

Church Langton EYFS Long term overview 2021-2022

	Autumn 1 (7 wks)	Autumn 2 (8 wks)	Spring 1 (6 wks)	Spring 2 (7 wks)	Summer 1 (5 wks)	Summer 2 (5 wks)
<b>Topic Focus</b>	<i>At the Seaside</i>	<i>Exploring our World and Beyond</i>	<i>All Around the World</i>	<i>Growing and Changing</i>	<i>Once Upon A Time</i>	<i>Dinosaurs</i>
<b>Celebrations / Festivals / Events within the term.</b>  (school events in <b>bold</b> )	<b>Welcome Evening</b> <b>Harvest Festival</b> <b>Parent Meetings</b>	Bonfire night Diwali Christmas <b>Nativity</b> <b>Decorations Morning</b> <b>Christingle</b> <b>Christmas Dinner</b>	<b>Reports</b>	Shrove Tuesday <b>Ash Wednesday Service</b> Mothers' day Easter <b>Easter Activity Morning</b> <b>Easter Service</b>	<b>Class Assembly</b>	Fathers day <b>Sports Day</b> <b>Parent Meetings</b>
<b>Book focus to support learning.</b>						
	Plus a range of non-fiction books used to support our learning to help us to retrieve new and interesting facts!					
<b>Key Questions</b>	<p>What can you hear, see, smell, taste and feel at the seaside? How can we help to reduce pollution in the ocean? Who lives under the sea? What is it like to be a sea animal? How are sea animals different or similar to me? What is it like to be a pirate? How could pirates make better choices?</p>	<p>How does nature change during Autumn/Winter? Who lives in the woodland? Who lives down in the dirt? What does nocturnal and diurnal mean? Where do we live? What is space? What are stars? How do we know it is night/day? What causes night/day? How do astronauts get into space? What is a rocky/gas planet?</p>	<p>What is a country? What is a continent? How many continents are there on Earth? How many oceans are there on Earth? How is the weather/temperature different in different countries? What is it like to live in different countries around the world? How does the wildlife differ in different countries? How are these animals suited to living here? What is a capital city?</p>	<p>How does nature change in spring? What do we see more/less of during spring time? What is a lifecycle? What are the lifecycle stages for a duck/butterfly/frog/chicken?  How do humans grow and change as they get older? How can we stay healthy to help us grow? Why is it important to brush our teeth?</p>	<p>What is the structure of a story? Who are the characters? What is the setting? What phrases do we hear in fairy tales?  What is a superhero? What do superheroes do? If you were a superhero, what would your superpower be? Do heroes need superpowers? What makes a hero? Who are the heroes in our community? Who is your hero?</p>	<p>What is the past? How can we find out about the past? What do we already know about the past?  What are dinosaurs? How long ago did the dinosaurs live? What did dinosaurs look like? What did dinosaurs like to eat? (carnivores/herbivores/omnivores) What types of dinosaurs roamed the Earth? What was the dinosaurs' habitat like? How did the dinosaurs become extinct?</p>

		Do humans or aliens live on any other planets?	What geographical features do you see in different countries?			
<b>Trip/Visit</b>		✓	✓			✓
<b>Prime Area: Communication and Language</b>	<p><i>The Communication and Language Early Learning Goals are worked towards over the duration of the academic year through various one to one, pair, group and class activities and discussions.</i></p> <p><b><u>ELG: Listening, Attention and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>ELG: Speaking</u></b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- 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 modelling and support from their teacher.</li> </ul>					
<b>Prime Area: Personal, Social and Emotional Development</b>	<p><b>Cambridgeshire PSHE Curriculum</b> <b>Myself and My Relationships</b></p> <p>Unit 1 - Beginning and Belonging</p> <ul style="list-style-type: none"> <li>• Explore how they are individually special.</li> <li>• Explore their likes and dislikes and what they are learning to do.</li> <li>• Learn to value similarities and differences between themselves and their peers.</li> <li>• Develop interpersonal skills.</li> <li>• Develop and maintain relationships.</li> <li>• Explore codes of behaviour and learn to follow rules.</li> <li>• Work together to devise classroom rules.</li> </ul> <p>Unit 2 - Family and Friends</p> <ul style="list-style-type: none"> <li>• Identify special people in their lives and identify why they are important.</li> <li>• Learn about different family groupings.</li> <li>• What makes a good friend?</li> <li>• Examine why friends might fall out.</li> <li>• Learn to manage uncomfortable feelings and work to resolve conflicts.</li> <li>• Recognise forms of unkindness and how to deal with them.</li> <li>• Learn to empathise with others.</li> <li>• Identify bullying as unkind behaviour.</li> </ul>	<p><b>Cambridgeshire PSHE Curriculum</b> <b>Citizenship</b></p> <p>Unit 1 – Identities and Diversity</p> <ul style="list-style-type: none"> <li>• Explore what gives them their own individual identity.</li> <li>• Begin to understand how they mix with others and belong to different groups e.g. family, friends, class, school, clubs etc.</li> <li>• Examine similarities and differences between themselves and other people in the class and explore diversity e.g. gender, ethnicity, language, religion, culture, special educational needs and disabilities.</li> <li>• Learn about some of the similarities and differences between families e.g. different people in families and where families live.</li> <li>• Explore what is special about different families' lifestyles including how a family's cultural background, traditions or beliefs can form an important part of their life and how it is celebrated.</li> <li>• Consider how everyone has a right to be valued and treated fairly and equally whatever their background and lifestyle.</li> </ul>	<p><b>Cambridgeshire PSHE Curriculum</b> <b>Citizenship</b></p> <p>Unit 2 – Me and My World</p> <ul style="list-style-type: none"> <li>• Develop an understanding of what it means to be in a community.</li> <li>• Explore the roles of people who work in the school and who can help look after them.</li> <li>• Learn about people who work in the local neighbourhood and what role they play in contributing to community life.</li> <li>• Develop their sense of responsibility for caring for their environments including their homes, school and local neighbourhood.</li> <li>• Develop responsible caring attitudes towards animals and plants.</li> <li>• What is money and what is it used for?</li> </ul> <p><b>Healthy and Safer Lifestyles</b></p> <p>Unit 3 – Keeping Safe</p> <ul style="list-style-type: none"> <li>• Explore what feeling safe means.</li> <li>• Make a Safety Circle where they can identify people who can help them in different contexts of their life.</li> <li>• Develop skills to enable them to access help and support as well as learning to help others.</li> </ul>			

	<p>Unit 3 – My emotions</p> <ul style="list-style-type: none"> <li>Identify different emotions in themselves and others and understand different ways people express emotions.</li> <li>Develop an understanding of how our feelings affect our behaviour,</li> <li>Examine feelings associated with loss and change e.g. losing something special/moving house/missing a friend or family member/death of a pet.</li> <li>Learn how to make themselves feel better and identify trusted people within their safety circle.</li> <li>Explore how to help others deal with uncomfortable feelings.</li> </ul>		<p><b>Healthy and Safer Lifestyles</b></p> <p>Unit 1 – My Body and Growing Up</p> <ul style="list-style-type: none"> <li>Recognise and name external parts of the body.</li> <li>Recognise similarities and differences between bodies.</li> <li>Identify how their bodies have changed since being a baby and how they will continue to grow.</li> <li>Importance of personal hygiene including toileting, washing and cleanliness to prevent spread of disease.</li> <li>Be aware of which adults can provide support for them when it is required.</li> </ul> <p>Unit 3 – Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>Understanding of what our bodies need to be healthy and what activities children need to do to maintain a healthy body.</li> <li>Understand healthy lifestyle choices e.g. balanced diet, rest, sleep, regular exercise.</li> </ul>		<ul style="list-style-type: none"> <li>Understand good and bad touches and know to tell someone in their circle if they ever experience a bad touch.</li> <li>Understanding different types of secrets.</li> <li>Saying "no"</li> <li>Discuss worries and who to speak to about them.</li> <li>Identify risks to their safety including safe and unsafe places, road safety, technological safety and how to stay safe if they were separated from their carer.</li> <li>Discuss what is safe to put into their bodies and consider the dangers of medicine and the importance of adult support to administer it.</li> </ul>	
<p><i>Please note: these areas have been split for lesson focus and will be addressed regularly throughout the year.</i></p>						
<p><b>Prime Area: Physical Development</b></p> <p><b>Gross Motor</b> Core strength developed to support good posture, strength, agility, coordination, balance and fine motor skills.</p>	<p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>-Develop spatial awareness skills</li> <li>- Listen and observe</li> <li>- Move confidently and imaginatively</li> <li>- To move fluently, changing direction and speed.</li> <li>- Use a range of small equipment and handle it with control.</li> <li>- Move with confidence, control and coordination.</li> <li>-Show an awareness of space for others as well as themselves.</li> <li>-Recognise changes that happen to their body when they are active.</li> <li>- Move energetically in different ways such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>-Work independently and in pairs.</li> </ul>	<p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>- Move with confidence, increased control and coordination.</li> <li>-To watch, copy and describe what others are doing, recognise movements.</li> <li>-Show an awareness of space, of themselves and others.</li> <li>- Recognise the changes that happen to their bodies when they are active.</li> <li>- Use a range of small equipment, handle equipment with control.</li> <li>- Move energetically in different ways such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>-Ball control</li> <li>-Throwing</li> <li>-Aiming/Predicting/ Estimating</li> <li>-Target practise</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-To make use of the space: high/low</li> <li>- Developing balance on small body parts</li> <li>-Developing a sense of direction.</li> <li>- Naming apparatus and using it safely</li> <li>- Exploring movement and forms of travel: towards/away, slide, pull/push, under/over /through, rocking/rolling</li> <li>- Remembering and delivering a sequence.</li> <li>-Copying a partner's movement.</li> <li>-Identifying body parts</li> <li>-Identify how the body feels when relaxed and tense.</li> <li>-Demonstrate small and big shapes.</li> <li>- Performing different types of jumps and landing it safely.</li> </ul>	<p><b>Traditional Dance</b></p> <ul style="list-style-type: none"> <li>-Move with confidence, imagination and in safety</li> <li>- Move with control and co-ordination</li> <li>- Show awareness of space, of themselves and of others</li> <li>- Use their imagination in dance, imaginative role play and stories</li> <li>- Express and communicate their ideas, thoughts and feelings by using a widening range of movement</li> <li>- Recognise the changes that happen to their bodies when they are active</li> </ul>	<p><b>Athletics</b></p> <p>Developing team work, communication, hand-eye coordination, use of equipment, adjustment of speed, strength, agility and balance through the following activities:</p> <ul style="list-style-type: none"> <li>-Throwing (javelin/ beanbags)</li> <li>- Running races</li> <li>- Catching</li> <li>- long-jump</li> <li>-</li> </ul> <p><b>Fundamental Movement Skills</b></p>	<p><b>OAA</b></p> <p>Learners will...</p> <ul style="list-style-type: none"> <li>- Be comfortable with interacting within groups and following instruction</li> <li>- Work effectively in small groups</li> <li>-Have confidence and trust in partners and members of the group</li> <li>- Physically support each other</li> <li>- Find their own solutions to problems</li> <li>- Listen to everyone's ideas and suggestions.</li> <li>- Use good lifting and handling techniques.</li> <li>- Maintain focus until their individual task is completed.</li> <li>- Record what they observe</li> <li>- Work effectively with a partner</li> </ul>

	<p>-Introduction to ball control.</p> <p><b>Big Moves</b></p> <ul style="list-style-type: none"> <li>-Improves listening and concentration</li> <li>- Improved ability to follow instructions</li> <li>- Better posture, no longer slumping in the chair.</li> <li>- More imagination &amp; creativity</li> <li>- Improved ability to sit still and less fidgeting</li> <li>- More determination and ability to persevere.</li> <li>- Improved fine motor skills i.e. pencil grip, handwriting, control with scissor and tools</li> <li>- Better vocabulary about their own bodies</li> </ul> <p><b>Topic-based Activities:</b></p> <ul style="list-style-type: none"> <li>-Balancing on the plank!</li> <li>-Animal movements e.g. wiggle like a jellyfish</li> <li>- Dancing</li> </ul>	<p>-Work independently, in pairs and in groups.</p> <p><b>Big Moves</b></p> <ul style="list-style-type: none"> <li>-Improves listening and concentration</li> <li>- Improved ability to follow instructions</li> <li>- Better posture, no longer slumping in the chair.</li> <li>- More imagination &amp; creativity</li> <li>- Improved ability to sit still and less fidgeting</li> <li>- More determination and ability to persevere.</li> <li>- Improved fine motor skills i.e. pencil grip, handwriting, control with scissor and tools</li> <li>- Better vocabulary about their own bodies</li> </ul> <p><b>Topic-based Activities:</b></p> <ul style="list-style-type: none"> <li>-Moving like an astronaut in space</li> <li>- Bending and jumping to blast off like a rocket</li> <li>- Nativity dance choreography</li> </ul>	<p><b>Games</b></p> <p>Develop the following movements and skills:</p> <ul style="list-style-type: none"> <li>-throwing</li> <li>- catching</li> <li>- rolling</li> <li>- kicking</li> <li>- passing</li> <li>- ball control</li> <li>-passing</li> <li>- aiming</li> <li>- adjusting speed</li> <li>-hand/eye coordination</li> </ul> <p><b>Topic-based Activities:</b></p> <ul style="list-style-type: none"> <li>-Animal movement e.g. jump like a kangaroo</li> <li>-Dancing</li> <li>-Balancing objects on our heads</li> </ul>	<p><b>Games</b></p> <p>Develop the following movements and skills:</p> <ul style="list-style-type: none"> <li>-throwing</li> <li>- catching</li> <li>- rolling</li> <li>- kicking</li> <li>- passing</li> <li>- ball control</li> <li>-passing</li> <li>- aiming</li> <li>- adjusting speed</li> <li>-hand/eye coordination</li> </ul> <p><b>Big Moves Intervention</b></p> <p>Revisit the skills learned in the autumn term to develop core strength.</p> <p><b>Topic-based Activities:</b></p> <p>Discuss health and well-being:</p> <ul style="list-style-type: none"> <li>-regular physical activity,</li> <li>- healthy eating,</li> <li>- toothbrushing</li> <li>- 'screen time'</li> <li>- sleep routine</li> </ul>	<p><b>Topic-based Activities:</b></p> <ul style="list-style-type: none"> <li>-Big movements to use our superpowers</li> </ul>	<ul style="list-style-type: none"> <li>- Identify what a map is.</li> <li>- Follow a basic route</li> <li>- Be able to set a map to the ground</li> <li>- Route plan and decision making</li> <li>- Recognise places</li> </ul> <p><b>Dinosaur Dance</b></p> <p><b>Topic-based Activities:</b></p> <ul style="list-style-type: none"> <li>-We're Going on a Dinosaur Hunt Trail</li> <li>-Dinosaur dance</li> <li>-Obstacle courses</li> </ul>
	<p><i>The Gross Motor Early Learning Goals are worked towards over the duration of the academic year around the EYFS playground and classroom including regular practise of the following skills:</i></p> <ul style="list-style-type: none"> <li>-lining up and queuing</li> <li>- managing mealtimes</li> <li>- personal hygiene</li> <li>- fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing around the playground space including access to equipment and the climbing frame.</li> </ul>					

<p><b>Fine Motor</b></p>	<p>The Fine Motor Early Learning Goals are worked towards over the duration of the academic year through activities that develop finger strength and tool control:</p> <ul style="list-style-type: none"> <li>-Pinching and pushing activities e.g. tweezers</li> <li>-Pulling and stretching activities e.g. elastic band boards</li> <li>-Cutting and scissor control activities e.g follow the lines</li> <li>-Developing control and accuracy e.g. paintbrush</li> <li>-Pencil control activities to develop a tripod grip and accurate handwriting e.g. trace the lines, dot to dot, drawing, colouring, mazes, letter and number formation</li> <li>-Everyday independent skills e.g. dressing and managing buttons and zips / pouring drinks / use of cutlery at lunchtimes</li> </ul>					
<p><b>Specific Area: Literacy</b></p>	<p><u>Comprehension:</u> -Children to take wordless stories home to develop storytelling, imagination and comprehension. -Daily story time to enhance opportunities for comprehension. -Making use of new vocabulary through conversations, small world play and role play.</p> <p><u>Word Reading:</u> -Children to understand that sounds can be represented by one letter: -Children begin to blend and segment CVC words in line with their phonic level.</p> <p><b>Unit 1-3:</b> a / i / m / s / t n / o / p b / c / g / h</p> <p>-Children develop the ability to read 8 common exception words by sight.</p>	<p><u>Comprehension:</u> -Children to have reading books with words that fit with their phonics. -Children to answer questions about the story, make predictions and consider character emotion during one-to-one reading. --Daily story time to enhance opportunities for comprehension. -Making use of new vocabulary through conversations, small world play and role play.</p> <p><u>Word Reading:</u> -Children to build confidence to blend and segment CVC words in line with their phonic level. -Children to understand that some spellings are written with a double consonant (two letters, one sound) at Unit 7.</p> <p><b>Unit 4-7:</b> d / e / f / v k / l / r / u j / w / z x / y / ff / ll / ss / zz</p> <p>-Children develop the ability and confidence to read 16 common exception words by sight.</p>	<p><u>Comprehension:</u> -Continue to read books in line with their phonics knowledge. - Children encouraged to have a go at storytelling to their peers in the reading corner. --Daily story time to enhance opportunities for comprehension. -Making use of new vocabulary through conversations, small world play and role play.</p> <p><u>Word Reading:</u> -Children to develop their ability to blend, segment and manipulate sounds within VCC, CVCC and CCVC words.</p> <p><b>Unit 8-9:</b> no new code knowledge Unit 8 – VCC and CVCC Unit 9 – CCVC</p> <p>-Children develop the ability and confidence to read 24 common exception words by sight.</p>	<p><u>Comprehension:</u> -Continue to read books in line with their phonics knowledge. - Children encouraged to have a go at storytelling to their peers in the reading corner. --Daily story time to enhance opportunities for comprehension. -Making use of new vocabulary through conversations, small world play and role play. -Implementation of intervention/guided reading for those children accessing further units.</p> <p><u>Word Reading:</u> -Children to develop their ability to blend, segment and manipulate sounds within CCVCC, CVCCC and CCCVC words. -Children to understand that some spellings are written with two different letters.</p> <p><b>Unit 10-11:</b> Unit 10 – CCVC, CVCCC and CCCVC words Unit 11 – sh / ch / th / ck / wh / ng / qu</p> <p>-Children develop the ability and confidence to read 32 common exception words by sight.</p>	<p><u>Comprehension:</u> -Continue to read books in line with their phonics knowledge. - Children encouraged to have a go at storytelling to their peers in the reading corner. --Daily story time to enhance opportunities for comprehension by justifying their thoughts. -Making use of new vocabulary through conversations, small world play and role play. -Implementation of intervention/guided reading for those children accessing further units.</p> <p><u>Word Reading:</u> -Children to develop their confidence blending, segmenting and manipulating sounds within a range of word lengths by recognising single letter and double letter sounds.</p> <p><b>Consolidation of Unit 11.</b></p> <p>-Children develop the ability and confidence to read 40 common exception words by sight.</p>	<p><u>Comprehension:</u> -Continue to read books in line with their phonics knowledge. - Children encouraged to have a go at storytelling to their peers in the reading corner. --Daily story time to enhance opportunities for comprehension by justifying their thoughts. -Making use of new vocabulary through conversations, small world play and role play. -Implementation of intervention/guided reading for those children accessing further units.</p> <p><u>Word Reading:</u> -Children to develop their confidence blending, segmenting and manipulating sounds within a range of word lengths by recognising single letter and double letter sounds.</p> <p><b>Consolidation of Unit 11</b></p> <p>-Children develop the ability and confidence to read 45 common exception words by sight.</p>

	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>-Name writing</li> <li>- Opportunities for mark making with a range of materials.</li> </ul>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- Spelling CVC words and common exception words during phonics sessions, mark making and directed activity.</li> <li>- Labelling</li> <li>- Number formation practise.</li> <li>- Letter formation practise.</li> <li>- What is a sentence? Teacher modelling sentences during phonics and topic input.</li> </ul>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- Handwriting sessions introduce capital letter formation and the letter sounds: Aa / Cc / Ee / Oo / Dd / Ff / Ss / Gg / Ii / Ll</li> <li>- Labelling by looking for initial and end sounds for complex words.</li> <li>- Number formation practise.</li> <li>- Letter formation practise.</li> <li>- Sentence writing: introduction to using a finger space, full stop and capital letter.</li> </ul>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- Handwriting sessions introduce capital letter formation and the letter sounds: Jj / Yy / Tt / Uu / Bb / Mm / Nn / Pp / Hh / Kk / Rr / Vv / Ww / Xx / Zz</li> <li>- Labelling by looking for initial and end sounds for complex words.</li> <li>- Number formation practise.</li> <li>- Sentence writing: using a finger space, full stop and capital letter.</li> <li>- Beginning to edit their work by noticing where they need a capital letter and full stop.</li> </ul>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- Handwriting sessions introduce pre-cursive lowercase letters: a / c / e / o / d / f / s / g / i / l / g / y / t / u / b</li> <li>- Labelling by looking for initial and end sounds for complex words.</li> <li>- Number formation practise.</li> <li>- Sentence writing: using a finger space, full stop and capital letter.</li> <li>- Developing the ability to edit their work by noticing where they need a capital letter and full stop.</li> <li>- Re-reading their work to check it makes sense.</li> </ul>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>- Handwriting sessions introduce pre-cursive lowercase letters: m / n / p / h / k / r / v / w / x / z</li> <li>- Labelling by looking for initial and end sounds for complex words.</li> <li>- Number formation practise.</li> <li>- Sentence writing: using a finger space, full stop and capital letter independently.</li> <li>- Developing the ability to edit their work by noticing where they need a capital letter and full stop.</li> <li>- Re-reading their work to check it makes sense.</li> <li>- Surname writing</li> </ul>
Phonics (SoundsWrite)	SoundsWrite units 1-7 Initial Code		SoundsWrite units 8-11		Consolidation of units 8-11 Introduction to extended code /ay/, /ee/, etc	
<b>Specific Area: Mathematics</b>	<p>Daily calendar: (Days of the week)</p> <ul style="list-style-type: none"> <li>-Cardinality / Counting 1-5</li> <li>- Subitising 1-3</li> <li>- Linking a number to the value</li> <li>- Identifying 2D Shapes (and some property knowledge)</li> <li>- Sorting based on shape, object, colour, size etc.</li> <li>- Positional language when using maps on treasure hunts.</li> </ul>	<p>Daily calendar: (Days of the week)</p> <ul style="list-style-type: none"> <li>-Cardinality / Counting 1-10</li> <li>-Subitising 1-5</li> <li>- Using a fives frame</li> <li>- Finding one more than and one less.</li> <li>- Comparing quantities: greater than, less than or equal to.</li> <li>- Comparing size.</li> <li>- Ordering: size / planets / ordinal numbers</li> <li>- Repeating patterns consisting of two components.</li> </ul>	<p>Daily calendar: (Days of the week)</p> <ul style="list-style-type: none"> <li>-Cardinality / Counting 1-15</li> <li>- Subitising 1-7</li> <li>- Repeating patterns consisting of three components.</li> <li>- Composing and decomposing shapes by matching the picture.</li> <li>-Addition and subtraction using various methods: concrete manipulatives / pictorial representations / numberline / tens frame / part-whole model</li> </ul>	<p>Daily calendar: (Days of the week)</p> <ul style="list-style-type: none"> <li>-Cardinality / Counting 1-20</li> <li>- Subitising 1-10</li> <li>- Comparing height: who is the tallest? Who is the shortest?</li> <li>- Measuring plants</li> <li>- Number bonds to 5: addition and subtraction facts.</li> <li>- Number bonds to 10: addition and subtraction facts.</li> </ul>	<p>Daily calendar: (Days of the week)</p> <ul style="list-style-type: none"> <li>-Cardinality / Counting 1-20</li> <li>-Sharing/distributing amounts equally.</li> <li>- Odd and even numbers.</li> <li>- Doubling and halving</li> <li>- Revision of number bond facts.</li> <li>- Introduction to telling the time i.e. o'clock and half past.</li> </ul>	<p>Daily calendar: (Days of the week)</p> <ul style="list-style-type: none"> <li>-Understanding the counting pattern after 20.</li> <li>- Introduction to English currency i.e. pounds and pence / identifying coins, notes and bank cards as a form of paying someone money.</li> <li>- Capacity: full / half full / empty</li> <li>- Identifying 3D shapes and some of their properties.</li> </ul>

<p><b>Specific Area: Understanding the world</b></p>	<p><u>At the Seaside:</u></p> <p>What can you hear, see, smell, taste and feel at the seaside?          What is a rockpool?          Which animals might we find in a rockpool?          How can we help to reduce pollution in the ocean?          Who lives under the sea?          What is it like to be a sea animal?          How are sea animals' bodies different or similar to mine?</p>	<p><u>Exploring Our World and Beyond:</u></p> <p>How does nature change during Autumn/Winter?          Who lives in the woodland?          Who lives down in the dirt?          What does nocturnal and diurnal mean?</p> <p>Where do we live?          What is space?          What are stars?          How do we know it is night/day?          What causes night/day?          How do astronauts get into space?          Why are some photos of astronauts in black and white?          What is a rocky/gas planet?</p>	<p><u>All Around the World:</u></p> <p>What is a country?          What is a continent?          How many continents are there on Earth?          How many oceans are there on Earth?          How is the weather/temperature different in different countries?</p> <p>What is it like to live in different countries around the world?          How does the wildlife differ in different countries?          How are these animals suited to living here?          What habitat do the animals live in?          How is this habitat different to another country's?          What is a capital city?</p>	<p><u>Growing and Changing:</u></p> <p>What is a lifecycle?          How do humans grow and change as they get older? (reflect on their own growth and how they will change in the future).          How can we stay healthy to help us grow?          Why is it important to look after our teeth? How can we do this?</p> <p>How does nature change in spring?          What do we see more/less of during spring time?          What are the lifecycle stages for a butterfly/frog/ chicken?</p> <p>Observation of real lifecycle of a frog / butterfly / chicken.</p>	<p><u>Once Upon a Time:</u></p> <p>What is the structure of a story?          Who are the characters?          What is the setting?          What phrases do we hear in fairy tales?</p> <p>Talk for Writing:          Goldilocks and the Three Bears.          The Three Little Pigs          The Gingerbread Man</p> <p>What is a superhero?          What do superheroes do?          If you were a superhero, what would your superpower be?          Do heroes need superpowers?          What makes a hero?          Who are the heroes in our community?          Who is your hero?</p>	<p><u>Dinosaurs:</u></p> <p>What is the past?          How can we find out about the past?          What do we already know about the past?</p> <p>What are dinosaurs?          How long ago did the dinosaurs live?          What did dinosaurs look like?          What did dinosaurs like to eat? (carnivores/ herbivores/omnivores)          What types of dinosaurs roamed the Earth?          What was the dinosaurs' habitat like?          How did the dinosaurs become extinct?</p>
<p>Understand the effect of changing seasons on the natural world around them          Describe what they see, hear, and feel whilst outside.</p>						
<p><b>Specific Area: Expressive Arts and Design</b></p>	<p><b><u>Being Imaginative and Expressive:</u></b></p> <p><u>Music:</u>          Our music lessons cover all of the elements of music using the Kodaly approach, with a mixture of games, songs and activities. There is an emphasis on "soh" and "mi" in pitch, usually articulated as "high" and "low" at this stage. The beginnings of written notation are introduced using different symbols, pictures or models, focussing on quavers and crotchets (ta and te-te). Music lessons also encourage the children to listen and repeat a song in tune, copy actions, change volume and sing solo lines.</p> <p>The songs that we sing during music lessons: Hello everyone, Hello everyone / Clap clap clap your hands, clap your hands together / Andy Pandy Sugar Candy all pop up / Roly poly up up up / Three little birds all fast asleep / chop, chop, choppity, chop / Hello, Hello, how nice it is to see you / We're following the leader / We're going tiptoe-ing around / Kye Kye Kule / The kangaroo song / The penguin song / Up shake shake shake / Teddy Bear Teddy Bear turn around / I'm a train, going down the line / We're going to pick up our instruments / Five little monkeys / Here lies a hedgehog / Dr Knickerbocker / Nicholas the bear / The Grand Old Duke of York / Where is someone sitting today / Have you brought your ___ voice? / Joe, Joe, where do you go? / Who's got my doggie / Look at me Look at me. Make yourself look just like me / Hey You look at me. I am jumping can you see / Up like a rocket and down like the rain, back and forwards like a choo choo train / Swing me over the water, swing me over the sea, swing me over the garden wall and swing me home for tea whee / Peel banana peel peel banana / Early in the morning at eight o'clock / engine engine painted black.</p> <p>Throughout the year, we have regular music breaks where the children sing well known nursery rhymes and popular songs to enable them to practise their ability to match the pitch and tune whilst demonstrating actions. The children have daily access to our instrument bag in the outdoor space to allow them experience with a range of sounds and volume whilst developing their vocabulary for different instruments.</p>					

**Imaginative play:**

Throughout the year, the children develop skills to apply and stretch their imagination to demonstrate the following through their play:

- Apply and adapt their knowledge of the world to access and create storylines when engaging in small world set ups.
- Develop their own small world set ups by making use of construction kits and small world materials.
- Develop storylines and narratives through pretend play and role play.
- Create their own songs and dances

**Creating with Materials:**

The activities below are the structured artistic activities that the children complete. We also give the children lots of independent time to access the art and construction materials to apply their own imagination further in their creations. These activities develop the children's ability to use tools effectively and safely and experiment with colour, design, texture, form and function.

**At the Seaside:**

- Paper plate crabs
- Recycled turtle
- Sponge painting starfish
- Playdoh ocean animals

**Pirates:**

- Make your pet parrot
- Boat potato stamping
- Cutting challenges
- Build a pirate ship

**Autumn:**

- Leaf rubbing/stamping
- Hand print painting
- Fork painting (hedgehog)
- Clay autumn animals
- Colour mixing
- Firework pictures
- Rangoli patterns

**Space:**

- Rocket cut and stick
- Decorate your star
- Moon chalk picture
- Watercolour planets
- Playdoh alien
- Build a rocket
  
- Christmas Decorations

**All Around the World:**

- Using materials to decorate the Canadian flag
- Toilet roll beaver
- Rainforest watercolour
- Toucan colour painting
- Carnival mask
- Shape penguin
- Build an igloo with sugarcubes
- Fruit painting/stamping
- Build a safari park
- Aboriginal cotton bud painting
- Boomerang painting
- Create a panda
- Build the Great Wall of China
- Dragon art
- Lanterns

**Growing and Changing:**

- Colour mixing
- Cotton ball lamb
- Fluffy feather chick
- Butterfly pasta lifecycle
- Butterfly symmetry
- Flower painting
- Build a farm
- Potato stamping
- Easter art

**Once Upon a Time:**

- Character models
- Gingerbread men
- Rebuild baby bear's chair
- Build a new home for the three little pigs

**Superheroes:**

- Recreate Captain America's shield
- Rebuild the broken bridge
- Superhero mask
- Playdoh monster modelling
- Build a super vehicle
- Build a superhero base

**Dinosaurs:**

- Build a nest to protect our dinosaur egg
- Cotton bud dinosaur skeletons
- Playdoh fossils
- Dinosaur decorating (paintbrush control)