

St John's (CE) Primary Academy, Clifton

EYFS Long Term Curriculum Plan



Our Curriculum Vision	To embrace and develop Christian values for life which inspire and encourage all children to thrive and reach their full potential. (St John's (CE) Primary Academy Vision for our pupils)
Our Curriculum Aim	To encourage every child in the EYFS to believe in themselves, discover their own strengths and be the best they can be. (St John's (CE) Primary Academy Mission for our pupils) Let your Light Shine!

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Main Theme</p>	<p>Colour, pattern, space and Shape All about me! (Family, Where I live) Harvest and Autumn</p>	<p>Let's Celebrate! Celebrations/Festivals Autumn Bonfire Night Remembrance Nativity</p>	<p>Wintry Worlds Polar Regions Lunar New Year Safer Internet Day</p>	<p>People who help us Our School Our Community</p>	<p>Wonderful Earth Easter Growing up Planting/Gardening Spring Oceans</p>	<p>Amazing Animals Life Cycles Mini beasts On the Farm Pets Summer holidays</p>
<p>Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)</p>	<p>Starting School/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day, Harvest, Diwali, Hannukah Advent, Christmas Seasonal Changes - Autumn/Winter</p>		<p>Comparing places Polar regions Under the sea Chinese New Year Pancake Day Mother's Day Easter Vaisakhi Plants and Flowers - signs of spring Seasonal Changes - Winter/spring</p>		<p>Growing and Changing Father's Day Eid and Ramadan Maypole Human body, senses Keeping fit and healthy Animals and minibeasts Life cycles Recycling, looking after the world Transition to Year 1 Seasonal Changes - Spring/Summer</p>	
<p>Key Stories, Poems and Books</p>					 	

Key Vocabulary	Respect, friendship, caring, sharing, emotions - angry, sad, happy, scared Autumn	celebrate, gift, decorate, festive,	freezing, melting, seasons, environment, polar, Arctic, Antarctic, Winter	job, profession, roles, responsibilities,	spring, ocean, creatures, fish, habitat, grow	senses, nocturnal, insect, life cycles
Key Knowledge (including but not limited to)	<p>All about Me Families come in all shapes and sizes. We are all unique, but other people have similarities to me It is good to be different and we must always show kindness and respect towards everyone.</p> <p>Colour, Shape and Space Red, blue and yellow are primary colours Red and yellow mixed together make orange Blue and yellow mixed together make green Blue and red mixed together make purple You can make a colour lighter by adding white You can make a colour darker by adding black</p> <p>Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks Remembrance day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.</p> <p>Christmas Advent is a time of preparation for Christmas Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A nativity play tells the story of Jesus' birth</p>	<p>Which season? The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again In summer it can be hot and lots of things grow</p> <p>Polar Regions Polar regions are cold, icy and have snow. Not many plants grow there. The colder regions of the world are mostly formed around the poles Polar bears live in the Arctic region and Penguins live in the Antarctic Animals need to adapt to living at the poles. They have thick fur</p> <p>Ice Ice occurs when water freezes. Ice melts when it is heated and turns back to water. Hail is pellets of frozen rain. Icicles form on days when the outdoor air temperature is below freezing but sunshine warms and melts snow or ice. As the water flows downwards it forms a drop. Salt will cause ice/snow to melt</p> <p>People who help us Some people help us in an emergency, like fire-fighters, police, doctors and nurses. If there is an emergency dial 999 to reach the emergency services - Fire, police or ambulance. Other people help us to stay safe and healthy, like adults at school, dentists, opticians, refuse collectors.</p>	<p>Plants Plants grow from seeds or bulbs Plants have roots, stems/stalks, leaves and flowers Plants need light, warmth, water and food to grow.</p> <p>Humans It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene.</p> <p>Our World We have a responsibility to look after our world - recycling</p> <p>Animals Baby animals are sometimes known by different names to the adult Some baby animals do not look like the adult Spiders have 8 legs. Insects have 6 legs and three body sections - head, thorax and abdomen.</p> <p>Under the sea There is more sea than land on earth. Lots of different things live under the sea</p> <p>Plants Plants grow from seeds or bulbs Plants have roots, stems/stalks, leaves and flowers Plants need light, warmth, water and food to grow.</p> <p>Now or then? People wore different clothes. People travelled in different ways. Houses were made of different materials. Children played with different toys. We have not always had computers and the internet. Summer holidays</p>			
Possible 'Wow' moments and experiences (Not an exhaustive list)	<p>Autumn Walk Harvest Festival Visit to the church New Starters Service Remembrance Day Diwali/Hannukah Advent Christmas time Nativity Church Service - Christmas</p>	<p>Winter Walk Chinese New Year Internet Safety Day World Book Day Mothering Sunday Comic Relief/Sport Relief Spring walk Easter/Egg hunt Easter nest cakes Easter Service in Church</p>	<p>Planting sunflower seeds Eid and Ramadan Maypole dancing Trip to Cannon Hall Farm Visit from doctor/nurse/police officer/fire-fighter (people who help us) Fruit Kebabs Food tasting Chicks being hatched Sports Day</p>			

	Anti bullying week Rainbow Day	Vaisakhi	Transition Day Leavers service in Church
Key Values - whole school (collective worship) "Let your Light Shine!" School Ethos Inspirational Person Shine Assembly	New Beginnings Fruits of the Spirit: Love Fruits of the Spirit: Faithfulness Harvest Fruits of the Spirit: Peace Fruits of the Spirit: Patience Fruits of the Spirit: Goodness Fruits of the Spirit: Joy Remembrance The Holy Spirit Fruits of the Spirit: Kindness Christmas	New Beginnings New Thinking What is important? Lunar New Year What is worth learning? Relationships Christian Principles and Values Shine Week God's Love Forgiveness Hope Easter	Celebrating Differences Ramadan Stories from the Bible Respect How are Christian celebrations similar to Muslim celebrations Global Families World Refugee Week Am I special? Health and Medicine Education
British Values	Rules of Law Academy rules Class rules Academy values Respect Fair Play Remembrance Day Christmas Story Guy Fawkes story	Respect Behaviour in school Positive Play School council Making choices	Diversity Families Race Disability

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Listening, attention and understanding	<ul style="list-style-type: none"> Understand why listening is important. Listen to and follow an instruction. Follow instructions provided they are not over-engaged in own choice activity. 4-Engage in story times. Listen to stories with increased attention and recall. 		<ul style="list-style-type: none"> Know that they need to be quiet and concentrate when listening. Maintain attention, concentrating and sitting quietly during appropriate activities. Listen to a whole story from beginning to end. 		<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; 	

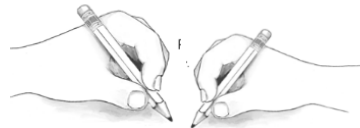
	<ul style="list-style-type: none"> • Ask and respond to 'why' questions. • Show interest in the lives of other people or events. • Listen to one another in one to one or small groups. • Show interest in non-fiction books. • Listen carefully to rhymes and songs 	<ul style="list-style-type: none"> • Respond to instructions involving a two-part sequence. • Listen and respond to ideas expressed by others in conversation and discussion. • Remember key points from story without needing prompts. • Show specific interest in a non-fiction book linked to a topic or theme. • 8-Listen carefully to rhymes and songs paying attention to how they sound. 	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	
Speaking	<ul style="list-style-type: none"> • Expand their vocabulary to include new words related to topic or theme. • Continue to use new vocabulary when the topic or theme has ended. • Ask questions to support understanding. • Retell a simple past event in correct order. • Use talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences and using a range of connectives. • Describe events in some detail. • Develop social phrases • Use talk in pretending that objects stand for something else in play, e.g. this ruler is my sword. • Learn rhymes and songs 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts and throughout the day • Ask questions to learn more about an event or a task. • Use complete sentences more regularly, articulating ideas and thoughts in well-formed sentences. • 4-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use language to explore imaginary events, storylines and themes. • Use language to imagine and recreate roles and experiences in play situations. • Link statements and stick to a main theme or intention. • Use talk to organise, sequence and clarify thinking, feelings and ideas. • Retell a story, some as exact repetition and some in their own words. • Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Learn rhymes, poems and songs 	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
Ongoing provision throughout the year	Drawing Club	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts		
	Storytelling sessions / Helicopter stories	Children to listen to a focus story multiple times and rehearse retelling the story as a class - storytelling shelf to support. Helicopter story sessions to encourage children to tell their own stories.		
	Circle time /RHE lessons	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings		
	Daily Story/song time	Engage in and talk about books, learn rhymes, poems and songs		
	Time to Shine	Opportunity to speak about themselves, their families and their interests to the class. Opportunity to listen and ask/answers questions.		
	Cheeky Monkey	Opportunity to speak about themselves, their families and their interests to the class when Cheeky Monkey visits for the weekend.		

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Curriculum Goal	To become an Independent Individual who can follow the classroom promise, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.					
SCARF RHE circle time	Me & My relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being my Best	Growing & changing
Overview	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others		Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others		Manage their own needs Identify and moderate their own feelings socially and emotionally	
Ongoing provision throughout the year	Daily routines		Self- registration, book vote, 'choose it, use it, put it away' when using resources. Putting coat on/off independently. Putting away/collecting book bags, water bottles etc independently. Turning jumpers/cardigans the correct way around, using bathroom independently, snack time, lunchtime, getting ready for home			
	Talk partners		Ask someone to be your partner, listen to and consider their ideas			
	Circle time		Share experiences collaboratively.			
	Story/rhyme time		Experience, explore and talk about positive relationships, feelings and emotions, diversity			

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Curriculum Goal	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, screwdrivers) safely and with confidence)					
Overview	PE Theme: Move energetically Spatial Awareness	PE Theme: Dance Move in a range of ways Link movements	PE Theme: Gymnastics - Roll, jump, crawl Balance	PE Theme: Ball games Move, strike and send objects	PE Theme: Games - strength, balance, coordination, working	PE Theme: Athletics - Multi skills approach to athletics including

					as a team (Aiming at a target)	preparing for Sports Day
	Develop fine motor skills holding a paintbrush, pencil, using scissors (snipping), threading, screwing, unscrewing, knife and fork, tweezers	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop fine motor skills holding a pencil, using scissors (snipping) threading, tweezers	Further develop climbing skills - outdoor area including obstacle courses 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 fine motor skills Pencil grip, using scissors (curved lines and regular shapes) screwdrivers		Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. fine motor skills holding a pencil using a tripod grip, using scissors (irregular shapes),	
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
Ongoing provision throughout the year	Dough Disco		Weekly movement to music activity to help develop all the children's pivot points - shoulder, elbow, wrist, fingers to support pencil grip and writing, different routine each week			
	Drawing Club		Hold a pencil effectively, develop accuracy and care when drawing and writing			
	Lunchtime		Hold and use a knife and fork correctly			
	Morning Job		Daily morning job as come into classroom - Autumn - name writing Spring - name/ HFW word writing Summer - HFW/ sentence writing			
	Funky fingers Provision Area		Weekly fine motor activity set up			
	Yoga		Develop strength, balance and co-ordination			
Literacy						
Term	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goal	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Overview	Drawing Club Read individual letters by saying the sounds for them.	Drawing Club Blend sounds into words, so that they can read short words	Drawing Club Read some letter groups that each represent one sound	Drawing Club Read simple phrases and sentences made up of words with	Drawing Club Form lower-case and capital letters correctly.	Drawing Club Write short sentences with words with known letter-sound




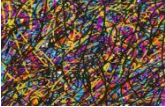
	Name copying and writing Initial sounds	made up of known letter-sound correspondences Name copying and writing Initial sounds, cvc words.	and say sounds for them. Read a few common exception words matched to the school's phonic programme. Writing phonetically decodable words, phrases and captions	known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Writing phonetically decodable words, phrases and captions	Writing phonetically decodable words and sentences	correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	
	Phase 1/2 Monster Phonics	Phase 2 Monster Phonics	Phase 2 Monster Phonics	Phase 2/3 Monster Phonics	Phase 3 Monster Phonics	Phase 3/4 Monster Phonics	
	Message Centre		Provides a comfortable, welcoming area where children like to go and mark make, create secret messages and codes, using a variety of materials and resources.				
	Reading Garden		Provides a comfortable, welcoming area where children like to go and look at both non-fiction/fiction/rhymes/poems books. Explore pictures and texts, develop language				
	The Story Kingdom						
	Story/Song time		Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs				

Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulative, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goal	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.					
Overview	<u>White Rose Maths</u> <i>Getting to know you</i> Match, sort and compare (Compare amounts Compare size, mass and capacity) Talk about measure and patterns Exploring Pattern (Make simple patterns) <i>It's me 1, 2, 3!</i> Find 1,2 and 3	<u>White Rose Maths</u> Circles and triangles 1,2,3,4,5 Link numerals and amounts Shapes with 4 sides Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking	<u>White Rose Maths</u> <i>Alive in 5!</i> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) <i>Growing 6, 7, 8</i> 6, 7 and 8 Making pairs	<u>White Rose Maths</u> <i>Building 9 and 10</i> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2) <i>To 20 and beyond</i> Building numbers beyond 10	<u>White Rose Maths</u> <i>To 20 and beyond</i> Counting patterns beyond 10 <i>First, then, now</i> Adding more Taking away <i>Find my pattern</i> Doubling Sharing and grouping	<u>White Rose Maths</u> Spatial reasoning (1) Spatial reasoning (2) <i>Find my pattern</i> Spatial reasoning (3) <i>On the move</i> Deepening understanding Patterns and relationships Spatial reasoning (4)

	1 more, 1 less Composition of 1, 2, 3	(Shapes with 4 sides) Measurement - Time (Night and day)	Combining 2 groups Length and height Time	<i>Consolidation</i>	Even and odd	
Ongoing provision throughout the year	Daily routines		Self registration, calendar, visual timetable			
	Story/Song time		Maths based stories and rhymes			
	Maths Area		Dedicated maths area in the classroom where children have access to a variety of mathematical resources, including various counting, sorting resources, shapes, number books, size graded resources, number lines, number games and jigsaws			
Understanding the World						
Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Colour, pattern, space and Shape All about me! (Family, Where I live) Harvest and Autumn	Let's Celebrate! Celebrations/Festivals Autumn Bonfire Night Remembrance Nativity	Wintery Worlds Polar Regions Chinese New Year Safer Internet Day	Wonderful Earth Easter Growing up Planting/Gardening Spring	Amazing Animals Life Cycles Mini beasts On the Farm Pets	People who help us Our School Our Community Summer holidays
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world, incorporating British Values. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goal	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community and care for the environment, have an awareness of other people's cultures and beliefs.					
Overview	Talk about members of their immediate family and community. Name and describe people who are familiar to them (HIS) Talk about how we have changed over time (HIS) Talk about and describe their local area - Clifton (GEO) Listening to Bible stories (RE) Understand that some places are special to members of their community (Visiting the	Recognise that people have different beliefs and celebrate special times in different ways, including Diwali (RE) Listen to the story of Guy Fawkes and Bonfire Night (HIS) Recognise some similarities and differences between life in this country and life in other countries. (GEO) Investigating materials (SCI)	Recognise the change in seasons (SCI) Recognise some environments that are different to the one in which they live including the polar regions (GEO) Identify (with support) where on a globe/in an atlas is the UK/Polar regions (GEO) Explore changing states of matter - water (SCI)	Talk about the natural world - exploring the sea, where does water come from and how to take care of the environment (SCI) (GEO) Exploring floating and sinking (SCI) Understand that some places and objects are special to members of their community. (RE) Plant sunflower seeds (SCI)	Explore the natural world around them. (SCI) Explore the change in seasons (SCI) Explore what plants need to help them to grow (SCI) Compare and contrast characters from stories, including figures from the past. (HIS) (People who help us) People who help us - Emergencies	Talk about habitats and animals from around the world (GEO) Categorising animals and life cycles (SCI) Comment on images of familiar situations in the past. (Photographs of the school - holidays) (HIS) Investigating magnets (SCI) Draw information from a simple map (GEO)

	Church for Starters Service/Harvest/Christmas) (RE) Use Ipad camera Explore light and colour (SCI) Explore the change in seasons (SCI)		Bird feeders - keeping animals fed in winter (SCI) Recognise that people have different beliefs and celebrate special times in different ways, including Chinese New Year (RE) Use Beebots - moving from A to B		Comment on images of familiar situations in the past. (Photographs of the school - People who help us) Recycling (SCI) Why is the word 'God'; so important to Christians? (RE) Use Beebots - following a path	
Understand the effect of changing seasons on the natural world around them Describe what they see, hear and feel whilst outside						
Key Vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque, Sikhism, Guru Nanak, Gurdwara, Vaisakhi				
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend				
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons				
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth				
	Computing	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth				
Ongoing provision throughout the year	Story/Song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				
Expressive Arts and Design						
Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Colour, pattern, space and Shape All about me! (Family,Where I live) Harvest and Autumn	Let's Celebrate! Celebrations/Festivals Autumn Bonfire Night Remembrance Nativity	Wintery Worlds Polar Regions Chinese New Year Safer Internet Day	Wonderful Earth Easter Growing up Planting/Gardening Spring	Amazing Animals Life Cycles Mini beasts On the Farm Pets	People who help us Our School Our Community Summer holidays
Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					

Curriculum Goal	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					
Overview	<p>Exploring colour - Primary colours</p> <p>Piet Mondrian - lines (Art)</p>  <p>Self Portraits (Art)</p> <p>Selecting and using brushes and exploring colour and shape (ART)</p> <p>Collage - linked to Autumn and exploring autumn colours</p> <p>Rubbings - Tree rubbings, leaf rubbings, bark rubbings.</p>	<p>Singing songs and rhymes</p> <p>Colour - Colour mixing</p> <p>Making Clay Divas, Rangoli patterns and Christmas cards and decorations (ART/DT)</p> <p>Using natural materials (ART) 3D structures - Andy Goldsworthy</p> 	<p>Colour - warm and cool colours</p> <p>Hot and Cold artwork - pastels</p> <p>Collage (ART) - Winter colours.</p>  <p>Shades of colour/warm and cool colours - paint mixing</p> <p>Choosing 3D recycling shapes/different methods of attachment - workshop (DT)</p>	<p>Create collaboratively sharing ideas, resources, and skills</p> <p>Cooking Making a sandwich (DT)</p> <p>Easter nests - melting chocolate</p> <p>Mother's Day cards</p> <p>Design and make a boat (DT) linked to floating and sinking</p>	<p>Singing and performing (MUS)</p> <p>Jackson Pollock (ART) Exploring dripping, pouring and splattering to create abstract art. Use hardened brushes, pipettes and spoons to splat paint</p> 	<p>Singing and performing (MUS)</p> <p>Observational drawings/painting (ART)</p> <p>The Living world Still life</p>
Music	<p>Singing Sharing and performing</p> <p>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</p>	<p>Singing Sharing and performing Exploring instruments</p> <p>Nativity songs</p>	<p>Singing Sharing and performing</p> <p>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</p>	<p>Singing Finding a pulse</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Singing Copying rhythms High and low sounds Exploring instruments</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Singing Sharing and performing Creating own patterns</p> <p>Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>
<p>Use and explore a variety of materials, tools and techniques</p> <p>Explain the process</p> <p>Sing rhymes and nursery rhymes</p>						

	Explore colour, design and texture. Perform songs, rhymes, poems and stories with others	
	Story/Song Time	Sing a range of songs/nursery rhymes, understand the structure of stories
	Creative Area	Paint - setup and use. Collage - stick. Use stencils with paints and sponges. Print - outlines. Paint - different brushes, different surfaces. Paint - colour mixing. Print - 3D shapes. Observational drawings
	Workshop Area	Join with tape/glue. Flanges and hinges. Moving parts
	Mark Making Area	Use templates and stencils with pencils
	Malleable Area	Use rolling pins and cutters. Roll and shape by hand. Imprint, Use mark makers. Pottery/sculpture
	Construction Area	Model with construction kits
Key Vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist,
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style

Enhanced Provision overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry Flexible to be adapted based on children's interests.	Colour, pattern, space and Shape All about me! (Family,Where I live) Harvest and Autumn	Let's Celebrate! Celebrations/Festivals Autumn Bonfire Night Remembrance Nativity	Wintry Worlds Polar Regions Chinese New Year Safer Internet Day	Wonderful Earth Easter Growing up Planting/Gardening Spring	People who help us Our School Our Community	Amazing Animals Life Cycles Mini beasts On the Farm Pets Summer holidays
Role play	Home	Cafe (birthday party) Post office	Igloo	Farm Shop Build an Ark Pirates	Vets	School
Sand	Pouring - dry Filling - wet Sand art	Digging and moulding - wet	Moulding and building - wet	Pirates - stories - dry	Desert animals - dry	Shells - wet Sandcastles - flags
Water	Coloured water Sponges	Capacity - full/empty Measuring jugs/bottles glitter	Ice/melt/freeze	Sea Creatures How water travels - pipes	Bathing dolls Clothes washing Lifeboats - RNLI	Floating and sinking Adding water to sand/soil/flour/paper
Reading Garden	Topic related Name board Soft toys	Topic related puppets	Topic related	Topic related	Topic related	Topic related
Small World (Link to stories in Literacy)	Home - dolls house Cars - garage Loose parts - natural resources	Puppet theatre Train track	Polar Regions Dragons/castle/knights	Sea Creatures Rock pool Noah's Ark Loose parts - natural resources (shells)	Fire Station Hospital Superheroes Airport Cars and Vehicles	Garden - natural resources Farmyard Dinosaurs Loose parts - natural resources
Construction	Duplo	Duplo	Duplo	Lego	Lego	Lego

	Wooden bricks Stickle Bricks	Wooden bricks Stickle Bricks	Wooden bricks Stickle Bricks	Wooden bricks	Wooden bricks	Wooden bricks
Music	Percussion instruments Songs and rhymes (CD player) Audio books - topic related	Percussion instruments Songs and rhymes (CD player) Audio books - topic related	Percussion instruments Songs and rhymes (CD player) Audio books - topic related	Percussion instruments Songs and rhymes (CD player) Audio books - topic related	Percussion instruments Songs and rhymes (CD player) Audio books - topic related	Percussion instruments Songs and rhymes (CD player) Audio books - topic related
Creative	Mixing primary colours - secondary colours Collage materials Colour hunt Joining using glue	Glitter fireworks Poppies Wrapping presents Rangoli patterns Joining using cello tape Autumn art	Chinese New Year Mixing colours - cold and hot colours	Making boats Rainbow Fish	Exploring textures - corn flour, shaving foam, gelli, gloop, rice, pasta Splatter art	Sculpture
Large Physical Play	Movement Balance bikes	Autumn walk Movement	Winter Walk	Spring Walk Making dens	Obstacle course Ball skills	Summer Walk Road safety Obstacle course
Games/Puzzles	Jigsaws/Puzzles/board games					
Exploring & Investigating	Colour Colour in puddles Mirrors	Light and Dark Torches Light and Dark den Autumn (natural materials) Materials	Ice Melting and freezing Birds in Winter - bird feeders Sensory box: winter exploration	Flowers Planting Signs of Spring	Magnets Cars and ramps	Life cycles Bug hunt
IT	Paint Program Age appropriate websites	Paint program - fireworks Age appropriate websites	Ipads Age appropriate websites	Ipads Age appropriate websites	Beebots Programmable Toys Age appropriate websites	Age appropriate websites
Mathematics	See Maths Overview					
Phonics	See Phonics Overview					
Message Centre - opportunities to write in most areas (clipboards)	Names Symbols Secret messages/codes	Menus Birthday cards Christmas Cards Writing lists Party invitations	Making information books/leaflets	Letter writing Envelopes Instructions	Labelling a vehicle Form filling	Life cycle book Postcards
Malleable	Cutting and rolling tools Squishing, pinching, poking, rolling Dough Disco	Birthday Parties/cakes/candles Rolling out and cutting out of forms from biscuit cutters Dough Disco	Standing forms and objects Dough Disco - intervention	3D shapes Designs and creating people/animals etc Dough Disco - intervention	Sculptures	Sculptures