



Long Term Overview of Skills and Knowledge in EYFS



2025-2026

Area	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
Topics	Me, Myself and I	Zoom to the Moon	Dinosaur Detectives	Springtime on the Farm	Magical Seeds and Traditional Tales	Passport to the Animal Kingdom
Themes	Families Special people Our homes – where I live My Body My Senses My Feelings Healthy eating Harvest Festival	What is Space? Space travel The Planets and the Solar System The Sun is a big star! Light sources Star Constellations Christmas star	Past and Present Mary Anning Fossils/Artefacts Dinosaurs Ice Age Volcanoes	What is a farm? What is living and not living on a farm? What do farm animals provide us with? Farm produce Fairtrade week Easter	Traditional Tales and Fables Characters and settings Active story making Story mapping, boarding and sequencing Creative writing Plants – growth, parts of a plant and the needs of a plant	Tropical Forests Kalahari Desert Australian Outback African Savanah Indian Jungle The Ocean
Provocations/ Inspiration days	Hello Yellow Day (Mental Health) National Apple Day	Star Gazing night Rocket Making and Launch! Space Dome	An email from Andy (CBeebies Dinosaur Adventure) Archaeologist Lisa – class visit	Spring day in Mike;s Meadow with special friends in Y6 Visit to Bath City Farm Spring Concert	Grow your own bean – a gift from Jasper!	Visit to The Wild Place
Drawing Club	Not Now Bernard The Three Billy Goats Gruff The Colour Monster The Tiger Who Came to Tea <u>Animations:</u> Funny Bones – The Pet Shop Mr Benn – The Zookeeper	Whatever Next! Beegu The Way Back Home Stickman The Pine Tree <u>Animations:</u> Button Moon The Clangers	The Girl and the Dinosaur Tom and the Island of Dinosaurs The Dinosaur next door Are the dinosaurs dead, Dad? <u>Animations:</u> Dino Babies Mr Benn – The Caveman	The Odd Egg Farmer Duck The Gigantic Turnip Rosie's Walk Pig in the Pond <u>Animations:</u> The Little Red Tractor Bugs Bunny and Cecil the Hare	Jack and the Beanstalk Goldilocks and the 3 Bears Little Red Riding Hood The Giant Jam Sandwich <u>Animations:</u> Morph – Medieval Morph	Ape Meerkat Mail The Koala who Could Handa's Surprise The Tiger Skin Rug The Sea Beneath my Toes
Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, RE/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. Whole class story times Nursery rhymes/songs.	Engaging in active story sessions. Re-telling familiar stories	Engage in books, including non-fiction	Sustained listening in a range of contexts, including whole school events.	Develop story language both in play and writing	Listen attentively and respond with relevant questions, comments and

	Reflective times – Mindfulness activities Listening games – using Phase 1 phonics. Listening walks outside	Learn new vocabulary in different contexts. Describe familiar events – sharing news Songs and Nativity performance Develop social phrases – adults’ model	Articulate their ideas and thoughts through topics and themes. Ask questions and make connections to prior learning Understand how to listen carefully. Use social phrases learnt	Use new vocabulary when working and in their play Engage in non-fiction books Retell a story with deep familiarity	Use talk to help organise thinking and solve problems Use new vocabulary in different contexts Connect an idea or action to another, using a range of connectives. Sustain attention and listening during assemblies	actions. Clarify thinking through asking questions. Hold a conversation with ease, when engaged back and forth with peers and adults. Participate in small group, class and 1:1 discussion, offering their ideas, using recently learning vocabulary. Offer explanations for why things might happen, making use of new vocab from stories, non-fiction, rhymes and poems. Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses.
Personal, Social and Emotional	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG) * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					
	Managing Self: Throughout the year children will work towards being more confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will be able to explain the reasons for rules, know right from wrong and try to behave accordingly. They will also manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices: Know and talk about the different factors that support their overall health and well-being: * regular physical activity * healthy eating * toothbrushing * sensible amounts of ‘screen time’ * having a good sleep routine * being a safe pedestrian.					
	Building Relationships: Throughout the year children will work towards forming positive relationships with the adults and friendships with their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					

	PSHE Themes Value - Resilience - I am special - My Family – special to me - My body – NSPCC ‘Pants’ - Hello Yellow – Mental Health and well being - Good hygiene – hand washing - Toothbrushing - Healthy foods - Exercise – changes in my body (PE)	PSHE Themes Values: Hope - Bonfire night – fireworks safety - Remembrance Day - Road Safety – go on a walk around the village - Anti-Bullying Week – respect and friendships - Coping with change - Privilege and Poverty - Christmas	PSHE Themes Value: Compassion - Safer Internet Day – online safety - Dealing with loss – how do you feel when you have lost something or someone - Relationships – respecting difference	PSHE Themes Value: Justice - The Empty Pot - Taking risks in our learning - Making the right choices	PSHE Themes Values: Respect - Respect ourselves - Respect each other - Respect our environment (plant live and animals)	PSHE Themes Values: Truthfulness <u>Sustainability</u> – To care for ourselves To care for family, friends and our community To care for nature and the environment (local and beyond)
Jigsaw	<u>Being me in my World</u> - Who...Me?! - How am I feeling today? - Being at School - Gentle hands - Our Rights (School Charter) - Our responsibilities	<u>Celebrating Difference</u> - Accept everyone is different - Include others (working and playing) - Know how to help if is someone is being bullied - Try to solve problems - Use kind words - Know how to give and receive compliments	<u>Dreams and Goals</u> - Challenge - Never giving up - Setting a goal - Obstacles and support - Flight to the Future - Footprint Awards	<u>Healthy Me!</u> - Everybody’s body - We like to move it move it - Food Glorious food - Sweet dreams - Keeping clean - Stranger Danger	<u>Relationships</u> - My Family - Make Friends, never break friends - Falling out and bullying - Being the best friend we can be	<u>Changing Me</u> - My Body - Respecting my body - Growing up - Fun and Fears - Celebration
Physical Development	Gross Motor Skills <u>PE Hub: Body Management Unit 1 / Manipulation and Co-ordination Unit 2</u> Play simple listen and respond games. Use a parachute.	Gross Motor Skills <u>PE Hub: Gym Unit 1 / Dance Unit 1</u> Revise and refine the fundamental movement skills: walking, running, jumping, hopping and skipping.	Gross Motor Skills <u>PE Hub: Gym Unit 1 / Dance Unit 1</u> Revise and refine the fundamental movement skills: walking, running, jumping, hopping, crawling, climbing and skipping.	Gross Motor Skills <u>PE Hub – Manipulation Unit 2 / Speed, Agility and Travel</u> Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.	Gross Motor Skills <u>PE Hub - Coordination and Solve Problems Unit 1 / Manipulation and Coordination Unit 2</u> Revise, develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.	Gross Motor Skills <u>PE Hub: Speed, Agility and Travel Unit 2 / Coordination and Solve Problems Unit 2</u> Negotiate space and obstacles safely, with consideration for themselves and others. (ELG)

	Combine different movements with ease and fluency. Perform a range of actions with a variety of equipment. Negotiate spaces inside and out safely and with awareness of others. Play simple invasion games using a variety of equipment and movements. Develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming.	Develop co-ordination and balance in gymnastics. Create body shapes and learn gym shapes – tuck, straddle and pike. Learn how to travel using gym whole body movements such as bunny hops, caterpillar walk. Explore and engage in music making and dance, performing in groups.	Confidently and safely use a range of large and small apparatus – alone and in a group. Develop overall body strength, co-ordination, balance and agility needed to be successful in dance and gym. Progress towards a more fluent style of moving, with developing control and grace Sequence different movements with ease in dance and gym.	Develop confidence and competence when engaging in activities involving a ball. Combine different movements with ease and fluency. Negotiate space and speed inside and out when engaged in games play.	Develop confidence, competence, precision and accuracy when engaging in activities involving a ball. Develop overall body strength, balance, co-ordination and agility alone or in a group.	Demonstrates strength, balance and co-ordination when playing. (ELG) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Engages in team games, demonstrating good sportsmanship and teamwork. Takes part in Sports Day with high levels of engagement and skill.
	Fine Motor Skills Engage in mark-making activities. Encourage free drawing. Complete Funky Fingers activities to music – threading, cutting, weaving and playdough. Holding a pencil with developing effectiveness. Encourage tripod grip.	Fine Motor Skills Daily opportunities – through continuous provision for drawing, writing, cutting and manipulative activities. Engage in more structured opportunities to guide children to draw, paint, construct and manipulate. Holding a pencil with developing effectiveness. Show a more dominant hand.	Fine Motor Skills Through continuous provision, linked provision activities and structured tasks – engage in a wider range of tasks involving drawing, painting, weaving, modelling, building and writing. Develop their small motor skills safely and more confidently; scissors, drawing and painting.	Fine Motor Skills Encourage greater care and accuracy when drawing, painting, cutting and writing. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Hold pencil effectively with a comfortable grip. Forms recognisable letters most correctly formed.	Fine Motor Skills Through a range of tasks involving fine motor skills such as drawing, painting, cutting, sticking, modelling, threading, weaving and writing – continue to encourage care, control and accuracy. Whole class handwriting sessions to teach the correct sequence of movements for each letter.	Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG) Use a range of small tools, including scissors, paintbrushes and cutlery. (ELG) Begin to show accuracy and care when drawing. (ELG)
Literacy Comprehension	Listening to stories Engage in story times and join in with rhymes and stories with a repeated refrain.	Beginning to retell stories. (Talk4writing) Engage in an active story. Build up familiarity and understanding and describe key events.	Retelling stories with the recently introduced vocabulary. (Talk4writing) Continue with active story making using imitation,	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and	Explaining the stories, they have listened to or have read themselves. Continue to retell a story with actions and / or	Demonstrate understanding of what has been read to them by retelling stories using their own words and



	Talk about a favourite rhyme or story. Describe key events. Articulate their ideas and thoughts in response to a text. Learn and use new Vocabulary.	Retelling stories using actions/images/story maps and small worlds. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books, including non-fiction and poetry.	innovation and invention process. Editing of story maps, substituting key characters within the story and orally retelling new stories. → Encourage children to record stories through picture drawing and story mapping and small world play. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few tricky words.	their understanding and enjoyment. Use prosody (expression) as they read aloud both in a group and 1:1 with an adult. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Sequence stories – use vocabulary of beginning, middle and end.	picture prompts as part of a group. (Talk4writing) Use story language when acting out a narrative. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	recently introduced vocabulary. (ELG) Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title
Literacy <u>Word Reading</u>	Little Wandle Letters and Sounds – Phonics Begin to learn the alphabetic code – starting with Phase 2 GPC's (s a t p l n m d g o c k c k e u r h b f l) Reading – initial phonemes, oral segmenting and blending, cvc words and tricky words. Reciting known stories and listening to stories with attention and recall.	Little Wandle Letters and Sounds – Phonics Continue to read words by sound blending. Introduce digraphs (two letters one sound) Phase 2 GPC's (ff, ll, ss, j v w x y z zz qu sh th ch ng nk) Plus words ending with (s/z) plural and more tricky words. Reading - Read individual letters by saying the sounds for them. Blend sounds into words. Knows that	Little Wandle Letters and Sounds – Phonics Begin to learn more digraphs and introduced to trigraphs (three letters one sound) Phase 3 GPC's (ai ee igh oa oo oo ar or ur ow oi ear air er) Plus learn words with double letters i.e., dd mm tt and longer words such ladder and carpet. Reading – Read simple phrases and sentences with increased fluency	Little Wandle Letters and Sounds – Phonics Review of all Phase 3 phonemes and tricky words. Plus, plural, longer words, double letters and words with two or more digraphs/trigraphs. Reading: Non-fiction and story texts. Fluency and expression is developing and demonstrates understanding of the text read.	Little Wandle Letters and Sounds – Phonics Begin Phase 4 – learn words with short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer and compound words. Root words ending with ed, ing. Plus learn more tricky words. Reading - Rhyming strings, common theme in traditional tales, identifying characters and settings.	Little Wandle Letters and Sounds – Phonics Continue Phase 4 – learn words with long vowel spellings CVCC, CCVC, CCVCC, CCCVC, CCCVCC. Phase 4 words with s and es. Root words ending with ed and ing, plus words ending with er/est longer words. Reading – Read simple sentences with fluency. Read CVCC and CCVC words confidently. Read words consistent with

	Reading books for home are consistent with their developing phonic knowledge. →	print is read from left to right. Spotting diagraphs in words	and some expression. Word recognition has increased with further tricky words identified. Spotting digraphs and trigraphs in words.	Comprehension questioning – information finding and inference.	Reading fluency is increasing alongside expression and comprehension skills.	their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)
Literacy <u>Writing</u>	Represent their name and some initial sounds, familiar to them. Observe/assess the use of a dominant hand, tripod grip, mark-making and giving meaning to their marks. Mark-making in their play and across curriculum areas. Writing names, demonstrating emergent writing – labels, practise letter formation.	Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing small world area. Writing in role play area for a variety of purposes. Sequencing the story. Practising correct letter formation through linked provision tasks.	Caption Writing and Tricky Words. Write labels and short captions with words with known letter-sound correspondence. Write labels using CVC, CVCC, CCVC words to demarcate relevant information on a picture i.e., parts of a dinosaur's body. Guided writing based around developing short sentences in a meaningful context, including information writing. Practising correct letter formation through linked provision tasks.	Begin to write simple sentences. Writing simple sentences with consistent finger spacing, and an awareness of capital letters and full-stops. To accompany a story map, drawing or in response to a text, including non-fiction. Spellings are phonetically plausible, demonstrating their phonic knowledge. Re-read sentence to check it makes sense. Tricky words are becoming more accurate. Beginning to write freely and for a variety of purposes such as card making, labels and captions. Practising correct letter formation through linked provision tasks.	Writing simple sentences with independence. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Spellings are phonetically plausible, demonstrating their phonic knowledge. Re-read sentence to check it makes sense. Rhyming words. Write 2 or more sentences with extended ideas. Form lower-case and capital letters correctly.	Writing simple sentences and phrases that can be read by others. (ELG) Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)
Maths	SET 1 (Wks 1 to 5) Pupils will build on previous experiences of →	SET 2 (Wks 6 to 10)	SET 3 (Wks 11 to 15) Pupils will continue to develop their subitising →	SET 4 (Wks 16 to 20)	SET 5 (Wks 21 to 25) Pupils will consolidate their counting skills,	SET 6 (Wk 26) Review and Assess

Mastering Number	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. <u>Subitising within 3</u> <u>Counting, cardinality, ordinality</u> Focus on counting skills <u>Composition</u> Explore how all numbers are made of 1's Focus on composition of 3 and 4 <u>Subitising</u> Subitise objects and sounds <u>Comparison</u> Comparison of sets – 'just by looking' Use language of comparison – more than and fewer than	<u>Counting, cardinality, ordinality</u> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 <u>Comparison</u> Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number <u>Composition</u> Explore the concept of 'whole' and 'part' <u>Composition</u> Focus on the composition of 3, 4 and 5 <u>Counting, cardinality, ordinality</u> Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20	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. <u>Subitising</u> Subitise within 5 focusing on die patterns. Match numerals to quantities within 5 <u>Counting, ordinality and cardinality</u> Counting – focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number <u>Composition</u> Focus on 5 <u>Composition</u> Focus on 6 and 7, as '5 and a bit' <u>Composition</u> Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets equal.	<u>Cardinality, Ordinality and Counting</u> Focus on the 'staircase' pattern and ordering numbers <u>Comparison</u> Focus on ordering of numbers to 8 Use language of less than <u>Composition</u> Focus on 7 <u>Composition</u> Doubles – explore how some numbers can be made with 2 equal parts <u>Composition</u> Sorting numbers according to attributes - odd and even numbers	counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. <u>Counting, Ordinality and Cardinality</u> Counting - larger sets and things that cannot be seen. <u>Subitising</u> Subitising – to 6 including structured arrangements <u>Composition</u> Composition – 5 and a bit <u>Composition</u> Composition – of 10 <u>Comparison</u> Comparison – linked to ordinality. Play Track games	<u>Subitise</u> Subitise to 5 Introduce the rekenrek <u>Assess and review:</u> Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting
Under-standing the World	Past and Present <u>My Family</u> – talk about members of their immediate family and community.	Past and Present <u>Remembrance Day</u> – Children learn about why we mark this as a day of reflection, following	Past and Present Differentiate between past and present by reflecting on their own timelines.	Past and Present Can talk about what they have done with their families during Easter time in the past.	Past and Present Talk about their own home and know that there are similarities and differences between themselves and others.	Past and Present Understand the past through settings, characters and events encountered in books

	Name and describe people who are familiar to them. Create pictorial representations. <u>Ourselves</u> - Know and talk about their bodies and factors that support their overall health and wellbeing. Learn about the different parts of our bodies and how they work. Including organs such as brains, hearts and lungs.	conflicts in the past and present. Can talk about what they have done with their families during Christmas' in the past.	Use everyday language related to time. Compare and contrast a figure from the past – Mary Anning.			read in class and storytelling. (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) Pirates and life at sea in the past
	People, Culture and Communities <u>Home</u> - Talk about what they do with their family and where they live. Explore what makes a family. The varying members of a family unit.	People, Culture and Communities <u>Festivals</u> – Diwali, Bonfire Night, Christmas <u>Special days</u> – reflect upon days special to us such as birthdays. Understand that people have different beliefs and celebrate special times in different ways – Hindu festival of Diwali, Hanukkah (Judaism) Know and understand why the period of Christmas is of particular significance to Christians. Nativity – Jesus' birth.	People, Culture and Communities Understand that different people have different places that are special to them. Learn about a Christian Church and what special features there are in it. Know how the Church welcomes children – learn about the custom of Christenings. Reflect on diverse beliefs and be able to notice and ask questions about differences – Jewish Synagogue. Think about the perspective of others.	People, Culture and Communities <u>Festivals</u> – Mothering Sunday, Hindu Festival of Holi, Easter Understand that people have different beliefs and celebrate special times in different ways – Hindu festival of Holi. Learn about farming overseas and the impact of <u>Fairtrade</u> on their incomes and lives. Recognise some similarities and differences between life in this country and life in others.	People, Culture and Communities Make observations of the world around them, local to our school. Draw information from a simple map. Draw simple maps of places or buildings that are familiar to them, include key features – their homes, bedroom, school and Mike's Meadow.	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction

						texts and (when appropriate) maps. (ELG)
	The Natural World <u>Nocturnal animals</u> – making sense of habitats. Which animals are nocturnal? <u>Autumn</u> - Use their senses to explore seasonal changes in Mike's Meadow. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	The Natural World <u>Visit Mike's Meadow</u> Look at differences as we head from autumn to winter. Exploit natural materials to create ephemeral art. In Mike's Meadow explore the different plants and animals living there. <u>Winter</u> – birds begin to migrate, animals hibernate and some plants die down.	The Natural World <u>Dinosaurs</u> - Recognise some similarities and differences between different dinosaurs. Recognise some environments that were different to one in which we live today. Understand the changing state of a liquid when something is added to it, such as bicarbonate of soda. <u>Winter</u> - Look closely at similarities, differences, patterns and change – such as water/ice, plant and animal life.	The Natural World <u>What is a Farm?</u> Know that a farm is land used to grow plants and raise animals. Learn about the different plants and animals that may be found on a farm. Know that some things are living, and some are not. Understand the key features of a living thing. Know what a seed needs to grow successfully. (Soil, sun, water) Look closely at patterns of change such as a seed or bean growing. Name the different parts of a plant and what they do. (flower, stem, leaf, roots) <u>Springtime</u> - Understand the effect of changing seasons on the natural world around them.	The Natural World Which material would be good to build a new house for the Little Pigs? Look closely and talk about similarities and differences of materials such as stone, bricks, straw, wood. Revisit what is a natural and man-made material. <u>Summer</u> - Look closely at similarities, differences, patterns and change. <u>Beaver Trust</u> Work with illustrator Marion Hill to create collage Beavers. Learn about Beavers and their importance on the river environments.	The Natural World <u>What is sustainability?</u> Caring for ourselves, each other, family, friends and community. Caring for our environment and nature. Look at famous conservationists that have made a difference – David Attenborough. <u>Learn about the Ocean</u> – What makes up an ocean? Learn about the sea as a habitat, what marine life lives in the sea? Why is the seas so vital to our planet? <u>Compare and contrast</u> Compare the sea to rivers – based upon our learning about Beavers last term. <u>My Ocean Blue – STEM</u> Look at the key features that make up an ocean (create a fish using a plastic bottle). Learn about different marine animals – focus on Whales Revisit floating and sinking – boats/sea travel <u>Look at the affects of pollution in the ocean</u> – David Attenborough

						Recycling and junk modelling
Expressive Arts and Design	Creating with Materials Create self-portraits using a variety of media and techniques – drawing, painting and collage. Use natural materials found in the classroom and outside to create ephemeral art, using the artist Andrew Goldsworthy for inspiration. Know that there are three primary colours – blue, red and yellow and that they can be mixed to make new colours. Printing – using potatoes	Creating with Materials Design a tree house – use a range of materials to construct their design. Use watercolours to paint imaginary dragons. Revisit colour mixing from last term. Build small worlds using natural materials found in class and in Mike’s Meadow Create dioramas depicting a woodland habitat.	Creating with Materials Develop their drawing skills using pencils and pens in the style of the illustrator Andy Council . Use a range of materials and techniques such as collage, printing, clay, papier Mache and junk modelling to create representations of dinosaurs. Refine their ideas and artistic abilities by returning to previous learning and skills.	Creating with Materials Create observational drawings of plant life both in the classroom and outside. Use colour, texture and form to recreate true to life images. Revisit colour mixing – identifying the primary colours needed to create new colours for effect. Use the artist Henri Rousseau to recreate a rainforest painting, drawing on what they see and have learnt so far.	Creating with Materials Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills. Construct structures with the purpose of building a stable house. Select resources and materials with a purpose in mind - the Emperor’s coat. Manipulate and adapt materials to achieve a planned effect.	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) Share their creations, explaining the process they have used. (ELG) Make use of props and materials when role-playing characters in narratives and stories. (ELG) Focus on junk materials and how to recycle to create new items – plastic art, an ocean in a bottle, junk jelly fish.
	Being Imaginative and Expressive Perform familiar nursery rhymes and action songs. Engage in role-play and small world area to invent narratives, alongside their peers or on their own.	Being Imaginative and Expressive <u>Dance</u> – watch and talk about dance and performance art, expressing their feelings and responses. Use role-play and small world props to bring ideas and narratives to life – woodlands, magical worlds.	Being Imaginative and Expressive <u>Dance</u> – watch and talk about dance and performance art, expressing their feelings and responses. Use stories read in class based upon dinosaurs to recreate narratives or invent new ones, using this theme in their play.	Being Imaginative and Expressive Engage in active story making, following the imitate, innovate and invent structure to create new elements of a story. Using small world toys to create narratives around the theme of farming.	Being Imaginative and Expressive Use traditional tales, characters and settings in their symbolic play. Independently find resources, props etc to enhance their ideas and play with others.	Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. (ELG)
	Music – Charanga Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.					

	Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs. (ELG) Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)					
	Unit – Me!	Unit – My Stories	Unit - Everyone	Unit – Our World	Unit – Big Bear Funk!	Unit – Reflect, Rewind and Replay
		Nativity performance - Group dance - Performance - Singing		Spring Concert Group performance of songs and actions		Class Assembly Group performance of songs and actions
Computing Knowsley Scheme	R1 -Technology and Me / Digital Literacy <i>I can discuss the use of technology around me.</i> - Make sense of and explore technology around them. - Experience a range of technologies such as iPads, cameras and Digi-microscopes.	R9 – Talking Technology / Information Technology <i>I can select and use technology for particular purposes.</i> - Learn how to take photos, record video and audio. - Learn how to record their work using Seesaw	R2 – Robots / Computer Science <i>I can give instructions to a programmable toy.</i> - Learn new skills and practice for giving instructions to complete a task. R5 – My Online Life / Digital Literacy <i>I can discuss the rules for staying safe. I know that online content is made and belongs to someone.</i> - This unit will cover the statutory requirements for online safety – E-Safety week.	R7 – Pretty Pictures / Information Technology <i>I can select and use technology for particular purposes.</i> - Learn how to take photos, record video and audio. - Learn how to document using their own learning and ideas – Seesaw	R6 – Nursery Rhyme Coding / Computer Science <i>I can explain sequencing and an algorithm.</i> Using the theme of traditional tales, we will develop computational thinking such as sequencing and promotes core technology skills.	R3 – Animal Safari / Information Technology <i>I can select and use technology for particular purposes.</i> Use iPads independently to collect and record information. We will learn about opening apps, scanning QR codes, taking photos and recording information in a tally chart.
RE	Unit 1 – Special Me / Who are we? - What makes us special? - Who and what is special to me? - What is Harvest Festival? - Talk about and think about themselves.	Unit 2 – What is Christmas? - Giving - Saying thank you. - The Christmas story (A Christian Celebration) - The Shepherds - The Wise Men - Christmas	Unit 3 – Celebrations (Hinduism) - Celebrating New Year - Chinese New Year - Persian New Year (Nowruz Story) - Holi – A Hindu Festival	Unit 4 – What is Easter? (Christianity) - Signs of Spring - Spring into life - Easter (A Christian celebration)	Unit 5 – Story Time – What can we learn from stories? - The Boy who cried Wolf (Aesop Fable) - The Crocodile and the Priest (Sikhism) - Bilal and the Beautiful Butterfly (Muslim story) - The Gold Giving Serpent	Unit 6 – Special Places What makes places special? - Homes around the World - Our World - Churches (Christianity) - Mosques (Islam) - Synagogues (Judaism)

	• Talk about special things that we have or own. • Talk about their families and those close to them in their community. • Special places – what places are special to them?				• Best Friends (a story from Asia) • The Lost Coin (Christian Parable)	
Assessment	National Reception Baseline Assessment (RBA) LW Phonics – Week 6 Keep-up interventions set Parent/pupil meeting – settling in. Ongoing formative assessments (observations and evidence) to inform planning and interventions	Summative Assessments Data drop for Trust – on Scholar Pack LW Phonics – Week 6 Keep-up interventions set	LW Phonics – Week 6 Keep-up interventions set	Summative Assessments Data drop for Trust – on Scholar Pack LW Phonics – Week 6 Keep-up interventions set Mid-year meeting with parents	LW Phonics – Week 6 Keep-up interventions set	End of year data submitted on Scholar Pack – ELG's End of year report to parents and meeting.