



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Celebrations	Exploring the Cold	Growth	Out and About	Changes
School Values	<i>Respect</i>	<i>Friendship</i>	<i>Honesty</i>	<i>Caring and Kind</i>	<i>Responsibility</i>	<i>Resilience</i>
SEAD	<i>New Beginnings</i>	<i>Getting On and Falling Out</i>	<i>Good to be Me</i>	<i>Relationships</i>	<i>Going for Goals</i>	<i>Changes</i>
RE	<i>Special Times</i> <i>How and why do we celebrate?</i>		<i>Special Books</i> <i>Why are some stories special?</i>		<i>Our Special World</i> <i>What is special about our world?</i>	
Fundamental British Values	<b>Mutual Respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learnt, respected and celebrated.	<b>Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. We show tolerance towards those with different faiths and beliefs and for those without faith.	<b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	<b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to. We respect everyone, and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	<b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Key Texts	Goldilocks and the Three Bears (TfW) My Mum and Dad Make Me Laugh The Colour Monster	A World Full of Festivals The Squirrels Who Squabbled The Jolly Postman	Lost and Found Polar Lands The Gingerbread Man (TfW)	Jack and the Beanstalk (TfW) Stuck From Bean to Bean Plant Once There Were Giants	The Three Little Pigs (TfW) Materials The Odd Egg Shark in the Park	The Very Hungry Caterpillar The Lifecycle of a Butterfly The Magic Train Ride (TfW) Pirate Pete with his Smelly Feet Norman the Slug with a Silly Shell
'Wow' Moments including trips, visitors, and events	Celebrating the group bear's birthday Baking cakes and making sandwiches	Phonics workshop Autumn walk in the woodland Remembrance Day	Baking gingerbread people Chinese New Year Winter walk	Mother's Day Easter Spring walk-looking for early signs	Visit a park Go for a walk around the local area	Observing caterpillars as they grow and change



	Harvest	Firefighters Visit Creating transient art in the woodland bonfire night Diwali-divas Christmas Christmas workshop Hannukah		World Book Day Making pancakes Nurse to visit	Visiting Acorn Farm  Visit from the road safety team	Creepy Crawly Roadshow Minibeast Hunt Father's Day Making Dazzle Ships
Role Play Areas	Shop Storytelling- Goldilocks and the Three Bears	Post Office Storytelling- The Nativity Firefighters	Bakery Storytelling-The Gingerbread Man Winter Camping/Den making	Doctors Surgery Storytelling- Jack and the Beanstalk Garage	House from the past Builders' Yard Storytelling- The Three Little Pigs	Beach Shop Seaside Storytelling- The Magic Train Ride Pirates



LONGTON LANE PRIMARY SCHOOL

*'Believe and Achieve'*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me	Celebrations	Exploring the Cold	Growth	Out and About	Changes

*Communication and Language*

Introducing partner talk  
Following simple instructions during group input and provision.  
Group discussions.  
Stories for story time.  
Vocabulary introduced during Talk for Writing i.e. Once upon a time, the end, first, next and finally.  
Building up vocabulary and forms of speech linked to role play i.e. How can I help you?  
Learning new nursery rhymes and poems.  
Focused rhymes to include:- Pat-a-cake 1,2,3,4,5 Once I caught a fish alive  
This Old Man  
Five Little Ducks  
Name Song  
Things for Fingers  
Joining in with repeated elements of stories.  
Sound lotto activities, body percussion, environmental walks.

Focused rhymes to include:- I'm a little Teapot  
The Grand Old Duke of York  
Ring O' Roses  
Hickory Dickory Dock  
Not too Difficult  
Continuing to build key vocabulary and to use this in context.  
Length of stories and time sat on the carpet to increase.  
Retelling well-known stories in more detail.  
Thinking carefully about story language; Once upon a time, early one morning etc.  
Listening games. . Simon says. . .

Using a range of language and phrases connected to the story of The Gingerbread Man (using a story map)  
Using newly introduced vocabulary covered in everyday contexts and during 1:1 and group discussions.  
Listening to and joining in with a range of stories, songs and rhymes.  
Following instructions including several actions or ideas. (Sessional, key focus during PE)  
Continued discussions around listening and why this is important.  
Focused rhymes to include:-  
Wind the Bobbin up  
Rock-a-bye-Baby  
Five Little Monkeys  
Twinkle Twinkle If You're  
Happy and you Know It  
Head, Shoulders, knees and toes

Using newly introduced vocabulary covered in everyday contexts during 1:1 and group discussions  
Using language to create and recreate roles and experiences.  
-doctor/ nurse  
-Jack and the Beanstalk  
-previous stories  
Listening to stories, accurately anticipating key events and responding to what they have heard with relevant comments, questions or actions.  
Answering questions including who, what, when, why and when.  
Focused rhymes to include:-  
Old MacDonald  
Incy Wincy Spider  
Baa Baa Black Sheep  
Row, Row, Row, your boat  
The Wheels on the Bus  
The Hokey Cokey

Using newly introduced vocabulary covered in everyday contexts during 1:1 and group discussions  
Expressing their thoughts, views and ideas using sentences of around 7 words and using past, present and future tenses when talking.  
Using various conjunctions when talking including 'and', 'because', 'so', 'or' and 'but'.  
Engaging in back-and-forth conversations with others.  
Retelling narratives in their own words and using language such as first, last, next, before, after, all, most, some, each and every when doing so.  
Making comments about what they have heard and beginning to ask a range of questions to clarify their thinking.  
Focused rhymes to include:-  
Big Bear Funk  
The Bear Went over the Mountain

Using newly introduced vocabulary covered in everyday contexts during 1:1 and group discussions  
Review of rhymes and poems.  
Developing more detailed narratives and explanations by connecting ideas or events.  
Expressing views about characters in stories and answering questions about why things happen.  
Using past, present and future forms accurately when talking about events that have happened or are about to happen in the future.  
Making use of conjunctions when talking.



General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Exploring the Cold	Growth	Out and About	Changes
Personal, Social and Emotional Development	<p>Sharing information from the All About Me booklets.</p> <p>Beginning the child of the day and compliments.</p> <p>Classroom rules and introduction of the group bears.</p> <p>Emotion table and pebbles emotions (sad and happy).</p> <p>Children's photographs and names added to the classroom.</p> <p>Exploring new social situations and changes in routine i.e. PE, visitors attending school.</p> <p>Accessing snack independently and cleaning dishes.</p> <p>Discussions around hygiene and images set up to remind children about handwashing routines.</p> <p>Reading the book Only One You and The Colour monster.</p> <p>Being unique</p> <p>Discussions around compliments and what these are</p> <p>Child of the Day-compliments</p> <p>Introduction of Learning Lorraine linked to the characteristics of Playing and Learning</p>	<p>Adding additional feeling jars to the emotion table, focus on the emotions worried and mad.</p> <p>Gaining confidence with changes in routine and beginning to attend assemblies.</p> <p>Showing more independence with managing own personal hygiene.</p> <p>Discussions and stories around friendships and resolving conflicts with others. Importance of valuing the perspectives and opinions of others.</p> <p>Continued discussions around classroom rules and expectations.</p> <p>Child of the Day-compliments</p> <p>Introduction of Resilient Rose linked to the characteristics of Active Learning.</p>	<p>Discussions around our half term value of honesty and what this means.</p> <p>-The Boy Who Cried Wolf.</p> <p>-Let's Be Honest.</p> <p>Classroom rules; discussions around rules and why they are important to keep everyone safe. Fundamental British Value board to be adapted to Rule of Law.</p> <p>Terms 'positive' and 'negative' to be introduced when talking about feelings and emotions.</p> <p>Learning about exercise and sleep why these are important for our physical and mental health.</p> <p>Discussions around how to keep safe online and sensible amounts of screen time.</p> <p>Child of the Day-compliments</p> <p>Discussions around the word proud and what makes them feel proud.</p>	<p>Child of the Day-compliments</p> <p>Thinking about different perspectives of the characters in the story Jack and the Beanstalk.</p> <p>Exploring the Fundamental British Value Individual Liberty</p> <p>-Discussions around differences and celebrating these</p> <p>-Revisit the term unique</p> <p>-knowledge that they are free to have different opinions</p> <p>Discussions around being caring and kind and what this means</p> <p>-How do we know if we are being caring and kind?</p> <p>-What effect does this have on others if we are/are not?</p> <p>-Exploring stories around this value; The Smartest Giant in Town</p> <p>Exploring situations and scenarios when things are 'fair' and 'unfair'.</p> <p>Discussions around loss.</p> <p>-Sunflower story</p>	<p>Child of the Day-compliments</p> <p>Keeping safe when out and about and travelling in vehicles</p> <p>-road safety</p> <p>-staying with the grown ups</p> <p>-Stop, look and listen and check again</p> <p>-wearing seats belts</p> <p>Discussions around democracy and what this means.</p> <p>-How do you feel if someone doesn't listen to you or value your opinion?</p> <p>-Voting -book of the day etc</p> <p>Discussions around responsibility and what this means.</p> <p>-How can they be responsible?</p> <p>-sharing the books Rules and Responsibilities, I Forgot and Pigsty.</p> <p>Going for Goals!</p> <p>-What is a goal?</p> <p>-setting goals-</p> <p>-knowing what is required to achieve goals.</p> <p>-importance of persevering.</p>	<p>Child of the Day-compliments</p> <p>Healthy eating</p> <p>-Discussions around healthy food and drinks</p> <p>-sorting healthy and unhealthy foods</p> <p>Discussions around keeping safe in the sun</p> <p>-sun cream</p> <p>-sunhats</p> <p>-keeping hydrated</p> <p>-finding shade</p> <p>Discussions around resilience and perseverance</p> <p>-how it feels when things are not going are way</p> <p>-link to previous skills builder of staying positive</p> <p>-revisit the feeling of calm</p> <p>Oral health</p> <p>-How and when do we brush our teeth?</p> <p>-foods which are good and bad for our teeth</p> <p>-visit from a professional from the oral hygiene team</p> <p>Review of all Fundamental British Values</p> <p>Discussions around transition and how they</p>



					-finding ways of solving problems so that they can reach the goal.	feel about moving into Year 1. -transition visit -Reading the book You Be You
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General Themes	Autumn 1 All About Me	Autumn 2 Celebrations	Spring 1 Exploring the Cold	Spring 2 Growth	Summer 1 Out and About	Summer 2 Changes
Physical Development	<p>Playing games to develop spatial awareness i.e. rabbit holes</p> <p>Moving in and out of obstacles; when on foot and when riding bikes and scooters</p> <p>Moving in different ways and using their bodies to create different poses; baked bean, running bean, string bean etc</p> <p>Ball games, including aiming at targets.</p> <p>Using tools including paint brushes, scissors, pencils etc</p> <p>Finger gym activities/ dough disco</p> <p>Many opportunities to explore the formation of letters in various media i.e. sand, air writing etc</p> <p>Dressing and undressing for PE, putting on and taking off coats, waterproofs and wellies.</p>	<p>Rolling tyres and filling wheeled toys with heavy items.</p> <p>Using tweezers and pegs to pick up small items.</p> <p>Continuing to use tools including paint brushes, scissors, pencils etc</p> <p>Finger gym activities/ dough disco</p> <p>Touching each of their fingers with their thumb from the same hand.</p> <p>Holding pencils and pens with a comfortable grip (palm, pincer)</p> <p>Exploring moving in different ways including running, jumping, skipping, rolling and hopping.</p> <p>Dressing and undressing for PE, putting on and taking off coats, waterproofs and wellies.</p>	<p>Using various apparatus in the hall. Travelling over, under, along and through equipment.</p> <p>-Using their bodies to represent animals and thinking about how they move.</p> <p>Balancing activities i.e. balancing along a plank, using bean bags etc.</p> <p>Touching each of their fingers with their thumb from the same hand with speed.</p> <p>Threading lace and string through smaller items such as pasta and small beads.</p> <p>Continuing to dress and undress for PE, putting on and taking off coats, waterproofs. More independence managing own zips.</p>	<p>Exploring with lancing boards. Holding the plastic pencil with a pincer grip.</p> <p>Picking up pegs one at a time and holding them in their hand and placing them one by one into the peg board. (In-hand manipulation)</p> <p>Developing body strength, co-ordination, balance and agility needed to engage successfully in PE.</p> <p>Combining different movements with ease and fluency. Showing increasing independence.</p> <p>Fastening and unfastening buttons on clothing with more independence.</p>	<p>Developing overall body-strength, balance, co-ordination and agility.</p> <p>Further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Threading using wool and small items</p> <p>Weaving frames</p>	<p>Hopping and skipping in time to music.</p> <p>Developing the ability to jump in a range of ways from one space to another.</p> <p>Creating a sequence using a jump and a balance.</p> <p>Developing the ability to roll in a range of ways.</p> <p>Performing a sequence with confidence and control.</p> <p>Handling equipment and tools effectively, including pencils for writing.</p> <p>Using scissors to cut around smaller items.</p> <p>Sewing with large needles</p>

General Themes	Autumn 1 All About Me	Autumn 2 Celebrations	Spring 1 Exploring the Cold	Spring 2 Growth	Summer 1 Out and About	Summer 2 Changes
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Literacy	<p>Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> <li>-freeze frames</li> <li>-story map</li> </ul> <p>Discussions around characters, story settings and key events.</p> <p>Exploring with rhymes and rhyming stories (silly soup activities)</p> <p>Clapping out syllables in their names and other words.</p> <p>Playing eye spy, singing alliterative rhymes and reading alliterative stories</p> <p>Children's names added around the classroom.</p> <p>Focused letter sounds set up within provision.</p> <p>Teaching single Set 1 sounds during RWI</p> <p>A range of books set up within provision</p> <p>Modelling writing within everyday contexts.</p>	<p>The Jolly Postman</p> <ul style="list-style-type: none"> <li>-knowing that people write for different purposes</li> <li>-letter writing</li> <li>-card writing</li> <li>-lists</li> <li>- receipts (Post Office)</li> </ul> <p>Discussions around characters, story settings, key events and story structure.</p> <p>Exploring non-fiction books and these to retrieve information.</p> <p>-A World Full of Festivals</p> <p>Continuing to engage in activities to encourage oral blending and segmenting.</p> <p>Review of Set 1 sounds and beginning to teach special friends.</p> <p>Reading the red words, I, the, no, go, so and of.</p> <p>A range of books and print set up around provision.</p>	<p>The Gingerbread Man</p> <ul style="list-style-type: none"> <li>-freeze frames</li> <li>-story maps</li> </ul> <p>Discussions around characters, story settings, key events and story structure.</p> <p>Continuing to explore information books and using them to retrieve information.</p> <p>-Antarctica/ Arctic/ Chinese New Year/ Winter</p> <p>Reading and writing CVC and VC words.</p> <p>Consolidating learning around Set 1 sounds and reading and writing words containing Set 1 special friends.</p> <p>Consolidating previous red words and learning the red words to, into, do, my, by and for</p> <p>Writing lists, recipes, receipts.</p> <p>Reduction in the size of lines.</p>	<p>Jack and the Beanstalk</p> <ul style="list-style-type: none"> <li>-freeze frame activities for different characters (emotions)</li> <li>-story maps/ retelling the story using their own words.</li> <li>-introduction of a story mountain/ thinking about the beginning, middle/ problem and end of the story</li> </ul> <p>Answering questions about what has been read.</p> <p>Reading and writing VC, CVC, CVCC and CCVC words.</p> <p>Reading and writing simple sentences containing the letter sounds and red words taught so far.</p> <p>Introducing Set 2 sounds ay, ee, igh and ow.</p> <p>Learning the red words he, she, be, me and we.</p> <p>Writing prescriptions, receipts, instructions, stories and diary of the bean plant.</p> <p>Using information books to find out about growth, spring and Easter.</p> <p>-Looking for what they want to find out using the contents page</p> <p>Handwriting practise in handwriting books with smaller lines. Continued focus on the formation of</p>	<p>The Three Little Pigs</p> <ul style="list-style-type: none"> <li>-freeze frame activities story maps/ retelling the story using their own words.</li> <li>-story mountain/ thinking about the beginning, middle/ problem and end of the story</li> <li>-creating own versions</li> </ul> <p>Building fluency when reading.</p> <p>Answering questions about what they have read.</p> <p>Learning the red words your, you, said, her and are.</p> <p>Consolidating Set special friends and Set 2 ay, ee, igh, oo and oo and learning the letter sounds 'ar', 'or', 'air', 'ir', 'ou' and 'oy'.</p> <p>Writing for many different purposes and in different forms including receipts, orders, lists, messages etc</p> <p>Using information books to find out about life in the past, places of worship, farms, materials and weather.</p>	<p>The Magic Train Ride</p> <ul style="list-style-type: none"> <li>-freeze frame activities story maps/ retelling the story using their own words.</li> <li>-story mountain/ thinking about the beginning, middle/ problem and end of the story</li> <li>-creating own versions</li> </ul> <p>Consolidating all Set 1 and Set 2 special friends.</p> <p>Reading and spelling words containing these letter sounds.</p> <p>Learning the red words want, what, was, they and all.</p> <p>Handwriting introduced daily. Focus on the formation of tall, short and long letters.</p> <p>Writing letters in their capital from.</p> <p>Using information books to find out about the seaside, the life cycle of a butterfly, summer, Dazzle ships, minibests as well as following their own lines of enquiry.</p> <p>Answering questions about what they have read and finding the place in the book where the answers</p>
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				letters (starting and finishing points).	Two lines introduced. All children to have handwriting practise focused on them correctly forming letters and how they are positioned on the lines.	can be found with more speed (fastest finger).  Writing for many different purposes and in different forms including receipts, orders, lists, labels, letters, messages. posters etc
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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Exploring the Cold	Growth	Out and About	Changes
Mathematics	<p>Representing numbers to 3 in different ways.</p> <p>Singing number rhymes and songs connected with numbers to 3</p> <p>Playing games with a dice.</p> <p>Recognising Numicon to 3.</p> <p>Counting using 1:1 correspondence.</p> <p>Focus on noticing and subitising common and random arrangements to 3.</p> <p>Exploring composition within 3.</p> <p>Beginning to pay for snack counting out the number of coins they need.</p> <p>Pairing socks, looking closely at pattern.</p> <p>Exploring, building and arranging shapes making connections between those within the environment.</p> <p>Shape sorting activities (everyday objects).</p> <p>Using beads and other objects to create ABAB patterns</p> <p>Activities including Where is the teddy?</p>	<p>Representing numbers to 5 in different ways.</p> <p>Singing number rhymes and songs connected with the number 5.</p> <p>Continuing to play dice games, recognising most amounts on the dice without counting.</p> <p>Recognising Numicon to 5.</p> <p>Developing knowledge of coins to 5p; talking about similarities and differences between them.</p> <p>Weighing objects and placing them in order of weight i.e. parcels in the Post Office.</p> <p>Shape sorting, shape hunts, creating images with various 2D shapes</p> <p>Ordering main events in daily routine and stories</p> <p>-Christmas Story.</p> <p>-Ordering the daily timetable.</p> <p>Using simple words to talk about events including before, now, yesterday and today</p>	<p>Representing numbers to 8 in different ways.</p> <p>Singing number rhymes and songs connected with the number 8.</p> <p>Continuing to play dice games, recognising most amounts on the dice without counting.</p> <p>Recognising Numicon to 8.</p> <p>Developing knowledge of coins to 5p; talking about similarities and differences between them.</p> <p>Exploring the composition of numbers to 8 with the use of objects (part, part whole, tens frames).</p> <p>Identifying odd and even numbers using objects as an aid.</p> <p>Counting beyond 10.</p> <p>Counting on and backwards from a given number within 10.</p> <p>Ordering the main events in the story of The Gingerbread Man.</p> <p>Subitising and using their knowledge of composition to recall amounts quickly.</p> <p>Comparing, naming and sorting 3D shapes</p>	<p>Representing numbers to 10 in different ways.</p> <p>Exploring the composition numbers to 10 (part, part whole, tens frames, beads).</p> <p>Counting beyond 20.</p> <p>Counting on and backwards using a number line from a given number.</p> <p>Adding by counting on.</p> <p>Recalling number facts to 5 with some use of objects.</p> <p>Identifying odd and even numbers and talking about why they are odd and even.</p> <p>Growing beanstalks and comparing them by height. Using non-standard measures.</p> <p>Exploring more complex patterns ABCABC, ABBCABBC etc</p> <p>Using coins to pay for items that cost up to 10p</p>	<p>Exploring and recording the composition of number within 10. (part, part whole, tens frames, beads).</p> <p>Discussions and practical activities around tens and ones. Also represented in maths meetings.</p> <p>Representing number sentences in different ways using the part, part whole model i.e.</p> <p><math>4+1=5</math></p> <p><math>5=4+1</math></p> <p>Taking away from the ones using pictures.</p> <p>Sharing objects into equal groups and identifying the amount in each.</p> <p>Counting beyond 30.</p> <p>Counting in 2's and 10's</p> <p>Counting on to add and backwards to subtract and representing this using beads, number lines, tens frames and pictures.</p> <p>Counting on and backwards using a number line.</p> <p>Using their knowledge of doubles to solve problems involving halving.</p> <p>Measuring time using timers.</p>	<p>Exploring and recording the composition of number within 10.</p> <p>Counting on to add and backwards to subtract and representing this using beads, number lines, tens frames and pictures.</p> <p>Counting in 2's, 5's and 10's.</p> <p>Recalling number bonds to 5 including subtraction facts.</p> <p>Recalling number bonds to 10 with the use of objects.</p> <p>Representing number sentences in different ways using the part, part whole model i.e.</p> <p><math>9+1=10</math></p> <p><math>10=1+9</math></p> <p>Taking away from the ones using pictures.</p> <p>Introduction of a 20p coin.</p> <p>Identifying and creating symmetrical patterns.</p> <p>Showing o'clock times on a clock.</p> <p>Ordering days of the week and months of the year.</p> <p>Sequencing and ordering events using the words, before, after, next, first, today, yesterday and tomorrow.</p>



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	All About Me	Celebrations	Exploring the Cold	Growth	Out and About	Changes
Understanding the World	Weather (observing the weather, completing a weather chart) Discussions about appropriate clothing. -dress the teddy	Learning about autumn -autumn walk -hibernation -weather -suitable clothing -exploring autumnal objects including acorns, conkers. -discussions around trees that loose leaves (deciduous) and those that do not (evergreen).	Learning about winter -signs of winter -winter walk - weather - suitable clothing	Planting broad beans and observing the growth. - bean plant life cycle	Exploring and sorting materials -What it is made from? -texture -uses	Life cycles -observing caterpillars in the butterfly chamber -recording changes -butterfly life cycle -review of plant growth and plant life cycle
	Talking about why things happen and how things work i.e. why sand passes through a sieve.		Exploring with ice -ice experiments	Ordering stages of growth -bean plant -humans	Exploring forces -Floating and sinking -magnets -wind (kites)	Summer walk -summer fruits - looking for minibeasts -recoding their findings -weather
	Noticing early signs of autumn.	Making fat balls for the birds.	Comparing cold places- Antarctica and the Arctic/ David Attenborough	Mystery bulb sent home to observe.	Farm life -visit to Acorn farm - animals and their young - features of a farm -produce, including milk, cheese and vegetables. -explore farming in other countries.	Review of all seasons
	Discussions around the world having different countries. - Finding the UK on the world map. - exploring a globe and Google Earth.	Exploring light and dark -torches -day and night/ darker for longer.	Finding Antarctica and the Artic on the globe. Identifying some key features and animals that live in these cold places.	Plant experiments		
				Spring walk -signs of spring - weather - suitable clothing - new life		
		Exploring the location of school on Google earth. -name of the street.	-Comparing environments with each other.	Sharing special stories from various faiths including personal favourites. Discussions around the bible and the Qur'an and important symbols connected to faiths.	-Using a simple picture map to navigate around the farm recognising that it is a place.	Discussions around trips to the seaside and holidays -What would you see at the seaside? -suitable clothing - sea life (fish and creatures under the sea)
	Me, my family, my home and my school -bringing in photographs showing their family and home -discussions around different families and talking about similarities and differences.	Finding out and joining in with a range of celebrations including the harvest, bonfire night, Diwali, Hannukah, Advent and Christmas.	Exploring China; finding China on the globe/ using Google Earth. -What is it like to live in China?	Learning about Easter -What Christians believe	Exploring the local community -environmental features	
			Continuing to learn about celebrations and			



	<p>Discussions around birthdays. Celebrating the class rabbit's birthdays.</p> <p>Setting up the Reception class timeline.</p> <p>Joining in discussions about their 'News' i.e. things they have done at the weekend.</p> <p>Exploring occupations including being a shopkeeper.</p> <p>Using and exploring simple equipment such as a till, torches, phones and Toniebox</p>	<p>-Christian beliefs -The Nativity - Discussions around similarities and differences.</p> <p>Finding out about different occupations including a postal worker and firefighter</p> <p>Adding to the Reception class timeline and reviewing September and October</p> <p>Finding out about the life of Sir Tom linked with Remembrance Day.</p> <p>Exploring various functions on the iPad.</p>	<p>why they are special occasions- New Year. Celebrating Chinese New Year and talking about similarities and differences. -Chinese New Year story</p> <p>Revisiting the word special. Talking about their own special books and learning about books that are special to different religions including the bible (Christians) and Qur'an (Islam).</p> <p>Finding out about different occupations including a baker</p> <p>Continuing to add to and discuss the class timeline</p> <p>Finding out about the life of David Attenborough.</p> <p>Completing simple programmes on the iPad and interactive board.</p>	<p>-Lent -How people celebrate -Significance of an egg and chicks</p> <p>Finding out about different occupations including a nurse, doctor, receptionist and mechanic. -Nurse/ Doctor to visit.</p> <p>Continuing to add to the Reception class timeline.</p> <p>Exploring the book Once There Were Giants -Finding out about how they have changed since they were born -Discussing similarities and differences between things in the past and now.</p> <p>Learning about Georgia O'Keeffe</p> <p>Exploring various forms of ICT including, using the IWB for large scale drawing, using iPads to pictures and to video learning.</p>	<p>Discussions around special places of worship including a church, a mosque and a temple.</p> <p>Continuing to add to the Reception class timetable</p> <p>Talking about things in the past and comparing them to how things are now. -looking at images of parents and grandparents and talking about what they can see in the images. -reading the book Peepo! and discussing the illustrations. -role play area changed to a house from past (containing artefacts). -exploring technology from the past.</p> <p>Recognising that a range of technology is used in school and at home -going on technology hunt</p> <p>Programming Bee Bots.</p>	<p>Creating own simple picture maps of a particular place - pirates</p> <p>Discussions around our special world and why some things are special. Learning about the impact of human activity on the world and how to minimise this including pollution, recycling, turning off lights, saving water etc. Creating a poster about saving our world.</p> <p>Dazzle Ships -researching the history behind Dazzle ships -key focus on 'The Edmund Gardner' monument -finding Liverpool on the map/ Google Earth -Albert Dock</p> <p>Review of their time in Reception</p> <p>Selecting and using a range of technology for particular purposes.</p>
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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations	Exploring the Cold	Growth	Out and About	Changes
Expressive Art and Design	<b>Self portraits</b>  Creating their own self-portrait; inclusion of features and expression.  Experimental mixing of coloured paint.  Observational drawings -looking closely at shape and form -beginning to use colours for a purpose  Creating collages and exploring joining materials using tape, scissors and glue.  Making porridge -learning about where porridge comes from -describing the texture of the porridge	<b>Transient Art/ Leaf Man and studying the work of Andy Goldsworthy</b>  Creating art using autumnal objects -transient art/ leaf men in the woodland - arranging - rubbings - printing  Manipulating clay to create a desired effect - Divas.  Using various resources to create Rangoli patterns.  Making vegetable soup. -using knives and cutting food safely - learning about where the vegetables come from  Wrapping boxes with paper using sellotape and scissors.	<b>Exploring cold colours</b>  Exploring cold colours and using white to make the painting lighter.  Creating ice art.  Designing and baking gingerbread people. -Following a design, making changes when necessary.  Making shadow puppets.  Making Chinese lanterns -Selecting the appropriate tools and techniques -Using joining materials to connect the lantern together.	<b>Georgia O'Keeffe</b>  Mixing red and yellow to create orange paint. Adding white to make it lighter.  Using pastels.  Observational drawings and paintings of flowers in the form of Georgia O'Keeffe. -comparing the work of the various artists  Making pancakes.	<b>Buildings</b>  Planning, designing and making buildings from junk modelling and construction materials including solid wooden blocks, hollow blocks and loose parts -discussions around how they can make their constructions stronger including the choice of resources  Using tape and scissors to join and combine media.	<b>Dazzle Ships</b>  Creating Dazzle patterns. -What makes it a 'Dazzle' pattern? -comparing patterns  Designing and making Dazzle ships -joining and combining media using sellotape and scissors. -Following a design, making changes when necessary. -Evaluating the finished product against the design  Symmetrical butterfly paintings.  Observational drawings of minibests
	<b>Me!</b>  Learn to sing the nursery rhymes and action songs	<b>My Stories</b>  Learn to sing the nursery rhymes and action songs	<b>Everyone!</b>  Learn to sing the nursery rhymes and action songs	<b>Our World</b>  Learn to sing the nursery rhymes and action songs	<b>Big Bear Funk</b>  Learning a new style of music ready for	<b>Reflect, Rewind and Replay</b>



	<p>Pat-a-cake 1,2,3,4,5 Once I caught a fish alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p>Listening and responding</p> <p>Sharing and performing</p> <p>Playing and improvising classroom instruments.</p> <p>Joining in imaginative play based on first-hand experiences including the home corner, shop etc.</p>	<p>I'm a little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not too Difficult The ABC Song Listening and Responding</p> <p>Embedding the Foundations of musical knowledge and performance</p> <p>Sharing and performing</p> <p>Moving to music. Creating their own dance and reflecting on what they have done.</p> <p>Introducing narratives into their play.</p>	<p>Singing and learning to play instruments within a song.</p> <p>Wind the Bobbin up Rock-a-bye-Baby Five Little Monkeys Twinkle Twinkle If You're Happy and you Know It Head, Shoulders, knees and toes</p> <p>Listening and Responding</p> <p>Embedding the Foundations of musical knowledge and performance</p> <p>Sharing and performing</p> <p>Developing and acting out narratives.</p>	<p>Old MacDonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row, your boat The Wheels on the Bus The Hokey Cokey</p> <p>Listening and Responding to different styles of music</p> <p>Embedding the Foundations of musical knowledge and performance</p> <p>Singing and learning to play instruments within a song.</p> <p>Sharing and performing</p> <p>Acting out many narratives and storylines.</p> <p>Creating their own version of the story of Jack and the Beanstalk -changing characters and story setting</p>	<p>the Transition into Year 1</p> <p>Listening and appraising Funk Music</p> <p>Learning to sing Big Bear Funk and returning to Nursery Rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Sharing and performing</p>	<p>Consolidation of their musical skills this year.</p> <p>Revisiting nursery rhymes and action songs</p> <p>A context for the History of music and the very beginnings of the Language of Music.</p>
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