & Comparing  
Comparing amounts  
Comparing size, mass & capacity  
Exploring pattern - making simple.

Number Sense Maths: Book 1-2 - subitising 1-2

Representing 1,2,3  
Comparing 1,2,3  
Composition of 1,2,3  
Formation of 1,2,3  
Circles and triangles  
Positional language

Number Sense Maths: Book 3 - subitising 3-4

Representing 4,5  
Comparing 4,5  
Composition of 4,5  
Formation of 4,5  
One more and less  
Shapes with 4 sides.  
Time

Number Sense Maths: Book 4-2 - subitising 4-5

**Automatic recall number bonds to 5**

Introducing zero  
Comparing numbers to 5  
Composition of 5

Comparing Mass  
Comparing Capacity

Number Sense Maths: Book 5-2 - subitising 6-10

Number 6, 7, 8  
Making pairs, pairs wise, doubles  
Combining 2 groups  
Length, height, Time

Number Sense Maths: Book 6 & 7 - partition 2,3

**Automatic recall number bonds to 5**

Numbers 9, 10  
Comparing numbers to 10  
Combining groups  
Number bonds to 10  
3D shapes  
Spatial awareness  
Pattern

Number Sense Maths: Book 8 -10 - partition 4,5,10

**Automatic recall number bonds 0-10**

Number 10 and beyond- subitising, counting, sorting, matching, comparing, ordering  
Composition of numbers to 10 and beyond  
Counting patterns to 10 and beyond  
Spatial reasoning.  
3D shape  
Match, rotate, and manipulate  
Pattern - AABB, BBA  
Sunflower Challenge

Number Sense Maths: Book 11 Composition 6-9  
Book 12 - Comparing numbers to 10  
Book 12- Patterns in doubles

**Automatic recall number bonds 0-10**

Adding more  
Taking away  
Number bonds  
Shape - spatial reasoning

Doubling  
Sharing and grouping  
Even and odd  
Patterns and relationships  
Mapping

Number Sense Maths: Book 13 Patterns in odds and evens

Number Sense Maths: Book 13 - Equal Distribution

Ongoing throughout the year

*Link the number symbol with its cardinal number value. Count beyond ten. Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.*

*Subitise*

*Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.*

**Understanding the World**



**Historical Understanding**

*To enquire about the past and begin to build historical skills and sense of chronology in their own lives*

**Chronology:** *Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.*

**Chronology:** *use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.*

**Enquiry:** *Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.*

**Enquiry:** *Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.*

**Comment on images of familiar situations in the past.**

**Chronology:** *Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)*

**Enquiry:** *Describe images of familiar situations in the past using books such as, Shirley Hughes stories/ Toys from the past books e.g Toys at the Museum.*

**How technology has changed over time -simple comparisons**

**Chronology:** *Talk about and understand changes in their own lifetime, by creating a personal timeline.*

**Continuing to build historical skills through stories**

**Van Gogh - Sunflowers**

**Chronology:** *Recount an event, orally, pictorial and/or with captions.*

**Chronology:** *Order experiences in relation to themselves and others, including stories.*

**Enquiry:** *Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.*

Begin to develop a sense of continuity and change by being able to *compare and contrast characters from stories throughout the year, including figures from the past*. Using Little People, Big Dreams books.

<p><b>Religious/ Cultural Understanding</b></p> <p>Our Goal: To have <b>compassion</b> for other people's cultures and beliefs and feel part of St Mary's <b>community</b> and an appreciation of diversity</p>	<p><b>Respect:</b> Themselves, special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p><b>Respect:</b> <i>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.</p>	<p><b>Respect:</b> <i>Understand that some places are special to members of their community.</i></p>	<p><b>Respect:</b> Animals and know how to care for an animal/pets</p>
<p><b>Geographical Understanding</b></p> <p>Build a connection to the surrounding world and appreciation for sustainability</p>	<p><b>Mapping:</b> Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, nature area map and read commons signs and logos.</p> <p><i>Recognise some environments that are different to the one in which they live</i></p>	<p><b>Enquiry:</b> Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.</p> <p>Find out about their local area by talking to people, examining photographs, and visiting local places.</p>		<p><b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the village- Library Van walks/ Forest Schools</p>	<p><b>Mapping:</b> <i>Draw information from a simple map</i> and identify landmarks of our local area walk.</p>	<p><b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p><b>Enquiry:</b> Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited learnt about through books or websites,</p>
<p><b>Science, Technology and Engineering</b></p> <p>Appreciate and <b>care</b> for <b>nature</b>, our changing seasons and our environment</p>	<p><b>All about me - Plymouth Science</b></p> <p>Children know the names of body parts.</p> <p>Children know that we have a skeleton.</p> <p>Children can explore their five senses.</p> <p>Importance of looking after my teeth</p>	<p><b>People who help us- Plymouth Science</b></p> <p>Exploring jobs of Scientists through visits Vets Doctors Dentists Nurses</p> <p>Children know how to take care of a pet.</p>	<p><b>Traditional Tales - Plymouth Science</b></p> <p>Talks about why things happen and how things work</p> <p>Looking after Birds</p>	<p><b>Materials - Plymouth Science</b></p> <p>Explore collections of materials with similar and/or different properties e.g Magnetic and non-magnetic</p>	<p><b>Plymouth Science Minibeasts and growing -</b></p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant</p> <p>Keeping Healthy - Health Week Children know how to keep their bodies healthy, e.g. eating healthy food, exercising, screen-time, etc.</p>	<p><b>Being Healthy - Plymouth Science</b></p> <p>Shows care and concern for living things and the environment Microhabitats</p> <p>Understand the key features of the life cycle of a minibeast</p>

**Communication:** Comment on what they notice about the environment where they live and *understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.*

**Observation:** *Explore the natural world around them* by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant or animal

**Forest Schools**  
**SEASONS - Plymouth Science**

**Expressive Arts and Design**



**Be creative** through words, movement, role play, music, **art and design**

**Drawing Skills:**  
 Children develop their mark making and begin to add meaning to their marks e.g portraits...this is my face, messy mark making tray Use a range of chalks/pencil crayons/pencils thick and thin. **Art Kapow Unit 1- Marvellous Marks**

**Portraits** - drawing themselves, observational work

Print using everyday objects, vegetables and sponges to form a scene & repeat pattern. \*Each print is precise and clear.

**Sculpture-**  
 Build/construct height/width/balance/secure buildings using: Duplo (autumn term) Mobile ,Knex, wooden block and Lego

**Drawing Skills:**  
 Develop the correct hand-grip to form marks. Using fingers to trace in sand etc and progressing to pencils to follow pattern. Produce lines of different thickness and tone using pencil

**Painting Skills:**  
 Explore using different sized brushes and rollers with poster paint, messy mark making tray.

**Sculpture-** Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors.

**Art Kapow - Seasonal Crafts**

**Drawing Skills**  
 Look at and describe what they have produced describing simple techniques. Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils.

**Painting Skills:**  
 Enjoy using a variety of different tools including different size brushes, sponges and fingers. powder and watercolour paints.

Creating Puppets

**Art Kapow - crafty and design - Let's get crafty**

DT - Textiles

**Drawing Skills**  
 Start to produce different patterns and textures from observations, imagination and illustrations.

**PaintingSkills:**  
 Recognise and name primary colours. \*Explore and mix colours. \*Investigate colour mixing using poster,

**Sculpture/3D**  
 Attach and join materials using glue, paste or tape. Build a construction/sculpture using a variety of objects

DT- Junk Modelling (Robots)

**Drawing Skills:**  
 Investigate different lines: Straight, curved, wavy, dashed.

**Painting Skills:**  
 Explore working with paint on different surfaces and in different ways  
**Art Kapow Unit 2 - Paint my world**

**Artist Study** - Van Gogh - Sunflowers

**DT- Cooking and Nutrition**

**ELG - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.**

**Artist Study** - Andy Goldworthy

**Sculpture/3D- Clay** - Enjoy using a variety of malleable media - clay, playdough, salt dough. Impress and apply simple decorations. Minibeasts link



**Be creative** through words, movement, role play, **music**, art and design

**Music - Kapow Exploring Sound**

**Songs:**  
Pat-a-cake  
1, 2, 3, 4, 5, Once I Caught a Fish Alive  
This Old Man  
Five Little Ducks  
Name Song  
Things for Fingers

*Develop storylines in their pretend play.*

*Poetry Basket Poems - Autumn*

**Music - Kapow Celebration Music**

**Songs:**  
I'm A Little Teapot  
The Grand Old Duke of York  
Ring O' Roses  
Hickory Dickory Dock  
Not Too Difficult  
The ABC Song

*Sing in a group or on their own increasingly matching the pitch and following the melody.*

*Poetry Basket Poems - Autumn*

**Music: Kapow - Music and Movement**

**Songs:**  
Wind the Bobbin Up  
Rock-a-bye Baby  
Five Little Monkeys Jumping on The Bed  
Twinkle, Twinkle  
If You're Happy and You Know It  
Head, Shoulders, Knees and Toes

*Return to and build on their previous learning, refining ideas and developing their ability to represent them.*

*Poetry Basket Poems - Spring*

**Music- Kapow Musical Stories**

**Songs:**  
Old Macdonald  
Incy Wincy Spider  
Baa, Baa Black Sheep  
Row, Row, Row Your Boat  
The Wheels on The Bus  
The Hokey Cokey

*Create collaboratively sharing ideas, resources, and skills.*

*Poetry Basket Poems - Autumn*

**Music - Kapow Kapow- Transport**

**Songs:**  
Big Bear Funk

*Listen attentively, move to, and talk about music, expressing their feelings and responses.*

*Poetry Basket Poems - Summer*

**Music -Kapow Big Band**

**Songs Reflect, Rewind & Replay:**  
Big Bear Funk  
Baa, Baa Black Sheep  
Twinkle, Twinkle  
Incy Wincy Spider  
Rock-a-bye Baby  
Row, Row, Row Your Boat

*Watch and talk about dance and performance art, expressing their feelings and responses.*


*Poetry Basket Poems - Summer*

*Explore, use, and refine a variety of artistic effects to express their ideas and feelings*  
*Explore and engage in music making and dance, performing solo or in groups. Singing - well known nursery rhymes, familiar songs and chants.*

ST MARY'S CE PRIMARY SCHOOL Two Year Long Term Plan

**RED YEAR**

To fit with the school's two year rolling programme EYFS curriculum follows the similar themes, however all aspects of the EYFS curriculum are covered each year.

Area of Learning	A World Together		Space and Fossil Hunters		'Yo Ho Off we go!	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/ Lines of Enquiry</b>	<b>A World Together - people</b> Autumn Halloween Family	<b>A World Together - animals</b> Autumn Halloween Diwali Bonfire Night Christmas Celebrations Christmas around the world	<b>Fantasy &amp; Lost Worlds - Space</b> Winter Chinese New Year Birds - RSPB	<b>Fantasy &amp; Lost Worlds - Dinosaurs</b> Pancake Day Easter Planting/Gardening/Spring-Dafoldils	<b>'Yo Ho &amp; Off we go'- Pirates</b> Growing and planting Local Area	<b>'Yo Ho &amp; Off we go' - Under the sea</b>  Summer
<b>Communication and Language</b>    Our Goal: <b>Confident communicators</b> who are passionate about learning and want to discover more through asking interesting questions and listening to others	<b>Understand how to listen carefully and why listening is important.</b> <b>Engage in story times,</b> rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <b>Understand 'why' questions.</b> <b>Use sentences 4-6 words.</b> <b>Use talk to organise play.</b>	Listen in familiar & new situations. <b>Engage in story times.</b> Maintain attention in new situations. <b>Ask questions to find out more and to check they understand what has been said to them.</b> Follow <b>instructions with 2 parts</b> in a familiar situation. <b>Start a conversation with peers and familiar adults and continue for many turns.</b> <b>Develop social phrases</b>	Listen attentively in a range of situations. Maintain attention during appropriate activity. <b>Engage in non-fiction books.</b> Consider the listener and take turns. <b>Use talk to organise/stand for something else in play.</b> Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. <b>Use talk to help work out problems and organise thinking and activities</b> <b>Explain how things work and why they might happen.</b> <b>Ask questions to find out more and check understanding.</b> <b>Articulate their ideas and thoughts in well-formed sentences.</b> <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</b> <b>Begin to connect one idea or action to another using a range of connectives.</b> Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <b>Describe events in some detail.</b> Express ideas about feelings and experiences. <b>Articulate their ideas and thoughts in well-formed sentences.</b> Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <b>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</b> Speak in well-formed sentences with some detail. <b>Use new vocabulary in different contexts.</b> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day Listen to and talk about stories to build familiarity and understanding.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. - Using Helicopter Stories poetry			Use new vocabulary in different contexts	



<p><b>Literacy</b></p>  <p>Our Goal: To develop understanding of what they heard or read so they can confidently express preferences, make predictions and develop vocabulary</p>	<p><b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p><b>Key Texts:</b> Peace at Last - Jill Murphy (Oral retell/ drawing)</p> <p>Other stories: Nursery Rhymes You Choose Handa's surprise Handa's Hen The Magic Paintbrush The Enormous Turnip Pumpkin Soup Autumn Poetry</p>	<p><b>Comprehension:</b> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p><b>Key Texts -</b> The Three Little Pigs - Mara Alperin (label a plan / attempt a caption)</p> <p>Other stories: Goldilocks and the three Bears Polar Bear, Polar Bear what did you hear? Lost and Found Cuddly Duddly Diwali Story Firework poems</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p> <p><b>Key Texts:</b> Let's all Creep through Crocodile Creek - Jonathan Lambert (create a story map) Other stories: Roaring Rockets Q Pootle 5 Whatever Next Aliens love underpants Stickman</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</p> <p><b>Key Texts:</b> Gigantosuarus - Jonny Duddle (Retell/ rewrite of story)</p> <p>Other stories: Mr Wolf's Pancakes Non Fiction Books about Dinosaurs Wes Magee Poems- T-Rex Bumpus Jumpus Dinosaurumpus! Dinosaurs and all that rubbish</p>	<p><b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p><b>Key Texts:</b> The Pirates are Coming - John Condon (Retell/ rewrite - from character) Other Stories: Snail and the Whale Tiddler Rainbow Fish Barry the Fish with fingers Lighthouse Keepers Lunch</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p><b>Key Texts:</b> The whale who wanted more - Rachel Bright (Retell/ rewrite)</p> <p><b>Other books:</b> Pirates Love Underpants The Pirate Next Door Pirate Cruncher Katie Morag</p>
<p><b>Literacy</b></p> <p>Goal: Enjoy and love reading- To build confidence in word reading, fluency and enjoyment of reading</p>  <p><b>Phonics</b></p>	<p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p><b>Phase 1/2</b></p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> <p><b>Phase 2</b></p>	<p><b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> <p><b>Phase 2/3</b></p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Phase 3</b> Consolidate Phase 2 skills.</p>	<p><b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Phase 3/4</b> Consolidate phase 2 and 3 skills.</p>	<p><b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p> <p><b>Phase 4</b> Consolidate phase 2 and 3 skills.</p>

Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.

Know grapheme phoneme correspondence of 19 letters.

Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (I the, to, no, go, into).

Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss

Revise tricky words - the, to, and, no, go, into  
Begin Phase 3 skills -  
Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu  
Know the 4 consonant digraphs - sh, th, ch, ng

Blend and segment known sounds for reading and spelling VC, CVC,

Know 9 vowel digraphs - ai, ee, oa, oo, ar, or, ur, ow, oi  
Know trigraph igh

Know Phase 3 tricky, he, she, we, me, be, was, my,

Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.

Know trigraphs ear, ure, air  
Know vowel digraph er  
Read tricky words they, her, all, are

Begin to be introduced to Phase 4 adjacent consonants and Tricky words

Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.

Read CVCC/ CCVC/ CCVCC words  
Know adjacent consonants - sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr  
Read tricky words do, when, out what, said, have, like, so.

Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.

Write longer sentences using phonic knowledge, write digraphs and trigraphs.

## Literacy



**Our Goal: To become independent who can form letters correctly, to write words and simple sentences using their phonics skills that can be read by others**

**Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.

**Composition:** Use talk to organise describe events and experiences.

**Spelling:** Orally segment sounds in simple words.

Write their name copying it from a name card or try to write it from memory.

**Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom.

Draws lines and circles. (Letter join)

**Emergent writing:** Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.

**Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

**Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name.

**Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space.(Letter join)

**Emergent writing:** Use appropriate letters for initial sounds.

**Composition:** Orally compose a sentence and hold it in memory before attempting to write it.

**Spelling:** Spell to write VC and CVC words independently using Phase 2 graphemes.

**Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.(Letter join)

**Emergent writing:** Build words using letter sounds in writing.

**Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

**Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.

Spell some irregular common (tricky) words e.g. the, to, no, go independently.

**Handwriting:** Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. (Letter join)

**Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

**Composition:** Write a simple sentence with a full stop.

**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

**Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.(Letter join)

**Emergent writing:** Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop

**Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.

Write different text forms for different purposes (e.g. lists, stories, instructions).

Begin to discuss features of their own writing e.g. what kind of story have they written.

**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC  
Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

**Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.(Letter join)

**Mathematics**



**Our Goal: To be fascinated by patterns, shapes and measures around us and developing spatial reasoning skills**

**Develop a deep understanding of numbers to 10, building fluency of simple number facts**

Ongoing throughout the year

**Understanding the World**



**Historical Understanding**

**To enquire about the past and begin to build historical skills and sense of**

*Count objects, actions, and sounds. Subitise*

Matching. Sorting & Comparing  
Comparing amounts  
Comparing size, mass & capacity  
Exploring pattern - making simple.

Number Sense Maths: Book 1-2 - subitising 1-2

*Explore the composition of numbers to 5*  
**Subitise**

Representing 1,2,3  
Comparing 1,2,3  
Composition of 1,2,3  
Formation of 1,2,3  
Circles and triangles  
Positional language

Number sense Maths: Book 3- subitising 1-3

Representing 4,5  
Comparing 4,5  
Composition of 4,5  
Formation of 4,5  
One more and less  
Double  
Shapes with 4 sides.  
Time

Number sense Maths: Book 4- subitising 1-5

*Explore the composition of numbers to 10*  
**Subitise**  
*Automatic recall number bonds to 5*

Introducing zero  
Comparing numbers to 5  
Composition of 5

Comparing Mass  
Comparing Capacity

Number sense Maths: Book 5- subitising 6-10

Number 6, 7, 8  
Making pairs, pairs wise, doubles, halves  
Combining 2 groups  
Odd and Even  
Length, height.  
Time

Number sense Maths: Books 6&7- partitioning 2& 3

*Explore the composition of numbers to 10*  
**Subitise**  
*Automatic recall number bonds to 5*

Numbers 9, 10  
Comparing numbers to 10  
Combining groups  
Number bonds to 10  
3D shapes  
Spatial awareness  
Pattern

Number sense Maths: Books 8-10- portioning 4,5,10

*Explore the composition of numbers beyond 10.*  
**Subitise**  
*Automatic recall number bonds 0-10*

Number 10 and beyond- subitising, counting, sorting, matching, comparing, ordering  
Composition of numbers to 10 and beyond  
Counting patterns to 10 and beyond  
Spatial reasoning.  
3D shape  
Match, rotate, and manipulate  
Pattern - AABB, BBA  
Sunflower Challenge

Number sense Maths: Book 11- Composition 6-9 Book 12- Comparing numbers to 10

*Explore the composition of numbers beyond 10.*  
**Subitise**  
*Automatic recall number bonds 0-10*

Adding more  
Taking away  
Number bonds  
Shape - spatial reasoning

Doubling  
Sharing and grouping  
Even and odd  
Patterns and relationships  
Mapping

Number sense Maths: Book 13- Patterns in odds and evens  
Patterns in doubles

Number sense Maths: Book 13- Equal distribution

*Link the number symbol with its cardinal number value. Subitise*

*Count beyond ten. Compare numbers*

*Understand the 'one more/one less than' relationship between consecutive numbers. Continue, copy, and create repeating patterns.*

*Compare length, weight, and capacity.*

*Select, rotate, and manipulate shapes to develop spatial reasoning skills.*

*Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.*

**Chronology:** use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

**Enquiry:** Find out about key historical events and why and how we celebrate today?  
Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.  
**Comment on images of familiar situations in the past.**

**Chronology:** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

**Enquiry:** Describe images of familiar situations in the past using books

**Chronology:** Talk about and understand changes in their own lifetime, by creating a personal timeline.

**Enquiry:** Comment on images of dinosaurs from the past.

**Chronology:** Recount an event, orally, pictorial and/or with captions.

**Health Week - Enquiry:** Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

**Chronology:** Order experiences in relation to themselves and others, including stories.

**Enquiry:** Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

<p><i>chronology in their own lives</i></p>	<p>Begin to develop a sense of <u>continuity and change</u> by being able to <i>compare and contrast characters from stories throughout the year, including figures from the past.</i></p>					
<p><b>Religious/ Cultural Understanding</b></p> <p>Our Goal: To have <b>compassion</b> for other people's cultures and beliefs and feel part of St Mary's <b>community</b> and an appreciation of diversity</p>	<p><b>Respect:</b> Themselves, special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p><b>Respect:</b> <i>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.</p>	<p><b>Respect:</b> Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations.</p>	<p><b>Respect:</b> <i>Understand that some places are special to members of their community.</i></p>	<p><b>Respect:</b> Animals and know how to care for an animal/pets</p>
	<p><b>(UC - F2 Creation)</b></p>	<p><b>(CY - F6 What is special about our world)</b></p>	<p><b>(CY - F5 Being special - where do we belong)</b></p>	<p><b>(UC - F2 Salvation)</b></p>		<p><b>(CY - F4 What times are special &amp; why?)</b></p>
<p><b>Geographical Understanding</b></p> <p><i>Build a connection to the surrounding world and appreciation for sustainability</i></p>	<p><b>Mapping:</b> Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.</p> <p>Identify on a map -<b>Recognise some environments that are different to the one in which they live</b></p>	<p><b>Enquiry:</b> Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.</p> <p>Find out about their local area by talking to people, examining photographs, and visiting local places.</p>		<p><b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the village</p>	<p><b>Mapping:</b> <i>Draw information from a simple map</i> and identify landmarks of our local area walk.</p>	<p><b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p><b>Enquiry:</b> Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>
<p><b>Science, Technology and Engineering</b></p> <p>Appreciate and <b>care</b> for <b>nature</b>, our</p>	<p><b>Colour - Plymouth Science</b></p> <p>Contrasting environments</p> <p>Children know that weather can be different in different countries.</p>	<p><b>Animals- Plymouth Science</b></p> <p>Knowledge of animals Make comparisons between animals Polar Animals</p>	<p><b>Materials - Plymouth Science</b></p> <p>Begin to learn about famous Scientists through stories - Mae Jemison/ Neil Armstrong</p> <p>That's not my rocket it is too...</p>	<p><b>Seasons- Plymouth Science</b></p> <p>Understand about the changing seasons</p> <p>Describe what they see and hear</p>	<p><b>Keeping Healthy - Plymouth Science</b></p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant</p>	<p><b>Under the Sea - Plymouth Science</b></p> <p>Knowledge of animals under the sea Floating and sinking Oceans Beaches and Rock Pools</p>

<p>changing seasons and our environment</p>		<p>Children will make observations of different animals and be able to use specific vocabulary to describe them.</p>	<p>Looking after Birds</p>		<p>Keeping healthy - Health Week</p>	
<p><b>Communication:</b> Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i></p> <p><b>Observation:</b> <i>Explore the natural world around them</i> by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>						

<p>Expressive Arts and Design</p> 	<p><b>Drawing Skills:</b> Children develop their mark making and begin to add meaning to their marks Use a range of chalks/pencil crayons/pencils thick and thin.</p> <p><b>Printing:</b> Repeated Pattern/ Printing Skills Study - Adrinka Printing from Ghana</p> <p>Print using everyday objects, vegetables and sponges to form a scene &amp; repeat pattern. *Each print is precise and clear.</p> <p><b>Sculpture-</b> Build/construct height/width/balance/secure buildings using: Duplo (autumn term) Mobile ,Knex, wooden block and Lego</p> <p><b>Autumn Wreaths - Kapow Art Seasonal Crafts Unit</b></p> <p><b>Links to Forest Schools</b></p>	<p><b>Drawing Skills:</b> Develop the correct hand-grip to form marks. Using fingers to trace in sand etc and progressing to pencils to follow pattern. Produce lines of different thickness and tone using pencil</p> <p><b>Painting Skills:</b> Explore using different sized brushes and rollers with poster paint, messy mark making tray.</p> <p><b>Sculpture-</b> Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors.</p> <p><b>DT Textiles - bookmark weaving</b></p>	<p><b>Drawing Skills</b> Look at and describe what they have produced describing simple techniques. Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils.</p> <p><b>Painting Skills:</b> Enjoy using a variety of different tools including different size brushes, sponges and fingers. powder and watercolour paints</p> <p><b>DT structures (Kapow Junk Modelling)</b> <b>Attach and join materials using glue, paste or tape. Build a construction/sculpture using a variety of objects</b> <b>Designing and Making Rocket</b></p>	<p><b>Drawing Skills</b> Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p><b>Painting Skills:</b> Recognise and name primary colours. *Explore and mix colours. *Investigate colour mixing using poster,</p> <p><b>Artist Study - Andy Warhol - Daffodils</b> Kapow Unit - Petal Suncatchers (Seasonal Crafts)</p> <p><b>Sculpture/3D- Clay - Enjoy using a variety of malleable media - clay, playdough, salt dough. Impress and apply simple decorations.</b></p>	<p><b>Drawing Skills:</b> Investigate different lines: Straight, curved, wavy, dashed.</p> <p><b>Painting Skills:</b> Explore working with paint on different surfaces and in different ways</p> <p><b>Kapow DT Reception Unit - Structures- Boats</b> Investigate and learn about properties needed for waterproofing Make predictions about materials that float and sink Learn about different structures of boats To investigate how shape affects way they move To design a boat To create their own boat</p>	<p><b>Collage To experiment to create different textures</b> <b>Seascapes/ seaside collages</b></p> <p><b>ELG - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>
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**Music:**  
Kapow Exploring sound

**Songs:**  
Pat-a-cake  
1, 2, 3, 4, 5, Once I Caught a Fish Alive  
This Old Man  
Five Little Ducks  
Name Song  
Things for Fingers

*Develop storylines in their pretend play.*

Poetry Basket Poems - Autumn

**Music**  
Kapow - Celebration Music

**Songs:**  
I'm A Little Teapot  
The Grand Old Duke of York  
Ring O' Roses  
Hickory Dickory Dock  
Not Too Difficult  
The ABC Song

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

Poetry Basket Poems - Autumn

**Music:**  
Kapow - Music and Movement

**Songs:**  
Wind the Bobbin Up  
  
Rock-a-bye Baby  
Five Little Monkeys Jumping on The Bed  
Twinkle, Twinkle

*Return to and build on their previous learning, refining ideas and developing their ability to represent them.*

Poetry Basket Poems - Spring

**Music:**  
Kapow - Musical stories

**Songs:**  
Old Macdonald  
Incy Wincy Spider  
Baa, Baa Black Sheep  
Row, Row, Row Your Boat  
The Wheels on The Bus  
The Hokey Cokey

*Create collaboratively sharing ideas, resources, and skills.*

Poetry Basket Poems - Autumn

**Music:**  
Kapow - Transport

**Songs:**  
If You're Happy and You Know It  
Head, Shoulders, Knees and Toes

*Listen attentively, move to, and talk about music, expressing their feelings and responses.*

Poetry Basket Poems - Summer

**Music:**  
Kapow Big Band

**Songs Reflect, Rewind & Replay:**  
Baa, Baa Black Sheep  
Twinkle, Twinkle  
Incy Wincy Spider  
Rock-a-bye Baby  
Row, Row, Row Your Boat

*Watch and talk about dance and performance art, expressing their feelings and responses.*

Poetry Basket Poems - Summer

*Explore, use, and refine a variety of artistic effects to express their ideas and feelings*  
*Explore and engage in music making and dance, performing solo or in groups. Singing - well known nursery rhymes, familiar songs and chants.*