



Autumn 1 I am amazing!	Autumn 2 Into the woods	Spring 1 Frozen Planet	Spring 2 Under the sea	Summer 1 Miniature world	Summer 2 Circle of life
<p>Fundamental British Values (Ongoing)</p> <ul style="list-style-type: none"> • Democracy: Making decisions together (PSED: BR, MS and SR) Children to know their views count, value each other's views and values and talks about their feelings. When appropriate demonstrate democracy in action, for example children sharing views on the theme of their role play area with a show of hands. • Rule of Law: Understanding rules matter (PSED: BR, MS and SR) Children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Rules and codes of behaviour, for example, to agree the rules about tidying up and rules apply to everyone. • Individual Liberty Freedom for all: (PSED: BR, MS and SR; UW: P, C and C) Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence and their own abilities. For example, talking about their experiences and learning. Explore language of feelings and responsibility, reflect on their differences, and understand we are free to have different opinions (Link to Mindfulness) • Mutual respect and tolerance: treat others as you want to be treated (PSED: BR, MS and SR, UW: P, C and C) Ethos of inclusivity and intolerance where views, faiths cultures and races are valued. Children are engaged with the wider community. Acquire tolerance and appreciation of and respect from their own and other cultures. Know about similarities and differences about themselves and others and among families, faiths, communities' cultures and traditions. Share and discuss practises, celebrations, and experiences. Importance of tolerant behaviours such as sharing and respecting other opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. 					
Characteristics of effective learning and high quality EYFS provision are linked to our Crompton school values 	Characteristics of effective learning	High quality provision		Crompton School Values	
	<ul style="list-style-type: none"> • Playing and exploring • Active learning • Creating and thinking critically 	<ul style="list-style-type: none"> • Unique child • Positive relationships • Enabling environments • Learning and development 		<ul style="list-style-type: none"> • Responsibility- I am responsible • Resilience- creating and thinking critically • Aspiration- when I grow up • Kindness- Sharing • Pride- I am amazing • Cooperation- teamwork 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE 		Meet your Brain	Celebrate	Appreciate	Relate	Engage
<p>See themselves as a valuable individual. (Celebrate) Build constructive and respectful relationships. (Relate) Express their feelings and consider the feelings of others. (Meet your Brain, Relate) Show resilience and perseverance in the face of challenge. (Engage) Identify and moderate their own feelings socially and emotionally. (Meet your Brain) Think about the perspectives of others. (Relate) Manage their own needs: Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity. - healthy eating. - toothbrushing. - sensible amounts of 'screen time'. - having a good sleep routine. - being a safe pedestrian. 						

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Starting points	I am amazing!	Into the Woods	Frozen Planet	Under the Sea	Miniature Worlds	Circle of Life
Literacy Key Texts	Core text:	Core text:	Core text:	Core text:	Core text:	Core text:
	Amazing Owl Babies Whatever Next	Little Red Riding Hood The 3 little pigs Hansel and Gretel	Snow Bears Lost and found The great Explorer	The rainbow fish Tiddler	Mad about mini beasts Spinderella	The green hen The tiny seed The three Billy goats gruff

Man on the moon Tiger who came to tea Pumpkin soup	Red fox The Nativity	The lighthouse keepers launch the polar bear son Antarctic animals	Commotion in the ocean Sharing a shell Harris the hero	The very lazy ladybird The very hungry caterpillar Norman this look with the silly shell Super worm	From tadpole to frog From egg to chick in What the ladybird heard
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	Supplementary text:	Supplementary text:	Supplementary text:	Supplementary text:	Supplementary text:	Supplementary text:
	Mr Big Oliver's Vegetables Ruby's Worry Welcome to my World All Kinds of Families Kippers Birthday We're Going on a Bear Hunt	The Colour Monster Non-Fiction books about Woodland animals – Bats, badgers, hedgehogs, hares, owls. Traditional Tales - Goldilocks and the 3 bears, Hansel and	The Rainbow Bear Poles Apart Introducing Antarctica Arctic Life Arctic Fox Books about Winter. Changing Seasons. For example,	My Encyclopaedia of Very Important Animals The Fish who could Wish How the body works Rebel animals AT RISKstories of survival. The Snail and the Whale The Singing Mermaid Someone swallowed Stanley	Bird builds a nest The Big book of Bugs Usborne peep inside bug homes Walters Wonderful web Factual books about minibeasts and habitats Snail Trail Diary of a fly Yucky Worms	The Gigantic Turnip Ten seeds The Little Guide to Wild Flowers The Little Gardener Titch The Big book of Blooms
		Gretel, The Gingerbread Man. Books about Seasons including The Tree and Leaf man. Diwali	Goodbye Autumn, Hello Winter.	Over in the Ocean in a Coral Reef. Welcome to the Coral Reef. Factual books about Fossils. Life Cycle of a turtle	Insect detectives	Jaspers Beanstalk Mama Miti Only one you Factual books about the Life Cycle of animals including ducks, frogs and caterpillars Tad If all the world were
	Repeated Text:	Repeated Text:	Repeated Text:	Repeated Text:	Repeated Text:	Repeated Text:
	The Gruffalo The very Hungry Caterpillar	Stickman The foggy foggy forest	Six dinner Sid Mr wolfs pancakes	Dougal the deep-dive diary Barry the fish with fingers	Superworm What the ladybird heard	Oi Frog Handa's surprise

Talk through Topic Talking Floor Books – (Snack time Talk time)	Ourselves, family, and School Our local community and city Looking after our community and ourselves	Our natural world and British wildlife Seasons Woodland Creatures	Seasons Extreme conditions and arctic animals Winter plants Environment	David Attenborough Sea life sea creatures	Minibeasts Managing me Change / Transition Creative Arts Project / Individual Projects	Recycling Growing Life cycles Farm Animals
Deliberate teaching and development of new language	Identity Unique Special Characteristics Qualities Interests Siblings Hobbies Town Village Location Ariel Map Directions Positional Language Community	Woodland Forest Tree Trunk Bark Shrub Vegetation Habitat Camouflage Growth shelter Shadow Track Day Night Living Dead Nocturnal Remembrance Peace Conflict Honour Protect Victory	Arctic Polar regions Freezing Polar Bear Penguins Melting Summer Spring Autumn winter Season Sun Day Night Moon Light Dark Living Dead Habitat Prey Predator Woodland Pond Desert	Sea words Ocean Current Waves Tide Algae Coral reef Seaweed Marine Harbour Pollution Reuse Reduce Recycle Atlantic Pacific Indian Tsunami Life cycle Habitat Fossil Zone Seabed Planet	Insect Habitat Pollen Pollination Nectar Hive Swarm Pupa Cocoon Chrysalis Larva Metamorphosis Transform Protect Emerge Lifecycle Species Antennae Climate Nest Territory Garden Creature Meadow	Growing Flowers Blossom Petal Fruit Roots Stem Bulb Seed Growth Shoots Living Dead Habitat Prey Predator Desert Pond wildlife nature habitat Lifecycle

		Wildlife	Environment	Woodland
Let's Celebrate	<p style="text-align: center;">Autumn</p> <ul style="list-style-type: none"> • Eid • Halloween • Harvest • Bonfire night • Diwali • Remembrance Day • Christmas – Carols at Holy Trinity Church 	<p style="text-align: center;">Spring</p> <ul style="list-style-type: none"> • Chinese New Year • Shrove Tuesday • Mothers' Day • St Patrick's Day • St Georges Day • Easter • World Book Day 	<p style="text-align: center;">Summer</p> <ul style="list-style-type: none"> • Eid • Father's Day 	
Visits and experiences	<ul style="list-style-type: none"> • School listening / environment walk • Walk to Church – my community • Bubble Show • 	<ul style="list-style-type: none"> • Bedtime story evening 	<ul style="list-style-type: none"> • Blackpool Zoo? Smithills open Farm • Visit from nurse / fire brigade or police 	
Enrichments	<p>Harvest Festival assembly and food bank collection</p> <p>Local environment visit</p> <p>Remembrance Day assembly</p> <p>Christmas Production</p> <p>Church visit</p>	<p>World Book Day</p> <p>Shrove Tuesday/Pancake Day</p> <p>Valentine's disco</p> <p>Easter</p> <p>Church visit</p>	<p>Sports Day</p> <p>Transition into Year 1</p>	
Parental engagement	<p>Meet and greet- come and see our classroom environment, meet the teachers.</p> <p>Parent dinner- come and eat dinner with your children</p>	<p>Book club- come and read with your child</p>		

<p>Songs and Rhymes</p> <p>Songs and Rhymes</p>	<p>Number and Nursery rhymes 1, 2, 3, 4, 5 Once I caught a fish alive. Hickory, Dickory Dock 3 Blind Mice 5 Little Monkeys 5 Current buns Good Morning Song Days of the Week Song.</p> <p>One Elephant went out one day Down in the Jungle</p>	<p>Number rhymes and Songs continued If your happy and you know it The Grand old Duke of York Heads, Shoulders, Knees and Toes</p> <p>Christmas Nativity Songs</p>	<p>I am a Polar Bear Penguin song</p> <p>Continents song.</p>	<p>Sea shanty songs When I was 1 -A pirate went to Sea Row, Row, Row your boat - Under the Sea</p> <p>Easter Songs -Chick, Chick, chick, chick, chicken Chick – A – Boom</p>	<p>Nursery Rhymes and Songs</p> <p>Five Little Speckled Frogs -Where is the Beehive -There’s a Tiny Caterpillar - Incy, wincy Spider - Wiggly Woo The Ants go Marching Song Creative Arts Week Song</p>	<p>End of Year productions songs. Friendship Songs Charanga Music EYFS.</p>
<p>Role Play</p>	<p>Home Corner Café</p>	<p>Cottage in the Woods Shop</p>	<p>Arctic Explorer Base Camp Lost and Found Office</p>	<p>Vets Shop Aquarium</p>	<p>Scientific discovery area Minibeast Discovery Centre</p>	<p>Plant shop Garden centre</p>


<p>Physical Development</p> <p>Fine Motor/pre-writing skills</p> <p>Health and self-care</p>	<p>Funky Fingers</p> <p>Dough Disco</p> <p>Begin to use a range of tools safely and appropriately</p> <p>Have an established dominant hand</p> <p>Hygiene, personal needs and dressing.</p>	<p>Develop skills so that they can use a range of tools competently, safely and confidently</p> <p>Importance of physical exercise.</p>	<p>Continue to develop skills so that they can use a range of tools competently, safely and confidently hold pencil</p> <p>Importance of a healthy diet</p>	<p>Continue to develop skills so that they can use a range of tools competently, safely and confidently hold pencil correctly, use scissors with some control</p> <p>Dental hygiene</p>	<p>Begin to accuracy when drawing</p> <p>Importance of physical exercise.</p>	<p>Hold a pencil effectively</p> <p>Importance of a healthy diet</p>
<p>Gross Motor Skills</p>	<p>Walk, jump, run and crawl with increasing control</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future pe lessons.</p> <p>Children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Begin to develop confidence, competence, precision and accuracy when engaging in activities that involve different sized balls.</p>	<p>Develop overall body strength balance, coordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<ul style="list-style-type: none"> - Develop confidence, competence, precision and accuracy when engaging in activities that involve different sized balls. - - Introduce children to balls games with teams, rules and targets.

	Outdoor Focus – manipulating and transporting resources.	Outdoor Focus – manipulating and transporting resources.	Combine different movements with ease and fluency - opportunities to move that require quick changes of speed and direction.	Introduce children to balls games with teams, rules and targets. Begin to show accuracy and care when drawing. To form letters accurately and with speed.		<ul style="list-style-type: none">- Begin to show accuracy and care when drawing.- To form letters accurately and with speed.
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<p>Communication and Language</p>	<p>Become familiar with our repeated reads and begin talking about the settings and the characters Begin to build a bank of specific vocabulary when talking about families and autumn Enhance their repertoire of songs and rhymes Begin to share non-fiction books</p>	<p>Develop a range of social phrases for use throughout the day Know why it is important to listen in a range of different contexts Share their ideas with their friends and a familiar adult Begin to ask questions to find out more Use taught vocabulary with growing confidence when playing and talking Use past tense appropriately when talking about things that have happened</p>	<p>Continue to develop their knowledge of subject specific and every day vocabulary Talk about a range of objects and events in greater detail. Share their thoughts and ideas listen attentively and respond to what they hear when being read to and in whole class discussions Make comments about what they have heard and ask questions</p>	<p>Use taught vocabulary with confidence when talking and playing Use vocabulary gained from books when talking and playing. Listen attentively in a greater range of contexts Be able to talk about their thoughts and ideas using longer sentences Begin to use a range of tenses when speaking Talk about familiar stories in greater detail Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</p>	<p>Continue to learn and use new vocabulary throughout the day Narrate events and talk about previous events Describe events in some detail Use talk to help work out problems Begin to ask questions to gain a better understanding / clarify their thinking Begin to use connectives to connect their ideas when speaking Talk about what might happen and how things work Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Begin to 'clap out' longer, interesting words in familiar rhymes and songs Continue to explore nonfiction texts linked with new</p>	<p>Listen attentively and respond to what they hear when being read to and in whole class discussions Make comments about what they have heard and ask questions to clarify their understanding Participate in discussions in a range of different contexts Offer explanations for why things might happen using learned vocabulary Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with support</p>
<p>Reading comprehension</p>	<p>Retell the repeated read books Share non-fiction books as a group to understand vocabulary about ourselves, family, and school, our local community and city - Looking after our community and ourselves</p>	<p>Use phrases from the repeated read stories when looking at the books independently. Begin to pay attention to how rhymes and songs sound</p> <p>Know that non-fiction books can be used to find out information</p>	<p>Retell the repeated read stories using their own words and familiar phrases Show an awareness of rhyming words in familiar rhymes and songs Listen to and talk about familiar nonfiction books based on appropriate themes</p>	<p>Talk about familiar stories in greater detail (character, settings) Begin to predict what might happen next in stories Begin to suggest an appropriate rhyming word</p>		<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where</p>

		<p>Use phrases from the repeated read stories when looking at the books independently. Begin to pay attention to how rhymes and songs sound Know that non-fiction books can be used to find out information Begin to talk about characters from familiar books</p>		<p>to complete a phrase from a familiar rhyme</p>	<p>knowledge and vocabulary</p> <p>Begin to 'clap out' longer, interesting words in familiar rhymes and songs Continue to explore nonfiction texts linked with new knowledge and vocabulary Sequence events from familiar stories</p>	<p>appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
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Reading for Pleasure	Children will become familiar with literacy texts and supplementary texts each week. A selection of books 'of 'books for choice' and story- telling props or enhancements are available within the classroom to use within different contexts to further develop understanding of fiction and non -fiction. Children are encouraged to share stories with peers and adults and choose a book on a weekly basis to take home to share with parents/siblings. Please see section for specific literacy texts, supplementary texts will be based around these for repeated use throughout each week.
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 <p>Phonics</p>	<p>Set 1 sounds (Assess group b by end of half term). Read all single letter sounds speedily 25 sounds. Oral blending (Fred Talk) Early word time use of magnetic whiteboards to build reading routine. Spell with Fred fingers Assess after 4 weeks.</p>	<p>Set 1 sounds (assess at group c by end of half term) Read all single letter sounds speedily. Oral blending Word time – ready to move to green words. Spelling with Fred fingers (Progress groups).</p>	<p>Ditty Teach special friends from set 1 Word time Start nonsense words Spelling with Fred fingers (progress groups)</p>	<p>Red Read all set 1 sounds (31 sounds) Read 4/5 sound words Spelling with Fred fingers Story books Get writing</p>	<p>Green Teach set 2 sounds (first 6 sounds of set 2) Read 1:1 – 1.7 words Spelling with Fred fingers Story books and get writing</p>	<p>Purple Read all 37 sounds (set 1 and 6 of set 2 sounds) Speedily read 1.7 words Spelling with Fred fingers Story books Get writing</p>
<p>Literacy Writing</p>	<p>Words, lists, cards and captions Writes their name independently Form the capital letter at the start of their name correctly Form some recognisable letters Spell CVC words using Fred Fingers</p>	<p>Words, lists, cards and captions Form capital letters correctly in words that are important to them e.g., family names Form some recognisable letters</p>	<p>Simple sentences Action Words (High frequency words introduced) Begin to combine words to write short phrases Spell words confidently using Fred Fingers Form letters with increasing accuracy</p>	<p>Simple sentences Action Words Spell a range of words using single sounds and taught special friends Form letters with increasing accuracy Write simple phrases with increasing confidence, using Fred</p>	<p>Sentences using high frequency words Be able to form lower-case and some capital letters correctly To begin to write simple sentences that can be read by others Begin to spell some</p>	<p>Sentences using high frequency words Use a capital letter and full stop when writing sentences. Re-read their writing to check that it makes sense.</p>

		Begin to write simple labels and captions		Fingers to help sound out words	common exception words correctly	Spell a range of common exception words correctly
[Red bar]						

Mathematics

- **Number**
- **Numerical patterns**

<p>Number & numerical patterns White Rose Maths Getting to know you-baseline (3 weeks)</p> <p>Match and sort Compare Amounts Introduce 1 2 3</p> <p>EYFS Framework Count objects, actions and sounds Measure, shape and spatial thinking Compare size, mass and capacity</p> <p>EYFS Framework Compare length, weight and capacity. Continue, copy and create repeating patterns</p>	<p>Number & numerical patterns White Rose Maths Its me 1,2,3 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3</p> <p>Light and Dark Representing numbers to 5 One more and less EYFS Framework Subitise to 3 Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Measure, shape and spatial thinking Circles and triangles Positional language Light and Dark Shapes with 4 sides Time</p>	<p>Number & numerical patterns White Rose Maths Alive in Five Introducing zero. Comparing numbers to 5 Composition of 4 and 5 Growing 6,7,8 Making pairs Combining 2 groups</p> <p>EYFS Framework Subitise to 5 Measure, shape and spatial thinking Alive in 5! Comparing mass Compare capacity Growing 6, 7, 8 Length and height Time</p>	<p>Number & numerical patterns Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10.</p> <p>EYFS Framework Count beyond ten. Compare numbers- 'more than', 'less than', 'fewer', 'the same as', 'equal to' Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Measure, shape and spatial thinking 3d shape Pattern</p> <p>EYFS Framework Compose and decompose shapes so that children recognise a shape can have other</p>	<p>Number & numerical patterns White Rose Maths To 20 and beyond Building numbers Beyond 10 Counting patterns Beyond 10 First Then Now Adding More Taking Away EYFS Framework Subitise (recognise quantities without counting) up to 10; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system; Number & numerical patterns White Rose Maths Find my pattern Doubling</p>	<p>Number & numerical patterns White Rose Maths Find my pattern Doubling Sharing and grouping Even and odd On the move Deepening understanding Patterns and relationships</p> <p>EYFS Framework Have a deep understanding of number to 10, including the composition of each number. Measure, shape and spatial thinking Find my pattern Spatial Reasoning Visualise and Build On the Move Spatial Reasoning Mapping Measure, shape and spatial thinking Spatial Reasoning Match, rotate Manipulate</p>
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				<p>shapes within it, just as numbers can.</p>	<p>Sharing and grouping Even and odd On the move Deepening understanding Patterns and relationships</p> <p>EYFS Framework Have a deep understanding of number to 10, including the composition of each number. Measure, shape and spatial thinking Find my pattern Spatial Reasoning Visualise and Build On the Move Spatial Reasoning Mapping Measure, shape and spatial thinking Spatial Reasoning Match, rotate Manipulate First Then Now Spatial Reasoning Compose and decompose EYFS Framework Select, rotate and manipulate shapes to</p>	<p>First Then Now Spatial Reasoning Compose and decompose</p> <p>EYFS Framework Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>
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					develop spatial reasoning skills.	
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Some mathematical language*, understanding and use of, assessed and taught through Wellcomm. * In front of/behind, understanding opposites, first/last, more than/ fewer than, short, long, longer.

<p>Understanding the World</p> <p>Science Working Scientifically</p>	<p>I am Amazing!</p> <p>Signs of autumn - look at conkers, leaves, acorns, pinecones</p>	<p>Into the woods</p> <p>Seasons- Autumn</p> <p>British Wildlife Woodland animals & habitats</p>	<p>Frozen planet</p> <p>Seasons- Winter</p> <p>Change of state - Talk about why something melts or freezes and the change that happen</p>	<p>Under the sea</p> <p>Seasons- Spring Signs of spring</p> <p>How different environments differ on earth, land and sea Habitats for sea creatures</p>	<p>Miniature worlds</p> <p>Seasons Summer</p> <p>Learn facts about Minibeasts</p> <p>How is their environment different to our species we have encountered this year</p>	<p>Circle of life</p> <p>Seasons- Summer Farm animals</p> <p>Learning facts about different animals Life Cycles Can talk about the life cycle of a duckling, using appropriate vocabulary</p> <p>Know the names of parts of a plant and talk about how a plant grows</p> <p>Use magnifiers to explore plants and seeds</p>
<p>Understanding the World</p> <p>Science Working Scientifically Ongoing throughout the year</p>	<p>Talk about the seasons change and how this impacts on our environment, how plants grow, life cycles etc.</p> <p>Compare the difference between autumn, winter and spring</p>					
<p>Understanding the World</p>	<p>My classroom and my school</p>	<p>Using the local area to explore</p>	<p>Recognise the similarities and</p>	<p>Journeys</p>	<p>Explore the natural world around</p>	<p>Simple habitats (micro) Describe their immediate</p>

<p>Geography</p>	<p>Name and locate different parts of the local community around them</p> <p>Our journey to school, explore different types of maps to observe roads and familiar landmarks</p>	<p>the natural and built environment</p> <p>Shelter for human around the world- Forest school shelters.</p>	<p>differences between the Arctic, Antarctic and equator</p> <p>Find and name the Arctic, Antarctic and equator on a map and globe</p> <p>Talk about why something melts or freezes and the change that happen</p> <p>Make observations of the animals that live in the Arctic & talk about what makes them special</p> <p>Compare the weather in winter to the weather in Autumn</p>	<p>Go on a local walk</p> <p>Find Shaw and landmarks on a simple map and then Shaw, England and Great Britain on a world map and globe.</p> <p>Look at the water on the globe, children to locate oceans around the world.</p>	<p>them, making observations and drawing pictures of animals and plants</p>	<p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Understanding the World History</p>	<p>My History</p>	<p>Seasonal Change</p>	<p>Frozen Planet</p>	<p>Recount of world book day</p>	<p>People</p>	<p>Looking back on our Year in Reception</p>

	<p>(birthdays) Begin to talk about their life story and how they have changed</p>	<p>Use vocabulary such as in the past, a long time ago Talk about how homes have changed</p> <p>Comment on images showing homes in the past Recount of world book day Talk confidently about their personal experiences of weddings using language of past and present.</p>	<p>Talk about Ernest Shackleton and his polar exploration Compare Shackleton’s ship with modern ice breaker ships</p>	<p>Talk confidently about their personal experiences of weddings using language of past and present.</p> <p>Talk about members of their immediate family and community</p>	<p>Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Look through the big book created throughout the year. How have we changed what have we learnt?</p>
<p>Understanding the World People, cultures & communities</p>	<p>Eid Harvest My Birthday</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are</p>	<p>Diwali Christmas</p> <p>Talk about how people celebrate Christmas around the world</p> <p>Talk about the features of different</p>	<p>Chinese New Year</p> <p>Find out about how Chinese New Year is celebrated around the world including the UK Find out how the lives of people in China are the same</p>	<p>Find out how people with different beliefs celebrate getting married • Know that people celebrate getting married in different ways • Know that some places are special to people in</p>	<p>Special places</p> <p>To use non-fiction books to look at plants in our local environment.</p>	<p>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</p> <p>Explain some similarities and differences between</p>

	<p>familiar to them Recognise the differences between themselves and their friends (appearance, likes/dislikes, families)</p>	<p>celebrations for different faiths Know why different people celebrate different things</p>	<p>and different to England</p>	<p>their community • Can talk about the Vicar and other people who play a role in the church</p>		<p>life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps</p>
<p>Expressive Art and Design Music</p>	<p>Animal songs. Nursery Rhymes. Counting songs.</p> <p>Sing a range of familiar songs</p> <p>Begin to move in response to music-go noodle</p>	<p>Christmas production songs</p> <p>Perform to an audience</p> <p>Join materials together to make musical instruments.</p> <p>Begin to have an understanding of syllables.</p>	<p>Penguin and Polar bear action songs</p> <p>Sea Shanty songs</p> <p>Sounds of Instruments</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Move to music in time, thinking of space.</p>	<p>Rhythm Rhyme</p> <p>Sounds of Instruments</p> <p>Move in appropriate ways to accompany instruments e.g., creep to the sound of a maraca.</p>	<p>Rhythm / beat Instruments Music around the world</p>	<p>Sing a range of well known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>

			Explore and engage in music making and have a simple understanding of a beat.			
Art	Art Intent: How to use a range of tools including pencils, paintbrushes and scissors. Introduce and develop art and design techniques. Artists Self portraits Natural materials					
Design and Technology		Healthy me- I can make healthy food choices. I understand the importance of eating healthily. Food and Nutrition	Construction- Sliders Can you make a boat that can float? What must it include?	Food- design and make your own mother's day cupcake Seasonality- look at the changes in the world around us. Go for a spring walk, observe blossom trees and buds. How is the season changing things in our natural world?	Construction- joining structures Making a minibeast house	Circle of life Food – discuss food and life cycles, what do animals need to survive? Plan and design a summertime picnic Seasonality- create a weather station to look for different types of weather changes, check for rain water and humidity.

