



Blackhall Primary School



EYFS Curriculum - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Topics	<ul style="list-style-type: none"> Autumn Ourselves & All About Me Polar Regions Harvest 	<ul style="list-style-type: none"> Winter Bonfire Night Diwali Christmas in the UK and around the World 	<ul style="list-style-type: none"> Winter Houses & Homes Dinosaurs 	<ul style="list-style-type: none"> Spring Food Minibeasts Growing plants Easter 	<ul style="list-style-type: none"> Spring People Who Help Us Castles & Knights Toys 	<ul style="list-style-type: none"> Summer Fairy Tales & Traditional Tales Materials Vehicles
Characteristics of effective learning	<p>Playing and Exploring: children investigate and experience things, and 'have a go'</p> <p>Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creative & Critical Thinking: children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
Overarching Principles	<p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: children learn to be strong and independent through positive relationships</p> <p>Enabling Environments: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					
Assessment Opportunities	Baseline data collection (in house & national) RWI assessment EYFS meetings Ongoing observations	Baseline analysis Parents Evening EYFS meetings Ongoing observations RWI assessment	EYFS meetings Ongoing observations RWI assessment	Data Collection Ongoing observations Parents Meetings RWI assessment	EYFS meetings Ongoing observations RWI assessment	Submit GLD data Reports EYFS meetings Ongoing observations RWI assessment

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Communication & Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>EYFS Statutory Educational Programme</p>					
Listening & Attention Speaking <i>C&L is developed through the year through high quality interactions, daily group discussions, stories, singing, speech and language interventions, Read Write Inc,</i>	<ul style="list-style-type: none"> Understand how to listen carefully Know why listening is important. Follow class prompts/cues (inc. visual timetables) Join in with predictable texts. Recall a range of familiar nursery rhymes. Recall and define targeted vocabulary for the half term. Begin to be aware of negatives in sentences. To begin understand what a question is. Follow two part instructions. 	<ul style="list-style-type: none"> Learn more complex rhymes. Secure rules for conversational turn taking in a variety of situations. Ask "Tell me more" questions to extend responses. Answer "Why?" and "How/" questions in response to experiences or events. (act on own initiative) Recall and define targeted vocabulary for the half term Awareness of negatives in sentences 	<ul style="list-style-type: none"> Join in with familiar repeat & refrain stories and rhymes. Connect one idea or action to another using connectives (and, because, so, but) Recall and define targeted vocabulary for the half term Understand negatives in short sentences (Example, Show me the boy who isn't jumping). Ask "Tell me more" questions to extend responses & clarify understanding. 	<ul style="list-style-type: none"> Play with words and "funny" rhymes, including "add your own word" rhymes. Tell entire familiar stories using sequenced illustrations as prompts. (story maps) Continue to connect one idea or action to another using connectives (and, because, so, but) Answer open ended questions. (Blanks level) Recall and define targeted vocabulary for the half term 	<ul style="list-style-type: none"> Recall familiar stories using appropriate language in small world & role play etc. Memorise rhymes and rhythm patterns using body percussion or instrumental sounds in simple performances Answer open ended or speculative questions. Follow three part instructions. Recall and define targeted vocabulary for the half term 	<ul style="list-style-type: none"> Makes up own stories using small world, figures or puppets or in role play with open ended props. Process instructional language, adjectives, verbs and prepositions. Play a selection of games where they are giving instructions to each other. Recall and define targeted vocabulary for the half term
Possible Rhymes & Poems (Poetry Basket)	<ul style="list-style-type: none"> Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples Shoes I can Build a Snowman 	<ul style="list-style-type: none"> Leaves are Falling Breezy Weather Who has seen the wind? Cup of Tea Mice Carrot Nose Let's put on our mittens 	<ul style="list-style-type: none"> Pancakes Spring Wind Hungry Birdies A Little Seed Creepy Crawlies Bugs Buster the Fly Caterpillar 	<ul style="list-style-type: none"> The Spider Bees I want to be a dinosaur I'm a T-Rex Oh Dinosaur Triceratops Under my Bed 	<ul style="list-style-type: none"> I have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas 	<ul style="list-style-type: none"> Monkey Babies Thunderstorm Five Little Owls If I Were So Very Small Under a Stone The Fox

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Personal, Social & Emotional Development	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. EYFS Statutory Educational Programme</p>					
Jigsaw	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Managing Self Self-Regulation Building Relationships	<ul style="list-style-type: none"> Follow classroom routines including self-help with clothing. Continue to follow classroom expectations. See themselves as a valuable individual & develop a positive sense of self. Build a vocabulary around feelings & emotions Identify & communicate own feelings Building strategies to make new friends 	<ul style="list-style-type: none"> Be able to talk about & show good practise with regards to handwashing and food preparation. Identify healthy ingredients in food & drinks. Work with another to achieve a desired outcome. Building confidence when performing & acting out in front of others (Nativity) Identify the qualities of what makes a good friend. Identify & communicate own feelings 	<ul style="list-style-type: none"> Work in a small group on tasks like turn-taking games. Talk about simple problem solving approaches. Make healthy snacks. Continue to develop strategies for self-regulation 	<ul style="list-style-type: none"> Work in a small group on tasks like turn-taking games. Articulate how to solve simple problems. Choose ingredients suited to a healthy snack. Talk about and demonstrate good oral health routines Continue to develop strategies for self-regulation 	<ul style="list-style-type: none"> Engage in more complex and extended turn taking games Read facial expressions and body language Extended vocabulary of emotions. Articulating reasons for success or failure in a challenge. Spontaneously use strategies for self-regulation 	<ul style="list-style-type: none"> Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others. Continue to develop strategies for self-regulation
Self Help Skills	<ul style="list-style-type: none"> Hang up coat Take off socks & shoes & put them on again Take off jumper Fasten shoes (Velcro & buckles) Use the toilet independently Hand wash Road Safety 	<ul style="list-style-type: none"> Organise clothing to put on again Make toast Set the table (knife, fork, spoon, drink) Brush teeth Road safety How to act in a place of worship 	<ul style="list-style-type: none"> Fasten buttons and zips Make a sandwich Continue to set the table Road safety 	<ul style="list-style-type: none"> Fasten buttons and zips (continued) Forest School (Use tools carefully) How to care for scratches and grazes Road safety 	<ul style="list-style-type: none"> Forest School How to care for scratches and grazes How to act in a restaurant Water safety 	<ul style="list-style-type: none"> Begin to tie shoe laces Forest school Beach safety

Online Safety

- Self-Image & Identity
- Online Relationships
- Online Bullying

- Managing Online Information
- Health, Wellbeing & Lifestyle

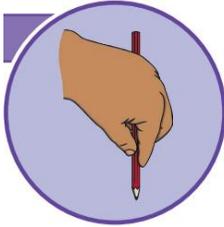
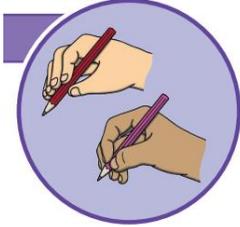
- Privacy & Security
- Copyright & Ownership
- Privacy & Security

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Physical Development	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>EYFS Statutory Educational Programme</p>					
PE	Introduction to PE : Unit 2	Fundamentals: Unit 2	Gymnastics: Unit 2	Dance: Unit 2	Ball Skills: Unit 2	Games: Unit 2
Fine Motor	<ul style="list-style-type: none"> Use pincer movements to thread & peg. Use small tap hammers with accuracy. Participate in hand action songs Use a fork and spoon at lunchtimes Put on own coats & attempt fastenings. Pull off jumpers and cardigans with increasing independence. Blow own nose and dispose of tissue Pencil grip: Begin to use tripod grip Scissor skills: Cutting along lines using developmentally appropriate scissor 	<ul style="list-style-type: none"> Join and separate small construction kit components by clicking and twisting. Use small screwdrivers to screw into pumpkins/soft wood. Use squashing techniques including rolling pins to achieve desired effects. Use a fork and spoon at lunchtimes Put on own coats & attempt fastenings. Pull off jumpers and cardigans with increasing independence. Take off own shoes and put back on Blow own nose and dispose of tissue Complete a 6 piece jigsaw Pencil grip: Begin to use tripod grip Scissor skills: Cutting along lines using developmentally appropriate scissor 	<ul style="list-style-type: none"> Weave, thread and tie Continue to develop confidence and skill in using tap hammers and screwdrivers Carry and control small equipment Use a knife, fork and spoon at lunchtimes Take off own jumper and turn correct way, pull arms through coat. Take off own shoes and put back on Complete a 10+ piece jigsaw Pencil grip: Use tripod grip, holding pencil between thumb and two fingers Scissor skills: Cut and turn along outlines 	<ul style="list-style-type: none"> Continue to develop confidence and skill in using tap hammers and screwdrivers Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Control small games equipment when transporting, collecting and throwing. Use a knife, fork and spoon at lunchtimes Take off own jumper and turn correct way, pull arms through coat. Take off own shoes and put back on, fastening Velcro fastenings Complete a 10+ piece jigsaw Pencil grip: Use tripod grip, holding pencil between thumb and two fingers Scissor skills: Cut and turn along outlines. 	<ul style="list-style-type: none"> Use hammer and screwdriver skills to join and connect two or more pieces of wood. Join & assemble with tape and glue. Use fine mark-making tools to create texture and pattern in clay. Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Use a knife & fork at lunchtimes Know how to button and unbutton own clothing Take off own shoes and put back on, fastening Velcro fastenings Complete a 20 piece jigsaw Pencil grip: Use tripod grip effectively to form letters and shapes Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper 	<ul style="list-style-type: none"> Use hammer and screwdriver skills to join and connect two or more pieces of wood. Use tools to cut and join safely under supervision. Use hand moulding and building techniques with malleable materials. Use fine pincer mark-making tools with precision. Use a range of tools to dismantle mechanisms. Take off own shoes and put back on, beginning to tie laces Use a knife & fork at lunchtimes Complete a 20 piece jigsaw Pencil grip: Use tripod grip effectively to form letters and shapes Scissor skills: use scissors to cut a range of materials, paper, card, tissue paper

Gross Motor

<ul style="list-style-type: none"> Stack, align and balance blocks of different shapes and sizes Move safely in a large space, negotiating obstacles Change direction. Stop quickly 	<ul style="list-style-type: none"> Stack, aligning, balancing with magnetic joints Travel in different ways with control and co-ordination. Dig with trowels and hand forks Jump in different ways 	<ul style="list-style-type: none"> Recognise body changes during exercise. Travel across simple obstacle courses 	<ul style="list-style-type: none"> Travel across more complex obstacle courses including changes of height 	<ul style="list-style-type: none"> Control large scale tools, including watering cans. Use parachute developing wrist and shoulder control Control and steer a ball by hand. Play team games/races, involving gross motor movements, balance, obstacle activities moving over, under, through and around. 	<ul style="list-style-type: none"> Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Control large scale tools including watering cans. Stack and align irregular and natural objects
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Development of Pencil Grip

Palmar Supinate Grip	Digital Pronate Grip	Splayed Four-Finger Grip	Static Tripod and Quadropod Grip	Dynamic Tripod Grip
<ul style="list-style-type: none"> Also referred to as the 'Fisted Grip'. The pencil is held in the palm with a whole fist and all of the fingers and thumb are used. The movement comes from the child's shoulder. The elbow, wrists and fingers stay in a fixed position. Light scribbles are produced with this grip. 	<ul style="list-style-type: none"> All fingers are holding the pencil. The wrist is turned so the palm is facing downwards, towards the page. The pointer finger, the 'digit', points to the tip of the mark-making tool. Most of the movement comes from the elbow. Horizontal, vertical and circular lines can be copied with this grip. 	<ul style="list-style-type: none"> The four fingers are held on the pencil, opposite the thumb. An arch is beginning to form between the thumb and the index finger. Movement is coming from the wrist. Hand and fingers move together. Zigzag lines, crossed lines and simple representations of people can be drawn with this grip. 	<ul style="list-style-type: none"> A static tripod grip is a three-finger grip. The thumb, index finger and middle finger work as one unit. A static quadropod grip is when a fourth finger is part of the grip. Movement is coming from the wrist. Simple shapes, such as triangles, circles and squares, can be copied using this grip. 	<ul style="list-style-type: none"> The thumb, index and middle finger hold the pencil in a stable position. The ring and little fingers are bent and rest on the table, helping to stabilise the hand. The index finger and thumb form an open space. Dynamic movement is coming from the fingertips. The pencil can be used accurately and efficiently and letters can be formed correctly using this grip.
				

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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). EYFS Statutory Educational Programme					
Comprehension	<ul style="list-style-type: none"> Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Talk about what they see in pictures (Wordless reading books) 	<ul style="list-style-type: none"> Gain & apply an understanding of beginning, middle & end in books, encouraging children to join in. Look for clues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes 	<ul style="list-style-type: none"> Recall key elements of books they have heard and read. Saying why they like/dislike a book 	<ul style="list-style-type: none"> Understand cause and effect in books they have heard or read. Predict the endings of books. 	<ul style="list-style-type: none"> Predict the development of the plot. Empathise with characters. Make links between texts. Access & understand simple information books. 	<ul style="list-style-type: none"> Name book characters and describe their qualities. Talk about the dilemmas the characters face. Use the structure of rhyming texts to recall pieces of text.
Word Reading	<ul style="list-style-type: none"> RWI: Recognise Speed Sounds Set 1 (Single letter sounds) m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, j, I, v, y, w, z, x Blend sounds into words Green Word Cards: Word time 1.1-1.4 Recognise name from self-registration cards 	<ul style="list-style-type: none"> Read most single letter Set 1 sounds; blend sounds into words orally Word Time 1.1-1.5 	<ul style="list-style-type: none"> RWI: Recognise Speed Sounds all Set 1 (Special Friends) Begin to teach Sh, th, ch, qu, ng, nk Read short ditty stories 1-10 	<ul style="list-style-type: none"> Read red story books Read all Speed Sounds Set 1 speedily Word Time 1.6-1.7 Rad red ditty books 1-10 	<ul style="list-style-type: none"> RWI: Additional Diagraphs ll, ss, ff, ck Speed Sounds Set 2 ay, ee, igh, ow, oo, oo Read green story books 	<ul style="list-style-type: none"> RWI: Recognise Speed Sounds Set 2 ay, ee, igh, ow, oo, oo Read purple story books
Writing	<ul style="list-style-type: none"> Develop more complex mark making. Copy name from a name card RWI: Write most single letter sounds, spell CVC words using magnetic letter 	<ul style="list-style-type: none"> Spell some CVC words (magnetic boards, Fred fingers) Know how to form the capital letter at the start of names. Write first name with limited prompts. Uses some letters in sequence to convey meaning, including CVC words 	<ul style="list-style-type: none"> Write first name no prompt Write CVC words RWI: Write all single letter sounds, write dictated single words and dictated simple sentences (with capital letters and full stops) 	<ul style="list-style-type: none"> Begin to hold a sentence in head. Begin to write short simple sentences. Write first name with no prompt 	<ul style="list-style-type: none"> Write a simple phrase/sentence using capital letters and full stops Write surname. Spell words by identifying the sounds linking phonemes to graphemes RWI: compose simple sentences, 	<ul style="list-style-type: none"> Write a simple phrase/sentence using capital letters and full stops Spell words by identifying the sounds linking phonemes to graphemes RWI: Write letters, commands, descriptive

- RWI: Write most single letter sounds, spell CVC words using magnetic letters, blend orally

write descriptions, lists and commands

sentences, labels, questions and responses

Penpals

- Dots
- Straight lines & crosses
- Circles
- Waves
- Loops and bridges
- Joined and straight lines
- Angled patterns
- Eights
- Spirals
- Left to right orientation
- Mix of patterns
- Review of patterns

- Introduction of long -legged giraffe letters
- Introduction of one-armed robot letters

- Introduction of curly caterpillar letters
- Introduction of zig-zag monster letters

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Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes EYFS Statutory Educational Programme					
White Rose Maths	Getting to know you Just like me!	It's me 1,2,3! Light & Dark	Alive in 5! Growing 6,7,8	Building 9 & 10	To 20 and Beyond Frist, Then, Now	Find my Pattern On the Move
Numbers & Numerical Patterns	<ul style="list-style-type: none"> Match objects that are the same Sort sets into groups based on attributes. Comparing amounts saying when they have the same, more or fewer. Use language of big, small, little, large to compare objects and order Use language of tall, long and short to compare and order objects. Exploring Patterns Narrate pattern of the school day using now, next, after, before. 	<ul style="list-style-type: none"> Sort by one criterion. Recognise the odd one out in a set. Count backwards within 10, understanding the number before and counting back from a given number Number composition to 5. Subitising Positional language with 3D shapes 2D shape properties Qualitative comparison of mass and capacity. Make AB transient linear pattern Talk about the pattern of a day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time 	<ul style="list-style-type: none"> Count forwards and back within 20. Compare length and height Composition 6, 7 and 8, partitioning and recombining Subitise to 5. Narrate the pattern of a week using today, tomorrow, yesterday Design with 2D shapes. Make 2D shapes out of other 2D shapes 	<ul style="list-style-type: none"> Count forwards and back within 20. Make comparison of length and height using non-standard measures. Demonstrate understanding of the composition 6, 7 and 8 by pair wise and five wise patterns on 10s frames Subitise to 5. Designs with 2D shapes - problems and properties. Sort 2D shapes according to properties. Narrate the pattern of a week using the names of the days 	<ul style="list-style-type: none"> Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining and pair wise and five wise patterns on 10s frames Recall and apply double 1 to double 5 Recall subtraction facts within 5 and apply Recall evens and odds and apply Count by rote to 100, recognising decade numbers. Design 3D shapes on mirrors Make 3D shapes out of 2D shapes Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday 	<ul style="list-style-type: none"> Verbally count beyond 20. Notice and talk about patterns on a 100 square. Recall and apply doubles and halves within 10 Continue and create more complex patterns Continue and create circular and symmetrical designs with 2D and 3D shapes
Possible linked texts	Squash & Squeeze, Monkey Puzzle, Button Box, A New House for Mouse	Rosie's Walk, The Very Hungry Caterpillar, Kipper's Birthday, Bear in a square, Day Monkey, Night Monkey, The Dark, Dark Tale	Anno's Counting Book, None the Number, Balancing Act, Six Dinner Sid, The Ugly Five, Simon's Sock	Ten Black Dots, Pattern Fish, Mouse Count, How long is a whale? Titch, Mr Wolf's Week	One is a snail ten is a crab, Which is Round? Which is Bigger? One to ten and back again, Mouse Count, Mr Grumpy's Outing, One Ted falls out of bed	Double Dave, Bean Thirteen, One Odd Day, The Doorbell Rang, How Many Legs? Pattern Fish

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Understanding the World	<p>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. EYFS Statutory Educational Programme</p>					
Past & Present	<ul style="list-style-type: none"> Use a daily timetable to recall the passage of time Introduce birthday display and discuss age and when our birthday is/was 	<ul style="list-style-type: none"> Know that children were babies in the past Know that adults were children in the past Discuss previous Christmas celebrations & traditions 	<ul style="list-style-type: none"> Know that adults can remember things from the past Introduce people from the past (artists/authors etc) Link to overarching topics - how have they impacted the world today, how long ago it was 	<ul style="list-style-type: none"> Identify similarities and differences between us now and as babies Discuss previous Easter celebrations Link to other celebrations: Mother's Day, Pancake Day Link to the Easter Story 	<ul style="list-style-type: none"> Describe how people change in the first four years of life 	<ul style="list-style-type: none"> Use past and present seaside photographs to talk about change
	<u>Images from the past (History)</u> <ul style="list-style-type: none"> Talk about at least three things in the past of their families. 		<u>Stories from the Past (History)</u> <ul style="list-style-type: none"> Explain at least one thing that is the same and one that is different about stories now and in the past. Visit from parents/grandparents to talk about what school as like for them 		<u>Toys & Games (History)</u> <ul style="list-style-type: none"> Explain at least one thing that is different about toys and games now and in the past. 	
Past & Present Possible Enhancements	<ul style="list-style-type: none"> Birthday cake resources in malleable area Calendar in home area Photos of different family members (old to young) Old photographs Christmas tree in home area Christmas stories from the past 		<ul style="list-style-type: none"> Books about people from the past The Easter Story Images of previous celebrations 		<ul style="list-style-type: none"> Books about different jobs and places of work New and old toys Images of the beach (past & present) Images of growing children 	

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People, Cultures & Communities	<ul style="list-style-type: none"> Talk about members of my immediate family Name and describe people who are familiar to them Help children learn names & model correct pronunciation Celebrate festivals - Christian & Hinduism 	<ul style="list-style-type: none"> Describe family Christmas traditions & key celebrations Recognise that people have different beliefs and celebrate special times in different ways Tell the Christmas story through Christmas performance and stories 	<ul style="list-style-type: none"> Describe and re-enact traditions from Chinese New Year celebrations. Talk about the similarities and differences between Chinese food and the foods we eat. Introduce children to parable stories Show children the Bible and its importance to Christians Make treasure maps and label with features 	<ul style="list-style-type: none"> Develop and awareness of where food comes from. Tell the Easter story Link Easter crafts to the Easter story 	<ul style="list-style-type: none"> Describe the roles of significant adults in the community. (Firefighters, Nurses, Dentists, police, doctors) 	<ul style="list-style-type: none"> Compare and talk about differences in beaches around the world (manmade v natural— pebble/sand) Look at special buildings in the North East that are linked to religions - build and explore them virtually Compare special buildings in the North East with others around the World
	<ul style="list-style-type: none"> Let's Find out about Harvest in a Church (RE) 	<ul style="list-style-type: none"> Let's find out about the Christmas story (RE) 	<ul style="list-style-type: none"> Let's find out about Holy Books (RE) 	<ul style="list-style-type: none"> Let's find out about Easter celebrations in churches (RE) 	<ul style="list-style-type: none"> Let's find out about a special building 	
People, Culture & Communities Possible Enhancements	<ul style="list-style-type: none"> Mirrors Portraits of children Photographs of different family members Christmas small world Decorate home area for Christmas 		<ul style="list-style-type: none"> Dinosaurs in small world area Pirate role play Pirate small world 		<ul style="list-style-type: none"> Children from around the world in small world area Aerial view of Blackhall Images of Blackhall 	
RE Possible Enhancements	<ul style="list-style-type: none"> Pictures of Church Small world church Diva lamp Christmas tree in the role play area Small world church Visit to local church Range of texts based on Christmas story added to reading area 		<ul style="list-style-type: none"> Children's bible in the reading area Images of Holy books & artefacts Easter crafts 		<ul style="list-style-type: none"> Pictures of places of worship in construction area 	
Linked Festivals & Celebrations	<ul style="list-style-type: none"> Bible Story - Noah's Ark 	<ul style="list-style-type: none"> Remembrance Day Bonfire Night Bible Story - The First Christmas Diwali 	<ul style="list-style-type: none"> Chinese New Year Valentine's Day Bible Story -The Last Supper Shrove Tuesday 	<ul style="list-style-type: none"> Mother's Day Bible Story - The Easter Story Lent, Easter 	<ul style="list-style-type: none"> Bible Story - Jonah & the Whale Christenings Muslim - Eid 	<ul style="list-style-type: none"> Bible Story - Joseph's Coat of Many Colours

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Natural World</p> <p><i>Weather, seasons and changes in the environment will run throughout our daily routines</i></p>	<ul style="list-style-type: none"> Notice seasonal changes around us Talk about the weather. (drawing on comparisons from holidays) Become familiar with new school surroundings (where is lunch hall, PE hall, new entrance) comparing differences with home (naming rooms) Look at fruit & vegetables with seeds (pumpkins—keep seeds for planting in Spring 2) 	<ul style="list-style-type: none"> Name some special buildings in our community and explain their function through role play and small world re-enactment. Describe and explain changes to water. (freeze/melt) Know and demonstrate how to plant bulbs & predict how it will grow Talk about animals preparing for hibernation, making bird feeders 	<ul style="list-style-type: none"> Notice & describe seasonal changes around us Observe changes to pond. (Frogs spawn) Observational drawings of their surroundings Mapping—naming buildings in local area begin to create maps Name street that they live in. 	<ul style="list-style-type: none"> Notice & describe seasonal changes around us Sequence the life of a baby bird from hatching to maturity. Plant pumpkin seeds and potatoes Revisit pond to observe changes to frogspawn/ tadpoles Know and demonstrate how to grow seeds and care for seedlings. 	<ul style="list-style-type: none"> Notice & describe seasonal changes around us Observational drawings of their surroundings Use google earth/drone to identify familiar places. Describe and recall the transition from caterpillars into butterflies 	<ul style="list-style-type: none"> Notice & describe seasonal changes around us Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment
<p>Science</p>	<p><u>Animals Including Humans (Science)</u></p> <ul style="list-style-type: none"> Identify and name 15 animals across all classes (reptile, birds, mammals, amphibians, fish) Identify and name at least 12 body parts <p><u>States of Matter/Seasonal Change (Science)</u></p> <ul style="list-style-type: none"> Talk about how a material changes (melt/freeze, liquid/solid) Name at least 5 types of weather. Name at least 3 seasons. 		<p><u>Living things in their environment</u></p> <ul style="list-style-type: none"> Talk about how an animal changes. <p><u>Everyday materials, Light and Dark & Seasonal change</u></p> <ul style="list-style-type: none"> Name at least 5 types of weather. Name at least 3 seasons. Identify and name at least 8 materials. 		<p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and name at least 8 fruits and 8 vegetables <p><u>Seasonal Changes & Forces</u></p> <ul style="list-style-type: none"> Name at least 5 types of weather. Name at least 3 seasons. Explain how the wind moves objects <p>Explain how objects move in water.</p>	
<p>Geography</p>	<p><u>What can I find out from a map? (geography)</u></p> <ul style="list-style-type: none"> Identify at least three places/buildings on a simple map with picture representations. <p>Know where they live and can name five landmarks in the area they live.</p>		<p><u>Are all places the same? (geography)</u></p> <ul style="list-style-type: none"> Understands and can name at least three of the four seasons. <p>Identify three seasonal features when discussing weather and the effect of the changing seasons.</p>		<p><u>What is it like in other countries? (Geography)</u></p> <ul style="list-style-type: none"> Identify a city, a countryside village, seaside town. <p>Identify three other countries in the world.</p>	
<p>Planting</p>	<p>Sept - onions, bulbs</p> <p>Oct - Garlic</p> <p>Nov - Fruit tree</p> <p>Dec - Rhubarb</p>		<p>Jan - Broad beans</p> <p>Feb - Peas</p> <p>March - Wild flowers</p> <p>April - Sunflowers</p>		<p>May - Tomatoes</p> <p>June - Bedding plants</p> <p>July - prepare the planting area for next year</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts & 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. EYFS Statutory Educational Programme					
Creating with Materials & Possible Enhancements	<ul style="list-style-type: none"> • Draw self-using mirrors. • Use junk modelling to create simple models of choice • Use objects to create prints 	<ul style="list-style-type: none"> • Create autumn colours by mixing other colours. • Use junk modelling to create simple models of choice from imagination. • Use collage to create a simple pattern • Experiment with different mediums on natural objects (pumpkins) 	<ul style="list-style-type: none"> • Create new colours by layering and overlapping blue, green, and white translucent materials • Twist, wrap and weave • Draw self-portrait using colour to express feelings (reflect on colour monster) 	<ul style="list-style-type: none"> • Draw single or a sequence of images from the imagination to illustrate a story. (Story maps) • Use clay to create own designs and sculptures (clay nature faces) 	<ul style="list-style-type: none"> • Make increasingly detailed observational drawings and paintings of natural found objects and living things. • Use tools to join materials (wood, hammers, nails) • Shape and mould wet sand and clay with hand tools to create particular effects 	<ul style="list-style-type: none"> • Create, describe and talk about 2D or 3D designs or sculptures with natural materials out in the environment. • Make detailed and accurate observational drawings of natural found objects and living things, including matching colours
	<u>Observational Drawing (Art)</u> <ul style="list-style-type: none"> • Use the correct positioning of objects in drawings. • Explore, use, and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources, and skills. 					
	<u>Colour & Painting (Art)</u> <ul style="list-style-type: none"> • mix a variety of colours. • Begin to select and use colour appropriately in my paintings. 					
<u>Home Economics (DT)</u> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Understand the importance of healthy food choices 						
<u>Structures (DT)</u> <ul style="list-style-type: none"> • Confidently use celotape, double sided tape, staplers and hole punches • Build towers, justifying the position of each shaped block. • Use a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 						
<u>Mechanisms (DT)</u> <ul style="list-style-type: none"> • Understand how forces such as the wind can move/change things. • Understand how to combine multiple media • Identify 3 forces and understand why things move. 						

Being Imaginative & Expressive	Listening & Singing (Music)	Performance (Music)	Composition (Music)
Nursery Rhymes & Songs (over the year)	<ul style="list-style-type: none"> • Sing 5 familiar nursery rhymes • Follow a melody 	<ul style="list-style-type: none"> • Keep a steady beat and follow a stop signal. • Watch, copy and follow. 	<ul style="list-style-type: none"> • Play loudly or quietly to match a piece of music. • Identify and name a tapper, a shaker and a scraper when referring to musical instruments.
Computing	<ul style="list-style-type: none"> • Understand how tablets are used in school and how to use relevant apps • Mouse skills - introduce how to use a mouse (Millie's Mouse Skills) • Keyboard skills (Millie's Keyboard Skills) • Use an interactive whiteboard 	<ul style="list-style-type: none"> • Use mouse more confidently and explore more games • Type own name • Use ipads to take pictures • Introduce Beebots - understand how to make a Beebot move forward 	<ul style="list-style-type: none"> • Record videos of moving toys • Programme a Beebot to move in more than one direction • Record video of a weather forecast (introduce green screen) • Begin to log onto laptop or computer

Key words & phrases children should know by the end of each half term

Autumn 1	Topic Words	PSED	Physical Development
	<p><u>Autumn & Harvest:</u> Autumn, Harvest, change, trees, crops, grow</p> <p><u>Ourselves ...:</u> myself, angry, worried, emotions, same, different</p> <p><u>Polar Regions:</u> snow, ice, snowflake, arctic fox, arctic hare, reindeer, polar bear, penguin, sea lion, igloo, iceberg, snow, Arctic, North Pole</p>	Happy, sad, angry, shocked, excited, healthy, unhealthy	Stack, build, on top, next to, cut, straight, line, hand action rhymes, run, stop, go, walk, safe
	Literacy	Mathematics	Communication & Language
	Simple action rhymes	More, less, add, one more, one less, now, then, next	Recall rhymes, stop, listen, quiet, talking
Autumn 2	Topic Words	PSED	Physical Development
	<p><u>Winter:</u> cold, snow, weather, ice, freeze</p> <p><u>Bonfire Night:</u> firework, sparkler, loud, crackle, noisy, zoom, Guy Fawkes, November, explode, bonfire, pop, safe, safety</p> <p><u>Diwali:</u> celebration, festival, light, diva lamp, Diwali, party, gifts, sweets, Rama, Sita, Rangoli</p> <p><u>Christmas:</u> nativity, Bethlehem, gifts, Wise Men, Inn Keeper, Joseph, Mary, donkey, inn</p>	Now, then, next, later, brush, toothbrush, toothpaste, water, clean, decay, germs, soap, dry, font, back, snack, food names, healthy, unhealthy	On top, twist, next to, join, connect, dig, hole, move, mud, push, pull, roll, squash, squeeze, cut, lines, run, jump
	Literacy	Mathematics	Communication & Language
	Start, middle, end, action, rhyme, CVC words	Tall, short, wide, narrow, before, after, in front, behind, next to, move, less, heavy, light, days of the week	My turn, your turn, now, next, because, maybe

Key Vocabulary for Expressive Arts & Design and Understanding the World can be found on subject medium term plans.

Key words & phrases children should know by the end of each half term

Spring 1	Topic Words	PSED	Physical Development
	<u>Winter:</u> Winter, cold, ice, melt, snow, frost, freeze, chilly, snowball, snowflake <u>Houses & Homes:</u> house, bungalow, flat, caravan, detached, semi detached, terrace, hut <u>Dinosaurs:</u> Up to 10 dinosaur names	Respectful, polite, listening, healthy, unhealthy, fruit, vegetable, sugar	Heart, pump, blood, sweat, hotter, cooler, exercise, travel, obstacle, weave, thread, tie
	Literacy	Mathematics	Communication & Language
	Title, illustrator, author, character, rhyme, sentence, word	3D shape names, today, tomorrow, yesterday, week, weekend, forwards, backwards, length, height, tallest, shortest, longest	Because, and, also, then, after, next
Spring 2	Topic Words	PSED	Physical Development
	<u>Spring:</u> spring, new life, buds, grow, lamb, blossom, chick, frogspawn <u>Food:</u> healthy, unhealthy, cook, bake, range of foods <u>Minibeasts:</u> life cycle, insect, bee, spider, caterpillar, beetle, ladybird, worm, dragonfly, wasp, slug, ant, butterfly, woodlouse <u>Growing plants:</u> Plant, grow, soil, stem, leaf, bud, flower, roots, bulb, seed, sun, water, soil, pollen <u>Easter:</u> Jesus, stone, cross, bread, wine	Your turn, my turn, wait, try this, names of fruits & vegetables, snack	Knife, cut, chop, run, climb, under, over, through, on, in, push, pull, careful, risky, safe, help, navigate, direction, turn, left, right
	Literacy	Mathematics	Communication & Language
	Information book, non fiction, contents page, index, illustration, diagram, label, old, young, child, adult	2D shape names, sides, corners, edges, days of the week	After a while, later the same day

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Key words & phrases children should know by the end of each half term

Summer 1	Topic Words	PSED	Physical Development
	<p><u>Spring:</u> see above</p> <p><u>People Who Help Us:</u> Emergency, rescue, help, police, paramedic, doctor, fire fighter, nurse, coastguard</p> <p><u>Castles & Knights:</u> castle, drawbridge, turret, moat, knight, flags, suit of armour, horse, tower, dungeon, sword</p> <p><u>Toys:</u> doll, teddy bear, crayons, pencils, action figure, bike, scooter, old, new (see history medium term planning)</p>	<p>Fair, my turn, your turn, worried, excited, nervous, terrified, disappointed, angry, this worked well because... this was difficult because ...</p>	<p>Names of tools, joining mechanisms & materials</p> <p>Names of gardening tools</p> <p>Name of components of mechanisms</p> <p>Action verbs for physical challenges with appropriate adverbs</p>
	Literacy	Mathematics	Communication & Language
	<p>First, then, next, after that, later, worried, excited, nervous, terrified, disappointed, angry, information book, non-fiction, contents page, index, illustration, diagram, label</p>	<p>Part, part whole, double, even, odd, 3D shape names, days of the week, weekend, today, tomorrow, yesterday</p>	<p>After a while, later the same day, I think ... because it might ...</p>
Summer 2	Topic Words	PSED	Physical Development
	<p><u>Summer:</u> Summer, beach, rock pool, warm, hot, aeroplane, holiday, seaside, ice lolly</p> <p><u>Fairy Tales & Traditional Tales:</u> once upon a time, villain, long ago, far away, palace, castle, forest, witch, hero, prince, princess, fairy godmother, curse, wish, good, evil</p> <p><u>Materials:</u> wood, plastic, metal, paper, strong, weak, soft, hard, bendy, stretchy</p> <p><u>Vehicles:</u> wheels, move, transport, car, van, bus, tram, taxi, ambulance, fire engine</p>	<p>Your turn, my turn, you do, I do be kind, helpful</p>	<p>Dig, cut, shop, screw, hammer turn, clockwise, anticlockwise, catch, throw, over, under</p>
	Literacy	Mathematics	Communication & Language
	<p>Information book, non-fiction, contents page, index, illustration, diagram, label</p>	<p>Part whole, double, half, even, odd, 3D shape names, symmetrical, full, empty, tens</p>	<p>Once upon a time, they all lived happily ever after, in front, behind, next to, underneath, opposite, I think ... because it might ...</p>

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