**EYFS – Long Term Overview**

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|  | Autumn 1  My family and me | Autumn 2  People who help us. | Spring 1  Fairy tales | | Spring 2  All creatures great and small | Summer 1  Let’s get growing | Summer 2  The world I live in. | |
| **Key themes** | **Own self – looks, likes, dislikes, families, friends.**  **Being healthy**  **Celebrations** | **Fireman**  **Teachers**  **Doctors and vets**  **Dentist (healthy teeth)**  **Superheroes** | **Traditional tales**  **Pirates/mermaids**  **Dragons, castles and princesses.**  **Girl and boy role models.** | | **Life on water and on land**  **Minibeasts**  **Large and small animals, farm, zoo**  **Caring for nature.** | **Plant growth, gardens and flowers**  **Human growth.**  **Responsible consumption.** | **Comparing environments,**  **Sustainability, looking at the globe. Space.** | |
| **Global goals.** | 2. Zero hunger  3. Good health and wellbeing | 3. Good health and wellbeing  4. Quality education | 5. Gender equality | | 6. Clean water  13. Climate action  14. Life on water  15. Life on land. | 2. Zero hunger  12 Responsible consumption/production | 1.No poverty.  4. Quality education  7. Affordable and clean energy  11. Sustainable cities. | |
| **Key text ideas** | *Age 3-4-*  *The Colour Monster, Peace at last. All are welcome. I am angry. . The rainbow fish*  *R- Owl Babies, Elmer Paper dolls, The Tiger who came to Tea, Starting School and We are all wonders. What Makes me Happy, Simon’s sock. Suri. My family and Me.* | *3-4 The train ride, The busy fire engine, The enormous turnip, The nativity story. When we grow up.*  *4-5*  *Mr Gumpy’s outing, Little Red Hen, Selection of non-fiction, Stick man, the nativity story.* | | *3-4*  *Goldilocks, The three little pigs, The gingerbread man.*  *4-5*  *Princess smarty pants, Prine Cinders. Aliens wear underpants, The Pirates next door.* | *3-4*  *Hungry Caterpillar, Dear Zoo, There’s a tiger in the garden, Minibeasts, Rumble in the jungle.*  *4-5*  *The Ugly Five, Gruffalo, Alan’s big scary teeth, Stuck, The lion Inside, Giraffes can’t dance.* | *3-4 Jack and the Beanstalk*  *Jasper and the beanstalk, Little Pip, Tap the magic tree, Tom and the tin full of trouble, Oliver’s vegetables*    *4-5 The selfish giant. The Little sunflower, I am growing, The Tiny seed. The growing story. Erol’s garden, The girl who planted trees.* | | *3-4 Town mouse country and country mouse. We’re going on a bear hunt, Whatever Next*  *4-5 Lost and Found, Beegu, How to catch a star, No way home.* |
| **Significant people** | Artist- Picasso | Scientist- Marie Curie | | Authors – Jill Murphy, Oliver Jeffers, Sue Hendra, Julia D | Environmentalists – David Attenborough, Chris Packham, Steve Bachshaw | Athlete – UK female Paralympian Sarah Storey and Ellie Simmons. | | Historical figures - Nelson Manela  Modern day Heroes – Greta Thunburg  Malala Yousef Zai |
| **Celebrations**  **/festivals.** | Seasons - Autumn | Advent  Christmas  Diwali  Halloween  Bonfire night | Seasons – Winter  Pancake day  Chinese New Year  Valentine's day | | Mother’s Day (Art link)  Easter  Holi  Ramdan/Eid | Seasons – Spring | Seasons – Summer  Fathers day | |

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|  | Age 3-4 (repeated over the year) | Age 4-5 (repeated over the year) |
| **Spine books** | Peace at Last – Jill Murphy  Can’t you Sleep Little Bear – Martin Waddell  Where The Wild Things Are – Maurice Sendak  The Elephant and the Bad Baby – Elfrida Vipont  Avocado Baby – John Burningham  The Tiger Who Came to Tea – Judith Kerr  Lost and Found – Oliver Jeffers  Knuffle Bunny – Mo Willems | Owl Babies – Martin Waddell  The Gruffalo – Julia Donaldson  Handa’s Surprise – Eileen Browne  Mr Gumpy’s Outing – John Burningham  Rosie’s Walk – Pat Hutchinson  Six Dinner Sid – Inga Moore  Mrs Armitage on Wheels – Quentin Blake  Whatever Next – Jill Murphy  On The Way Home – Jill Murphy  Farmer Duck – Martine Waddell  Goodnight Moon – Margaret Wise Brown  Shhhh! Sally Grindley |

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| **Communication and Language** | **Developing communication and language is our key priority in Early Years and underpins all the other areas. Every element of our interactions on a daily basis with our pupils promotes the acquisition of the following skills.**  **Age 3-4**  Enjoy listening to longer stories and can remember much of what happens.  Learn to pay attention to more than one thing at a time.  Use a wide range of vocabulary.  Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Pronounce a wide range of sounds accurately (although may have problems saying some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’)  Use longer sentences of four to six words.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  **Age 4-5**  Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Develop social phrases.  Engage in storytimes.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | | | |
| **ELG** | **Listening, Attention and Understanding**  **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;**  **Make comments about what they have heard and ask questions to clarify their understanding;**  **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**  **Speaking  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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.** | | | | | |

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| **Focus across the unit** | Introduce zones of regulation. Settle into key groups and build strong relationships. Appropriate interactions with peers and adults, classroom rules. Learning to get along share. Think PANTS and respect for privacy. Stranger danger. | How to ring 999. What a doctor does, good and bad medicine and safety around tablets. Road safety. Fire safety (bonfire night).  People who help us in school, showing gratitude. | Labelling and recognising emotions.  Empathising with characters from familiar texts. Role play around feelings. Thinking about how our actions can affect others' emotions. | Having respect for animals, Knowing that some people or animals are more vulnerable than us and we may need to help them. | Healthy eating and exercise. Balanced diet, teeth. Sleep. | Caring for the environment. Sun safety. | |
| **Personal, Social, Emotional Development** | **Age 3-4**  **Self regulation**  Become more outgoing with unfamiliar people, in the safe context of their setting.  **Managing self**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  **Building relationships.**  Develop their sense of responsibility and membership of a community.  Play with one or more other children, extending and elaborating play ideas  **Age 4-5**  **Self regulation**  Identify and moderate their own feelings socially and emotionally  **Managing self**  Express their feelings and consider the feelings of others.  Know the importance of personal hygiene  **Building relationships.**  Build constructive and respectful relationships. | | **Age 3-4**  **Self regulation**  Become more outgoing with unfamiliar people, in the safe context of their setting.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’  **Managing self**  Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations.  Increasingly follow rules, understanding why they are important.  Develop appropriate ways of being assertive.  **Building relationships.**  Play with one or more other children, extending and elaborating play ideas  **Age 4-5**  **Self regulation**  Identify and moderate their own feelings socially and emotionally.  **Managing self**  Express their feelings and consider the feelings of others.  **Building relationships.**  Build constructive and respectful relationships. | | **Age 3-4**  **Self regulation**  Help to find solutions to conflicts and rivalries.  **Managing self**  Do not always need an adult to remind them of a rule.  Be increasingly independent as they get dressed and undressed.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing.  **Building relationships.**  Talk with others to solve conflicts.  Begin to understand how others might be feeling.  Collaborate with others to manage large items, such as moving along a plank safely, carrying large hollow blocks  **Age 4-5**  **Self regulation**  Show resilience and perseverance in the face of challenge.  **Managing self**  Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.  **Building relationships.**  Think about the perspectives of others. | | |
| **ELG** | **Self-Regulation  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;**  **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;**  **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**  **Managing Self  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;**  **Explain the reasons for rules, know right from wrong and try to behave accordingly;**  **Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.**  **Building Relationships  Work and play cooperatively and take turns with others;**  **Form positive attachments to adults and friendships with peers;**  **Show sensitivity to their own and to others’ needs.** | | | | | | |

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| **Physical Development** | Autumn 1  My family and me | Autumn 2  People who help us. | Spring 1  Fantasy and fairy tale | Spring 2  All creatures great and small | Summer 1  Let’s get growing | Summer 2  The world I live in. |
| Focus across unit | Exploring how we can move.  Building confidence and taking measured risks.  Celebrating what we can do. | Ball skills-  Rolling, throwing and catching, kicking, stopping, passing, balls of different sizes.  Height and aiming for accuracy. | Move and balance  Different types of balance.  Travelling on mats and benches.  Skipping | Dance-  Shape movements  Side Steps and gallopping  Following instructions  Moving in different ways | Gymnasitics - balancing on left foot and right foot  Jumping forward and backward  Hop on right foot  Hop on left foot | Team games –  Using large scale equipment.  Ball games  PSHE linked. |
| Gross motor skills | **Age 3-4**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Choose the right resources to carry out their own plan.  **Age 4-5**  Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking,jumping,running, hopping, skipping, climbing)  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | **Age 3-4**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank.  **Age 4-5**  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | **Age 3-4**  Go up steps and stairs, or climb up apparatus, using alternate feet.  **Age 4-5**  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency. | **Age 3-4**  Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  Use large-muscle movements to wave flags and streamers, paint and make marks.  **Age 4-5**  Progress towards a more fluent style of moving, with developing control and grace.  Combine different movements with ease and fluency. | **Age 3-4**  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  **Age 4-5**  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility. | **Age 3-4**  Start taking part in some group activities which they make up for themselves, or in teams.  Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks  **Age 4-5**  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Further develop the skills they need to manage the school day successfully:  Know how to line up and queue |
| Fine motor skills | **Age 3-4**  Start to eat independently and learning how to use a knife and fork.  **Age 4-5**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | **Age 3-4**  Start to eat independently and learning how to use a knife and fork.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  **Age 4-5**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | **Age 3-4**  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  **Age 4-5**  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | **Age 3-4**  Start to eat independently and learning how to use a knife and fork.  **Age 4-5**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | **Age 3-4**  Start to eat independently and learning how to use a knife and fork.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  **Age 4-5**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | **Age 3-4**  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  **Age 4-5**  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. |
| **ELG** | **Gross motor skills:**  **Negotiate space and obstacles safely, with consideration for themselves and others.**  **Demonstrate strength, balance and coordination when playing.**  **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**  **Fine motor skills:**  **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.**  **Use a range of small tools, including scissors, paintbrushes and cutlery.**  **Begin to show accuracy and care when drawing.** | | | | | |

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| **Maths** | **Age 3-4**  Number Songs,  Recognising, naming and matching colours –  Matching – same and different.  Sorting by various attributes.  **Age 4-5**  Transition and consolidation.  Positional language and daily routines.  Match and sort, compare amounts  Compare size, mass, capacity, exploring pattern. | **Age 3-4**  Comparing amounts (objects).  Comparing's size and language of size, via measurement of mass, capacity,  Simple patterns, continuing ab patterns.  Continue number songs.  **Age 4-5**  Representing, comparing and the composition of 1,2,3.  Circles and triangles and positional language.  Representing numbers to 5, one more and one less, shapes with 4 sides, time. | **Age 3-4**  Understanding number one  Weight, measurement of.  Understanding number two.  **Age 4-5**  Introducing zero.  Comparing numbers to 5  Composition and formation of 4 and 5  Compare mass (2)  Compare capacity (2)  Growing 6,7,8  Combining two amounts,  Making pairs.  Length and height  Time (2) | **Age 3-4**  Understanding number three  Length and height, vocab and measurement of.  Understanding number four.  **Age 4-5**  Counting to 9 and 10.  Comparing numbers to ten  Bonds to ten.  3D shapes  Special awareness,  Patterns.  Consolidation time. | **Age 3-4**  Understanding number five.  One more and one less.  Name simple 2D shapes.  **Age 4-5**  To twenty and beyond  Building numbers beyond ten, counting patterns beyond ten,  Spacial reasoning (1)  Match, rotate, manipulate.  Adding more, taking away  Spacial reasoning (2)  Compose and decompose. | **Age 3-4**  My day- Measurement and ordering events of the day.  Capacity  Positional language  Shape and space.  **Age 4-5**  Doubling  Sharing and grouping. (venn diagrams)  Even and odd.  Pacital reasoning (3)  Visualise and build.  Deepening understanding  Patterns and relationships.  Spatical reasoning (4)  Mapping. |
| **ELG** | **Number**  **Have a deep understanding of number to 10, including the composition of each number.**  **Subitise (recognise quantities without counting) up to 5.**  **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.**  **Numerical patterns**  **Verbally count beyond 20, recognising the pattern of the counting system.**  **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.**  **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**  **In addition to this to be ready for our Year 1 curriculum,**  **Know 2D shape names and be able to compare their properties**  **Correct number formation of numbers to ten.**  **Have an awareness of measures and the related vocabulary for length, capacity and mass.** | | | | | |

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| **Literacy** | **Age 3-4**  Learn nursery rhymes, and play sound games.  Hear environmental and instrumental sounds.  Develop their phonological awareness , so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  Engage in extended conversations about stories, learning new vocabulary.  Encourage use of tripod grip.    **Age 4-5**  Set 1 sounds.  Word time 1-1.4  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Form lower-case and capital letters correctly.  Hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases. (frogs leg fingers- magic link handwriting). | **Age 3-4**  Introduce Fred talk.  Play body percussion and rhythm and rhyme.  Develop their phonological awareness , so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  Engage in extended conversations about stories, learning new vocabulary.  **Age 4-5**  Set 1 sounds  Word time 1.5 and multisyllabic words.  Red words.  \*Embed speech and language interventions.  Launchpad for literacy.  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school’s phonic programme.  Form lower-case and capital letters correctly.  \*Magic link handwriting. | **Age 3-4**  Know a wide range of nursery rhymes  Hear initial sounds in words.  Sound phrases. Alliteration and voice sounds.  Develop their phonological awareness , so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother  Engage in extended conversations about stories, learning new vocabulary.  Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.  Introduce language and symbols of RWI. Become familiar with positional language related to RWI.  **Age 4-5**  Introduce double sounds (ll), (ss).  Alien words, 1.6-1.7 words  Ditties 1-20.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Spell words by identifying the sounds and then writing the sound with letter/s.  \*Magic link handwriting. | **Age 3-4**  Oral blending with fred,  Engage in extended conversations about stories, learning new vocabulary.  Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom  Become familiar with RWI pictures and positional language needed for writing.  **Age 4-5**  Double sounds  Multisylabic,  Alien words  Red words  Red story books.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Write short sentences with words with known sound-letter correspondences.  \*Magic link handwriting. | **Age 3-4**  Begin phonics programme.  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.  Begin to hold a pencil effectively in preparation for fluent writing– using the tripod grip in almost all cases. (frogs leg fingers- magic link handwriting).  **Age 4-5**  Gree ditties  Multisylabic  Green books.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  \*Magic link handwriting. | **Age 3-4**  Continue phonics.  Write some letters accurately.  Write some or all of their name.  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.  **Age 4-5**  Mulitsylabic  Purple books.  Re-read what they have written to check that it makes sense.  \*Magic link handwriting. |
| **ELG** | **Comprehension**  **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**  **Anticipate (where appropriate) key events in stories.**  **Word reading**  **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs.**  **Read words consistent with their phonic knowledge by sound-blending.**  **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**  **Writing**  **Write recognisable letters, most of which are correctly formed.**  **Spell words by identifying sounds in them and representing the sounds with a letter or letters.**  **Write simple phrases and sentences that can be read by others.** | | | | | |

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| **Understanding of the World** | Autumn 1  My family and me | Autumn 2  People who help us. | Spring 1  Fantasy and fairy tale | Spring 2  All creatures great and small | Summer 1  Let’s get growing | Summer 2  The world I live in. |
| Focus across unit | Timeline of their life.  3-4 Draw pictures of where we live.  4-5 Maps of where we are from. | Selection of visitors in school, ideally fire service, police, etc.  3-4 Observations outside  4-5 Local area fieldwork. | Drawing story maps. Compare and contrast different fictional settings. Hot and cold environments. Making specific links to difference at forest school. Observational drawings and tree rubbings. | Life cycles. Where animals come from, matching babies to adult. animals.  4-5  Study and build appropriate habitats. Soundscapes in the environment. | Observational drawings, planting seeds, measuring growth of plants, taking photos.  Trips to farm/beach/woods. Leaf art.  4-5 Testing seeds growth in different conditions. | Past and present images of local area, transport, clothes and toys.  Plastic pollution. Deforestation. Effects of global warming on the environments.  Visit or look at maps of significant religious locations. |
|  | **Age 3-4**  Begin to make sense of their own life-story and family’s history. Continue to develop positive attitudes about the differences between people.  **Age 4-5**  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. | **Age 3-4**  Show interest in different occupations. Continue to develop positive attitudes about the differences between people.  **Age 4-5**  Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside. | **Age 3-4**  Talk about what they see, using a wide vocabulary.  Explore collections of materials with similar and/or different properties.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  **Age 4-5**  Compare and contrast characters from stories, including figures from the past.  Draw information from a simple map.  Recognise some environments that are different from the one in which they live.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. | **Age 3-4**  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  **Age 4-5**  Recognise some environments that are different from the one in which they live.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside. | **Age 3-4**  Plant seeds and care for growing plants.  Use all their senses in hands-on exploration of natural materials.  **Age 4-5**  Explore the natural world around them.  Recognise some environments that are different from the one in which they live.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. | **Age 3-4**  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Explore how things work.  **Age 4-5**  Comment on images of familiar situations in the past.  Draw information from a simple map.  Understand that some places are special to members of their community.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside. |
| **ELG** | **People, Culture and Communities**  **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**  **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.**  **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.**  **The Natural World**  **Explore the natural world around them, making observations and drawing pictures of animals and plants.**  **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.**  **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**  **Past and Present**  **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.**  **Understand the past through settings, characters and events encountered in books read in class and storytelling.** | | | | | |

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| **EAD** | Autumn 1  My family and me | Autumn 2  People who help us. | Spring 1  Fantasy and fairytale | Spring 2  All creatures great and small | Summer 1  Let’s get growing | Summer 2  The world I live in. |
| **Focus across the unit.** | Collage, self portraits.  Painting faces.  Magazine cuttings.  Cardboard photo frames.  Mixed up photos. | Sculpture, junk modelling.  Nursery- Individual vehicles using 2d shapes  Rec- collaborative working on large scale junk modelling project.  Christmas cards and calendars.  Pumpkin carving.  Diva lamps. | Painting, printing and textiles. Looking at and imitating animal print. Mermaid and fish scales (rainbow fish), dragon scales. Stamping paint into a pattern. Nursery- large scale. Recpetion small scale. Potatoes and apples. Marbling and bubble print. Wax resist.  DT- make pancakes.  Mothers day cards. | Painting and print continued- animal prints.  Puppets focus. Wooden spoon puppets in nursery,  Recpetion- split pin puppets.    Easter bonnets, chocolate nests, cookery across. | Painting and Drawing  Observational drawings of plants and flowers.  Rubbings of leaves, pressing flowers.  Making colours from flower pressings.  Sticky back plastic to collect findings outside. | Drawing  Food tech- Egg and cress sandwich, growing, preparing and eating veg. soup. |
| **Art, Expression and Imagination.** | **Age 3-4**  Explore different materials freely, in order to develop their ideas about how to use them and what to make. \Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  **Age 4-5**  Create collaboratively, sharing ideas, resources and skills.  Return to and build on previous learning, refining ideas and developing their ability to represent them. | **Age 3-4**  Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  **Age 4-5**  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Explore, use and refine a variety of artistic effects to express their ideas and feelings. | **Age 3-4**  Explore colour and colour-mixing.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Take part insimple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  **Age 4-5**  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Develop storylines in their pretend play. | **Age 3-4**  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Explore colour and colour-mixing.  **Age 4-5**    Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | **Age 3-4**  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  **Age 4-5**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | **Age 3-4**  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Explore colour and colour-mixing.  **Age 4-5**  Create collaboratively, sharing ideas, resources and skills. |
| **Music** | Sing Familiar songs  Listening to music – identifying songs like/dislike  **Age 3-4**  Remember and sing entire songs. Respond to what they have heard, expressing their thoughts and feelings.  **Age 4-5**  Listen attentively, move to and talk about music, expressing their feelings and responses. | Christmas Play  Performance  **Age 3-4**  Remember and sing entire songs.  Sing the pitch of a tone sung by another person(‘pitchmatch’).  **Age 4-5**  Listen attentively, move to and talk about music, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups.  Sing in a group or on their own, increasingly matching the pitch and following the melody. | Traditional nursery rhymes.  Pirate songs and mythical songs.  **Age 3-4**  Listen with increased attention to sounds.  **Age 4-5**  Watch and talk about dance and performance art, expressing their feelings and responses. | Animal songs, playing instruments.  Animal carnival.  **Age 3-4**  Play instruments with increasing control to express their feelings and ideas.  **Age 4-5**  Explore and engage in music making and dance, performing solo or in groups. | Sound growth (volume and pitch) and sounds in nature.  **Age 3-4**  Sing the pitch of a tone sung by another person(‘pitchmatch’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  **Age 4-5**  Sing in a group or on their own, increasingly matching the pitch and following the melody. | Improvisation with found materials.  Playing Instruments  **Age 3-4**  Create their own songs, or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas.  **Age 4-5**  Explore and engage in music making and dance, performing solo or in groups. |
| **ELG** | **Creating with Materials**  **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**  **Share their creations, explaining the process they have used.**  **Make use of props and materials when role playing characters in narratives and stories.**  **Being Imaginative and Expressive**  **Invent, adapt and recount narratives and stories with peers and their teacher.**  **Sing a range of well-known nursery rhymes and songs.**  **Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.** | | | | | |