

Foundation Stage Long Term Plan - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes:	Marvellous Me	Celebrations	Our Community	Animals and Habitats	Growing and Change	Explorers
Mini themes/ interests/lines of enquiry	Settling in/Routines School vision & values Social skills Communication skills Listening and attention skills Building relationships My family My feelings My senses	Seasons-Autumn Diwali Bonfire Night Birthdays Light and Dark Nocturnal animals Nativity production Christmas past and present	Seasons-Winter Our local area Local landmarks Maps Our homes Different types of homes Materials People who help us in our community Road Safety Chinese New Year	Seasons-Spring Environment comparisons Maps Habitats African animals Polar animals Farm animals Animals and their young Easter	Parts of a plant How do plants grow? Planting seeds Where does our food grow? Cooking How have I grown? Keeping Healthy Life cycles - Caterpillar	Seasons-Summer Environments comparisons Maps Travel Life in Space Dinosaurs Life in the ocean Marine Conservation Recycling Transition
Characteristics of Effective Learning 	Playing and exploring: -Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: -Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: -Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
EYFS Overarching Principles 	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Celebrate each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their own learning over time. Learning and Development: Children develop and learn at different rates. We are aware of children who need greater support than others.					
Our school’s Vision & Values 	At Woodthorpe Infant School, our vision is for the entire school community to be brave, be kind, and be happy. Our values are based on our 'learning powers' and reflect the way we work, behave and learn. We use them to achieve our vision. 1. Show respect at all times. 2. Be resourceful when learning. 3. Have resilience when challenged. 4. Be reflective to adapt and develop. 5. Use reciprocity to share and improve. These are interwoven throughout the Foundation curriculum. A high profile is maintained through discussions, circle times, role play, assemblies and incidental opportunities.					

Assessment Opportunities 	School baseline assessments National Baseline Data Little Wandle Assessments 1:1 Keep-ups (Little Wandle) F2 team meetings Parents evening information	On going assessments Pupil progress meetings F2 team meetings Termly Assessment data In house moderation GLD predictions for EOY Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle) – blending by Xmas	On going assessments F2 team meetings Autumn data analysis Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle) Parents evening information	On going assessments Pupil progress meetings F2 team meetings Termly Assessment data In house moderation Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle)	On going assessments F2 team meetings Spring data analysis Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle)	On going assessments Pupil progress meetings F2 team meetings F2 final data In house moderation Little Wandle assessments 1:1 Keep-ups (L. Wandle) Blending groups (L. Wandle) Annual Reports to Parents
Parental Involvement 	Transition - Staggered starts Curriculum and Phonics evenings. ‘Stay and Play’ Session. Parents’ evening. Weekly Class Dojo Updates. ‘Everywhere Bear’	Nativity production Weekly Class Dojo Updates. ‘Everywhere Bear’	Parents Evening ‘Stay and Play’ Session - Supertato Walk around the local Community Weekly Class Dojo Updates. ‘Everywhere Bear’	Weekly Class Dojo Updates. ‘Everywhere Bear’	‘Stay and Play’ Session – Gardening afternoon. Weekly Class Dojo Updates. ‘Everywhere Bear’	Sports day End of year celebration assembly. Weekly Class Dojo Updates. ‘Everywhere Bear’ Annual Reports to Parents
Star Stories 	- Shark in the Park, Nick Sharratt - The Paper Dolls, Julia Donaldson - Jenny Peckles Lays Eggs With Speckles, Rachel Emily - The Storm Whale, Benji Davies - Daisy, Eat Your Peas. Kes Gray and Nick Sharratt - Oh No, George! Chris Haughton Books to be read and revisited throughout the year during whole class story time.					
Rhymes 	- Twinkle, Twinkle, Little Star - Five Little Ducks - Five Currant Buns - The Wheels on the Bus - Old MacDonald Had a Farm - Incy Wincy Spider - Humpty Dumpty - Row, Row, Row Your Boat - Head, Shoulders, Knees and Toes - Wind the Bobbin Up Rhymes to be sang and revisited throughout the year during whole class and group singing sessions.					

Each Area of Learning contains termly statements for F2 that, if attained, will enable:
A reception child to reach a good level of development and the Early Learning Goals.

Prime Areas of Learning

Communication and Language



Development Matters: The development of children's spoken language underpins all seven areas of learning and development. Children's 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 are 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, children share their ideas with support from their teacher. Through the teachers' modelling and use of sensitive questioning, the children become comfortable using a rich range of vocabulary and language structures.

C&L is developed throughout the year through high quality interactions, vocabulary enrichment, daily group discussions, Respect Curriculum, circle times, daily stories, singing, speech and language interventions, Drawing Club, role play, school assemblies and reflection time.

Autumn

Spring

Summer

Listening, attention and understanding

- I can listen to and then follow an instruction.
- I can follow instructions using prepositions.
- I can respond to a string of requests one after another (not quickly)
- I can ask and respond to 'why' questions.
- I can turn to listen to my friends or my teacher.
- I can remember and join in with rhymes and stories I like.
- I can follow instructions using prepositions.
- I can follow a story with props and pictures.

- I can ask questions about my favourite books.
- I can learn rhymes, poems and songs.
- I can respond quickly to a series of instructions.
- I can laugh at funny rhymes and jokes.
- I can have a conversation and I can respond to other children's opinions.
- I can understand and complete a simple program on a computer.
- I can engage in non-fiction books.

- I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- I can remember key points from a story told without props or pictures.
- I can listen to a whole story and comment on what is happening.

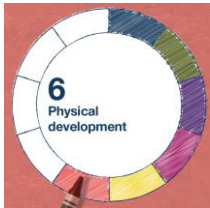
Speaking

- I can explain in simple sentences, including ordering, stating what happened and what might happen.
- I can use tense, intonation and rhythm to enhance meaning.
- I can use vocabulary to express imaginary events in play.

- I can explore new vocabulary, sounds and intonation.
- I can use language to create imaginary events, story lines and themes and I can express myself to friends and adults.
- I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')
- Use new vocabulary through the day.
- Develop social phrases.

- I can retell the story, once I have developed a deep familiarity with the text; some exact repetition and some in my own words.
- I can articulate my ideas and thoughts in well-formed sentences.
- I can describe events in some detail.
- I can use talk to help work out problems and organise thinking.
- I can use new vocabulary in different contexts.
- I can ask questions to check I understand what has been said.

Personal, Social and Emotional Development 	<i>Development Matters:</i> Children’s personal, social and emotional development 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. PSED is developed throughout the year through high quality interactions, Respect Curriculum, circle times, daily stories, role-play, school assemblies and reflection time.		
	Autumn	Spring	Summer
Self-regulation	• I can accept the needs of others and I can take turns and share resources. • I can usually adapt my behaviour to different events, social situations and changes in routine. • I am aware of my own feelings and know that some actions and words can hurt others’ feelings.	• I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise, I have upset them. • I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. • I am aware of the boundaries set and of behavioural expectations in the class.	• I can identify and moderate my feelings socially and emotionally. • I can express my feelings and consider the feelings of others.
Managing self	• I enjoy the responsibility of carrying out small tasks. • I am confident to talk to other children when playing and will communicate freely about my home and community. • I am outgoing towards unfamiliar people and more confident in new social situations. • I can show confidence in asking adults for help.	• I can show enthusiasm and excitement when anticipating and engaging in certain activities. • I am confident to speak to others about own needs, wants, interests and opinions. • I am confident in speaking in front of a small group. • I can describe myself in positive terms and talk about my abilities	• I can show resilience and perseverance in the face of challenge. • I can manage their own needs.
Building relationships	• I can initiate play, offering cues to my friends to join me. • I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.	• I can start conversations and take account of what others say. • I can take steps to resolve conflicts with other children. • I can play in a group, extending and elaborating play ideas.	• I can think about the perspectives of others
Respect Curriculum Focus	• To make and maintain positive and healthy relationships	• To maintain good physical, emotional and mental health	• To stay safe in the world

Physical Development 	<i>Development Matters:</i> Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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. Throughout the Reception year, children develop their physical skills through a balance of planned activities, taught PE sessions and continuous provision. They build gross motor skills through outdoor play, climbing, balancing, running, riding bikes and games that develop coordination, strength and spatial awareness. Fine motor skills are developed through activities such as mark-making, drawing, painting, construction, threading, cutting and early handwriting, helping children gain the control and dexterity needed for writing.					
	Autumn		Spring		Summer	
Gross motor skills	- I can catch a large ball. - I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.		- I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - I can progress towards a more fluent style of moving, with developing control and grace.		- I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - I can 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.	
PE Focus	Introduction to PE	ABCs	Throwing & Catching	Large Ball Skills	Athletics	Racket Skills
Fine motor skills	I can use a pincer grasp.		- I can show a preference for a dominant hand. - I can use a tripod grasp. - I can develop the foundations of a handwriting style which is fast, accurate and efficient. - I can control finer tools when playing with dough.		I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	
Little Wandle Handwriting 	Little Wandle Handwriting provides a structured, progressive approach to teaching handwriting from Reception onwards, helping children develop correct letter formation, legible handwriting and early writing fluency. Through short, regular lessons, direct modelling, consistent routines and multi-sensory practice, pupils build confidence in forming lower-case and capital letters before applying their skills to digraphs, trigraphs, words and sentences. The programme aligns with the Little Wandle phonics progression, reinforcing links between reading and writing while supporting the Physical Development Early Learning Goals.					
Handwriting Focus:	Unit 1: Practising patterns Wk 1: Horizontal lines, Vertical lines, Wavy lines, Circles Wk 2: Up curves, Down curves, Mixed-height curves, Letter C Wk. 3: Spirals, Crosses, Turrets, Diagonals Wk.4: Zig-zags, Sideways V, Letter X, Triangles Unit 2: Curly letter family - c, a, d (Week 5) - g, o, q (Week 6)	Unit 2: Curly letter family e, s, f (Week 7) Unit 3: Long letter family - l, i, t (Week 8) - j, u, y (Week 9) Unit 4: Bouncy letter family - m, n, r (Week 10) - b, p, h (Week 11) Unit 5: Zig-zag letter family - v, w, x (Week 12) - z, k (Week 13)	Unit 6: Capital letters - Cc, Aa, Dd (Week 15) - Gg, Oo, Qq (Week 16) - Ee, Ss, Ff (Week 17) - Ll, Ii, Tt (Week 18) - Jj, Uu, Yy (Week 19)	Unit 6: Capital letters Assess and review week (Week 20 – before or after half-term) - Mm, Nn, Rr (Week 21) - Bb, Pp, Hh (Week 22) - Vv, Ww, Xx (Week 23) - Zz, Kk (Week 24)	Unit 7: Digraphs and Trigraphs - ff, ll, ss (Week 26) - zz, ck, qu (Week 27) - ch, sh, th (Week 28) - ng, nk, ai (Week 29) - ee, igh, oa (Week 30) Assess and review (Week 31)	Unit 7: Digraphs and Trigraphs - oo, ar, or (Week 32) - ur, ow, oi (Week 33) - ear, air, er plus Assess and review (Week 34) Week 35 (onwards): Assess and review all letters as needed

Specific Areas of Learning

Literacy

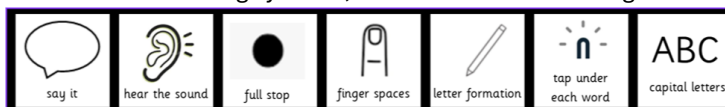


Little Wandle is a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading. It teaches children to read accurately, fluently and with understanding. It also teaches letter formation and early spelling. Direct teaching underpins Little Wandle. Every day, children learn new sounds and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in matched decodable books and other texts, and write these sounds in individual words and, later, sentences. Children have a daily phonics lesson for half an hour. In addition, they read a decodable book with a teacher 3 times a week, each time with a different focus i.e. decoding, prosody and comprehension. Following this, the child's reading practice is sent home for them to 'show off' their reading. The children also take home a sharing book which the child has chosen for their parent/carer to read to them.



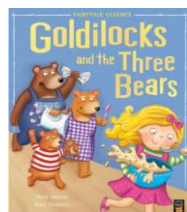
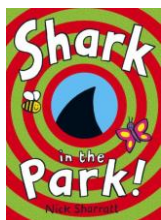
Drawing Club: Carefully chosen texts are shared with children to encourage their imaginative and creative thinking which then establishes the basis for their own stories, drawings and writing. Key vocabulary is shared to encourage children to explore, understand and apply new language in their own writing. Lessons focus on main characters and settings whilst also facilitating exploration of new scenarios through 'Adventure time' writing.

Children are exposed to a range of non-fiction books and texts. Through enhancements to the provision and adult-led teaching, they are encouraged to explore different text types within their writing, such as lists, letters, recipes and postcards. Writing is taught and modelled through transcription (spelling and handwriting) and composition (articulating ideas and structuring them through talk before writing). Teachers model the use of visual marking symbols, and children are encouraged to use these to check and edit their own written work.



Key Texts:

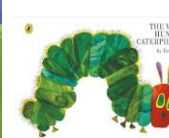
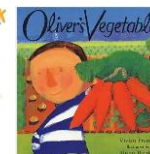
Autumn 1



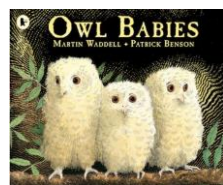
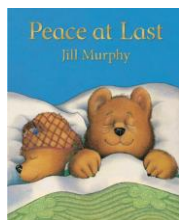
Spring 1



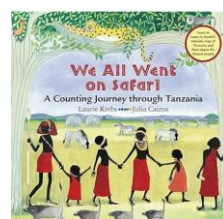
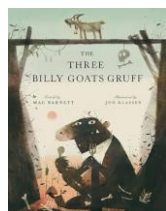
Summer 1



Autumn 2



Spring 2



Summer 2



Literacy	Autumn		Spring		Summer
Word Reading	- I can join in with the rhythm of well-known rhymes and songs. - I can identify rhymes. - I can identify sounds in words, in particular, initial sounds. - I can read individual letters by saying the sounds for them. - I can segment and blend simple words demonstrating my knowledge of sounds (with support).		- I can find my own rhymes. - I can segment and blend simple words demonstrating my knowledge of sounds (independently). - I can read simple words and simple sentences. - I can read some letter groups that each represent one sound and say sounds for them. - I can read a few common exception words matched to the school's phonic programme.		I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Comprehension	- I can tell a story to friends. - I can talk about my favourite book.		- I can talk about events and characters in books. - I can make suggestions about what might happen next in a story. - I can use vocabulary and events from stories in my play.		I can re-read books to build up my confidence in word reading, fluency and understanding and enjoyment.
Writing	Handwriting - I can write some letters accurately. Composition - I can give meaning to my marks as I write. Spelling - I can identify sounds from my own name in other words. - I can ascribe meaning to other marks like on signage. Grammar, Punctuation - I can recognise a capital letter at the start of my name.		Handwriting - I can sit on a chair with a straight back and my feet on the floor. Composition - I can use some identifiable letters to communicate meaning and use them to write captions and labels. Spelling - I can spell words (with support) by identifying the sounds and then writing the sound with letter/s. Grammar, Punctuation - I can talk about sentences and start to write short sentences.		Handwriting - I can form lower-case and capital letters correctly. Composition - I can begin to rehearse what I write orally before writing. Spelling - I can spell words (independently) by identifying the sounds and then writing the sound with letter/s. Grammar, Punctuation - I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - I can re-read what I have written to check that it makes sense.
Writing Focus:	✓ Correct Pencil grip and letter formation (in line with LW Handwriting progression) ✓ Writes part or all own name, forming each letter correctly ✓ Makes marks and gives meaning to their emergent writing. ✓ Hear and say initial sounds in words. ✓ Begins to use some correct GPC to represent initial sounds within writing.	✓ Correct Pencil grip and letter formation (in line with LW Handwriting progression) ✓ Writes own name, forming each letter correctly ✓ Hear and say sounds in cvc words. ✓ Uses correct GPC to represent sounds within writing – CVC words	✓ Correct Pencil grip and letter formation (in line with LW Handwriting progression) ✓ Writes own name, forming each letter correctly ✓ Use correct GPC's to represent sounds within writing. ✓ Begins to orally rehearse what they want to write. ✓ Begin to write short captions using finger spaces between each word.	✓ Correct Pencil grip and letter formation (in line with LW Handwriting progression) ✓ Orally rehearses what they want to write. ✓ Writes short captions using finger spaces between each word and a full stop at the end. ✓ Begins to re-read own writing to identify any errors	✓ Correct Pencil grip ✓ Forms all lower case and capital letters correctly ✓ Orally rehearses what they want to write. ✓ Writing sentences; Finger spaces, capital letters and full stops. ✓ Use correct GPC to represent sounds within writing. ✓ Includes some taught common exception words. ✓ Re-reads own writing to check for any errors and edits where appropriate.

Maths 	Mastering Number is used to develop children's fluency and confidence with number through short, carefully structured daily sessions. The programme places a strong emphasis on securing a deep understanding of number, enabling children to develop strong number sense, subitising skills, counting principles, and an understanding of the composition of numbers. Through practical resources, mathematical talk, and carefully sequenced activities, children build secure foundations for future mathematical learning. Our school approach promotes a growth mindset and values exploration, reasoning and problem solving, helping children to develop a deep conceptual understanding while meeting the needs of individual learners. Children are encouraged to approach mathematical challenges with curiosity, resilience and confidence, understanding that making mistakes is an important part of the learning process.		
Number & Numerical Patterns	Autumn 1 Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking	Spring 1 Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Summer 1 Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek
Space, Shape & Measures	Measurement • I can talk about the routine of the day and use language like before, after. • I can use comparative language like taller, shorter, the same. Geometry –properties of shapes • I can identify shapes in the environment. • I can start to find appropriate shapes for certain tasks.	Measurement • I can identify money and I can start to use money in my play. • I can talk about the routine of the day and use language like before, after. • I can use comparative language like taller, shorter, the same. • I can experiment with length, height, distance and weight and use my findings to order and group items.	Measurement • I can recall routines and start to relate them to the time on the clock. • I can talk about the routine of the day and use language like before, after. • I can use comparative language like taller, shorter, the same. Geometry –properties of shapes

		• I can experiment with volume and capacity and use my findings to order and group items (was summer) Geometry –properties of shapes • I can ask questions about my observations of differences and similarities. • I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. • I can order and sort according to simple properties. Geometry –position and direction • I can notice similarities, differences, patterns and changes. • I can start to make more meaningful pictures, patterns and arrangements with shapes. • I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.	• I can compose and decompose shapes so that I recognise a shape can have other shapes within it, just as numbers can. Geometry –position and direction • I can use the language of direction when programming toys
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Understanding The World 		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 firefighters. 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. 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.					
		Autumn		Spring		Summer	
Past and present		I can remember and talk about significant events in my own experience.		I can compare and contrast characters from stories, including figures from the past.		I can comment on images of familiar situations in the past.	
		History Focus					
		- Talk about immediate family members and recall familiar experiences from home. - Share family photographs - Thinking about changes in our life as we grow and get older. - Creating family artwork and self-portraits	- Explore festivals and family traditions from different cultures inc: Christmas, Bonfire Night, Diwali, Remembrance Day. - Sharing photographs of birthday celebrations. - Christmas past and present.	- Recount experiences of Christmas and toys received. - Exploring the art of Jackson Pollock (link to colour mixing/painting) - Explore festivals and family traditions from different cultures inc: Chinese New Year. - Explore houses and homes from the past / compare to present day.	- Explore festivals and family traditions from different cultures inc: Shrove Tuesday, Easter, Mother’s Day. - Easter past / Present	- How have I grown? – children share photographs from when they were a baby / toddler and reflect on how they have grown and developed over time - Exploring the art of Henri Matisse (The Snail)	- Learn about space exploration in the past. - Learn about fossils and the work of archaeologists. - Recount and share family experiences of holidays - Reflect on our time in F2. - Explore festivals and family traditions from different cultures inc: Father’s Day.
People, culture and communities		- I show an interest in different occupations and ways of life. - I can talk about members of my immediate family and community. - I can name and describe people who are familiar to me. - I can recognise and describe special times or events for family or friends.		- I can draw information from a simple map. - I understand that some places are special to members of my community. - I recognise that people have different beliefs and celebrate special times in different ways. - I can recognise some similarities and differences between life in this country and life in other countries.		I can recognise some similarities and differences between life in this country and life in other countries.	
		RE Focus					
		Which stories are special and why?	Which people are special and why?	Which places are special and why?	What times are special and why?	Belonging. Who are we and how do we belong?	Our Wonderful World: How can we care for living things and the earth?
		Geography Focus					
		- Explore the school, where are the different rooms in relation to one another. What happens in each room? - Discuss people who help us at school - Explore the school grounds, look at features of our school. - Discussing where and who we live with (add family photos in home corner)	- Celebrations from around the world (Bonfire night, Diwali, Christmas) – use maps to track where the celebrations take place. - Mapping Santa’s journey to our homes, which local landmarks will he pass? - Jobs in the community role-play – Post Office	- Our homes - Homes around the world - Our local area – Local landmarks and significant buildings. - Maps - Local walk around Woodthorpe - Draw my route to church - People who help us in our community - Road Safety	- Environment comparisons; UK, Africa, Arctic. - Maps – locate different habitats around the world.	(Growing and habitats) Look at natural areas around school grounds and compare them to man-made environments and buildings.	- Environment comparisons; Space, Jurassic, Oceans - Look at where different sea creatures live in the world. - The seaside- compare it to where we live. - How can we travel to the seaside? - Following and drawing treasure maps.

The natural world	• I can ask questions about aspects of my familiar world such as the place where I live or the natural world. • I can talk about some of the things I have observed such as plants, animals, natural and found objects. • I show care and concern for living things and the environment. • I understand the effect of changing seasons on the natural world around me.		• I can talk about why things happen and how things work. • I can describe what I see, hear and feel whilst outside. • I recognise some environments that are different to the one in which I live. • I understand the effect of changing seasons on the natural world around me. • I can talk about some of the things I have observed such as plants, animals, natural and found objects. • I show care and concern for living things and the environment		• I understand the effect of changing seasons on the natural world around me. • I show an understanding of growth, decay and changes over time.	
	Science Focus					
	• Introduce snack table - discussions around healthy eating choices/where foods come from. • Discussions around healthy living choices including washing hands. • Exploring a range of fruits and vegetables- Snack • Introduce the senses- go on a senses walk • Naming body parts through songs: ‘if you’re happy and you know it’ and ‘head, shoulders, knees and toes’...	• Exploring school’s grounds and observing seasonal changes in the Autumn. • Exploring natural autumnal resources found in a Tuff Tray, asking questions and making/drawing observations. • Introduce some scientific equipment, such as magnifying glasses, magnets and torches, and explain its purpose. • Exploring a range of different materials •Cookery-changing states-heat (Solid – Liquid – Solid) – Chocolate crispy cakes •Light and Dark •Nocturnal Animals	• Exploring schools’ grounds and observing seasonal changes in the winter. • Observe seasonal weather changes in the winter. • Ice Melting Investigation. • Explore looking after our community environment and recycling. • Investigate a range of building materials linked to The Three Little Pigs.	• Spring walk around School grounds describing seasonal change in Spring. • Observational drawings / paintings of spring flowers. • Observational drawings / paintings of animals. • Habitats – where do animals live? Compare and contrast different habitats around the world: ➤ African animals ➤ Polar animals ➤ Farm animals (UK) •Animals and their young (linking to Spring / Seasonal Change) •Zoolab Workshop	• Observational drawings of plants. • Labelling parts of a plant; root, stem, leaf, petal. •How do plants grow? (sunlight, water, nutrients in soil) •Planting seeds – observing changes over time •Where does our food grow? – Above or below ground? •Cookery – changing states – boiling (Making Soup) •Growth and change – how have I changed since I was a baby? • Life cycles – Butterfly	•Exploring seasonal change - Summer •Sun safety •Learning about Planet Earth, the Sun and Moon •Learning about Dinosaurs and the food they ate. • Finding out facts about sea creatures online and in books. • Observational drawings of sea creatures. • Marine conservation – Why do we need to protect our oceans from litter and pollution?

Expressive Arts and Design 	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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with materials	- I can explore, use and refine a variety of artistic effects to express my ideas and feelings. - I can draw with increasing complexity and detail, such as representing a face with a circle and including details.		- I can explore colour and how colours can be changed. - I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects. - I can show interest in and describe the texture of things. - I can create collaboratively sharing ideas, resources and skills. - I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - I can join construction pieces together to build and balance.		- I can return to and build on my previous learning, refining ideas and developing my ability to represent them. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively sharing ideas, resources and skills.	
	Art and Design Technology Focus					
	- Self-portraits; encouraging use of mirrors to look at features. - Loose part faces / family artwork - Painting and collage techniques to create emotion monsters (Linking to The Colour Monster text) - Marble rolling with paint to explore colour mixing - Painting with think brushes	- Exploring the art of Wassily Kandinsky; Concentric Circles - Creating Kandinsky inspired artwork - Autumn collage and paintings. - Diwali lamps- Clay or salt dough and playdough - Rangoli and Mendi patterns - Firework pictures - Remembrance artwork - Observational drawings – nocturnal animals. - Decorating Christmas biscuits - Christmas crafts	- Exploring colour mixing. - Exploring the artwork of Jackson Pollock - Creating Pollock inspired artwork – link to colour mixing. - Superhero masks and wristbands to use in roleplay - Colour wash painting - Junk modelling houses - Printing skills (Bricks, roof tiles). - Construction blocks (large and small) to build houses. - Design and create a house or community building (junk modelling) - Chinese blossom painting - Chinese dragon paintings - Chinese paper lanterns	- Maasai shield / Paper plate necklace – using wax crayons and pastels - Textured rubbings - Observational drawings and paintings of animals. - Mixed media collage / observational drawings and paintings of spring flowers. - Easter crafts - Construction; Building bridges	- Explore different techniques with paper – model tearing, scrunching and twisting to create new effects. - Minibeast collages – Inspired by ‘The Snail’ by Henri Matisse - Observational drawings/paintings of plants and flowers - Loose parts butterflies - Symmetry paintings of butterflies - Creating minibeasts using playdough and a range of loose parts. - Using clay to create a flowerhead	- Salt-dough fossils - Printing with paint and: - Scrunched foil - Bubble wrap - Sticks - Cotton buds - Collage fish - Shell inspired spiral artwork - Bubble ‘capture’ pictures - Dream Catcher – (recycled materials)
Being imaginative and expressive	- I can begin to move rhythmically. - I can tap out simple repeated rhythms. - I can sing to myself and makes up simple songs. - I can engage in imaginative role-play based on own first-hand experiences.		- I can explore and learn how sounds can be changed. - I can develop preferences for forms of expression. - I can use movement to express feelings. - I can create movement in response to music. - I can use available resources to create props to support role-play. - Develop storylines in their pretend play. - I can listen attentively, move to and talk about music, expressing my feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.		- Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.	

	Music, Dance and Drama Focus					
	• Learning Class Rhymes • Rhyme bag with props • Home-corner role-play • Goldilocks missing porridge hunt around school	•Hindu music – Diwali. •Firework dancing with scarves and ribbons. •Nativity songs and performance. •Reenact a teddy bears birthday party / play party game. •Christmas songs and rhymes. •Post Office Role Play	•Dancing with Chinese Dragon •Percussion instruments; accompanying traditional Chinese music. •Chinese restaurant Role play • 3 little Pigs ‘Builders Yard’ role play area. •Supertato search for the ‘missing veggies’.	•Easter songs •Dance and movement: <i>Camille Saint-Saëns, The Carnival of the Animals</i>	•To use percussion instruments to create story character sounds •Drama – reenacting the story of ‘Jaspers Beanstalk’. •Dance and movement – re-enact the life-cycle of a butterfly to music.	•Space Station role-play •Singing and performing to an audience – Celebration Assembly •Dance and movement – Space explorers, <i>The Planets Orchestral suite by Gustav Holst</i>