



# EYFS overview

|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
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| <p><b>Core texts</b></p> <p>We will use stories to facilitate all 7 areas of learning and development.</p>             |  <ul style="list-style-type: none"> <li>The Little Red Hen</li> <li>Ruby's Worry (Tom Percival)</li> </ul>  |  <ul style="list-style-type: none"> <li>The Hairy Toe (Daniel Postgate)</li> <li>The Christmas Story</li> </ul>   |  <ul style="list-style-type: none"> <li>Over in Australia (Marianne Berkes &amp; Jill Dubin)</li> <li>I Love Chinese New Year (Eva Wong Nava)</li> </ul>   |  <ul style="list-style-type: none"> <li>Superworm (Julia Donaldson)</li> <li>Supertato (Sue Hendra)</li> </ul>  |  <ul style="list-style-type: none"> <li>Egg to Chicken</li> <li>The Queen's Hat (Steve Antony)</li> </ul>   |  <ul style="list-style-type: none"> <li>Mister Seahorse (Eric Carle)</li> <li>Clean Up! (Nathan Bryon)</li> </ul>  |
| <p><b>Linked texts</b></p>   | <ul style="list-style-type: none"> <li>Have you filled a bucket today</li> <li>What makes me a me</li> <li>Can I play?</li> <li>Big Bright Feelings series (Tom Percival)</li> <li>Goldilocks and the Three Bears</li> <li>A Handful of Buttons (Carmen Paretz Lugue)</li> </ul> | <ul style="list-style-type: none"> <li>Rama and Sita (Malachy Doyle)</li> <li>Arctic Animals (Hello World!)</li> <li>The Gingerbread Man</li> <li>What's in the Witch's Kitchen? (Nick Sharratt)</li> <li>Jesus' Christmas Party (Nicholas Allen)</li> <li>Stickman (Julia Donaldson)</li> </ul> | <ul style="list-style-type: none"> <li>The Three Billy Goats Gruff</li> <li>We're going on a Lion Hunt (David Axtell)</li> <li>The Koala who Could (Rachel Bright)</li> <li>K is for Kissing a Cool Kangaroo (Giles Andreae)</li> <li>Sleeping Beauty (linked to pantomime trip)</li> <li>Handa's Surprise (Eileen Browne)</li> </ul> | <ul style="list-style-type: none"> <li>The Giant Jam Sandwich</li> <li>Jasper's Beanstalk</li> <li>Supertato: The Great Eggscape (Sue Hendra)</li> <li>A Very Happy Easter (Tim Thornborough)</li> <li>The Tiny Seed (Eric Carle)</li> <li>The Enormous Turnip</li> <li>Mr Wolf's Pancakes (Jan Fearnley)</li> </ul> | <ul style="list-style-type: none"> <li>Chicken Licken</li> <li>How does an Egg Hatch? (Eric Carle)</li> <li>The Growing Story (Ruth Krauss)</li> <li>Rainforest Animals (Hello World!)</li> <li>The Tiger Who Came to Tea (Judith Kerr)</li> <li>What the Ladybird Heard on Holiday (Julia Donaldson)</li> </ul> | <ul style="list-style-type: none"> <li>The Little Mermaid</li> <li>The Rainbow Fish (Marcus Pfister)</li> <li>10 Things I Can do to Help My World (Melanie Walsh)</li> <li>Somebody Swallowed Stanley (Sarah Roberts)</li> <li>Ocean Life (Hello World!)</li> </ul> |
| <p><b>Poetry</b></p> <p>We will teach traditional Nursery Rhymes throughout the year using Little Wandle resources</p> | <ul style="list-style-type: none"> <li>Don't (Michael Rosen)</li> </ul>  | <ul style="list-style-type: none"> <li>Bonfire Night Poem (Tony Mitton)</li> </ul>   | <ul style="list-style-type: none"> <li>Please do not feed the animals... (Robert Hull)</li> <li><a href="#">'Please do not feed the animals...' - The Children's Poetry Archive</a></li> </ul>  | <ul style="list-style-type: none"> <li>Growing (Tony Mitton)</li> <li><a href="#">Growing - The Children's Poetry Archive</a></li> </ul>   | <ul style="list-style-type: none"> <li>Chicken Licken's Chicken Shop (Mark Bird)</li> </ul>  | <ul style="list-style-type: none"> <li>Splish, Splash, Splish! (James Carter)</li> <li><a href="#">Splish Splash Splish! - The Children's Poetry Archive</a></li> </ul>   |



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| <p>Communication and Language</p> | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. Through conversation, story-telling and role play where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p><b>Throughout the academic year children will:</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Be given extensive opportunities to learn a range of new vocabulary which they will be able to use in a range of different contexts.</li> <li>• Develop the ability to ask questions to find out more and to check their current understanding.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in detail.</li> <li>• Use talk to help work out problems.</li> <li>• Engage in story times, which will support children to listen to and talk about stories through a developed understanding and familiarity. Once children have developed a deep familiarity with the text. children will begin to retell stories using exact repetition and their own words.</li> <li>• Engage in a wide range of texts, such as fiction and non-fiction, poems and rhymes.</li> </ul> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>  |  |   |   |  |  |
| <p>Physical Development</p>       | <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p><b>Throughout the academic year children will:</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• 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 and being a safe pedestrian.</li> </ul> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.</p> |  |   |   |  |  |
|                                   | <p>Fundamental Movement Skills</p>   | <p>Fundamental Movement Skills-How to catch a star</p> | <p>Fundamental Movement Skills-Rumble in the Jungle</p> | <p>Fundamental Movement Skills-Jack and the Beanstalk</p> | <p>Fundamental Movement Skills-Transport</p> | <p>Fundamental Movement Skills-Seaside</p> |

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| Literacy                       | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p><b>Throughout the academic year children will:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonics programme (Little Wandle).</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul> <p>Children will have access to daily phonics sessions and daily Drawing Club sessions which will give children opportunities to develop the above skills.</p> |   |  |  |  |  |
| Phonics-Little Wandle          | <p><b>Phonic sounds:</b><br/>s a t p i n m d g o c k ck e<br/>u r h b f l</p> <p><b>Tricky words:</b><br/>is l the.</p>   | <p><b>Phonics sounds:</b><br/>ff ll ss j v x y z zz qu ch<br/>sh th ng nk</p> <p><b>Tricky words:</b><br/>as and has his her go no<br/>to into she he of we me<br/>be</p> | <p><b>Phonic sounds:</b><br/>ai ee igh oa oo oo ar or ur<br/>ow oi ear air er</p> <p><b>Tricky words:</b><br/>was you they my by all<br/>are sure pure</p> | <p><b>Phonic Sounds:</b><br/>Review Phase 3</p> <p><b>Tricky words:</b><br/>Review the words taught<br/>so far</p> | <p><b>Phonic learning:</b><br/>Short vowels with<br/>adjacent consonants,<br/>CVCC CCVC CCVCC<br/>CCCVC CCCVCC.</p> <p>Longer words and<br/>compound words</p> <p><b>Tricky words:</b><br/>said so have like some<br/>come love do were here<br/>little says there when<br/>what one out today</p> | <p><b>Phonic learning:</b> Phase<br/>3 long vowel graphemes<br/>with adjacent consonants<br/>CVCC CCVC CCCVC<br/>CCV CCVCC.</p> <p>Words ending in suffixes:<br/>-ing, -ed /t/, -ed /id/ /ed/,<br/>-ed /d/ - er, -est.</p> <p>Longer words and<br/>compound words.</p> <p><b>Tricky words:</b> Review all<br/>taught so far.</p> |
| Personal, social and emotional | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p><b>Throughout the academic year children will:</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Manage their own needs.</li> <li>• Think about the perspectives of others.</li> </ul>   |   |  |  |  |  |

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| PSHE        | <p><b>Self-Regulation: My Feelings</b></p> <p>Children will begin to regulate their emotions and behaviour by identifying their feelings, categorising their feelings, developing coping strategies, extending vocabulary to describe emotions, exploring facial expressions to recognise emotions in others and working together to create a calm corner in the classroom.</p> <p><b>Linked text:</b><br/>The Colour Monster by Anna Lenas</p> | <p><b>Building Relationships: Special Relationships</b></p> <p>Children will continue to develop their sense of self and reflect on their relationships with others by discussing their families, special people in their lives, exploring how to share appropriate with others, thinking about their own strengths, talents, and interests and exploring the differences between themselves and others.</p> <p><b>Linked texts:</b><br/>The Big Book of Families<br/>Family Means Love (Poem)<br/>Perfectly Norman by Tom Percival</p> | <p><b>Managing Self: Taking on Challenges</b></p> <p>Children will gain resilience and independence in their relationships through discussions and activities focused on school rules, building towers, den building, team races and circus skills. Children will explore and learn grounding exercises to support their emotion regulation when they are facing challenges and need to bounce back.</p> <p><b>Linked texts:</b><br/>Giraffes Can't Dance by Giles Andreae<br/>The Lion Inside by Rachel Bright</p> | <p><b>Self-Regulation: Listening and Following Instructions</b></p> <p>Children will develop skills in listening and attention and self-regulation through a variety of activities and games. The children will be encouraged to embed these skills during continuous provision, gaining independence in playing these games with friends. Games will include; Simon says, pass the whisper, obstacle races, blindfold walk, and treasure hunt. The children will also have the opportunity to practise active listening during story times and will work to retell simple narratives.</p> <p><b>Linked texts:</b><br/>The Three Little Pigs<br/>We're Going on a Bear Hunt by Michael Rosen</p> | <p><b>Building Relationships: My Family and Friends</b></p> <p>Children will build on their previous knowledge about their special relationships by delving deeper into their family, and friends. They will learn what makes a good friend and practise sharing, developing strategies for interacting positively with their peers. They will learn about collaboration, practising teamwork during continuous provision.</p> <p><b>Linked texts:</b><br/>The Squirrels Who Squabbled by Rachel Bright<br/>A Pair of Pears and an Orange by Anna McGregor</p> | <p><b>Managing Self: My Wellbeing</b></p> <p>Children will learn about how to live a healthy lifestyle and look after themselves by looking at the following topics: What is exercise?, Yoga and relaxation, being a safe pedestrian, eating healthily and eating a rainbow of food. We will also explore how we can look after ourselves, supporting the children to gain independence in self-help skills. This will help to prepare the children for the new challenges they will face in Year One.</p> <p><b>Linked texts:</b><br/>Oliver's Vegetables by Vivian French<br/>What's Inside Me? When We Grow up by Melanie Walsh</p> |
| Mathematics | <p><b>During Autumn 1, the children will:</b></p> <p><b>Match, sort and compare</b><br/>Match objects<br/>Match pictures and objects<br/>Identify a set<br/>Sort objects to a type<br/>Explore sorting techniques<br/>Create sorting rules<br/>Compare amounts</p> <p><b>Talk about measure and patterns</b></p>  | <p><b>During Autumn 2, the children will:</b></p> <p><b>Match, sort and compare circles and triangles</b><br/>Identify and name circles and triangles<br/>Compare circles and triangles<br/>Shapes in the environment<br/>Describe position</p> <p><b>Find 4 and 5</b><br/><b>Subitise 4 and 5</b></p>  | <p><b>During Spring 1, the children will:</b></p> <p><b>Be introduced to zero</b><br/><b>Find 0 to 5</b><br/><b>Subitise 0 to 5</b><br/><b>Represent 0 to 5</b><br/><b>Find 1 more and 1 less:</b><br/>Continue to compare sets using the language of comparison, and play games which involve comparing sets<br/>Continue to compare sets by matching, identifying when sets are equal</p>   | <p><b>During Spring 2, the children will:</b></p> <p><b>Find 6, 7 and 8</b><br/><b>Represent 6, 7 and 8</b><br/><b>Find 1 more and 1 less:</b><br/>Compare numbers, reasoning about which is more, using both an understanding of the 'howmany' of a number, and its position in the number system.</p> <p><b>Composition of 6, 7 and 8</b></p>  | <p><b>During Summer 1, the children will:</b></p> <p><b>Build numbers beyond 10 (10 -13)</b><br/><b>Continue patterns beyond 10 (10-13)</b><br/><b>Build numbers beyond 10 (14-20)</b><br/><b>Continue patterns beyond 10 (14-20)</b><br/><b>Continue to verbalise counting patterns:</b><br/>Continue to develop verbal counting to 20 and beyond, including</p>  | <p><b>During Summer 2, the children will:</b></p> <p><b>Identify units of repeating patterns</b><br/><b>Create own pattern rules</b><br/><b>Explore own pattern rules</b><br/><b>Replicate and build scenes and constructions</b><br/><b>Visualise from different positions</b><br/><b>Describe positions</b><br/><b>Give instructions to build</b></p>  |

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| <p>Compare size<br/>Compare mass<br/>Compare capacity<br/>Explore simple patterns<br/>Copy and continue simple patterns<br/>Create simple patterns</p> <p><b>Find 1, 2 and 3</b><br/><b>Subitise 1, 2 and 3</b><br/><b>Represent 1, 2 and 3</b><br/><b>Find 1 more and 1 less within 3</b><br/><b>Composition of 1, 2 and 3:</b><br/>See that all numbers can be made of 1s<br/>Compose their own collections within 3<br/><b>Subitise:</b><br/>Subitise within 3<br/>Identify sub-groups in larger arrangements</p> <p>Create their own patterns for numbers within 3<br/>Practise using their fingers to represent quantities which they can subitise<br/>Experience subitising in a range of contexts, including temporal patterns made by sounds</p> <p><b>Comparison:</b><br/>Understand that sets can be compared according to a range of attributes, including by their numerosity<br/>Use the language of comparison, including 'more than' and 'fewer</p> | <p><b>Represent 4 and 5</b><br/><b>Find 1 more and 1 less within 5</b><br/><b>Composition of 4 and 5</b><br/><b>Composition of 1 – 5:</b><br/>Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot<br/>Explore the composition of numbers within 5</p> <p><b>Subitising:</b><br/>Continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements</p> <p><b>Comparison:</b><br/>Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching<br/>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts</p> <p><b>Cardinality, ordinality and counting:</b><br/>Continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand<br/>Begin to count beyond 5</p> | <p>Explore ways of making unequal sets equal</p> <p><b>Composition:</b><br/>Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</p> <p><b>Conceptual subitising to 5:</b><br/>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements<br/>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part<br/>Experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns</p> <p><b>Cardinality, ordinality and counting:</b><br/>Continue to develop verbal counting to 20 and beyond<br/>Continue to develop object counting skills, using a range of strategies to develop accuracy<br/>Continue to link counting to cardinality, including using their fingers to represent quantities<br/>Order numbers, linking cardinal and ordinal representations of number</p> | <p><b>Make pairs-odd and even:</b><br/>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers<br/>Begin to link even numbers to doubles<br/>begin to explore the composition of numbers within 8<br/><b>Double to 8 (find a double)</b><br/><b>Double to 8 (make a double):</b><br/>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'</p> <p><b>Explore length</b><br/><b>Compare length</b><br/><b>Explore height</b><br/><b>Compare height</b><br/><b>Talk about time</b><br/><b>Order and sequence time</b></p> <p><b>Find 9 and 10</b><br/><b>Compare numbers to 10</b><br/><b>Represent 9 and 10</b><br/><b>Conceptual subitising to 10</b><br/>Begin to see that numbers within 10 can be composed of '5 and a bit'<br/><b>Find 1 more and 1 less within 10</b><br/><b>Composition to 10:</b><br/>Explore the composition of 10<br/><b>Bonds to 10 (2 parts)</b><br/><b>Make arrangements of 10</b></p> <p><b>Cardinality, ordinality and counting:</b></p> | <p>counting from different starting numbers<br/>Continue to develop confidence and accuracy in both verbal and object counting</p> <p><b>Add more</b><br/><b>Work out how many did I add?</b><br/><b>Take away</b><br/><b>Work out how many did I take away?</b></p> <p><b>Select shapes for a purpose</b><br/><b>Rotate shapes</b><br/><b>Manipulate shapes</b><br/><b>Explain shape arrangements</b><br/><b>Compose shapes</b><br/><b>Decompose shapes</b><br/><b>Copy 2-D shape pictures</b><br/><b>Find 2-D shapes within 3-D shapes</b></p> <p><b>Explore sharing</b><br/><b>Sharing</b><br/><b>Explore grouping</b><br/><b>Grouping</b><br/><b>Even and odd sharing</b><br/><b>Play with and build doubles</b></p> | <p><b>Explore mapping</b></p> <p><b>Deepen understanding of patterns of numbers and relationships:</b><br/>consolidating their understanding of concepts previously taught through working in a variety of contexts and with different numbers</p> <p><b>Subitise:</b><br/>Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns<br/>Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number<br/>Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10<br/>Be encouraged to identify when it is appropriate to count and when groups can be subitised</p> <p><b>Comparison:</b><br/>Order sets of objects, linking this to their understanding of the ordinal number system</p> |
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|                            | <p>than' compare sets 'just by looking'</p> <p><b>Cardinality, ordinality and counting:</b><br/>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set<br/>Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song<br/>Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting<br/>Have an understanding that anything can be counted, including actions and sounds</p> | <p>Begin to recognise numerals, relating these to quantities they can subitise and count</p> <p><b>Shapes with 4 sides</b><br/>Identify and name shapes with 4 sides<br/>Combine shapes with 4 sides<br/>Shapes in the environment</p> <p><b>My day and night</b></p>  | <p><b>Compare mass</b><br/><b>Find a balance</b><br/><b>Explore capacity</b><br/><b>Compare capacity</b></p>   | <p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10<br/>Become more familiar with the counting to 20</p> <p><b>Recognise and name 3-D shapes</b><br/><b>Find 2-D shapes within 3-D shapes</b><br/><b>Use 3-D shapes for tasks</b><br/><b>Look and find 3-D shapes in the environment</b><br/><b>Identify more complex patterns</b><br/><b>Copy and continue patterns</b><br/><b>Look and find patterns in the environment</b></p> |  |  |
| Expressive arts and design | <p><b>Andy Goldsworthy and Walter Mason-</b> Using the natural world to create artwork<br/>Links to the natural world/season of autumn-use seasonal nature to create natural art<br/>Loose parts natural art<br/>Portraits using natural materials<br/><a href="http://experimentwithnature.com/03-found/land-art-walter-mason/#.YupOC3bMI2w">http://experimentwithnature.com/03-found/land-art-walter-mason/#.YupOC3bMI2w</a></p>   | <p><b>Mondrian-</b> Squares and lines<br/>Creating pictures made from squares and lines<br/><a href="http://www.tate.org.uk/who-is/who-jackson-pollock">Piet Mondrian 1872–1944   Tate</a><br/><b>Kandinsky-</b> Concentric Circles<br/>Gross motor, circle art<br/>work on a larger scale outdoors<br/>Exploring the story Elmer (bright colour)<br/>Colour mixing<br/>Explore using paint<br/>Explore colouring mixing experiments using skittles and ice<br/><br/><a href="https://teachbesideme.com/kandinsky-artist-study/">https://teachbesideme.com/kandinsky-artist-study/</a></p> | <p><b>Matisse-</b> Collages using simple shapes and insects and animals<br/>Using scissors to cut out different shapes to create simple collages<br/>Use different media, paper, felt, card, natural materials<br/><a href="https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse">https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse</a></p> | <p><b>Monet-</b>Finger Painting<br/>Create simple gardens, plants and flowers in his style using finger paints and ear bud sticks</p>  | <p><b>Georgia O’Keeffe-</b> Paint mixing<br/><b>Eric Carle-</b> Explore that some artists are known as illustrators as they create pictures for story books<br/>Create brightly coloured paintings inspired by Eric Carle<br/>Explore different techniques to painting<br/>Complete one of the art projects as a class<br/><a href="https://www.carlemuseum.org/education/making-art-together">https://www.carlemuseum.org/education/making-art-together</a><br/><a href="https://www.carlemuseum.org/explore-art/collections">https://www.carlemuseum.org/explore-art/collections</a></p> | <p><b>Jackson Pollock-</b> Strings, splatters and blow painting<br/><a href="https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock">https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock</a><br/><a href="https://www.youtube.com/watch?v=zkSW_C2qPi8">https://www.youtube.com/watch?v=zkSW_C2qPi8</a><br/><b>Vincent Van Gogh-</b> Starry Night Paintings<br/>Exploring different techniques to paint, such as using foam, foil and finger painting<br/>Invite children to use the techniques explored to create Ocean themed pictures<br/><a href="https://www.tate.org.uk/art/artists/vincent-van-gogh-1182">https://www.tate.org.uk/art/artists/vincent-van-gogh-1182</a></p> |

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| <p>Observational drawings</p> <p>Art Activities to also include</p>                                  | <p>Self-portraits</p> <p>Discuss what a portrait is</p> <p>Children to use different media to create portraits (pens, chalk, nature)</p> <p>Enhance creative area with pens and different media</p> | <p>Christmas wreaths</p> <p>Discuss why people may have a wreath at Christmas</p> <p>Christmas crafts</p> <p>Bonfire crafts and pictures</p> <p>Diva lamps</p>                                 | <p>Observations of animals and birds.</p> <p>Use cameras/ipad to take photographs of animals and birds to support observational drawing</p> <p>Observe how the animals are behaving</p> <p><b>Links:</b> Bird spotting, nocturnal animals</p>   | <p>Flowers and Plants</p> <p>Begin to explore the signs of Spring and copy what we see</p> <p>Observe and draw seeds growing over a period of time</p> <p>Fresh flowers and plants</p> <p>Easter Crafts</p> <p><b>Links:</b><br/>How seeds grow</p> | <p>Sights of London-Big Ben, Buckingham Palace etc...(half/half)</p> <p>Observe/draw insects found in our school garden</p> <p>Also caterpillar-butterfly and tadpole-frog</p>  | <p>Local landmarks<br/>The Seaside</p> <p>Seaside pictures</p> <p>Exploring the seaside</p> <p>Exploration of sea creatures using nonfiction texts</p>  |
| <p>Music (make own instruments and perform dance routines and free dance to the genres of music)</p> | <p><b>Pop music</b></p> <p><b>Diwali music</b></p>  | <p><b>Celebration music</b><br/>Classical music</p> <p>Hanukkah music<br/>Christmas music and action songs</p> <p>Christmas performance songs</p>  | <p><b>Exploring Sound</b><br/>Rock music</p> <p>Vocal sounds</p> <p>Body sounds<br/>Instrumental sounds</p> <p>Environmental sounds</p> <p>Nature sounds</p>  | <p><b>Music and Movement</b><br/>Jazz music</p> <p>Action songs</p> <p>Finding the beat</p> <p>Exploring tempo</p> <p>Exploring tempo and pitch through dance</p> <p>Music and movement performance</p>   | <p><b>Musical Stories</b><br/>Folk music</p> <p>Moving to music</p> <p>Using instruments to represent characters</p> <p>Storytelling with actions</p> <p>Musical story composition and performance</p>  | <p><b>The Big Band</b><br/>Country music</p> <p>What makes an instrument?</p> <p>Introduction to orchestra</p> <p>Follow the beat</p> <p>Big Band performance</p>   |
| <p>Understanding the world-People, cultures and communities<br/>Geography (Google maps)</p>          | <p><b>Our local environment</b></p> <p>Welly walks around local environment</p> <p>Wild Woodland</p>  | <p><b>Arctic-exploration of ice</b></p> <p>Location and transport method</p> <p>Animals that live in the arctic</p> <p>Compare and contrast to our local environment-buildings and terrain</p> | <p><b>Australia-contrasting locality</b></p> <p>Location and transport method</p> <p>Animals that live in Australia</p> <p>Compare and contrast to our local environment and the Arctic-buildings/landmarks and terrain (Sydney Opera House, Uluru-Ayres Rock, Canberra and Great Barrier Reef)</p> | <p><b>Amazon rainforest, jungle/safari</b></p> <p>Location and transport method</p> <p>Animals and plants that can be found in the Amazon rainforest</p> <p>Compare and contrast to our local environment and the Arctic and Australia</p>          | <p><b>London</b></p> <p>Location of our capital city and transport method</p> <p>Exploring the sights and landmarks of London (Buckingham Palace, Shard, Tower Bridge, Houses of Parliament and Elizabeth Tower-Big Ben and London Eye)<br/>Compare and contrast to our local environment, the Arctic, Australia and the Amazon</p> | <p><b>Blackpool.</b></p> <p>Location and transport method</p> <p>Exploration of what we might find at the seaside-landmarks and terrain (Golden Mile, Tower and Pleasure Beach)</p> <p>Compare the Sea Side to the children's local environment</p> |

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| Religious Cultures and Communities                | Special times: How and why do we celebrate? What times are special to different people and why?   |  | Special stories: Why are some stories special? What special messages can we learn from stories?  |  | Special places: What buildings and places are special to different people?  |   |
| Religious Festivals/celebrations                  |   | Bonfire night (safety)<br>Remembrance Day<br>Dawali (12 <sup>th</sup> November)<br>Lancashire Day (27 <sup>th</sup> November)<br>Hanukkah (7 <sup>th</sup> -15 <sup>th</sup> December)<br>Christmas celebrations | New Year's Day<br>Chinese New Year (10 <sup>th</sup> February-Dragon)<br>World Religion Day (21 <sup>st</sup> January)   | Shrove Tuesday & Lent (14 <sup>th</sup> February)<br>Holi festival (24 <sup>th</sup> March)<br>Mother's Day (10 <sup>th</sup> March)<br>Ramadam (10 <sup>th</sup> March-12 <sup>th</sup> April)<br>Easter (31 <sup>st</sup> March) | Eid Ul Fitr (9 <sup>th</sup> or 10 <sup>th</sup> April)<br>Earth Day (22 <sup>nd</sup> April)<br>St George's Day (23 <sup>rd</sup> April)<br>World Environment Day (5 <sup>th</sup> June) | 30 Days Wild (June Wildlife trust)<br>World Oceans Day (8 <sup>th</sup> June)<br>Father's Day (16 <sup>th</sup> June)<br>Eid Ul Adha (16 <sup>th</sup> – 20 <sup>th</sup> June)<br>Thank NHS day (5 <sup>th</sup> July) |
| *   | People Who Help Us-invite people in   |  |  |  |   |   |
| Understanding the world-The natural world Science | Autumn- exploring seasonal changes<br>Materials, waterproof, magnets.   | Autumn-exploring seasonal changes<br>Senses-nature walks and sorting<br>Arctic-terrain, animals-compared our local environment   | Winter-exploring seasonal changes<br>Senses-nature walks, tasting foods, listening games, feelie bags, smelling essential oils,<br>Weather, change in temperature-snow and ice<br>Change of state<br><i>Great Big Bird Watch-26<sup>th</sup> January</i> | Spring- Observing plants and animals beginning to grow<br>Senses-nature walks<br>Understanding what makes plants/seeds grow<br>Planting, growing and caring for seeds and flowers  | Summer- exploring seasonal changes<br>Senses-nature walks<br>Life Cycles-Caterpillars to Butterflies and Tadpoles-Frogs   | Summer- exploring seasonal changes<br>Senses-nature walks<br>Sea creatures, creating habitats such as rock pools.<br>Vehicles and ramps   |
| Understanding the world-Past and Present History  | Exploring our families.<br>Create a family tree using children's family pictures.<br>Observing similarities and differences<br>How we've changed from when we were a baby?<br>Story-Peepo | Toys (Story-Mr Glad and Mr Dizzy)<br>Compare toys now and toys of the past.<br>Bring in a range of different toys for children to explore  | Homes (story-The Baddies, Each, Peach, Pear, Plum)<br>Compare what homes were like in the past to now<br>Compare photographs.  | Schools<br>Compare schools now and schools of the past<br>Compare photographs  | Transport (Story-What did the tree see?)<br>Compare transport now and transport of the past<br>Watch video footage from British Pathe   | Holidays<br>Compare holidays now and holidays of the past<br>Compare photographs.   |