

Swarland Primary School Long Term Plan For Early Years						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	We are family	Gruffalo Season	Careers in the community	Spring into Life	Travel & Transport	Cultural Topic
Personal, Social, Health, Emotional	<p><i>Moving on and Settling In.</i> Getting to know one another. Making friends. Who we are, our families, our interests and why we are all unique and special. Rules, routines and boundaries. Building confidence. Introduction to staff. Good to be me. Uniqueness - difference, tolerance. Taking turns and sharing. Control immediate impulses. Identifying feelings. Waiting for what they want.</p>	<p><i>Learning behaviours</i> Children will explore Perseverance, independence, readiness, resilience, tolerance, attitude. Continue to reinforce rules and boundaries and introduce monitor roles. Discuss feelings and making good choices in groups. Teamwork, problem solving. Anti-bullying. Hand washing, hygiene, cold prevention. Be prepared to try new activities and tasks. Performing in front of others.</p>	<p><i>Relationships</i> Initiating conversation, friendships and extending play ideas. Build up the role play with other children. Work as a team to investigate who will help us in the community. Children to reinforce good choices and sharing and caring. Being safe. water safety. First aid. Emergency 999. See someone else's point of view.</p>	<p><i>Family & health</i> Talk to children about home and where they live, children will talk freely about home and community, family structures. Talk about living things and what they need to grow well and stay healthy including themselves. Mental well-being - sleep, rest, screen time. Resolving conflicts. How do we look after our animals? What do they need to keep warm and safe? How do we look after creatures and animals in our world?</p>	<p><i>Ourselves and caring for others</i> Children can describe themselves in positive ways and talk about what they are good at. Goal setting. Road safety</p>	<p><i>Change</i> Look how we have grown: children will discuss what they were like at the beginning of the year and how they have changed. What can they do now that they couldn't do before? Children discuss the changes they have seen. Celebrations and pride. Transition preparation to move into year 1.</p>
Concepts	<p><i>Friendship, family, belonging, rules, law, Uniqueness, tolerance</i></p>	<p><i>Perseverance, independence, readiness, resilience, tolerance, attitude.</i></p>	<p><i>Teamwork, sharing, choice, care, safety, first aid, health, relationships</i></p>	<p><i>Home, community, family, health, mental health, conflict</i></p>	<p><i>Pride, safety, care, goals, targets</i></p>	<p><i>Growth, change, celebrations, pride.</i></p>

Vocabulary	<i>Friends, family, Mum, Dad, brother, sister, cousins, grandparents, allow, unique, similarities, differences talent, consequence, behaviour, respect, safety.</i>	<i>Perseverance, independence, readiness, resilience, tolerance, attitude, hygiene, bullying, effort, happy, amused, proud, excited, afraid, calm, shy, worried, hopeful, angry, mad</i>	<i>Emergency, help, first aid, share, team, together, choice, swim, coastguard, fire, police, ambulance, community, trust, helpful, respect, honest, support</i>	<i>Home, cottage, bungalow detached, semi-detached, city, village, farm. Family, mum, dad, sisters, brothers, grandparents, sleep, screen, rest mental health, portion, risk</i>	<i>Hobbies, interests, unique, creatures, shelter, food, care, exercise, diet, goals, dreams, targets, skills, target, needs, confidence. Road safety</i>	<i>Growth, baby, toddler, child, adult, now, then, past, future, change, celebration, pride, achievement.</i>
Communication & Language	Taking turns to speak and listen to adults and peers. Circle time. Talking boxes. Sharing stories, re-telling. Investigating stories. Using story language in own play. Think about the story. Mark making opportunities. Read, Write Inc Set 1 sounds. Early reading and writing skills. Describe sensory experiences.	Open ended questions. Circle time. Talking boxes. Children using their imaginations. Children will use topic books to retell stories to the class and build upon this through role play, developing their own narratives. Build upon reading and writing skills using Read Write Inc Set 1 Explain what has happened	Children to understand and use how and why questions, link to topic. Circle time. Talking boxes. Children will follow direction without support and carry out their monitor roles. Follow 2 part instructions. Use language to request.	Explore the different roles people have and write about them. Children will share their ideas through role play and extend play. Can children recall and discuss events that they have experienced in their own life? Links to growing and share their ideas.	Story map. Continue reading and writing skills. Talk for writing, extended vocabulary. Talk for different purposes. Talking in larger groups. Holding conversations with teachers and peers. Writing for different audiences.	Children will problem solve using language and reasoning: Children will be encouraged to question how and why and find a solution. Reinforce language past, present and future. Listening attentively. Develop more complex sentence structure, including using conjunctions. Talking in front of the whole class.
Concepts	<i>Speaking clearly, communicating needs, taking turns, audience, story language, mark making for meaning, reading, names, labels. Talking in sentences..</i>	<i>Questions, imagination, retelling, narratives, phonics</i>	<i>Questions, instructions Negotiate People who help us, jobs, growing up, safety, adult, future</i>	<i>Talking in sentences and extended sentences.</i>	<i>Beginning, middle and end, sequencing narrative, audience, writing for meaning.</i>	<i>Reasoning, problem solving, question, answer.</i>

<p>Vo ca bul ar y</p>	<p><i>Names, labels, speaking, listening, reading, writing, Please, thank-you, textures, smells, tastes, sounds, likes and dislikes</i></p>	<p><i>Who, why, where, when, which, how, once upon a time, happily ever after, next, after that</i></p>	<p><i>How, why, most, some, all, each, every, may I? Will you? Jobs, careers, job labels e.g teacher, policeman, nurse, engineer, dentist, scientist, future. Role related equipment</i></p>		<p><i>First, next, then, after that, once upon a time, happily ever after, before</i></p>	<p><i>Justify, reason, because, I think, I believe, disagree, agree, right, wrong</i></p>
<p>Rel igi ou s Ed uc ati on</p>	<p>F4: Being special: Where do we belong Which stories are special in the bible and why? Zacchaeus, Jonah & the whale, Joseph and his dream coat. When were they born? Baptised? Belonging.</p>	<p>F2: Why is Christmas special for Christians? (UC: Incarnation) Which people are special and why? Nativity - Mary Jesus, Kings, Hanukkah, Diwali</p>	<p>F1: Why is the word 'God' so important to Christians (UC: God) Places of worship in different religions, shrines, temples. Chinese New Year</p>	<p>F3: Why is Easter special to Christians? (UC: Salvation) Easter, Holi, Ramadan, Birthdays, christenings, weddings. Spring, new life, growth.</p>	<p>F6: What times/stories are special and why? Church, family, community, Noah's ark. Other religions - are we all special?</p>	<p>F5: What places are special and why? What is special about our world? Cultural focus, world religions, care for natural world, special people.</p>
<p>Co nc ep ts</p>	<p><i>Holy book, bible, past, religion, family, belonging, identity</i></p>	<p><i>Special people, nativity, Christmas, Christians, celebrations, traditions, Diwali, Jewish religion, light. Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.</i></p>	<p><i>Special places, peace, worship, religion. The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it.</i></p>	<p><i>Time, specialness, Easter, birthdays, weddings, christenings, Spring, growth, new life, life cycles. Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.</i></p>	<p><i>Bible stories, Old Testament, religions, community, belonging, special, family</i></p>	<p><i>World, preservation, nature, man-made, respect, care</i></p>

<p>Vocabulary</p>	<p><i>Bible, Old testament, stories, baptism, belong, welcome, church, birth, family</i></p>	<p><i>Christmas, nativity, Jesus, 3 Kings, shepherds, angels, stable, Diwali, light, rangoli, candles, menorah, Jewish, religion.</i></p>	<p><i>Shrine, temple, church, synagogue, Christian, Jewish, Hindu, worship, sacred, Chinese New Year, dragon, emperor</i></p>	<p><i>Easter, Holi, Ramadan, christening, weddings, Good Friday, resurrection, growth, baby, adult, miracle, cycle</i></p>	<p><i>Bible, Old testament, stories, baptism, belong, welcome, church, birth, family, community, Noah, ark</i></p>	<p><i>World, preservation, nature, man-made, respect, care, neighbour</i></p>
<p>Physical Development</p>	<p>Development of basic skills - locomotion, balance, control, spatial awareness, hand eye coordination, agility, coordination with whole body movements. Correctly gripping mark making tools and pencils, using a tripod hold. Copy triangle Cut straight using snipping action Copy actions. Malleable manipulation - cutting, squashing, squeezing and shaping developing strength. .</p>	<p>Further development of basic skills - locomotion, balance, control, spatial awareness, hand eye coordination. Describe how their body feels during and after exercise. Pencil/ mark making tool grip and developing control. Malleable manipulation - snipping, pinching, joining Correctly gripping mark making tools and pencils and correct pressure</p>	<p>Multi skills - balance, flexibility, travel, stability, hand eye coordination. Negotiate space Pencil control and other writing mark making implements. Cut lines with simple changes in direction.</p>	<p>Multi skills - balance, flexibility, travel, stability, hand eye coordination. Pencil control Pencil control and other writing mark making implements. Cuts out circles using snipping action</p>	<p>Team games, team work, setting goals, target practice, throwing and catching, running, jumping. Beginning to cut with greater control and accuracy.</p>	<p>Team games, team work, setting goals, target practice, throwing and catching, running, jumping. Move in a range of ways e.g over/under/ through equipment, rolling, crawling, sliding, jumping, climbing, skipping. Cuts out shapes and more complex outlines with multiple changes of direction.</p>
<p>Concepts</p>	<p><i>Space, balance, speed, coordination, agility, pressure, fine motor skills, copy, repeat, create</i></p>	<p><i>Exercise, health, fitness, spatial awareness, control</i></p>	<p><i>Flexibility, mark making, Space, balance, speed, coordination, agility, pressure, fine motor</i></p>	<p><i>Flexibility, mark making, Space, balance, speed, coordination, agility, pressure, fine motor</i></p>	<p><i>Teamwork, problem solving, goals, listening, groups, competition</i></p>	<p><i>Movement, team games, shared responsibility, throw and catch, hand-eye coordination.</i></p>

V o c a b u l a r y	<i>Space, balance, pressure, tripod grip, copy, repeat, create, hand, catch, throw, crawl, walk, run, jump, skip, move, high, low, hop, climb</i>	<i>Heart, beat, exercise, lungs, breathe, hot, cold, health, blood, oxygen, gallop, slither, squeeze, prod, press, pinch, pat</i>	<i>Throw, catch, target, run, skip, jump, bend, stretch, move, high low, fast, slow, patch, position</i>	<i>Throw, catch, target, run, skip, jump, bend, stretch, move, high low, fast, slow</i>	<i>Team, group, together, goals, aims, role, points, score</i>	<i>Over, under, through equipment, rolling, crawling, sliding, jumping, climbing, dodging, weaving,</i>
--	---	---	--	---	--	---

Lit er ac y De vel op me nt	<p>Story map - using drawings to tell stories. Mark making activities. Stories and rhymes and poems.</p> <p>Recognise own name. Recognise rhythm in spoken words and can blend words e.g. snow-man. Clap out one to three syllable words. Hear and say the initial sound in words. Know that stories have a title. Identify initial sound in a word when given a choice. Join in repeated refrains in rhymes, poems and stories. Describe main story settings, events and principal characters. Environmental print. Captions and labels. Stories and rhymes. Set 1 Sounds Read, write Inc. Red words introduction. HFW Hold a pencil between the first two fingers and thumb to copy a circle. Write own name with a capital letter.</p>	<p>Story map. Ask and answer how and why questions in response to stories or events. Handwriting patterns. Simple phrases and sentences. Capital letters. Full stops, finger spaces. Reading skills/Early Readers Hear and say initial and final sound in words. Make a prediction of what happens next. Read and talk about what they have just read. Identify when two words rhyme. Blend onset then rime to identify an object e.g. dog Continue a rhyming string. Set 1 Sounds Read, write Inc. Red words development. Green blending cards HFW Form clearly identifiable letters to communicate meaning. Use top to bottom and left to right conventions. Form letters in my name correctly. Write CVC words,</p>	<p>Story map - using drawings to tell stories. Simple sentence work. Sequencing 3 parts. Hold a sentence. Stories and rhymes. Handwriting focus. Guided reading/home reading. Hear and say initial, medial and final sound in words. Answer how and why questions about a book. Know the difference between fiction and non-fiction stories. Set 1 sounds, red tricky words HFW Hold pencil with dynamic tripod grip with good control. Begin to use capital letters and full stops. Consistently use finger spaces. Link all single letter graphemes to phoneme. Dictate and invent own compositions. Begin to use storytelling language. Write short captions, simple sentences</p>	<p>Stories and rhymes. Record their thinking using marks, they can interpret and explain. Handwriting focus. Different genre for purpose - non-fiction, fiction. Instructions. Know that different books include elements such as cover, contents, page, blurb. Guided reading/home reading. Orally blend CVC/CVCC Set 1 sounds consolidated. Introduction of Set 2 sounds. Red tricky words. HFW Green words. Attempt to spell unfamiliar words using phonics strategy. Write simple sentences which can be read by themselves and others. Add verbs to dictated stories to describe what characters are doing. Include newly introduced vocab when formulating ideas for writing.</p>	<p>Story map Stories and rhymes. Use non-fiction books and search engines to find out information. Answer questions about a story including characters and/or events. Sequence and orally retell a 5-part story. Share ideas and feelings about a story from their own point of view. Familiar authors. Handwriting focus. Guided reading/home reading. Embed Set 1 & 2 sounds. Recognise all letters to read some CCVC/CVCC/VCCV Form the vast majority of letters correctly. Control size and position of writing. Write 3 linked sentences. Use a range of set 2 sounds.</p>	<p>Stories and rhymes from other cultures. Handwriting focus. Guided reading/home reading. Embed Set 1 & 2 sounds. Recognise split digraphs to read some CVCV words. Attempt to read unfamiliar words using phonic strategies. Read a simple sentence. Read all 45 common exception words by sight. Write all letters using a correct sequence of movements. Spell at least 35/45 Reception key words correctly. Write at least 3 linked sentences which can be read by themselves and others. Understand the purpose of different genres for writing and use them appropriately e.g. list, label, story, instruction.</p>
--	---	--	---	---	---	--

	Develop and act out narratives.	Hold a pencil between the first two fingers and thumb to copy a circle and cross				
Concepts	<i>Narrative, stories, fiction, rhyme, onset, rime, syllables, phonics, environmental print, capital letters</i>	<i>Comprehension of stories, initial and final sounds, syllables, predictions, rhyming strings, phonics, HFW, directionality of letter writing, captions, sentences</i>	<i>Sentence, sequencing, hold a sentence, handwriting, directionality, non-fiction, pencil control, capital letters, full stops, graphemes, composition, dictation</i>	<i>Explain, interpret stories, fiction, non-fiction, instructions, title, blurb, contents, Set 2 phonics sounds, tricky words, spelling cvc, verbs, characters</i>	<i>Research, search engines, authors, pencil control, linking sentences, letter formation</i>	<i>Culture, country, split digraphs, common exception words, genre of texts</i>
Vocabulary	<i>Stories, rhymes, phonic set 1 sounds, reading, writing, phoneme, phonic, letter, capital letter, syllable</i>	<i>Sentence, start, top, bottom, below line - descender, above line ascender, phoneme, red word, predict, next after that, story, rhyme, fiction</i>	<i>Pencil, left, right, top, bottom, capital letter, full stop, sentence, red words, Phonics set 1, HFW, storytelling language, first, next, after that, long ago, once upon a time, happily ever after</i>	<i>Instructions, first, then, next, sequence, verb, phonic set 2 sounds, contents page, title, blurb, cover</i>	<i>Sequence, beginning, middle, end, phonics set 2 sounds, consolidate set 1 sounds, capital letter, full stop, search engine, internet</i>	<i>list, label, story, instruction. HFW Rec list, common exception word list Rec.</i>
Texts	Going on a Bear Hunt. Goldilocks Titch Kippers new pet How do you feel? Senses Meg and Mog Winnie the Witch Funny Bones Wibby Pig	Elves and the Shoemaker. Gruffalo Stick man Room On A Broom Gingerbread Man Not A Stick Rama & Sita Don't Hog the Hedge Fireworks Zog Christmas Story Percy the Park Keeper.	The Jolly Postman Three Little Pigs Going to hospital Zoo Vet Police Farmer Duck Charlie the firefighter. Dragons in the city When I grow up Detective dog Hospital Dog +non-fiction texts relating to genre	Hungry Caterpillar Jack & the Beanstalk Ugly Duckling Life Cycles - frog Mr Wolf's pancakes The runaway pancake Easter story The Tiny Seed Superworm	Little Red Riding Hood The Grouchy Ladybird Noah's Ark Let's Go Once upon a time	Handa's Surprise William's wish wellingtons Lighthouse Keepers Lunch. Going on a lion hunt. You choose +Cultural topic specific texts

**Ma
th
em
ati
cal
De
vel
op
me
nt**
Match, sort and compare

- Step 1 Match objects
- Step 2 Match pictures and objects
- Step 3 Identify a set
- Step 4 Sort objects to a type
- Step 5 Explore sorting techniques
- Step 6 Create sorting rules
- Step 7 Compare amounts

Talk about measure and patterns

- Step 1 Compare size
- Step 2 Compare mass
- Step 3 Compare capacity
- Step 4 Explore simple patterns
- Step 5 Copy and continue simple patterns
- Step 6 Create simple patterns

It's me! 1,2,3

- Step 1 Find 1, 2 and 3
- Step 2 Subitise 1, 2 and 3
- Step 3 Represent 1, 2 and 3
- Step 4 1 more
- Step 5 1 less
- Step 6 Composition of 1, 2 and 3

Circles and triangles

- Step 1 Identify and name circles and triangles
- Step 2 Compare circles and triangles
- Step 3 Shapes in the environment
- Step 4 Describe position

1,2,3,4,5

- Step 1 Find 4 and 5
- Step 2 Subitise 4 and 5
- Step 3 Represent 4 and 5
- Step 4 1 more
- Step 5 1 less
- Step 6 Composition of 4 and 5
- Step 7 Composition of 1-5

Alive in 5

- Step 1 Introduce zero
- Step 2 Find 0 to 5
- Step 3 Subitise 0 to 5
- Step 4 Represent 0 to 5
- Step 5 1 more
- Step 6 1 less
- Step 7 Composition
- Step 8 Conceptual subitising to 5

Mass and capacity

- Step 1 Compare mass
- Step 2 Find a balance
- Step 3 Explore capacity
- Step 4 Compare capacity

Growing 6,7,8

- Step 1 Find 6, 7 and 8
- Step 2 Represent 6, 7 and 8
- Step 3 1 more
- Step 4 1 less
- Step 5 Composition of 6, 7 and 8
- Step 6 Make pairs - odd and even
- Step 7 Double to 8 (find a double)
- Step 8 Double to 8 (make a double)

Length, height and time

- Step 1 Explore length
- Step 2 Compare length
- Step 3 Explore height
- Step 4 Compare height
- Step 5 Talk about time
- Step 6 Order and sequence time

Building 9 and 10

- Step 1 Find 9 and 10
- Step 2 Compare numbers to 10
- Step 3 Represent 9 and 10
- Step 4 Conceptual subitising to 10

To 20 and beyond

- Step 1 Build numbers beyond 10 (10-13)
- Step 2 Continue patterns beyond 10 (10-13)
- Step 3 Build numbers beyond 10 (14-20)
- Step 4 Continue patterns beyond 10 (14-20)
- Step 5 Verbal counting beyond 20
- Step 6 Verbal counting patterns

How many now?

- Step 1 Add more
- Step 2 How many did I add?
- Step 3 Take away
- Step 4 How many did I take away?

Manipulate, compose and decompose

- Step 1 Select shapes for a purpose
- Step 2 Rotate shapes
- Step 3 Manipulate shapes
- Step 4 Explain shape arrangements
- Step 5 Compose shapes
- Step 6 Decompose shapes
- Step 7 Copy 2-D shape pictures
- Step 8 Find 2-D shapes within 3-D shapes

Sharing and grouping

- Step 1 Explore sharing
- Step 2 Sharing
- Step 3 Explore grouping
- Step 4 Grouping
- Step 5 Even and odd sharing
- Step 6 Play with and build doubles

Visualise, build and map

- Step 1 Identify units of repeating patterns
- Step 2 Create own pattern rules
- Step 3 Explore own pattern rules
- Step 4 Replicate and build scenes and constructions
- Step 5 Visualise from different positions
- Step 6 Describe positions

	<p>Shapes with 4 sides</p> <p>Step 1 Identify and name shapes with 4 sides</p> <p>Step 2 Combine shapes with 4 sides</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 My day and night</p>		<p>Step 5 1 more</p> <p>Step 6 1 less</p> <p>Step 7 Composition to 10</p> <p>Step 8 Bonds to 10 (2 parts)</p> <p>Step 9 Make arrangements of 10</p> <p>Step 10 Bonds to 10 (3 parts)</p> <p>Step 11 Doubles to 10 (find a double)</p> <p>Step 12 Doubles to 10 (make a double)</p> <p>Step 13 Explore even and odd</p> <p>Explore 3 D shapes</p> <p>Step 1 Recognise and name 3-D shapes</p> <p>Step 2 Find 2-D shapes within 3-D shapes</p> <p>Step 3 Use 3-D shapes for tasks</p> <p>Step 4 3-D shapes in the environment</p> <p>Step 5 Identify more complex patterns</p> <p>Step 6 Copy and continue patterns</p> <p>Step 7 Patterns in the environment</p>		<p>Step 7 Give instructions to build</p> <p>Step 8 Explore mapping</p> <p>Step 9 Represent maps with models</p> <p>Step 10 Create own maps from familiar places</p> <p>Step 11 Create own maps and plans from story situations</p> <p>Make connections</p> <p>Step 1 Deepen understanding</p> <p>Step 2 Patterns and relationships</p>	
Concepts	<p>Number recognition, one to one correspondence, counting on, representation of number, shape 2d, , Capacity</p>	<p>Number recognition, counting forwards and backwards in ones, number names, compare size.</p>	<p>Number names to 10, adding, totals, combining groups, weight, length, money, positional language, Capacity, time, sharing, shape 3D</p>	<p>subtraction, subitising, estimation, patterns, sharing, shape 3D</p>	<p>Number names 20+, Number names, number placement, one more, one less, whole, part, combine, sharing and grouping</p>	<p>Number names, counting, size, quantity, position, distance, money, comparisons, shape, pattern</p>
Vocabulary	<p>Number names to 4, before, after, ones, group. More, fewer, most, fewest, equal, bigger, smaller, heavy, heavier, light, lighter, scales, balance, full empty, half full, match, same, different, pair, sort, compare, set, square, rectangle, triangle, circle, day, night</p> <p>Number names to 10, compare bigger, smaller, larger, long, short, taller, shorter, five frame, part-part-whole,,</p>		<p>Addition, total, equals, plus, altogether, long, short, shorter, longer, coins, notes, 1p, 2p under, below, over, beside, next to,, circle, days of week, today, tomorrow, yesterday, subitise, first, finally, next, before, sequence, morning, evening, ten frame, number names, subtraction, take away, equal, left, estimate, check, share, divide, pattern, repeat, continue, create, sphere, cube, cone, cuboid, prism, pyramid, cylinder, tens, ones, double, deep, shallow, narrow, wide, float, sink, less, least, most, greatest, sides, corner, straight, curved face,</p>		<p>Number names 20+, before after, more, less, whole, part, add, subtract, total, share, group, combine, odd, even, visualise, repeating pattern, fair, unfair, left over, different, flip, turn, rotate, compose, number names, large, small, more, less, left, right, up, down, beside, next to, over, under, long, far, near, through, 1p, 2p, 5p, 10p, hour, minutes, round, roll, stack,</p>	

<p>Kn ow led ge & Un der st an din g Of Th e W orl d</p>	<p>Investigate changes in Autumn - seasons. Identify seasonal patterns - notice and discuss patterns around them - plants and animals. Family traditions and customs from own families- special times and events for themselves and family and friends.</p> <p>Where do they live? How have they changed from when they were born? Order and sequence familiar events. Investigate artefacts to understand the past: Typewriter, telephone, record, iron, kettle</p> <p>British values.</p> <p>How things work. Explore using senses, exploratory play, and the world around them. Taking care of nature</p> <p>Observe, find out about and identify features in the place they live and in</p>	<p>Investigate changes in seasons and weather in winter. Weather patterns. Autumn collections of living and non-living things. Explore the environment using senses.</p> <p>Investigate the Great Fire of London. What happened? Why is Samuel Pepys famous?</p> <p>Christmas traditions.</p> <p>Cooking and tasting - develop food vocab using taste, smell, texture, feel. Explore familiar food products such as fruit and vegetables.</p> <p>Track Santa around the globe.</p> <p>Using a CD player</p> <p>Remembrance Day poppies</p> <p>School 360 - Build a Nativity.</p> <p>Freezing and melting</p>	<p>Different occupations and their roles. People who help us. Explore seasonal changes.</p> <p>Operation of simple equipment and technology</p> <p>Out and about: Exploring the school grounds & local area. Use maps of various scales including global.</p> <p>Easter Customs, hot cross buns - Pancake day - stir, spread, knead and shape a range of food ingredients; work safely and hygienically. Measure and weigh food using non-standard measures.</p> <p>Log in to school 360</p> <p>Compare old and modern uniforms</p> <p>Toy telephones</p> <p>Compare Chinese New Year traditions to ours</p>	<p>Mini beasts. Growth of animals and ourselves and plants. Develop their understanding of growth, decay and changes over time. Life cycles. Examine change over time. Question why things happen and give explanations.</p> <p>Seasonal changes. Spring Chicks? Tadpoles? Life cycles.</p> <p>Historical concepts through stories. Change and continuity - When I was little like you Chronology. Change over time in houses and toys. Our house, The toymaker. Causation - Samson's Titanic journey. Similarity and difference - Peepo & A street through time. Perspective - True story of the Three Little Pigs / The Wolf's story. Sources - Grandpa Bodley</p>	<p>Living things and their habitats. Wild animals compared to pets. Bird watching - RSPB, RSPCA. Baby animals and their mothers. Extinct animals - dinosaurs.</p> <p>Travel - how to get to places. The United Kingdom - Investigate our planet, where I live on it, visit the UK, Wales landmarks, Northern Ireland Giant's Causeway, Lake district in England, Loch Ness in Scotland. Capital cities. Patron Saints.</p> <p>Talk about past and present events in their own lives and in the lives of family members. Transport through time. Extend their vocab in relation to history. Compare holidays from the past to now.</p> <p>BeeBot journeys.</p> <p>Big Track programming.</p>	<p>Changes - in themselves and others. Knowledge of different communities and countries and their culture. Cultural topic. Find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world. Find out about people and places. Explore similarities and differences, patterns and changes over time. Find out about themselves and others, their families, communities and traditions. Make comparisons. Evaporation.</p>
---	---	--	--	--	---	--

	<p>the natural world. Types of housing. Describe geographical features of the immediate environment. Describe and recognise some similarities and differences between themselves and other children living in different parts of the world. Understand the purpose of a map.</p> <p>Taking photos with an iPad. iPad App Farm phonics</p>			<p>Farm trip. Ponds, sea, caves, cities. Different environments and habitats.</p> <p>iPad Apps for symmetry</p>		
<p>Co nc ep ts</p>	<p><i>Seasons, change, pattern, tradition, customs, family, friends, birth, growth, British Values, passing of time, sequence, environment, home, location, plants, animals,</i></p>	<p><i>Living, non-living, senses, weather, patterns, change, fruit, vegetables, globe, Christmas traditions. Past, present. Changes over time</i></p>	<p><i>Occupations, safety, maps, Easter customs and traditions, Easter Christian religion, hygiene, food safety, cooking, handwashing, measuring weight, place, environment, location, scale</i></p>	<p><i>Growth, mini beasts, plants, habitats, environment, life cycles, decay. chronology, perspective, sources, cause and consequence, continuity and change, similarities and difference</i></p>	<p><i>Living things, wild animals, pets, farm animals, plants, animals, dinosaurs, extinction, Transport, travel, time, change, engineers, inventions, countries, physical and human features, Earth,</i></p>	<p><i>Communities, country, belonging, culture, similarity, difference, patterns</i></p>

V o c a b	<i>Autumn, spring, summer, winter, weather associated language - rain, cloud, sun, wind, change growth, now, the, past, present, baby, child, family, home, wood, lake, field, street, neighbour, cliff, valley, buildings village, city, farm, rural, town, environment, computer, keyboard, screen, home button, save</i>	<i>Living, breathing, moving, non-living, dead, alive, smell, touch, sight, hear, taste, texture, names for common fruits and vegetables, nativity, advent, Christmas. Click drag, play, pause, rewind, diary, London, River Thames, London Bridge, St. Paul's Cathedral, road, lane, portrait,</i>	<i>Names of common occupations, emergency services, Easter, spring, growth, new life, Jesus, miracle, resurrection, germs, hygiene, names for simple cookery equipment - bowl, spoon, scales, etc knead, shape, keyboard, mouse, ring, call, planet, earth, sea, ocean, route, aerial, globe, map, symbol, land,</i>	<i>Name common minibeasts - ladybird, caterpillar, woodlouse, butterfly, millipede, etc Habitats - land, farm, pond, field, etc, tadpoles, frogspawn, eggs, chicks,</i>	<i>Past, present, then, now, future Name of common animals - pets, farm animals, wild animals (baby and mother names), common plants and tree names - daisy, daffodil, tulip, oak, holly, clear, program, run, instructions, landmark, Edinburgh, Wales, Scotland, Ireland, castle, loch, Belfast, Cardiff, Giant's causeway, Stonehenge</i>	<i>Names of key countries, including England, sea, land, ocean, family, traditions, culture, same, different, unique.</i>
----------------------------------	---	---	--	---	--	---

<p>Expressive Art & Design</p>	<p>An introduction to the seasons: look at Autumn and Autumn colours. Use the senses to talk about what we see, hear, taste, feel and smell.</p> <p>Mark making - with crayon, chalk.</p> <p>Observational art - drawing with a pencil.</p> <p>Checking if it looks like what they are drawing.</p> <p>Printing with a variety of objects and block colours - hands, feet, fingers, blocks, potatoes. Pattern, shape. Create wax rubbings of leaves.</p> <p>Use paints to create portraits. Create colourful portraits..</p> <p>Learn traditional rhymes, songs and move to music.</p> <p>Sing rhymes and perform movements to a steady beat.</p> <p>Listen to music the children value at home.</p> <p>Use body percussion instruments to perform and play to a steady beat.</p> <p>Playdough manipulation and experimentation.</p> <p>Number songs - 10 green bottles, 10 jumping</p>	<p>Puppets and drama.</p> <p>Christmas performance dance and song.</p> <p>Children using their imagination and knowledge to plan and develop role play.</p> <p>Handling and manipulating a range of materials.</p> <p>Cutting skills - paper snowflakes.</p> <p>Crafting pipe cleaner snowflakes using threading skills</p> <p>Using tools for a purpose.</p> <p>Select and name the tools needed to work the materials such as paper and scissors. Use objects and materials from nature to make painting tools.</p> <p>Christmas card crafting.</p> <p>Salt dough decorations.</p> <p>Christmas songs and carols. Musical and story CD's. Pitch match songs within 3-5 notes. Explore loud and quiet.</p> <p>Digital firework art - Busy Things.</p> <p>Large scale group painting - Firework art.</p>	<p>Testing our ideas: Plan, design, test and improve. What is the best material to use?</p> <p>Learning how sounds can be changed: loud/quiet/high and low.</p> <p>Repeated rhythms and patterns: using percussion and tap sticks. Explores the different sounds of instruments. Can we keep a steady beat? Can we follow a pattern? Can we create our own pattern? One, two and three syllable words to mark crotchets, quavers and triplets.</p> <p>Sing call and response songs</p> <p>Tuned percussion instruments</p> <p>Blow paint technique - spreading fire colours.</p> <p>Clay owls - Shaping clay, rolling clay, snipping to add texture and pinching to create shape.</p> <p>Staple joins.</p> <p>Weave - Police car</p>	<p>Manipulates materials to achieve a planned effect: making bug houses, 3D creatures and woodland animals.</p> <p>Describe simple models or drawings of ideas and intentions.</p> <p>Explore what they are making, which materials they are using and why.</p> <p>Moving animal parts - simple mechanisms.</p> <p>Construct, build, shape and model bird houses.</p> <p>Painting, observational drawing. Looking at famous artists and create their own examples. Textured paint - sunflowers.</p> <p>Mosaic vases.</p> <p>Observational pencil drawing - Signs of Spring.</p> <p>Introduce a storyline or narrative into their play. Compose simple music to accompany stories.</p> <p>Musical movement to familiar stories. Change lyrics to create new verses. React to music - 'it sounds like'.</p>	<p>Create designs using basic techniques. Constructs, build, shape and model with purpose using a variety of resources: e.g. make bird feeders.</p> <p>Plays alongside other children who are engaged in the same theme: can children build a den that they can use for their own habitat.</p> <p>Mixed media collage.</p> <p>Landscape collage - inspired by Megan Coyle.</p> <p>3D junk modelling, sculpture, clay, playdough, plasticine. Discuss work as it progresses.</p> <p>Instruments: can we use instruments to perform (building on composition). Listen to different sounds made by water animals, transport.</p> <p>Sing entire songs.</p> <p>Anticipate change.</p> <p>Compose using two tone pitch. Perform on tuned instruments.</p> <p>Design flags</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using. Select materials from a range that will meet design criteria.</p> <p>Large scale group artworks.</p> <p>Painting to music.</p> <p>Plays cooperatively as part of a group to act out a narrative.</p> <p>Singing and performing. Use a range of percussion instruments. Play in a controlled way. Listen to longer pieces.</p> <p>Sing a solo.</p> <p>Stitching to join.</p> <p>Combining clay pieces - free form.</p> <p>Moving in time to music. Choreograph own dance to music.</p> <p>3D Paper mâché around balloon. Model animals i.e. elephant or transport i.e. hot air balloons.</p>
---	---	--	--	---	--	--

	<p>monkeys. Explore timbre - sounds an instrument can make.</p> <p>Clay Thumb pot 'bowl for Baby Bear'.</p> <p>PVA glue spreading</p>	<p>Percussion instruments - to accompany music and movement. Explore music through ICT. (Busy Things)</p> <p>Folding paper and Sellotape joins</p> <p>Clay ball - hedgehog. Diwali lamps - decorate and paint.</p> <p>Finger painting rangoli patterns.</p> <p>Wax resist painting - starry night.</p>	<p>colours.</p> <p>Hole punch Valentine hearts and threading up and down.</p> <p>Refine drawing and colouring to create a flower design. Use to create tissue paper flower - Mothers' Day</p>	<p>Sing songs in rounds. Fast/slow</p> <p>Hole punch and split pin joins</p> <p>Designing clay animal sculptures. Coil rolled clay - snail. Combining to join - clay caterpillars. Slip and score.</p> <p>String paint - butterflies</p>	<p>Glue gun join.</p> <p>Print paint tracks.</p>	<p>Mark making with Felt tips.</p>
Co nc ep ts	<i>Colour, senses, Seasons, shape, pattern, images, paint mixing colours, drawing, rhyme, movement, beat, rhythm, percussion, texture.</i>	<i>Drama, performance, dance, song, assembling materials, joining materials, re-arranging materials, collage, weaving</i>	<i>Planning, designing, making, evaluating, material, musical elements - pitch, dynamics</i>	<i>3D model making, drawing, designing, simple mechanisms, construction, shaping, form</i>	<i>3D model making, drawing, designing, simple mechanisms, construction, shaping</i>	<i>Assemble, join, shape materials, scale, co-operation</i>
Vo ca b	<i>Names of primary and secondary colours, senses, see touch, texture, feel, mix, combine, draw, mark make, beat, rhythm</i>	<i>Drama, voice, audience, act, speak, listen, song, tempo, fast, slow, loud, quiet, scissors, paper, cardboard, glue, sticky tape, wave, loom, tambour, clave, cymbal, crayon</i>	<i>Loud, quiet, high, low, pattern, beat, chime bar</i>	<i>Paint, draw, mechanism, construct, build, wood, saw, nails, hammer, shape, lever, sketch, slip, score</i>	<i>Paint, draw, mechanism, construct, build, wood, saw, nails, hammer, shape, plasticine, playdough, form, clay</i>	<i>Control, percussion shake, bang, tap, scratch, staple, nail, team work, large scale, thread, knot, slip,</i>