

## EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme (but not limited to..)</b>	It's Good to be Me!	Celebrations	The World Around Us/Animals	Adventure Above and Under the Clouds	Growing	The Great Outdoors
<b>Possible Ideas / lines of enquiry Reception</b>  These mini ideas within the themes may change or be replaced depending on child interest or fascination.	-Starting School  -All about me -my family -my local community -houses and homes - (Important people at school, important people in our community) -Seasons	-Autumn -Birthdays -special events / weekly news -Halloween -Bonfire Night -Diwali -Christmas / Toys of the past. -Seasons	-Winter -Weather -Changing world around us (animals and plants) -(Comparing our weather to other countries -Chinese New Year.	-Spring -Above the Clouds and beyond -Space - Vehicles now and in the past -Our local world (maps) -recycling. -Easter	-Plants -exploring food (healthy food choices) -gardening -Dinosaurs	-Summer -Mini beasts (insects) -Ourselves (growing and moving on)
<b>Planned Experiences Reception</b>  These experience may change or be replaced or added to depending on the children's interests	Local area walk – studying different houses and local features.	Autumn walk around school/local area  Visit from key workers (police, nurses, doctors etc)  Christmas nativity.  Food tasting from different cultures.  Helping others - collecting food for the food bank.	Winter Hunt  Making ice experiment	Launching rockets, Bottle cap experiment, local litter walk.  Space rocket crash  Visit/videos/photos from relatives about moon landing and their childhood  Easter egg hunt.  Spring walk - signs of spring.	Sunflower growing competition, growing / harvesting vegetables, farmshop visits.  Gardening the edible garden.	Butterfly life cycles  Exploring Minibeasts Outdoors (Forest School Day/ Foxburrow Farm)

<b>Key stories Books Reception</b>	<p><b>Autumn 1</b>  Pete the Cat: Rocking in my school shoes (Fiction / song)  Colour Monster / Colour monster starts school  In every home and every street (Fiction)  The Colour of Us (Fiction)  My Family (Non Fiction)  The Whale Song (Fiction)  Houses and Homes around the world (Non Fiction)  The Three Little Pigs (Traditional tale)</p> <p><b>Autumn 2</b>  Supertato (Fiction)  Our Heroes (Non Fiction)  Mr &amp; Mrs Birthday (Fiction)  We're Going on a Pumpkin Hunt (Fiction)  Wide Awake Hedgehog (Fiction)  Sparks in the Sky (Fiction)  The Diwali Story  The Jolly Christmas Postman (Fiction)  The Christmas Story</p>	<p><b>Spring 1</b>  The Tale of Jack Frost (Fiction)  Siren's Seasons (Fiction)  The Weather (Non Fiction)  Mrs Mopple's Washing Line (Fiction)</p> <p><b>Spring 2</b>  The Sea of Tranquility (Fiction / Non Fiction)  Goodbye Mr Spaceman (Fiction)  Look Up (Fiction)  Alien Tea on Planet Zoom Zee (Fiction)  Somebody Swallowed Stanley (Fiction)  Planet of Plastic (Non Fiction)  We're going on an Easter Hunt (Fiction)  The Easter Story</p>	<p><b>Summer 1</b>  The Tiny Seed (Fiction)  Jack and the Meanstalk (Fiction)  Handa's Surprise (Fiction)  The Life cycle of a sunflower (Non Fiction)  How to grow a dinosaur (Fiction)</p> <p><b>Summer 2</b>  Minibeasts (Non Fiction)  Bumblebear (Fiction)  How does a frog grow (Non Fiction)  Pizza for Pirates (Fiction)  The Naughty Bus (Fiction)</p>
<b>Other Potential Books To Use</b>	<p><b>Picture Books</b>  So Much!  Spot goes to School  Things I Like  What I like about me!  Pumpkin Soup  Wake up Charlie Dragon!  Hodge the Hedgehog  Happy Hedgehog Band.  The Christmas Book</p> <p><b>Poetry / Rhymes</b>  This is the way we go to school!  5 little Leaves.  A Hedgehog is very prickly,  Diwali is Here!  Jingle Bells!</p> <p><b>Non Fiction</b>  What I like about Me!  Let's Celebrate Diwali  The Tree  Autumn</p>	<p><b>Picture Books</b>  Wind  Little Cloud  Noah's Ark  Polar Bear Polar Bear What do you hear?  Penguin Small  Cleversticks  Whatever Next  On the Moon  The Man on the Moon  Aliens Love Underpants  We're Going on an Egg Hunt</p> <p><b>Poetry / Rhymes</b>  5 little Polar Bears  5 Little Snowmen  5 little Boys/Girls in a Flying Saucer</p> <p><b>.Non Fiction</b>  D.K: Weather.  The Easter Story</p>	<p><b>Picture Books</b>  Sam Plants a Sunflower  Ten Seeds  Jack and the Beanstalk  The Enormous Turnip  I Used to be the baby  The Very Hungry Caterpillar  The Very Busy Spider  Billy's Beetle  Superworm  The Bad-Tempered Ladybird</p> <p><b>Poetry / Rhymes</b>  I'm a tiny Seed growing, growing.  5 little peas in a pea pod pressed.  The Farmer Plants the Seeds  Little Arabella Miller  Fuzzy Wuzzy Caterpillar  If I were a Butterfly</p> <p><b>.Non Fiction</b>  The Tree  Seed to Sunflower</p>

<b>Oracy: Communication and Language: Reception</b>	<b>Autumn</b>  <b>Listening, Attention and Understanding</b> I can understand and demonstrate good listening behaviours I can follow simple instructions (with two or more parts) reliably I engage in story times e.g. joins in actions and repeated refrains I can learn and join in with familiar songs and rhymes I can wait and take turns in conversation.  <b>Speaking</b> I am starting to share my ideas with familiar adults <i>e.g. in their play (construction, junk modelling – what are you going to build)</i> I can talk to others (adults and children) I use talk to organise my thoughts <i>e.g their talk makes sense</i> I can beginning to talk about stories, rhymes and non-fiction I can use a sentence to share my own ideas	<b>Spring</b>  <b>Listening, Attention and Understanding</b> I can say what I think. I ask questions about what I have heard e.g. through non fiction texts / photo sharing I can respond to what others say.  <b>Speaking</b> I can share my ideas in small groups I can share my ideas with familiar adults either 1-1 or in a small group I can explain events that have already happened with some detail I can engage in stories, rhymes and non-fiction sharing my ideas about them I am starting to use past, present and future tenses in a sentence	<b>Summer</b>  <b>Listening, Attention and Understanding</b> I can listen carefully I can respond with questions, comments and actions in whole class discussions and I their play I can make comments about what I have heard I can ask questions to help me understand I can engage in conversation with my friends and teachers.  <b>Speaking</b> I can take part in whole class and group discussions I can explain why things happen/ might happen I can use vocabulary from stories, non-fiction, rhyme and poems I can express ideas and feelings I can use full sentences using past, present and future tenses I can use conjunctions (with support and modelling) to connect my ideas
<b>Links to KS1 readiness</b>	<b>Listening Skills</b> To listen to others in a range of situations and usually respond appropriately. <b>Following Instruction</b> To understand instructions with more than one point in many situations. <b>Asking and Answering Questions</b> To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).  <b>Drama, performance and confidence</b> To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show ‘n’ tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.		<b>Vocabulary building and standard English</b> To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.  <b>Speaking for a range of purposes</b> To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.  <b>Participation in a range of discussion</b> To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.

PSED	Autumn 1	Autumn 2	Spring	Summer
<b>PSED: Reception</b>	<p><b>Self Regulation</b> I can talk about feelings (happy, sad, angry)</p> <p>I am starting to follow basic instructions e.g. Get your coat.</p> <p><b>Managing Self</b> I am starting to become more confident when things are new (dealing with the transition).</p> <p>I am showing an awareness of rules and how to behave in the classroom.</p> <p>I can toilet myself.</p>	<p><b>Self Regulation</b> I can identify a range of different feelings.</p> <p>I can keep on trying when I find something difficult - resilience.</p> <p>I am starting to sit and listen during adult focus time</p> <p><b>Managing Self</b> I can follow basic instructions (not routines) consistently e.g. can you get me a pencil?</p> <p>I am starting to try new activities.</p> <p>I can follow some of the school and class rules.</p> <p>I am starting to know ways to stay healthy.</p> <p>I can take off my coat/jumper and put it back on again.</p>	<p><b>Self Regulation</b> I can say how others are feeling based on their expressions and actions</p> <p>I can say what I am good at and what I would like to improve.</p> <p>I can begin to show that I can wait for my requests and needs to be met.</p> <p>I can sit and listen and begin to respond during adult focus time</p> <p>I can follow instructions with two or more parts.</p> <p><b>Managing Self</b> I can keep on trying even when I am finding something difficult and make changes where appropriate.</p> <p>I can <b>talk</b> about the school and class rules. I can talk about what is right and wrong.</p> <p>I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.</p>	<p><b>Self Regulation</b> I can show my understanding of my own feelings and those of others by changing my behaviour.</p> <p>I can set myself goals</p> <p>I can wait for my requests and needs to be met.</p> <p>I can listen to and respond to adults</p> <p>I can follow instructions accurately (several ideas/ actions)</p> <p><b>Managing Self</b> I can try new activities I can show resilience, independence and perseverance when things are difficult</p> <p>I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour</p> <p>I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain healthy food</p>

	<b>Building Relationships</b>  I can play with one or more children cooperatively  I can talk about feelings (happy, sad, angry).	<b>Building Relationships</b>  I can play with a small group of children, sharing ideas.  I am starting to form good relationships with the familiar adults in my class.  I can express and identify my feelings e.g. I am happy when ...  I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	<b>Building Relationships</b>  I can work well with others sharing ideas and taking turns I can begin to think about the perspective of others <i>e.g. conflict in stories</i>  I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people.  I can identify how others feel and respond to them appropriately <i>e.g through stories and pictures.</i>		<b>Building Relationships</b>  I can work with others in a group I can play with others, take turns and share  I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships  I know what my own needs are and can share them <i>e.g. can you help me or ask a friend to ... do my zip, build a tower</i>  I am sensitive to the needs of others.	
<b>PSED / UTW</b>  <b>Scheme: Jigsaw</b>	<b>Jigsaw Being Me in My world</b> Respectful friendships / being safe How can we make other people feel welcome?	<b>Jigsaw Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Jigsaw Dreams and Goals</b> Mental Well being What does it mean to feel proud? Aspirations, how to achieve goals, the emotions that goes with this	<b>Jigsaw Healthy Me</b> Physical health and fitness / healthy eating. How do we stay healthy and safe?	<b>Jigsaw Relationships Caring friendships / families.</b> How do we stop ourselves from being lonely? Being Positive, Healthy Relationships	<b>Jigsaw Changing me</b> Changing bodies / caring friendships. How do we feel when changes happen?
<b>Links to KS1 readiness</b>	<b>Relationships</b> <ul style="list-style-type: none"><li>Knows right from wrong and can explain why it is important to have boundaries and routines</li><li>Working and play co-operatively and taking turns with others</li><li>Recognise and show sensitivity to their own and others needs</li><li>Recognise similarities and differences between themselves and others</li></ul> <b>Health and Wellbeing</b> <ul style="list-style-type: none"><li>Managing their own personal hygiene and basic needs</li><li>Shows an understanding of their own feelings; and those of others</li><li>Being to regulate their behaviour</li><li>Shows an understanding of how to stay safe in a range of common situations.</li></ul> <b>Living in the wider world</b> <ul style="list-style-type: none"><li>Shows care and concern for living things.</li><li>Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</li></ul>					

Physical Development	Autumn		Spring		Summer	
<b>Physical Development: PE: Reception</b>	<b>Developing gross motor skills -</b> I can climb stairs using alternate feet I can develop movement (using age appropriate bikes, scooters etc.) I can skip, hop and stand on one leg confidently.  Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	<b>Developing gross motor skills - .</b> I can use lots of different ways of moving appropriately <i>e.g roll, crawl, run</i> I can climb over, under and through obstacles I can begin to skip.  Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing.	<b>Developing gross motor skills -</b> I can throw, kick, pass and catch a large ball  I can use small equipment showing co-ordination. <i>E.g. quoits, beanbags, tools.</i>  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	<b>Developing gross motor skills -</b> I can move across large equipment showing strength and balance. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	<b>Developing gross motor skills -</b> I can travel around space and obstacles safely. Combine different movements with ease and fluency.	<b>Developing gross motor skills -</b> I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb.  Confidently and safely use a range of large and small apparatus indoors and outside and in a group.
	<b>Develop fine motor skills-</b> Show a preference for a dominant hand with a comfortable pencil grip, using scissors I can draw a picture	<b>Develop fine motor skills-</b> I can show good pencil control when mark making and drawing I can use cutlery and other one handed equipment e.g. paintbrushes		<b>Develop fine motor skills:</b> I can sit at a table to write I can begin to hold a pencil in a tripod grip I can use scissors with control	<b>Developing fine motor skills:</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.	<b>Developing fine motor skills:</b> I can hold a pencil effectively in preparation for writing I can use a range of tools e.g. scissors, paintbrushes, cutlery I can draw with some degree of accuracy

<b>Links to KS1 Readiness</b>	<p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>• To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>• To use their core muscle strength to achieve a good posture.</li> </ul> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>• To combine different movements with ease and fluency.</li> <li>• To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• To negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> </ul> <p>To combine different movements with ease and fluency.</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To use a more fluent style of moving, developing control and grace.</li> </ul> <p>To combine different movements with ease and fluency.</p>					

Maths	Autumn	Spring	Summer
<b>NCETM – Mastering Number</b>	<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers ‘hiding’ inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> </ul>	<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• 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</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• 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’</li> </ul>	<p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• 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</li> <li>• begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</li> </ul>



	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<ul style="list-style-type: none"> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>
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Autumn Weekly Breakdown Maths – Number - NCETM	Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
	Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
	Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s  Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking'  Use the language of comparison: <i>more than</i> and <i>fewer than</i>
	Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
	Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
	Set 2	Focus on counting skills  Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching  Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills  Match numerals to quantities within 10  Verbal counting beyond 20
Autumn – Shape, Space, Measure  White Rose	Autumn 1			Autumn 2		
	Match sort and Compare			Talk About Measures and Patterns Circles and Triangles		

<b>Spring Weekly Breakdown Maths</b>  <b>NCETM – Mastering Number</b>	<b>Spring 1</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>
	<b>Focus</b>	<b>Subitising</b>	<b>Counting, ordinality and cardinality</b>	<b>Composition</b>	<b>Composition</b>	<b>Composition</b>
	Set 3	Subitise within 5 focusing on die patterns  Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern  See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i>  Make unequal sets equal
	<b>Spring 2</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>	<b>Week 19</b>	<b>Week 20</b>
	<b>Focus</b>	<b>Counting, ordinality and cardinality</b>	<b>Comparison</b>	<b>Composition</b>	<b>Composition</b>	<b>Composition</b>
	Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8  Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers
<b>White Rose – Shape, Space, Measure</b>	<b>Spring 1</b>			<b>Spring 2</b>		
	Shapes with 4 Sides Mass and Capacity			Length, Height and Time Explore 3D Shapes		



Reading / Phonics	Autumn 1	Autumn 2	Spring	Summer
<b>Reception Reading / Phonics</b>	<p><b>Level 2 Phonics (alongside Phase 1)</b></p> <p><b>Word Reading</b> I can hear and say initial sounds for words.</p> <p>I can orally blend words (e.g. adult says m-a-n and child says man).</p> <p><b>Comprehension</b> I can talk about stories I have heard.</p> <p>I can recall some characters and events that happened.</p>	<p><b>Level 2 Phonics</b></p> <p><b>Word Reading</b> I can recognise and say most of the phase 2 sounds (First 19 sounds).</p> <p>I can say the phase 2 sounds in CVC words.</p> <p>I can start to blend the sounds together to read some CVC words.</p> <p>I can read some Tricky Words</p> <p>I may be starting to read some simple captions <i>e.g. the cat and the dog.</i></p> <p><b>Comprehension</b> I can retell the key events in stories I am starting to recall facts from non-fiction.</p> <p>I can talk about what has happened in the story so far.</p>	<p><b>Level 3 Phonics</b></p> <p><b>Word Reading</b> I can recognise and say all phase 2 single sounds I can start to identify some digraphs. I can segment the sounds in CVC words for reading I can blend the sounds in CVC words for reading.</p> <p>I can segment and blend simple words matched to my phonics knowledge. I can read captions. I can read all of the taught Tricky Words from Autumn and some from Spring term.</p> <p><b>Comprehension</b> I can retell key events from stories I have read. I can describe the key events in stories or rhymes in some detail. I can recall facts from a non-fiction book <i>e.g. lifecycles, growing, weather.</i> I can say what might happen next in a story (<i>shared and guided reading</i>) I can use the language I have heard in stories in my play and discussions</p>	<p><b>Level 3/ 4 Phonics</b></p> <p><b>Word Reading</b> I can match the letter and sound for all phase 2 single sounds and digraphs (ff, ll) I can match the letter and sound for at least 12 phase 3 digraphs <i>e.g. ch, sh, oa, ee.</i></p> <p>I can read CVC words containing phase 2 sounds I can read words containing known digraphs <i>e.g. boat, sheep.</i> I can read simple sentences and books matched to my phonics</p> <p>I can read most of the tricky words I have been taught</p> <p><b>Comprehension</b> I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information I can say what I think might happen next. I can use new vocabulary throughout my play.</p>

	I can join in with familiar rhymes and songs (and some patterned stories).	I can listen carefully to stories, rhymes, non-fiction and songs.	<i>e.g Bear Hunt, Pete the Cat, Jack and the Beanstalk.</i>	
<b>Links to KS1 Readiness</b>	<b>Learning to Read</b> <ul style="list-style-type: none"> <li>Developing phonemic knowledge through Twinkl phonics and other phonic opportunities.</li> <li>Developing a knowledge of stories including rhyme and identify the rhyming words within them.</li> <li>Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</li> </ul>		<b>Reading to Learn</b> <ul style="list-style-type: none"> <li>Developing their skills and abilities in retelling familiar stories.</li> <li>Recognising that books have information that helps them to learn.</li> </ul>	<b>Reading for Enjoyment</b> <ul style="list-style-type: none"> <li>Routinely accessing picture books and stories</li> <li>Listening to others expressively tell stories.</li> <li>Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</li> </ul>
<b>Writing</b>  <b>(See TSM Early Writing Policy)</b>				

## EYFS - Composition

	Reception						Year 1	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2
Composition	<p>Use talk to link ideas, clarify thinking and feelings.</p> <p>Write their name by copying it from a name card or try to write it from memory.</p> <p>May begin to write some initial sounds such as 'm' for mum.</p>	<p>Segmenting <u>cvc</u> words and attempting to write them using phonic sounds that have been taught.</p> <p>Know there is a sound/symbol relationship.</p> <p>Write letters and strings, sometimes in clusters like words.</p>	<p>Can orally compose a caption or phrase and hold it in memory before attempting to write it (with support).</p>	<p>Writing short captions independently.</p> <p>May begin to write a simple sentence with support.</p>	<p>Developing the ability to write captions and short sentences independently.</p> <p>Can read writing back to themselves.</p>	<p>Say out loud what they are going to write.</p> <p>Write a short sentence with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g., lists, simple stories, instructions).</p> <p>They can read their own sentence and so can teachers</p>	<p>Say out loud what they are going to write.</p> <p>Write one or more short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g., lists, simple stories, instructions).</p> <p>They can read their own sentences and so can teachers</p>	<p>Say out loud what they are going to write.</p> <p>Write one or more short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g., lists, simple stories, instructions).</p> <p>They can read their own sentences and so can teachers</p> <p>Re-read what they have written to check it makes sense and make changes where necessary.</p> <p>Begin to join ideas in a sentence using 'and'.</p>

## EYFS - Spelling

	Reception						Year 1	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2
Spelling	Orally segment sounds in simple words, <u>eg</u> c-a-t.  Can say the initial sounds in most words.	Write own name.  Can identify known letters to match initial sounds (phase 2).  Can match some phase 2 letters and sounds (GPC)  Can write VC and some CVC words and labels e.g. c-a-t.	Can spell to write VC and CVC words independently using taught Phase 2 graphemes.	Spell to write words independently using Phase 2 and some taught Phase 3 digraphs..  Spell some tricky words e.g., the, to <u>etc</u> independently.	Spell words by drawing on knowledge of known grapheme correspondences.  Make phonetically plausible attempts when writing more complex unknown words.	Spell words by drawing on knowledge of known grapheme correspondences.  Make phonetically plausible attempts when writing more complex unknown words.  Spell Tricky Words e.g., he, she, we, be, me independently (can use word wall)	Spell words by drawing on knowledge of known grapheme correspondences.  Make phonetically plausible attempts when writing more complex unknown words.  Begin to make choices about which grapheme to use ( <u>eg</u> - ay is usually at the end of the word, <u>ai</u> is usually in the middle)  Spell Tricky Words e.g., he, she, we, be, me independently (can use word wall/mats)	Spell words by drawing on knowledge of known grapheme correspondences.  Make phonetically plausible attempts when writing more complex unknown words.  Begin to make choices about which grapheme to use ( <u>eg</u> - ay is usually at the end of the word, <u>ai</u> is usually in the middle)  Spell all taught Tricky Words and common exception word correctly (using word wall/mats to assist)

## EYFS - Punctuation

	Reception						Year 1	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2
Punctuation	Use of capital letters for own names.	Use of capital letters for own names.	Begin to use spaces to separate words  Use of capital letters for own names.	Begin to use spaces to separate words.  Use of capital letters for own names.  Begin to use a full stop at the end of a sentence.	Begin to use spaces to separate words.  Use of capital letters for own names.  Begin to use a full stop at the end of a sentence.	Usually use spaces to separate words.  Use of capital letters for own names.  Usually use a full stop at the end of a sentence.	Uses spaces to separate words.  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> .  Capital letters for names and for the personal <b>pronoun I</b> .	Uses spaces to separate words.  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> .  Capital letters for names and for the personal <b>pronoun I</b> .





## Understanding The World

UTW	Autumn1	Autumn 2	Spring	Summer
<b>UTW: People Culture and Communities Reception</b>	<p>I can talk about my house and what things I have there.</p> <p>I know there are different places in the world.</p>	<p>I can talk about my home and my school and what I like about them.</p> <p>I can talk about how different people celebrate <i>e.g. Diwali, Christmas</i></p> <p>I can start to use stories and pictures to talk about differences in life in other countries</p>	<p>I know what a map is for and can draw information from a simple map</p> <p>I can talk about some special places for people in our and other communities <i>e.g church, link to India</i></p> <p>I can draw information from a simple map <i>eg map of the world – find India</i></p> <p>I can start to talk about the differences in lives in other countries</p>	<p>I can follow a simple map to find objects or features in school.</p> <p>I can talk about the similarities and differences between religions and cultures within my country (UK)</p> <p>I can talk about what is the same and different in life in this country and in other countries.</p>
<b>UTW: The Natural World Reception</b>	<p>I can talk about what I can see outside using a wide vocabulary.</p> <p>I can talk about some of the animals and plants I have observed. (e.g thats an elephant, it has big ears)</p>	<p>I can describe what I can see, hear and feel outside I am beginning to explore the natural world around me and describe what i can see, hear and feel.</p> <p>I can talk about the area I live in, including the weather etc.</p> <p>I can talk about forces I feel e.g. push, pull etc.</p> <p>I can talk about the weather linked to seasonal change</p> <p>I can name different materials.</p>	<p>I can describe animals and plants (both from photos and real life experiences) (talk about animals in different countries e.g. India, talk about how plants grow and naming some plants)</p> <p>I can describe my own environment and local area I can describe another environment e.g. desert, Artic/India etc.</p> <p>I can talk about the weather linked to seasonal change</p> <p>I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)</p> <p>I can talk about the differences in materials</p>	<p>I can explore the natural world around me, making observations of animals and plants and I can use these observations to draw pictures (<b>talk</b> about animals in different countries e.g. India, talk about how plants grow and naming some plants, talk about life-cycles)</p> <p>I can contrast the natural world around me with different environments</p> <p>I can talk about some of the changes in the natural world (including seasons and changing states of matter)</p>
<b>UTW: Past and Present Reception</b>	<p>I can name some members of my family and talk about them.</p>	<p>I can talk about my family and the jobs that people do around me. <i>E.g. parents, staff in school</i></p>	<p>I can talk about different jobs and people who help us. in society.</p> <p>I can talk about the past <i>e.g. transport, toys, using photos and physical artefacts</i></p>	<p>I can talk about the lives of people I am familiar with I can talk about the roles of people in society.</p>

	<p>I can talk about myself and some of the ways I have changed <i>e.g when they were a baby</i></p>	<p>I am becoming more aware of the past linked to myself and my family and how it has changed <i>e.g Timeline</i></p> <p>I can talk about what I can see in pictures of the past <i>e.g. picture talk pictures from Gingerbread Man (old cookers)</i></p>	<p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same <i>e.g. Peepo</i></p>	<p>I can give similarities and differences between the past and now <i>e.g. bears – there's lots of bears, but in the past they were different</i></p> <p>I can talk about the past using books and stories talking about the characters, settings and events</p>
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<p><b>UTW Experiences</b></p> <p><b>Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.</b></p>	<p><b>Autumn 1</b></p> <p><b>Our families:</b> naming members of my family and talking about them. Looking at / comparing different families in stories. Creating a Family Tree</p> <p><b>Ourselves: what makes me special?</b> How have I changed? (from when I was a baby to what I am now, things I can do now – timeline). Becoming aware of the ‘past’ by linking it to our family (events / older members of family) and stories we are reading: eg. Whale Song, the young girl is living with her grandparents, who have old black and white photos. Noticing and talking about what they notice in old photos.</p> <p><b>Seasons / outdoors:</b> Autumn changes and features Leaf study Mud Kitchen investigation.</p> <p><b>Washing hands:</b> Hand germs experiment (bread test)</p> <p><b>Where in the world: our local community:</b> Tour of the school, naming areas of the school and important people and their roles at school.</p> <p><b>Where in the World: Our Local community:</b> Houses and homes, what our house looks like, naming different types of house, local walk and looking at the houses and some simple features of our local area. Looking at houses that children live in around the world.</p> <p><b>Exploring and testing materials:</b> Three Little Pigs: exploring building materials. Which material will not blow down?</p>	<p><b>Autumn 2</b></p> <p><b>Our Local community:</b> people in my local area that have important roles (firefighters, NHS, shop workers etc). The jobs that people do around me – my parents etc.</p> <p><b>Cooking: How do people celebrate through food?</b> -melting chocolate. -exploring what is growing in autumn -Diwali food tasting.</p> <p><b>Seasonal Timeline:</b> -What season is it? (weather / seasonal change / celebrations) -My birthday/ how have I changed / comparing myself to other members of my family.</p> <p><b>Where in the World: What are we celebrating in Felixstowe?</b> Halloween Bonfire night - Fire / Sparkler safety. Diwali – dancing and clothing. Christmas Do we all celebrate these events? Special events celebrated in your family.</p> <p><b>Outdoors</b> Studying different leaves, twigs and other found objects.</p> <p>Exploring Toys of the past and creating an exhibition of inventions.</p>	<p><b>Spring 1</b></p> <p>Winter weather changes Studying frost, snow, ice.</p> <p>Ice experiment: How can we make ice? How can we melt ice the quickest? .</p> <p>Washing clothes without a wash machine (Mrs Mopple).</p> <p>Growing a rainbow (ink colour) Rainbow experiment: skittles and warm water / cold water</p> <p>Testing different 3D shapes on a ramp / extending to cars and difference surfaces.</p> <p>Recycling / litter collecting Maps of local area</p> <p>Local buildings / statues / areas of importance</p>	<p><b>Spring 2</b></p> <p>Gravity: Rocket launching</p> <p>Thrust: Bottle cap experiment.</p> <p>Space food</p> <p>Easter / spring changes (new life) People of the past: Jesus</p> <p>Planting: regrowing vegetables</p> <p>Where do we live? Map of the United Kingdom</p> <p>Different transport: Design your own transport Balloon powered cars / rockets.</p> <p>Rocket Crash</p>	<p><b>Summer 1</b></p> <p>The needs of a plant experiment</p> <p>Colour changing flowers</p> <p>Growing plants / flowers: sunflower competition, growing a bean in a bag.</p> <p>Drawing plants and flowers</p> <p>The effects of exercise on our body</p> <p>Where do we live?</p>	<p><b>Summer 2</b></p> <p>Building and investigating a bug hotel</p> <p>Life cycle: Growing <b>Butterflies from caterpillars</b> / frog life cycle</p> <p>Investigating shadows</p> <p>Make a boat that floats (Pirates)</p> <p>Dinosaur dig!</p>
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### Links To KS1 Science/History/Geography

<p><b>Links to KS1 Readiness Science</b></p>	<p><b>Working Scientifically</b></p> <p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</p> <p>To compare objects in their environment and talk about similarities and differences</p> <p>To ask questions about the world around them, and seek to find their own answers</p> <p><b>Plants</b></p> <p>To know what a plant is</p> <p>To know what a flower is</p> <p>To know where you see plants</p> <p>To describe different plants and flowers</p> <p><b>Animals including Humans</b></p> <p>To know what an animal is</p> <p>To recognise and name a variety of different animals</p> <p>To know the names of different body parts of humans and animals they have experience of</p> <p><b>Everyday Materials</b></p> <p>To recognise that different everyday objects are made from different materials</p> <p>To describe how different objects look and feel</p> <p><b>Seasonal Change</b></p> <p>To know about different types of weather</p> <p>To observe changes in trees and plants as the seasons progress</p>
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	Science	Autumn		Spring		Summer	
	Year 1	Who am I? Rising Stars	Celebrations Rising Stars	Polar Adventures Rising Stars	Treasure Island Rising Stars	On Safari Rising Stars	Holiday Rising Stars
	Year 2	Materials Monster Rising Stars	Move It Rising Stars	Healthy Me Rising Stars	Little Master chefs Rising Stars	Young Gardeners Rising Stars	Mini Worlds Rising Stars

	Y1 Topic <i>(materials used for planning)</i>	Key Vocabulary	Y2 Topic <i>(materials used for planning)</i>	Key Vocabulary
	<b>Celebrations Treasure Island</b>	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud <b>(trees and plants in our local area)</b>	<b>1. Material Monster</b> Rising stars	Wood, metal, plastic, glass, brick, rock, paper, cardboard, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pull, twist, squash, bend, stretch
	<b>Who am I? Polar adventures, On Safari and Holidays (animals)</b>	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, paw, fur, beak, hooves, touch, see, smell, taste, hear, fingers, nose, tongue <b>(body parts linked to PSHE)</b>	<b>Move it!</b> Rising stars	
	<b>Celebrations and Holidays (materials)</b>	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through	<b>2. Healthy me</b> Rising stars	Offspring, reproduction, growth, child, young/old stages (chicken/hen, baby/child/adult, caterpillar/butterfly, exercise, heartbeat, breathing, hygiene, germs, disease, food types (meat, fish, vegetables, bread, rice, pasta).
	<b>Polar adventures, Treasure Island and Holidays (properties of materials)</b>		<b>Young masterchef</b>	
	<b>Seasonal Changes</b>	Weather, sunny, rainy, snowy, cloudy, seasons, winter, spring, autumn, summer, sun, sunrise, sunset, day length	<b>3. Mini worlds</b> Rising stars	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, pond, woodland, grass, garden, under logs, in bushes, in trees others?
			<b>4. Young gardeners</b> Rising stars	As year 1 plants + light, shade, sun, warm, cool, water, grow, healthy

<b>Links to KS1 Readiness Geography</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"><li>• Know where they live</li><li>• Know how they travel to school</li></ul> <p><b>Knowledge of Places</b></p> <ul style="list-style-type: none"><li>• Talk about some of the differences they notice when they are in different places</li><li>• Talk about places when looking at books and watching tv/videos</li><li>• Talking about places they have been to</li><li>• Talk about places in stories</li><li>• Using language that relates to place</li></ul> <p><b>Human and Physical Geographical Knowledge</b></p> <p>Recognise elements of their environment that are manmade and natural</p> <p><b>Using Maps</b></p> <ul style="list-style-type: none"><li>• Make maps from stories</li><li>• Follow simple maps in play</li></ul>						
	<div><p><u>Year 1 learning in geography</u></p><table><tr><td>Geography: Our Local Area  What's it like where we live?</td><td>Geography: People and their Communities  Where in the world do these people live?</td><td>Geography: Animals and their Habitats  Where do our favourite animals live?</td></tr></table></div> <div><p><u>Year 2 learning in geography</u></p><table><tr><td>Geography: Seasons  What are seasons?</td><td>Geography: Journeys – Food  Where does our food come from?</td><td>Geography: Our Wonderful World  What are the seven wonders of our world?</td></tr></table></div>	Geography: Our Local Area  What's it like where we live?	Geography: People and their Communities  Where in the world do these people live?	Geography: Animals and their Habitats  Where do our favourite animals live?	Geography: Seasons  What are seasons?	Geography: Journeys – Food  Where does our food come from?	Geography: Our Wonderful World  What are the seven wonders of our world?
Geography: Our Local Area  What's it like where we live?	Geography: People and their Communities  Where in the world do these people live?	Geography: Animals and their Habitats  Where do our favourite animals live?					
Geography: Seasons  What are seasons?	Geography: Journeys – Food  Where does our food come from?	Geography: Our Wonderful World  What are the seven wonders of our world?					



Links to KS1 Readiness History

### Using Language associated with the past

- Use words associated with the past including yesterday, last week, last year
- Use past tense when speaking about things that happened in the past

### Remembering and discussing their own lives

- Share their memories of significant events in their own lives.
- Talk about things that have changed.
- Begin to put these events in order

### Talking about things they have done with people special to them

- Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- Begin to put events in order.

### Recognising Chronology within stories

- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

These experiences provide foundations for the teaching of our key stage 1 units of work:

History	Autumn	Spring	Summer
Year 1	My Family History Rising Stars	The Greatest Explorers Rising Stars	Great Inventions - Transport Rising Stars
Year 2	Bonfire Night and The Great Fire of London Rising Stars	Our Local Heroes - Florence Nightingale Rising Stars	Holidays Rising Stars

## Units of work

Year 1

### History: My Family History

What was life like when our grandparents were children?

### History: The Greatest Explorers

Who were the greatest explorers?

### History: Great Inventions – Transport

How did the first flight change the world/Why were the Rainhill trials important?

Year 2

### History: Bonfire Night and the Great Fire of London

Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?

### History: Our Local Heroes

Who are our local heroes?

Who are our hero nurses from the past?

### History: Holidays

How have holidays changed over time?

EAD: Expressive Arts and Design	Autumn 1	Autumn 2	Spring	Summer
<b>EAD: Reception termly goals</b>	<p>I can explore art materials e.g paint, crayons, sticking collage</p> <p>I can explore colour mixing freely</p> <p>I can develop my own ideas for art and start to talk about them (with adult support)</p> <p>I am using my imagination in play to help me role play and create small world set ups.</p>	<p>I can select my own art and design materials to create with</p> <p>I can start to join materials together.</p> <p>I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</p> <p>I am starting to recreate familiar stories (with adult support)</p> <p>I can retell familiar stories with my friends and adults (small world/ role play)</p> <p>I can role play imaginary scenarios linked to experiences</p> <p>I know some popular songs and can sing them supported by an adult</p>	<p>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)</p> <p>I can explore different techniques e.g. collage, print, paint, to create art</p> <p>I can talk about my artwork or designs- linked to some of the materials/ techniques I used</p> <p>I can use materials and props to retell stories and create imaginary situations linked to what I know.</p> <p>I can begin to adapt well known stories and role play them with others.</p> <p>I can sing well known songs in a group or alone and match the pitch and melody</p> <p>I can listen carefully to music and start to move to it</p> <p>I can join in with singing and dancing</p>	<p>I can safely use tools e.g. scissors</p> <p>I can explore using materials and techniques</p> <p>I can design art/ a product thinking about colour, texture and function</p> <p>I can explain what I have made</p> <p>I can talk about how I made it</p> <p>I can use props and materials when I am role playing familiar stories.</p> <p>I can adapt (changing parts) and recount narratives and stories with my friends and adults</p> <p>I can invent my own stories (in play and through taught session – helicopter stories)</p> <p>I can sing well known nursery rhymes and songs by myself or in a small group</p> <p>I can perform songs, rhymes, poems and stories alone and with others</p> <p>I can try to move in time with music</p>

		I can sing with others and supported by an adult.				
Links to KS1 Readiness	<p><b>Using Materials</b></p> <ul style="list-style-type: none"><li>● Hold tools like pencils, paint brushes, scissors with increasing precision</li><li>● Experiment with using different everyday and art materials to explore colour, texture and form</li></ul> <p><b>Drawing, painting and sculpture</b></p> <ul style="list-style-type: none"><li>● To explore their ideas and imagination by creating drawings, paintings and sculptures.</li><li>● To explore creating designs and art work on a range of scales.</li></ul> <p><b>Exploring techniques</b></p> <p>To explore a range techniques to draw, paint, print and sculpt to help them create art work.</p> <p><b>Comparing and evaluating work</b></p> <ul style="list-style-type: none"><li>● Recognising and exploring the colour, patterns and shapes in other artist’s work.</li><li>● Expressing opinions and feelings in response to their own art work and other artist’s work.</li><li>● Sharing their work with other people, talking about what they have created it.</li></ul>					
Reception Expressive Arts and Design Possible Experiences	Self portraits  Build your favourite room in your home (Home work project)  Three Little Pigs: exploring building materials. Which material will not blow down?  Exploring colour and colour mixing  Exploring local houses and buildings  Design a Christmas card	Creating / inventing a new toy for exhibition.  Choosing 3D recycling shapes / different methods of attachment.  Artist: Paul Klee - exploring 3D shape / pattern  Clay diva lamps  Using colour for a purpose / mixing colours  Melting chocolate / combining to make rice crispie snowball cakes	Self portraits  Building and construction Architect: Ustad Ahmad	Building rockets - choosing 3D recycling shapes / different methods of attachment.  Artist: Jackson Pollock Exploring dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipettes and spoons to splat paint. Space backdrops.  Using Jackson Pollock to inspire space pcitures/easter cards.	Shades of colour / paint mixing  Fruit kebabs / making a fruit salad  Using tools such as a peeler and masher to cook potatoes and make ‘champ’ for St Patrick’s Day.  Rainbow water investigation – how many colours can you make?  Andy Goldsworthy – Natural art	Self portraits  Design a new form of transport.  Build a boat that floats.  Heni Matisse - Repeating collage patterns  Using tools to create a healthy salad.

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### The *Emmanuel* Project – Long Term Plan for Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
					
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...
A Muslim whispering Allah in a baby's ear	A Muslim story: Muhammad and the Ants	A Sikh story: Har Gobind and the 52 Princes	A Buddhist story: The Monkey King	Hindus celebrating at Raksha Bandhan	Tu be Shevat: the Jewish 'Birthday of Trees'

### EYFS – Why is the word 'God' so important to Christians?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the Bible story of Creation	Rb I can recognise that Christians use God's name with care because God is their Creator	Rc I can recognize that the word 'God' is an important name for Christians	Rd I can talk about when and where people use my name and why	Re I can talk about something interesting in the Creation story or in the world around me	Rf I can talk about who is important or special to me, my VIP

## EYFS – Why do Christians perform nativity plays at Christmas?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set	Rb I can recognise something a family is doing at Christmas because they are Christians	Rc I can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon	Rd I can talk about things that happen to me e.g. places I go at the weekend	Re I can talk about something interesting in a story about Jesus as an adult	Rf I can talk about a person who is important or special to me

## EYFS – How can we help others when they need it?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember how the traveller in the Good Samaritan story was saved or rescued	Rb I can recognise some images of a Christian praying and identify this as part of their religion	Rc I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem	Rd I can talk about things that happened when I needed help, or how I helped someone	aRe I can talk about something interesting in a story where someone needed help	Rf I can talk about someone who is special because they help me when I need help

## EYFS – Why do Christians put a cross in an Easter garden?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the Christian story of Easter	Rb I can recognize something a Christian is doing because of their religion e.g. making the sign of the cross	Rc I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	Rd I can talk about things that happen to me e.g. going somewhere special, doing things with my family	Re I can talk about something interesting in a story e.g. that makes me ask a question	Rf I can talk about what is important or special to me e.g. a favourite story, food or a souvenir

## EYFS – What makes every single person unique and precious?

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the story of Jesus welcoming the children	Rb I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them	Rc I can recognise why a 'thank you' song to God is important to a Christian	Rd I can talk about something that happens to me now that didn't happen when I was little	Re I can talk about something interesting in the story of Jesus getting lost	Rf I can talk about what I think is special (or unique) about me





Music: (Expressive arts)	Autumn		Spring		Summer	
<b>Music: Reception</b>  <b>Scheme - Charanga</b>	<b>Charanga- Me!</b>  <b>Pulse</b> I can imitate movements in response to music  I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)  I can explore, respond and identify long and short sounds.	<b>Christmas Nativity – Learning to performs songs for the Nativity</b>  <b>Voice</b> I can sing songs, which contain a small range of notes (2 or 3 notes for example).  I can perform actions to accompany songs. (Move like a snake, spider etc.)	<b>Charanga – Everyone!</b>  <b>Rhythm</b> I can explore rhythm through play and create rhythms and suggest symbols to represent I can keep a steady pulse when playing  I can recognise a different tempo.  I can listen and take turns.	<b>Charanga – Our World</b>  <b>Pitch</b> I can sing broadly in tune with a limited pitch range. I can create music, and suggest symbols to represent sounds.  I can record and comment on my voice and others.	<b>Charanga – Big Bear Funk</b>  <b>Technology</b> To explore and change sounds and music through play and technology. To comment and respond to recordings of own voice, other classroom sounds.  To create music and suggest symbols to represent the sounds.	<b>Charanga – Reflect, Rewind and Replay</b>  To comment and respond to recorded music from different traditions genres, styles and times.  For eg: ‘This music is makes me feel happy/sad  Composers/ Genres:- Country music, Big Band, Michael Jackson
<b>Links to KS1 Readiness</b>	<b>Vocalising and Singing</b> <ul style="list-style-type: none"> <li>To join in with singing familiar songs and rhymes.</li> <li>To make up songs and rhymes of their own.</li> <li>To match the pitch of their voice to the pitch of the song they are singing.</li> </ul> <b>Hearing and Listening</b> <ul style="list-style-type: none"> <li>To listen to live and recorded music, hearing lyrics, rhymes and instruments.</li> <li>To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</li> <li>To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li> </ul> <b>Moving and Dancing</b> <ul style="list-style-type: none"> <li>To respond to music, including individual instruments with movement and dance</li> <li>To match movements to the rhythm and pulse of a piece of music</li> </ul> <b>Exploring and Playing</b> <ul style="list-style-type: none"> <li>To explore the range of sounds made by different instruments.</li> <li>To use a range of percussive instruments to enhance songs and rhymes.</li> <li>To know the names of instruments that they have explored and used.</li> </ul>					

