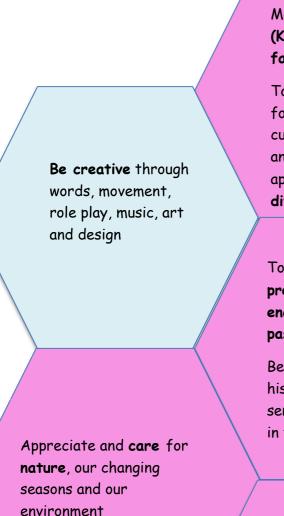
Our EYFS Curriculum

Small school, Big Heart, Learning and Growing Together

"Compassion, Friendship, Koinonia and Trust"

St Mary's EYFS Curriculum Goals



Feel part of St Mary's community (Koinonia) and family

To have compassion for other people's cultures and beliefs and have an appreciation of diversity

To talk about present events and enquire about the past

Begin to build historical skills and sense of chronology in their own lives

Build a connection to the surrounding world and appreciation for sustainability

Confident communicators who are passionate about learning and want to discover more through asking interesting thoughtful questions

Happy, resilient and independent learners who **trust** each other and see themselves as **unique** and as a valued individual

> Master a deep understanding of numbers to 10, building fluency of simple number facts to 5 and develop mathematical reasoning

Be physically active Develop balance, agility and co-ordination

> Enjoy and love reading build confidence in word reading and fluency

Develop

understanding of

read so they can

what they heard or

confidently express

preferences, make

predictions and use

Be fascinated by shapes, patterns and

> Develop **spatial** reasoning skills

measures

To become independent writers who can form letters correctly, to write words using their phonics knowledge and write simple sentences that can be read by others.

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.

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

Personal, Social and Emotional Development Self-regulation Our Goal: Happy, resilient and independent learners who see	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	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.	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 Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
themselves as unique and as a valued individual	Self-Regulation - My feelings	Building Relationships- Special relationships	Managing Self - taking on challenges	Self-regulation - Listening and following instructions	Building relationships- My family and friends	Managing Self - My wellbeing
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	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.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Our Goal: Be physically active and developed balance, agility and co- ordination	Coordination skill : Footwork Static Balance skill : One leg	Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance	Coordination skill: Ball skills Counterbalance skill: With a partner	Dynamic balance : On a line Static Balance skill : Stance	Coordination skill: Sending and Receiving Agility skill: Reaction/Response	Health and Fitness Cog Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work
	and swimming. (Out of Develop their small mo Use their core muscle	school sports etc) for skills so that they can use a rang strength to achieve a good posture v trength, balance, co-ordination, and	e of tools competently, safely, and c when sitting at a table or sitting on t	confidently. Suggested tools: pencils		es including dance, gymnastics, sport, es, scissors, knives, forks, and spoon.
Literacy	Comprehension: 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	Comprehension: 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'	Comprehension: 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	Comprehension: 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.	Comprehension: 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.	Comprehension: 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
Our Goal: To develop understanding of what they heard or read so they can confidently express preferences ,	up and turn some pages appropriately. Know that text in English is read top to bottom and left to right.	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.	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.	Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted.	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	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.

make predictions and	Know the difference	Sequence two events from a	Play is influenced by experience	Recognise repetition of words or	has been read to them, where	With prompting, sometimes show
develop vocabulary	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.	familiar story, using puppets, pictures from book or role-play.	of books (small world, role play).	phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	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.	understanding of some less familiar words and phrases in a story that is read aloud to them.
	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)	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	Kay 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	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	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	Key Texts: I'm not going to Eat this Ant (Retell and write) The Hungry Caterpillar Lucy Ladybird What the ladybird heard! Superworm Snail Aaarrrgh Spider Poems- Mad about Mininbeasts
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.	they can read short words made up of known letter-sound correspondences.	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 the	 ir confidence in word reading, their '	l fluency and their understanding and	enjoyment. Read books consistent wi	th 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.	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, II, ss Revise tricky words - the, to, and, no, go, into	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,	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	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.
	Know grapheme phoneme correspondence of 19 letters.		Begin Phase 3 skills - Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu	me, be, was, my, Write graphemes and digraphs when they hear them, using a	Begin to be introduced to Phase 4 adjacent consonants and Tricky words	Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.

Mathematics	Count objects, actions, and sounds. Subitise	Explore the composition of numbers to 5 Subitise	Explore the composition of numbers to 10 Subitise	Explore the composition of numbers to 10 Subitise	Explore the composinumbers beyond 10 Subitise
Literacy Our Goal: To become independent writers who can form letters correctly, to write word and simple sentences using their phonics skills that can be read by others	can be written down. Write their name copying it from a name card or try to write it	Emergent writing: 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. 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)	for reading and spelling VC, CVC, 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)	Write more graphe memory and write sentence using pho Emergent writing: build on knowledge sounds to build wo Use writing in play words in their write Composition: Write sentence with a ful Spelling: Spell word on knowledge of kno correspondences. Make phonetically p attempts when write complex unknown we Handwriting: Form case letters correct and finishing in the going the right way correctly orientate spaces between wor join)
			Know the 4 consonant digraphs – sh, th, ch, ng Blend and segment known sounds	sound mat or sound wall for support if needed.	Continue to apply k blending and segme reading and spelling syllable words and

v knowledge of menting to ing simple two- id captions. hemes from e a simple honic knowledge.	Write longer sentences using phonic knowledge, write digraphs and trigraphs.
g: Continue to ge of letter vords in writing. ay. Use familiar riting. Ite a simple ull stop. ords by drawing known grapheme v plausible riting more words. m most lower- ectly, starting he right place, ay round and ted. Include vords.(Letter	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)
position of 10.	Explore the composition of numbers beyond 10. Subitise

••••••••	Matching Sorting &			Automatic recall to 5	number bonds	Automatic recall number bonds to 5	Automatic recall number bonds 0-10	Automatic recall 0-10	number bonds
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	Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	Numbers 9, 10 Comparing numbers to 10 Combining groups Number bonds to 10 3D shapes Spatial awareness Pattern	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	Adding more Taking away Number bonds Shape – spatial reasoning	Doubling Sharing and grouping Even and odd Patterns and relationships Mapping
facts	Number Sense Maths: Book 1-2 – subitising 1-2	Number Sense Maths: Book 3 - subitising 3-4	Number Sense Maths: Book 4- 2 - subitising 4-5	Number Sense Maths: Book 5- 2 - subitising 6-10	Number Sense Maths: Book 6 & 7 - partition 2,3	Number Sense Maths: Book 8 -10 - partition 4,5,10	Number Sense Maths: Book 11 Composition 6-9 Book 12 – Comparing numbers to 10 Book 12– Patterns in doubles	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 Count beyond ten. can. Understand the 'one more/or Compare length, weight, and	Compare number ne less than' relat	25	oitise onsecutive number	Compose and dec	and manipulate shapes to develop s compose shapes so that children re opy, and create repeating patterns	cognise a shape can have other sha	apes within it, just	as numbers
Understanding the World	Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.	Chronology: use t time when talking past/present ever lives and in the liv including people th about through boo Enquiry: Talk abou people have in soc present and past.	about Its in their own es of others ney have learnt iks. It key roles iety both in the Name and	Chronology: Visu their own day on (correspond with days of the week Enquiry: Describ familiar situation using books such	a simple timeline number 7 work,) e images of as in the past as, S hirley	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 relation to thems including stories. Enquiry: Comment familiar situation Describe feature people, places at the and make comparison	elves and others, t on images of is in the past. s of objects, different times sons. Talk about
Historical Understanding To enquire about the past and begin to build historical skills and sense of chronology in their own lives		describe people w to them within the e.g., police, fire se dentist. Enquiry: Find out historical events of we celebrate toda Remembrance Day Diwali. Ask question different sources including books. <i>Comment on imag</i> <i>situations in the</i>	eir community ervice, doctors, about key and why and how y? y, Christmas Day, ons, use to find answers es of familiar	Hughes stories/ past books e.g 7 Museum.	•			what is the same	and ditferent.

ild historical	Chr
ories	rela
	inc
flowers	
unt an event,	Eng
nd/or with	far
	Des

Religious/ Cultural Understanding Our Goal: To have compassion for other people's cultures and beliefs and feel part of it Mary's community and an appreciation of diversity	Respect: Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families in other countries across the world.	Respect: 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. Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)	Respect: 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.	Respect: 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.	Respect: Understand that some places are special to members of their community.	Respect: Animals and know how to care for an animal/pets
		(UC - F2 Incarnation)		(CY - F1 Which stories are special & why?	(CY - F2 Which people are special & why?)	(CY - F3 What places are special & why?)
Geographical Understanding Build a connection to the surrounding world	Mapping: 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.	Enquiry: 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.		Enquiry - 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	Mapping: Draw information from a simple map and identify landmarks of our local area walk.	Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)
and appreciation for sustainability	Recognise some environments that are different to the one in which they live	Find out about their local area by talking to people, examining photographs, and visiting local places.				Enquiry: 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,
Science, Technology and Engineering	All about me - Plymouth Science	People who help us- Plymouth Science	Traditional Tales - Plymouth Science	Materials - Plymouth Science	Plymouth Science Minibeasts and growing -	Being Healthy - Plymouth Science
Appreciate and care for nature , our changing seasons and our environment	Children know the names of body parts. Children know that we have a skeleton. Children can explore their	Exploring jobs of Scientists through visits Vets Doctors Dentists Nurses Children know how to take care	Talks about why things happen and how things work Looking after Birds	Explore collections of materials with similar and/or different properties e.g Magnetic and non- magnetic	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant Keeping Healthy - Health Week	Shows care and concern for living things and the environment Microhabitats Understand the key features of the life cycle of a minibeast
	five senses. Importance of looking after my teeth	of a pet.			Children know how to keep their bodies healthy, e.g. eating healthy food, exercising, screen- time, etc.	

and feel outside. Observation: Explore the national need to respect and care for t	tural world around them by taking po the natural environment and all living of the life cycle of a plant or animal	art in weekly forest school inspired '	the effect of the changing seasons	

Expressive Arts and	Drawing Skills: Children develop their mark	Drawing Skills: Develop the correct hand-grip to	Drawing Skills Look at and describe what they	Drawing Skills Start to produce different	
Design	making and begin to add meaning to their marks e.g portraitsthis is my face, messy mark making tray Use a range of chalks/pencil crayons/pencils thick and	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	have produced describe what mey 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.	patterns and textures from observations, imagination and illustrations.	Drawing Skills: Investigate differ Straight, curved, w
Be creative through words, movement, role play, music, art and design	thin. Art Kapow Unit 1 - Marvellous Marks Portraits – drawing themselves, observational work	Painting Skills: Explore using different sized brushes and rollers with poster paint, messy mark making tray.	Painting Skills: Enjoy using a variety of different tools including different size brushes, sponges and fingers. powder and watercolour paints.	PaintingSkills: Recognise and name primary colours. *Explore and mix colours. *Investigate colour mixing using poster,	Painting Skills: Explore working wi different surfaces different ways Art Kapow Unit 2 world
design	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/secur e buildings using:Duplo (autumn term) Mobile ,Knex, wooden block and Lego	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	Creating Puppets Art Kapow - crafty and design - Let's get crafty DT - Textiles	Sculpture/3D Attach and join materials using glue, paste or tape. Build a construction/sculpture using a variety of objects DT- Junk Modelling (Robots)	Artist Study - Var Sunflowers DT- Cooking and

rawing pictures of animals and plants. Understand the

erent lines: , wavy, dashed.

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d 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

Music – Kapow	Music – Kapow	Music:	Music- Kapow	Music - Kapow	Music -Kapow
Exploring Sound	Celebration Music	Kapow - Music and Movement	Musical Stories	Kapow- Transport	Big Band
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.	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	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	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.	Songs: Big Bear Funk Listen attentively, move to, and talk about music, expressing their feelings and responses. Poetry Basket Poems - Summer	Songs Reflect, Rewind & Repla 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 a performance art, expressing their feelings and responses. Poetry Basket Poems - Summe
Poetry Basket Poems - Autumn					
	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 -	Exploring SoundCelebration MusicSongs: Pat-a-cakeSongs: I'm A Little Teapot1, 2, 3, 4, 5, Once I Caught a Fish AliveI'm A Little TeapotThis Old ManRing O' RosesFive Little DucksNot Too DifficultName Song Things for FingersSing in a group or on their own increasingly matching the pitch and following the melody. Poetry Basket Poems -Develop storylines in their pretend play.Sing in a group or on their own and following the melody. Poetry Basket Poems -	Exploring SoundCelebration MusicKapow - Music and MovementSongs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for FingersSongs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock The ABC SongSongs: 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 ToesDevelop storylines in their pretend play. Poetry Basket Poems -Sing in a group or on their own increasingly matching the pitch and following the melody. Poetry Basket Poems - AutumnReturn to and build on their previous learning, refining ideas and developing their ability to represent them.	Exploring SoundCelebration MusicKapow - Music and MovementMusical StoriesSongs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for FingersSongs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock The ABC SongSongs: 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 ToesSongs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row Your Boat The Wheels on The Bus The Hokey CokeyDevelop storylines in their pretend play. Poetry Basket Poems -Sing in a group or on their own increasingly matching the pitch and following the melody. Poetry Basket Poems -Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively sharing ideas, resources, and skills.Poetry Basket Poems -Poetry Basket Poems - AutumnPoetry Basket Poems - SpringPoetry Basket Poems - Autumn	Exploring SoundCelebration MusicKapow - Music and MovementMusical StoriesKapow - TransportSongs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish AliveSongs: I'm A Little Teapot The Grand Old Duke of York Ring O' RosesSongs: 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 ToesSongs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Hokey CokeySongs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Hokey CokeySongs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Hokey CokeySongs: Big Bear FunkDevelop storylines in their pretend play.Sing in a group or on their own And following the melody. Poetry Basket Poems - AutumnReturn to and build on their previous learning, refining ideas and developing their ability to represent them. Poetry Basket Poems - AutumnCreate collaboratively sharing ideas, resources, and skills.Listen attentively, move to, and talk about music, expressing their feelings and responses. Poetry Basket Poems - Autumn

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.

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

Personal, Social and Emotional Development Self-regulation	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	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.	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.	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 Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
Our Goal: Happy, resilient and independent learners who see themselves as unique and as a	PSHE Planning: Relationships at Home and in the Community Whole School Themes - Kapow	PSHE Planning:Relationships at school	PSHE Planning:Fairness - behaviour	PSHE Planning:Fairness-sharing	PSHE Planning:Choices-keeping healthy	PSHE Planning:Choices-being independent
valued individual	Self-Regulation – My feelings	Building Relationships- Special relationships	Managing Self – taking on challenges	Self-regulation – Listening and following instructions	Building relationships- My family and friends	Managing Self – My wellbeing
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	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.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Our Goal: Be physically active and developed balance, agility and co- ordination	Coordination skill : Footwork Static Balance skill : One leg	Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance	Coordination skill : Ball skills Counterbalance skill : With a partner	Dynamic balance : On a line Static Balance skill : Stance	Coordination skill : Sending and Receiving Agility skill : Reaction/Response	Health and Fitness Cog Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work
	swimming. (Out of school s Develop their small motor s Use their core muscle stre		tools competently, safely, and confi sitting at a table or sitting on the f	dently. Suggested tools: pencils for a		cluding dance, gymnastics, sport, and sissors, knives, forks, and spoon.

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Handa's Hen The Magic Paintbrush The Enormous Turnip Pumpkin Soup Autumn Poetryyou hear? Lost and Found Cuddly Duddly Divali Story Firework poemsWes Magee Poems- T-Rex Bumpus Jumpus Dinosaurumpus! Dinosaurs and all that rubbishLighthouse Keepers LunchLiteracy Goal: Enjoy and love reading- To build confidence in word reading, fluency and enjoyment of readingWord 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.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.Word Reading: Read individual 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 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 letter groups th		Handa's surprise	Polar Bear, Polar Bear what did	Stickman	Dinosaurs	Barry the Fish with fingers	Katie Morag
The Enormous Turnip Pumpkin Soup Autum Poetry Cuddly Duddly Diwali Story Firework poems Dinosaurs and all that rubbish Dinosaurs and all that rubbish Literacy Goal: Enjoy and love reading- To build confidence in word reading, fluency and enjoyment of reading 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. 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. 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. 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. Read a few common exception words matched to the school's phonic programme. 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. Read a few common exception words Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences and, where necessary,		Handa's Hen	you hear?		Wes Magee Poems- T-Rex	Lighthouse Keepers Lunch	-
Pumpkin Soup Autumn PoetryWord Reading: Rear general biwal isory Firework poemsWord Reading: Read individual letters by saying the sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds for them.Word Reading: Read some letter groups that each represent one sound and say sounds f		The Magic Paintbrush	Lost and Found		Bumpus Jumpus Dinosaurumpus!	5	
Autumn PoetryFirework poemsWord Reading: Read individual letters by saying the sounds for them.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. Read a few correspondences. Read a		The Enormous Turnip	Cuddly Duddly		Dinosaurs and all that rubbish		
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				phonic programme.		words.	
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.				I		I	
		-	-			· · ·	
Phonics Phase 1/2 Phase 2 Phase 2/3 Phase 3/4 Phase 4	Phonics	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3/4	
Consolidate Phase 2 skills. Consolidate phase 2 and 3 skills. Consolidate phase 2 and 3 skills.					Consolidate Phase 2 skills.	Consolidate phase 2 and 3 skills.	Consolidate phase 2 and 3 skills.

	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, II, 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 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. 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	Count objects, actions, and sounds. Subitise	Explore the com numbers to 5 Subitise	position of	Explore the con numbers to 10 Subitise Automatic recal to 5		Explore the composition of numbers to 10 Subitise Automatic recall number bonds to 5	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10	Explore the com numbers beyond Subitise Automatic recall 0-10	10.
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,	Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Double Shapes with 4 sides. Time	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles, halves Combining 2 groups Odd and Even Length, height. Time	Numbers 9, 10 Comparing numbers to 10 Combining groups Number bonds to 10 3D shapes Spatial awareness Pattern	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	Adding more Taking away Number bonds Shape - spatial reasoning	Doubling Sharing and grouping Even and odd Patterns and relationships Mapping
building fluency of simple number facts	Number Sense Maths: Book 1-2 - subitising 1-2	Number sense Maths: Book 3- subitising 1-3	Number sense Maths: Book 4- subitising 1-5	Number sense Maths: Book 5- subitising 6-10	Number sense Maths: Books 6&7- partitioning 2& 3	Number sense Maths: Books 8- 10- portioning 4,5,10	Number sense Maths: Book 11- Composition 6-9 Book 12- Comparing numbers to 10	Number sense Maths: Book 13- Patterns in odds and evens Patterns in doubles	Number sense Maths: Book 13- Equal distribution
Ongoing throughout the year	Link the number symbol with its Count beyond ten. Co Understand the 'one more/one les Compare length, weight, and cap	mpare numbers ss than' relationsh		Con	pose and decomp	•	al reasoning skills. ise a shape can have other shapes	-	numbers can.
	Chronology: Talk about members of their immediate family and where they live. Children recognise that there are other places in the world/UK that are different to where they live.	Chronology: use t time when talking past/present even lives and in the liv including people t about through boo	about nts in their own ves of others hey have learnt		a simple timeline number 7 work,	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Comment on images of	Chronology : Recount an event, orally, pictorial and/or with captions.	Chronology: Order relation to thems including stories.	elves and others, t on images of
Historical Understanding To enquire about the past and begin to build historical skills and sense of	Name and describe people who are familiar to them.	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. <i>Comment on images of familiar</i> <i>situations in the past.</i>		Enquiry: Describ familiar situation using books	-	dinosaurs from the past.	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.	familiar situation Describe feature people, places at and make compar what is the same	s of objects, different times isons. Talk about

chronology in their own lives	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.							
Religious/ Cultural Understanding Our Goal: To have compassion for other people's cultures and beliefs and feel part of St Mary's community and an appreciation of diversity	Respect: Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families in other countries across the world.	Respect: 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. Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)	Respect: 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.	Respect: 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.	Respect: Understand that some places are special to members of their community.	Respect: Animals and know how to care for an animal/pets		
Geographical Understanding Build a connection to the surrounding world and appreciation for	(UC - F2 Creation) Mapping: 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. Identify on a map -Recognise some environments that are	(CY - F6 What is special about our world) Enquiry: 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. Find out about their local area by talking to people, examining	(CY - F5 Being special - where do we belong)	(UC - F2 Salvation) Enquiry - 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	Mapping: Draw information from a simple map and identify landmarks of our local area walk.	(CY - F4 What times are special & why?) Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: Recognise, know, and describe features of different		
sustainability Science,	different to the one in which they live Colour - Plymouth Science	photographs, and visiting local places. Animals- Plymouth Science	Materials - Plymouth Science	Seasons- Plymouth Science	Keeping Healthy - Plymouth	places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. Under the Sea - Plymouth		
Technology and Engineering Appreciate and care for nature, our	Contrasting environments Children know that weather can be different in different countries.	Knowledge of animals Make comparisons between animals Polar Animals	Begin to learn about famous Scientists through stories - Mae Jemison/ Neil Armstrong That's not my rocket it is too	Understand about the changing seasons Describe what they see and hear	Science Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant	Science Knowledge of animals under the sea Floating and sinking Oceans Beaches and Rock Pools		

changing seasons and our environment		Children will make observations of different animals and be able to use specific vocabulary to describe them.	Looking after Birds		Keeping healthy - Health Week
	feel outside.	world around them by taking part in	here they live and understand the e n weekly forest school inspired 'Natu		
Expressive Arts and	Drawing Skills:	Drawing Skills:	Drawing Skills	Drawing Skills	Drawing Skills:
Design	Children develop their mark making and begin to add meaning to their marks Use a range of chalks/pencil crayons/pencils thick and thin.	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	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.	Start to produce different patterns and textures from observations, imagination and illustrations.	Investigate differe Straight, curved, w
- t-	Printing:Repeated Pattern/ Printing skills Study -Adrinka Printing from Ghana Print using everyday objects, vegetables and sponges to form a	Painting Skills: Explore using different sized brushes and rollers with poster paint,messy mark making tray.	Painting Skills: Enjoy using a variety of different tools including different size brushes, sponges and fingers. powder and watercolour paints	Painting Skills: Recognise and name primary colours. *Explore and mix colours. *Investigate colour mixing using poster,	Painting Skills: Explore working wit different surfaces different ways
	scene & repeat pattern. *Each print is precise and clear. Sculpture- Build/construct	Sculpture - Use small scale intricate fine motor activities to develop pincer/ tripod grip for	DT structures (Kapow Junk Modelling) Attach and join materials using glue, paste or tape. Build a construction/sculpture using a	Artist Study – Andy Warthol – Daffodils Kapow Unit – Petal Suncatchers (Seasonal Crafts)	Kapow DT Reception Structures - Boats Investigate and lead properties needed to waterproofing
	height/width/balance/secure buildings using:Duplo (autumn term) Mobile ,Knex, wooden block and Lego	sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple	variety of objects Designing and Making Rocket	Sculpture/3D- Clay - Enjoy using a variety of malleable media - clay, playdough, salt dough. Impress and apply simple decorations.	Make predictions all that float and sink Learn about differe of boats To investigate how
	Autumn Wreaths - Kapow Art Seasonal Crafts Unit	tools and scissors. DT Textiles – bookmark weaving			way they move To design a boat To create their own
	Links to Forest Schools				

around them. Describe what they see, hear, and

g pictures of animals and plants. Understand the need

rent lines: wavy, dashed.

with paint on es and in

o**tion Unit -**I**ts** learn about ed for

s about materials nk erent structures

w shape affects

wn boat

Collage To experiment to create different textures Seascapes/ seaside collages

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.

Music:	Music	Music:	Music:	Music:	Music:
Kapow Exploring sound	Kapow – Celebration Music	Kapow – Music and Movement	Kapow – Musical stoies	Kapow – Transport	Kapow Big Band
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	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	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	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.	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	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