Endsleigh Holy Child VC Academy

EYFS Long Term Plan

This is an outline of the coverage of the EYFS curriculum. In order for the children's learning opportunities to have the highest impact we aim to use their interests to engage the children fully in learning and ensure high level of enjoyment and involvement. The curriculum below is used as a guide, but the individual interests, prior knowledge and experiences of the children will influence how we approach these. Depending on the children's interests and levels of involvement, the curriculum may be changed or added to during the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me	What's Your Favourite Celebration?	People Who Help Us	How Does Your Garden Grow?	Amazing Animals	Is It A Bug's Life?
COMMUNICATION AND LANGUAGE	**Throughout the year, F1 will be learning to:** 3-4: Enjoy listening to longer stories and can remember much of what happens. 3-4: Pay attention to more than one thing at a time, which can be difficult. 3-4: Use a wider range of vocabulary. 3-4: Understand a question of instruction that has two parts, such as "Get your coat and wait at the door." 3-4: Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 3-4: Sing a large repertoire of songs. 3-4: Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 3-4: Develop their communication but may continue to have problems with irregular tenses and plurals. 3-4: Develop their pronunciation (but may have problems saying some sounds). 3-4: Use longer sentences of four to six words. 3-4: Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 3-4: Start conversations with an adult or friend and continue it for many turns. 3-4: Use talk to organise themselves and their play. **To facilitate the children's learning we will:**			**Throughout the year, F2 will be learning to:** Rec: Understand how to listen carefully and why listening is important. Rec: Learn new vocabulary. Rec: Use new vocabulary throughout the day. Rec: Ask questions to find out more and to check they understand what has been said to them. Rec: Articulate their ideas and thoughts in well-formed sentences. Rec: Connect one idea or action to another using a range of connectives. Rec: Describe events in some detail. Rec: Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen. Rec: Develop social phrases. Rec: Engage in story times. Rec: Listen to and talk about stories to build familiarity and understanding. Rec: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Rec: Use new vocabulary in different contexts. Rec: Listen carefully to rhymes and songs, paying attention to how they sound. Rec: Learn rhymes, poems and songs.		

	Provide at least a daily story time, as well as sharing books throughout the day, linked to taught topics, and children's interests. Explain unfamiliar words and concepts, making sure children have understood what they mean through stories and other activities. Provide children with a language-rich environment by sharing books and activities with them, and encourage children to talk about what is happening and give their own ideas. Offer children lots of interesting things to investigate and encourage them to ask questions. Model language that promotes thinking and challenges children. Use open-ended questions to encourage more thinking and longer response and use sustained shared thinking. Help children to elaborate on how they are feeling.	Rec: Engage in non-fiction books. Rec: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **To facilitate the children's learning we will:** Promote and model active listening skills and link listening to learning. Identify new vocabulary before planning activities and then model words and phrases relevant to teaching, deliberately and systematically. Provide objects, pictures and photographs to talk about. Show genuine interest in knowing more about the children. Think out loud and ask questions, making sure children can answer 'who', 'where' and 'when' questions, before moving on to 'why' and 'how do you know' questions. Use complete sentences in our everyday talk and hep children build sentences by rephrasing what they say and structuring their responses using sentence starters. Narrate our own and children's actions and events. Provide a story time at least once a day, choosing book that will develop the children's vocabulary. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Be enthusiastic about stories and reading and discuss stories with the children, exploring character, plot and vocabulary. Ensure that books are available to the children and displayed attractively. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	**Throughout the year, F1 will be learning to:** 3-4: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 3-4: Develop their sense of responsibility and membership of a community. 3-4: Become more outgoing with unfamiliar people, in the safe context of their setting. 3-4: Show more confidence in new social situations. 3-4: Play with one or more other children, extending and elaborating play ideas.	**Throughout the year, F2 will be learning to:** Rec: See themselves as a valuable individual. Rec: Build constructive and respectful relationships. Rec: Express their feelings and consider the feelings of others. Rec: Show resilience and perseverance in the face of challenges. Rec: Identify and moderate their own feelings socially and emotionally. Rec: Think about the perspectives of others.

	3-4: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas. 3-4: Increasingly follow rules, understanding why they are important. 3-4: Remember rules without needing an adult to remind them. 3-4: Develop appropriate ways of being assertive. 3-4: Talk with others to solve conflicts. 3-4: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 3-4: Understand gradually how others might be feeling. 3-4: Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 3-4: Make healthy choices about food, drink, activity and toothbrushing. **To facilitate the children's learning we will:** Respond to children's increasing independence and sense of responsibility by increasing the range of resources and challenges as the year proceeds, both inside and outdoors. Invite trusted people into the school to talk about and show the work that they do. Involve children in making decisions about their provision and support children to carry out decisions. Further resource and enrich children's play, based on their interests. Teach children ways of solving conflicts. Explain why we have rules and display a small number of necessary rules visually as reminders. Provide clear boundaries and routines, and interact calmly and sensitively with children. Model ways to calm down, Help children to explore situations from different points of view. Talk to children about the importance of eating healthily and brushing their teeth. Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.	Rec: Manage their own needs: - personal hygiene Rec: 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 **To facilitate the children's learning we will:** Make time to get to know the child and their family. Take opportunities to highlights a child's interests. Make sure that children are encouraged to listen to each other as well as the staff. Ensure that children's play regularly involves sharing and co-operating with friends and their peers. Allow children time in friendship groups, as well as other groupings. High have expectations for children following instructions, with appropriate levels of support where necessary. Model positive behaviour and highlight exemplary behaviour of children, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary and undertake specific activities that encourage talk about feelings and their opinions. Provide opportunities for children to tell each other about their work and play. Help them to reflect and self-evaluate their own work. Help children to set their own goals and achieve them. Support all children to recognize why their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. Use dialogic story time to discuss books that deal with challenges, explaining how characters feel about these challenges and overcome them. Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate good decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

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		Help children to develop good personal hygiene by acknowledging and praising their efforts and providing regular reminders about thorough handwashing and toileting. Talk to children about exercise, healthy eating and the importance of sleep, including the use of picture books and other resources. Explain to children and model how to travel safely in their local environment, including staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.
PHYSICAL DEVELOPMENT	**Throughout the year, F1 will be learning to:** 3-4: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 3-4: Go up steps and stairs, or climb up apparatus using alternate feet. 3-4: Skip, hop, stand on one leg and hold a pose for a game like musical statues. 3-4: Use large-muscle movements to wave flags and streamers, paint and make marks. 3-4: Start taking part in some group activities which they make up for themselves, or in teams. 3-4: Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 3-4: Match their developing physical skills to tasks and activities in the setting, For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 3-4: Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 3-4: Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 3-4: Use one-handed tools and equipment, for example, making snips in paper with scissors. 3-4: Use a comfortable grip with good control when holding pens and pencils. 3-4: Show a preference for a dominant hand. 3-4: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. **To facilitate the children's learning we will:** Encourage children to paint, chalk or make marks with water on large vertical surfaces. Model the vocabulary of movement and encourage children to use it. Also mode the vocabulary of instruction and encourage the children to use it. Encourage children to become more confident, competent, creative and adaptive movers.	**Throughout the year, F2 will be learning to:** Rec: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Rec: Progress towards a more fluent style of moving, with developing control and grace. Rec: 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. Rec: 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 spoons. Rec: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Rec: Combine different movements with ease and fluency. Rec: Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Rec: Develop overall body-strength, balance, co-ordination and agility. Rec: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Rec: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Rec: Develop the foundations of a handwriting style which is fast, accurate and efficient. Rec: Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

	Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow. Begin by showing children how to use one-handed tools and guide them with hand-over-hand help, gradually reducing the help we give and allowing the children to use the tools independently. Support children to develop the tripod grip for holding a pencil or pen. Encourage children by helping them with dressing and undressing, but leaving them to do the last steps, gradually reducing help until the child can do each step on their own.	**To facilitate the children's learning we will:** Provide regular access to appropriate outdoor space with a range of surfaces, as well as regular access to floor space indoors for movement. Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Ensure that spaces are accessible to children with varying confidence levels, skills and needs, providing a wide range of activities to support a broad range of abilities. Model precise vocabulary to describe movement and directionality, and encourage children to use it. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Encourage children to use a range of equipment. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Help children to develop the core strength and stability they need to support their small motor skills, offering activities to develop and further refine their small motor skills. Continuously check how children are holding pencils for writing, scissors and knives and forks, offering regular, gentle encouragement and feedback. Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Provide a range of different sized 'balls' made from different materials, progressing to real balls when children are confident to engage with them. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. Encourage children to draw freely, as well as engaging children in structured activities.

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<table>
<tr><td></td><td></td><td colspan="3">Teach and model correct letter formation, continuously checking the process of children's handwriting.</td></tr>
<tr><td>LITERACY</td><td colspan="4">Throughout the year, F1 will be learning to:

3-4: Understand the five key concepts about print:
- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

3-4: Develop their phonological awareness, so that they can:
- spot and suggest rhymes
- count or clap syllables in word
- recognize words with the same initial sound

3-4: Engage in extended conversations about stories, learning new vocabulary.

3-4: Use some of their print and letter knowledge in their early writing.

3-4: Write some or all of their name.

3-4: Write some letters accurately.

To facilitate the children's learning we will:

Draw children's attention to a wide range of examples of print with different functions.

When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.

Play games with rhyme.

Choose books that reflect diversity and share books regularly, engaging in dialogic reading.

Motivate children to write by providing opportunities in a wide range of ways.

Help children to learn to form their letters accurately, initially focusing on large muscle co-ordination and then planned small muscle co-ordination.

Provide Phase 1 phonics activities before moving on to the Nursery Read, Write, Inc. programme, when children are ready.</td></tr>
<tr><td></td><td>Rec: Read individual letters by saying the sounds for them.

Rec: Blend sounds into words, so that they can read short words made up of known letter-sounds correspondences.

Rec: Read some letter groups that each represent one sound and say sounds for them.</td><td>Rec: Read a few common exception words matched to the school's phonic programme.

Rec: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Rec: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</td><td>Rec: Form lower-case and capital letters correctly. (Teach capital letters)

Rec: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Rec: Re-read what they have written to check that it makes sense.</td></tr>
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			Rec: Form lower-case and capital letters correctly. (Focus on lower case) Rec: Spell words by identifying the sounds and then writing the sounds with letter/s.			
FS1 Stories for Talking	• Goldilocks	• Whatever Next!	• Dora's Eggs	• The Enormous Turnip	• Walking through the Jungle	• The Very Hungry Caterpillar
FS1 Additional Stories	• The Gingerbread Man	• The Nativity • Dear Santa	• Rosie's Walk	• Jasper's Beanstalk • Mabel's Magical Garden	• Rumble in the Jungle	• Mad about Minibeasts
FS1 Pre-writing Activities	Children in Nursery will take part in a number of gross and fine motor activities to strengthen their bodies, arms, wrists, hands and fingers to enable them to be ready to write. This includes: • Playdough • Pegs • Tongs and tweezers • Sensory tracing • Lacing and threading • Mazes and dot-to-dots • Vertical drawing					
FS1 Writing Progression	• Makes marks and random scribbles	• Makes a vertical line • Makes a horizontal line • Ascribes meanings to marks	• Draws a circle • Draws a cross	• Holds a pen using a pincer grip • Draws a picture using the pre writing shapes	• Beginning to hear initial sounds	• Can count syllables • Can count words in a phrase • Can write some letters • Can Fred Talk (blend)
FS2 Talk Through Stories Bringing stories to life through talk; specifically and systematically building children's vocabulary and comprehension to develop an understanding and love of books.	• Colour Monster • I am Nefertiti	• The Birthday Invitation • Lost and Found	• Detective Dog • Supertato	• Jack and the Beanstalk • The Extraordinary Gardener	• Handa's Surprise • Handa's Hen	• Superworm
FS2 Additional Stories	• Owl Babies • A Little Bit Brave • The Rapping Princess • The Little Red Hen • The Squirrels who Squabbled	• Room on the Broom • One Snowy Night • Stickman	• Charlie the Firefighter • The Zoo Vet • A Superhero Like You • Billy and the Dragon • Aliens Love Underpants	• The Tiny Seed • Sam Plants a Sunflower • Eddie's Garden and How to make things Grow	• There's a Snake in my School • The Lion Inside • Tiddler	• The Very Busy Spider • What the Ladybird Heard • Norman the Slug with the Silly Shell
FS2 Writing Progression	• Begins to write name	• Writes own first name unaided Match phonemes to graphemes	• Write CVC words	• Count words in a caption	• Write a dictated caption of two words	• Write a dictated short caption

Possible fiction writing opportunities	• Story sequencing • Story mapping • Initial sounds • CVC word writing	• Story mapping • Story sequencing • Initial sounds • CVC word writing	• Character description • Speech bubbles	• Retelling the story • Alternative endings	• Making story books • Story maps • Character descriptions •	• Character description • Speech bubbles • Story maps
Possible non-fiction writing opportunities	• Name writing • Label physical characteristics • Label family picture	• Name Writing • Christmas Cards • Letters to Father Christmas	• Labels and captions for people who help us • People who help us posters • Letters to people • Character descriptions for real people • Additional activities TBC based on books	• Life cycle labelling • Labelling the parts of the plant	• Shopping lists • Labelling fruits	• Labelling life cycles • Lists
MATHS	**Throughout the year, F1 will be learning to:** 3-4: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 3-4: Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 3-4: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 3-4: Show 'finger numbers' up to 5. 3-4: Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 3-4: Experiment with their own symbols and marks as well as numerals. 3-4: Solve real world mathematical problems with numbers up to 5. 3-4: Compare quantities using language: 'more than', 'fewer than'. 3-4: Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 3-4: Understand position through words alone – for example, "The bag is under the table," – with no pointing. 3-4: Describe a familiar route. 3-4: Discuss routes and locations, using words like 'in front of' and 'behind'. 3-4: Make comparisons between objects relating to size, length, weight and capacity. 3-4: Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. 3-4: Combine shapes to make new ones – an arch, a bigger triangle, etc.		**Throughout the year, F2 will be learning to:** Rec: Count objects, actions and sounds. Rec: Subitise. Rec: Link the number symbol (numeral) with its cardinal number value. Rec: Count beyond ten. Rec: Compare numbers. Rec: Understand the 'one more than/one less than' relationship between consecutive numbers. Rec: Explore the composition of numbers to 10. Rec: Automatically recall number bonds for numbers 0–5 and some to 10. Rec: Select, rotate and manipulate shapes to develop spatial reasoning skills. Rec: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Rec: Continue, copy and create repeating patterns. Rec: Compare length, weight and capacity.			

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	3-4: Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. 3-4: Extend and create ABAB patterns – stick, leaf, stick, leaf. 3-4: Notice and correct an error in a repeating pattern. 3-4: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					
F2 Maths Units	**GETTING TO KNOW YOU** • Settling in • Introducing the areas of provision • Key times of day • Class routines • Where do things belong? (Positional language) **JUST LIKE ME!** *Number:* • Match and Sort • Compare Amounts *Measure, Space & Spatial Thinking:* • Compare Size, Mass & Capacity • Exploring Pattern	**IT'S ME 1, 2, 3!** *Number:* • Representing 1, 2 & 3 • Comparing 1, 2 & 3 • Composition of 1, 2 & 3 *Measure, Space & Spatial Thinking:* • Circles and Triangles • Positional Language **LIGHT AND DARK** *Number:* • Representing Numbers to 5 • One More and Less *Measure, Space & Spatial Thinking:* • Shapes with 4 Sides • Time	**ALIVE IN 5!** *Number:* • Introducing Zero • Comparing Numbers to 5 • Composition of 4 & 5 *Measure, Space & Spatial Thinking:* • Compare Mass • Compare Capacity **GROWING 6, 7 AND 8** *Number:* • 6, 7 & 8 • Making Pairs • Combining 2 Groups *Measure, Space & Spatial Thinking:* • Length & Height • Time	**BUILDING 9 AND 10** *Number:* • 9 & 10 • Comparing Numbers to 10 • Bonds to 10 *Measure, Space & Spatial Thinking:* • 3D Shape • Pattern	**TO 20 AND BEYOND** *Number:* • Building Numbers Beyond 10 • Counting Patterns Beyond 10 *Measure, Space & Spatial Thinking:* • Spatial Reasoning • Match, Rotate, Manipulate **FIRST THEN NOW** *Number:* • Adding More • Taking Away *Measure, Space & Spatial Thinking:* • Spatial Reasoning • Compose and Decompose	**FIND MY PATTERN** *Number:* • Doubling • Sharing & Grouping • Even and Odd *Measure, Space & Spatial Thinking:* • Spatial Reasoning • Visualise and Build **ON THE MOVE** *Number:* • Deepening Understanding • Patterns and Relationships *Measure, Space & Spatial Thinking:* • Spatial Reasoning • Mapping
UNDERSTANDING THE WORLD	**ME AND MY FAMILY** • Talk about myself – physical characteristics and self. Descriptive vocab. • Look at pictures of me as a baby and now. Comparison vocab. • Look at pictures of my family. Descriptive vocab. Talk about different types of families. Comparison vocab. (but/because) Use 'My Life' books to gather and share info. Spend time with children talking about photos and memories. Encourage children to retell what their parents	**AUTUMN** • Explore the season of Autumn – relate to all senses. • Guide children's understanding by drawing children's attention to the weather and seasonal features. • Observational drawings 3-4: Use all their senses in hands-on exploration of natural materials.	**PEOPLE WHO HELP US** • Explore a different job role each week (nurse, police, fire service, priest, etc.) • Look at a famous person from the past that links to the focus role for that week. • Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. • Plan and introduce new vocabulary related to the	**GROWING** • Plant seeds. • Science investigation. • Look at plant life cycle. • Show and explain the concepts of growth, change and decay with natural materials. • Look at animal life cycle. • Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their dis-cussions, as they care for living things.	**MATERIALS & RECYCLING** • Explore collections of natural materials. • Explore forces in relation to materials (stretching, bending, snapping, etc. • Provide children with opportunities to change materials from one state to another (cooking, melting). • Explore how different materials sink and float. • Explore how you can shine light through some materials, but	**SUMMER** • Explore the season of Summer – relate to all senses. • Guide children's understanding by drawing children's attention to the weather and seasonal features. • Observational drawings Rec: Understand the effect of changing seasons on the natural world around them.

	told them about their life-story and family. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. 3-4: Begin to make sense of their own life-story and family's history. Rec: Talk about members of their immediate family and community. Rec: Name and describe people who are familiar to them. **AUTUMN** • Explore the season of Autumn – relate to all senses. • Guide children's understanding by drawing children's attention to the weather and seasonal features. • Observational drawings 3-4: Use all their senses in hands-on exploration of natural materials. Rec: Understand the effect of changing seasons on the natural world around them. Rec: Describe what they see, hear and feel whilst outside. Rec: Explore the natural world around them.	Rec: Understand the effect of changing seasons on the natural world around them. Rec: Describe what they see, hear and feel whilst outside. Rec: Explore the natural world around them. **MAPS OF THE SCHOOL AND LOCAL ENVIRONMENT** • Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. • Explore school. • Look at corridor map. • Make own maps. • Draw own house/map. • Look at a map of the local environment. • Draw children's attention to the immediate environment, introducing and modelling new vocabulary. • Go for a walk around the local environment. • Create own maps of the local environment. • Familiarise children with the name of the road, and or village/town/city the school is located in. • Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	occupation and encourage children to use it in their speech and play. • Consider opportunities to challenge gender and other stereotypes. • Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. • Show images of familiar situations in the past, such as homes, schools, and transport. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. 3-4: Show interest in different occupations. Rec: Name and describe people who are familiar to them. Rec: Comment on images of familiar situations in the past. Rec: Compare and contrast characters from stories, including figures from the past. **WINTER** • Explore the season of Winter – relate to all senses. • Guide children's understanding by	3-4: Plant seeds and care for growing plants. 3-4: Understand the key features of the life cycle of a plant and an animal. 3-4: Begin to understand the need to respect and care for the natural environment and all living things. Rec: Explore the natural world around them. **WORLD MAPS & AFRICA** • Identify where Sierra Leone is on a world map. • Explore King Fahad in Sierra Leone and what life is like for children at our partner school. • Look at similarities and difference between our lives and the children's from King Fahad. • Use relevant, specific vocabulary to describe contrasting locations. • Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. 3-4: Know that there are different countries in the world and talk about the differences they have experiences or seen in photographs. Rec: Draw information from a simple map.	not others. Investigate shadows. • Plan and introduce new vocabulary related to the exploration and encourage children to use it. 3-4: Explore collections of materials with similar and/or different properties. 3-4: Explore and talk about different forces they can feel. 3-4: Talk about the differences between materials and changes they notice. Rec: Explore the natural world around them. Rec: Describe what they see, hear and feel whilst outside.	**GROWING UP/LOOKING FORWARD** • Reflect on journey throughout the year; what can I do now that I couldn't before? • Explore job roles and aspiration for the future. • Explore transition. • Transition preparation.

		Rec: Draw information from a simple map. **CHRISTMAS AROUND THE WORLD** • Explore what Christmas is like in other countries, e.g. Australia. • Locate countries on the map. • Use relevant, specific vocabulary to describe contrasting locations. 3-4: Know that there are different countries in the world and talk about the differences they have experiences or seen in photographs. Rec: Recognise some similarities and differences between life in this country and life in other countries. Rec: Recognise some environments that are different to the one in which they live.	drawing children's attention to the weather and seasonal features. • Observational drawings • Look at changes (states of matter – ice/water). 3-4: Use all their senses in hands-on exploration of natural materials. Rec: Understand the effect of changing seasons on the natural world around them. Rec: Describe what they see, hear and feel whilst outside. Rec: Explore the natural world around them.	Rec: Recognise some similarities and differences between life in this country and life in other countries. Rec: Recognise some environments that are different to the one in which they live.		
Ongoing development throughout learning opportunities in provision	**Throughout the year, F1 will be learning to:** 3-4: Use all their senses in hands-on exploration of natural materials. 3-4: Talk about what they see using a wide vocabulary. 3-4: Explore how things work. 3-4: Continue developing positive attitudes about the differences between people. **To facilitate the children's learning we will:** Provide interesting natural environments for children to explore freely outdoors. Make collections of natural materials to investigate and talk about and provide equipment to support these investigations. Model observational and investigational skills.		**Throughout the year, F2 will be learning to:** *Rec: Compare and contrast characters from stories, including figures from the past.* Rec: Understand that some places are special to members of their community. Rec: Recognise that people have different beliefs and celebrate special times in different ways. *Rec: Explore the natural world around them.* *Rec: Describe what they see, hear and feel whilst outside.* *Rec: Understand the effect of changing seasons on the natural world around them.* *(Covered as a focus, as well as generally throughout the year.)* **To facilitate the children's learning we will:** Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling.		

	Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas. Provide mechanical equipment for children to play with and investigate. Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Celebrate and value cultural, religious and community events and experiences. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences	Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. Teach children about places in the world that contrast with locations they know well. Use cbeebies *Go Jetters* as regular introductions to new places round the world. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. Support children to draw pictures of the natural world (including animals and plants) after close observation. Provide opportunities to observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. Encourage focused observation of the natural world. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.

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		Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Provide opportunities for children to note and record the weather and select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.
EXPRESSIVE ARTS AND DESIGN	**Throughout the year, F1 will be learning to:** 3-4: Take part in simple pretend play, using an object to represent something else even though they are not similar. 3-4: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 3-4: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 3-4: Explore different materials freely, to develop their ideas about how to use them and what to make. 3-4: Develop their own ideas and then decide which materials to use to express them. 3-4: Join different materials and explore different textures. 3-4: Create closed shapes with continuous lines and begin to use these shapes to represent objects. 3-4: Draw with increasing complexity and detail, such as representing a face with a circle and including details. 3-4: Use drawing to represent ideas like movement or loud noises. 3-4: Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. 3-4: Explore colour and colour mixing. 3-4: Listen with increased attention to sounds. 3-4: Respond to what they have heard, expressing their thoughts and feelings. 3-4: Remember and sing entire songs. 3-4: Sing the pitch of a tone sung by another person ('pitch match').	**Throughout the year, F2 will be learning to:** Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Rec: Create collaboratively, sharing ideas, resources and skills. Rec: Listen attentively, move to and talk about music, expressing their feelings and responses. Rec: Watch and talk about dance and performance art, expressing their feelings and responses. Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody. Rec: Develop storylines in their pretend play. Rec: Explore and engage in music making and dance, performing solo or in groups. **To facilitate the children's learning we will:** Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

	3-4: Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 3-4: Create their own songs or improvise a song around one they know. 3-4: Play instruments with increasing control to express their feelings and ideas. **To facilitate the children's learning we will:** Provide lots of flexible and open-ended resources for children's imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in. Help children to develop their drawing and model-making, encouraging them to develop their own creative ideas. Show interest in the meanings that children give to their drawings and models. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line. Help children to develop their listening skills through a range of active listening activities. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games. Sing a range of songs. Offer children a wide range of different instruments, from a range of cultures. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it.			Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide a wide range of costumes and props for children to incorporate into their pretend play, encouraging imagination. Listen to and sing a range of songs, encouraging children to respond to what they hear. Notice and encourage children to keep a steady beat. Play movement and listening games that use different sounds for different movements. Encourage children to create their own music. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.		
F2 Teaching Focus	**DRAWING SELF-PORTRAITS** 3-4: Draw with increasing complexity and detail, such as representing a face with a circle and including details.	**COLOUR MIXING** 3-4: Explore colour and colour mixing. Rec: Explore, use and refine a variety of artistic effects to	**WINTER** Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them.	**GROWING** Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them.	**DESIGN A HOUSE** • Design a house for a character • Work together with others to choose appropriate materials for a house.	**SUMMER** Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them.

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	Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. **CUTTING SKILLS (snipping)** • Making leaves **CHANGING MATERIALS THROUGH FOLDING, SCRUMPLING, CONCERTINAING** **JOINING MATERIALS** • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Practise using glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, paper clips and fasteners, etc. 3-4: Join different materials and explore different textures.	express their ideas and feelings. • Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent. **CUTTING SKILLS** **AUTUMN** 3-4: Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Observational drawings	• Observational drawings **PAINTBRUSH STROKES** Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Provide a range of paint materials and tools and teach children to use them with care and precision.	• Observational drawings **MUSIC & DANCE** 3-4: Listen with increased attention to sounds. 3-4: Respond to what they have heard, expressing their thoughts and feelings. 3-4: Use drawing to represent ideas like movement or loud noises. Rec: Listen attentively, move to and talk about music, expressing their feelings and responses. Rec: Watch and talk about dance and performance art, expressing their feelings and responses. • Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. • Invite musicians in to play music to children and talk about it. • Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.	3-4: Develop their own ideas and then decide which materials to use to express them. Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them. Rec: Create collaboratively, sharing ideas, resources and skills. **MUSIC & DANCE** 3-4: Remember and sing entire songs. 3-4: Sing the pitch of a tone sung by another person. 3-4: Sing the melodic shape of familiar songs. 3-4: Create their own songs or improvise a song around one they know. 3-4: Play instruments with increasing control to express their feelings and ideas. Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody. Rec: Explore and engage in music making and dance, performing solo or in groups. Encourage children to create their own music. • Encourage children to replicate choreographed dances.	• Observational drawings

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					Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.	
RE **Reception**	**Branch 1: Creation and Covenant** • The origin of the world • The first account of creation • God saw it was very good • The whole of Creation shows God's love for us • The Sign of the Cross • God's family • The Sacrament of Baptism • Baptismal signs	**Branch 2: Prophecy and Promise** • Human dignity • Meeting Jesus • The Annunciation • Jesus was born in Bethlehem • The shepherds visit the manger • The tradition of the crib • Advent • Advent traditions • Celebrating Christmas	**Branch 3: Galilee to Jerusalem** • The visit of the Wise Men • The Three Gifts • Jesus calls his first followers • The little children and Jesus • Jesus feeds the five thousand • Called to help • The Good Samaritan • Glory to God	**Branch 4: Desert to Garden** • What is Lent? • Ash Wednesday • Giving things up • Lent traditions • Jesus enters Jerusalem • Jesus shares supper • The day Jesus died • Jesus is alive! • Celebrating Easter • The Easter story	**Branch 5: To the Ends of the Earth** • Jesus returns to his father • Pentecost • Celebrating Pentecost • The community of believers • Spreading the Good News about Jesus • Jesus' friends today • Inside a church • Family and community: Caring for everyone • Caring for people around the world • God's gifts	**Branch 6: Dialogue and Encounter** • Friends of Jesus • Saint Paul, a friend of Jesus • Meeting a friend of Jesus • Meeting friends of Jesus: People in the parish • The seventh day • Celebrating Shabbat • What happens at Shabbat? • Visiting the madrasa • Salah • Helping people to pray

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