

GREAT ECCLESTON COPP CHURCH OF ENGLAND



Reception Long Term Plan



In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

"Let us love, not in word, but in truth and action." (1 John 3:18)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	DINOSAURS	HOW DOES YOUR GARDEN GROW?	ALL THINGS BRIGHT AND BEAUTIFUL
MAIN THEMES	All about me, my immediate family, my house, my street, explore the world around us, changes in seasons.	Celebrations, changes in the seasons, Jesus' Birthday, Christmas Story, firework pictures, Christmas decorations.	Changes in the seasons, waterproof materials, colour changing, simple maps, patterns.	Changes in seasons, Easter, homes in the past, patterns, Mother's Day, collage crafts.	Growth and planting, environment, changes in the seasons, plants in different environments, life cycles.	Human life cycles, animal life cycles, colour mixing, Father's Day, changes in the seasons.
KEY DATES	-Harvest festival -Autumn	-Bonfire Night -Thanksgiving -Christmas	-Winter -Chinese New Year -Valentine's Day	-St David's Day -St Patrick's Day -Shrove Tuesday -Spring -Easter	-Eid -St George's Day	-Summer -Father's Day
HIGH QUALITY TEXTS	-Little Hedgehog's Big Day -First day at school -Ruby's worry -Autumn Leaves -Handful of buttons	-You Choose -The Nativity Story	-Fairy tales -The Tiger who came to tea -Welcome to our World	- Dinosaur Roar - The Easter Story	- The Gruffalo - The Seed in Need - The Enormous Turnip -Jasper's Beanstalk -The Hungry Caterpillar - Handa's Surprise - Oliver's Vegetables - Jack and the Beanstalk -Billy's Sunflower -Superworm	-Summer -Bee and me

EXPERIENCES	<ul style="list-style-type: none"> -EYFS Autumn walk -Whole School -Harvest/Foodbank collection 	<ul style="list-style-type: none"> -Christmas Nativity 		<ul style="list-style-type: none"> -Making Pancakes -Visit Church 	<ul style="list-style-type: none"> -EYFS Assembly -Farm or Zoo trip -Gardening -Caterpillars to Butterflies -Planting 	<ul style="list-style-type: none"> -Sports Day 06/06 -EYFS worship 20/6 -Summer walk
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	HOW DOES YOUR GARDEN GROW?	WHAT'S AT THE BOTTOM OF THE GARDEN?	HOW WILL WE GET THERE?
CHARACTERISTICS OF EFFECTIVE LEARNING	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play, which is guided by adults.</p> <p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	HOW DOES YOUR GARDEN GROW?	WHAT'S AT THE BOTTOM OF THE GARDEN?	HOW WILL WE GET THERE?
COMMUNICATION AND LANGUAGE	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Engage in non-fiction books 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Describe events in some detail. 	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story once they have developed deep understanding of the text, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	DINOSAURS & EASTER	WHAT'S AT THE BOTTOM OF THE GARDEN?	HOW WILL WE GET THERE?
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Friendships and Relationships</p> <ul style="list-style-type: none"> Classroom routines, rules and children's names. Name and discuss different types of feelings and emotions. Know how to stay safe in the classroom and outside. Demonstrate skills in building friendships and cooperation. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. 	<p>Friendships and Relationships</p> <ul style="list-style-type: none"> Classroom routines, rules and children's names. Name and discuss different types of feelings and emotions. Know how to stay safe in the classroom and outside. Demonstrate skills in building friendships and cooperation. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. 	<p>Similarities and differences</p> <ul style="list-style-type: none"> Talk about similarities and differences between themselves. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Name special people in their lives. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. 	<p>Being Healthy</p> <ul style="list-style-type: none"> Talk about how to keep their bodies healthy and safe. Having a good sleep routine Sensible amounts of 'screen time' Manage their own personal needs Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating and toothbrushing. 	<p>Responsibilities</p> <ul style="list-style-type: none"> Being a safe pedestrian Name ways to stay safe around medicines. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe Understand that they can make a difference. Identify how they can care for their home and special people. Talk about how they can make an impact on the natural world. 	<p>Coping with Change</p> <ul style="list-style-type: none"> Learn and use strategies or skills in approaching challenges Show resilience and perseverance in the face of challenge Think about the perspectives of others Name the different stages in childhood and growing up. Preparing for change – transition to Year 1.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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PHYSICAL DEVELOPMENT	<p>Gross Motor</p> <ul style="list-style-type: none"> 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes 	<p>Gross Motor</p> <ul style="list-style-type: none"> 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p>Gross Motor</p> <ul style="list-style-type: none"> 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p>Gross Motor</p> <ul style="list-style-type: none"> 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p>Gross Motor</p> <ul style="list-style-type: none"> 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p>Gross Motor</p> <ul style="list-style-type: none"> 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	<p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.

	<p>PE - Baseline Unit</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing. • Combine different movements with ease and fluency. • Progress towards a more fluent style of moving, with developing control and grace. • Further develop and refine a range of ball skills. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>PE - Rugby Tots</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing. • Further develop and refine a range of ball skills. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>PE – GYMNASTICS</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<p>PE – DANCE</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency. 	<p>PE - FMS Hungry Caterpillar</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Combine different movements with ease and fluency. • Progress towards a more fluent style of moving, with developing control and grace. 	<p>PE - FMS Mini-Beasts</p> <ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Combine different movements with ease and fluency. • Progress towards a more fluent style of moving, with developing control and grace.
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	HOW DOES YOUR GARDEN GROW?	WHAT'S AT THE BOTTOM OF THE GARDEN?	HOW WILL WE GET THERE?
LITERACY COMPREHENSION	<ul style="list-style-type: none"> Engage in story times Learn new vocabulary Use new vocabulary through the day. 	<ul style="list-style-type: none"> Engage in story times Learn new vocabulary Use new vocabulary through the day. Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> Engage in story times Learn new vocabulary Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Engage in story times Learn new vocabulary Use new vocabulary through the day. Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ELG Anticipate – where appropriate – key events in stories ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ELG Anticipate – where appropriate – key events in stories ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

<p>LITERACY WORD READING</p> <p>(also see Little Wandle Phonics Progression)</p>	<ul style="list-style-type: none"> • Can tune in, remember, talk about and make different sounds. • Recognises their own name • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Hears and says the initial sound in words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Learn Phase 2 sounds. • Read Autumn 1 tricky words. 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • Read and say a sound for each individual letter in the alphabet • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Learn Phase 2 sounds. • Read Autumn 2 tricky words. 	<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Learn Phase 3 sounds. • Read Spring 1 tricky words. 	<ul style="list-style-type: none"> • Begins to read words and simple sentence. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Can read some irregular common words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Learn Phase 3. 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Learn Phase 4. • Read Summer 1 tricky words • ELG Say a sound for each letter in the alphabet and at least 10 digraphs; • ELG Read words consistent with their phonic knowledge by sound-blending; • ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Learn Phase 4. • End of term assessments. • ELG Say a sound for each letter in the alphabet and at least 10 digraphs; • ELG Read words consistent with their phonic knowledge by sound-blending; • ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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<p>LITERACY WRITING</p> <p>(also see Little Wandle Phonics Progression)</p>	<ul style="list-style-type: none"> Shows a preference for a dominant hand Uses a comfortable grip with good control when holding pens and pencils Begins to use anti-clockwise movement and retrace vertical lines 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Begin to form recognisable letters. 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop the foundations of a handwriting style which is fast, accurate and efficient 	<ul style="list-style-type: none"> Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop the foundations of a handwriting style which is fast, accurate and efficient 	<ul style="list-style-type: none"> ELG Write recognisable letters, most of which are correctly formed. ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> ELG Write recognisable letters, most of which are correctly formed. ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG Write simple phrases and sentences that can be read by others.
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	HOW DOES YOUR GARDEN GROW?	WHAT'S AT THE BOTTOM OF THE GARDEN?	HOW WILL WE GET THERE?
WHITE ROSE MATHS	<ul style="list-style-type: none"> Match, sort and compare Talk about measure and patterns Circles and triangles Shapes with 4 sides 		<ul style="list-style-type: none"> Mass and capacity Length, height and time Explore 3D shapes 		<ul style="list-style-type: none"> Manipulate, compose and decompose Visualise, build and map Make connections 	
MASTERING NUMBER	<ul style="list-style-type: none"> Identify when a set can be subitised and when counting is needed Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills Spot smaller numbers 'hiding' inside larger numbers Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds Compare sets of objects by matching Begin to develop the language of 'whole' when talking about objects which have parts 		<ul style="list-style-type: none"> Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame Focus on equal and unequal groups when comparing numbers Understand that two equal groups can be called a 'double' and connect this to finger patterns Sort odd and even numbers according to their 'shape' Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern Order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<ul style="list-style-type: none"> Continue to develop their counting skills, counting larger sets as well as counting actions and sounds Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Begin to generalise about 'one more than' and 'one less than' numbers within 10 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek 	

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<p>UNDERSTANDING THE WORLD</p> <p>Science Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>DP SPREAD</p> <p>Science</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. <p>Children to explore their senses and describe what they see, hear and feel whilst outside. Children collect natural materials from the school grounds. Children to have access to a range of materials to explore and describe, including natural materials.</p>	<p>Science</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. <p>Children to explore the four seasons and explore what happens to the natural world.</p>	<p>Science</p> <ul style="list-style-type: none"> Explore the natural world around them. <p>Children to discuss waterproof materials and create their own wood house.</p>		<p>Science</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them <p>Children should have the opportunities to grow and look after different plants and observing how they change as they grow. Children are to observe different plants in the school and church grounds and make drawings of them. Teach children about contrasting environments and the different plants that grow there.</p>	<p>Science</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them <p>Children to learn about life cycles of humans and different animals and observe life cycles in action in world around them. Teach children about a range of contrasting environments within both their local and national region. Share non-fiction texts that offer an insight into contrasting environments.</p>

<p>Geography Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries</p>			<p>Geography</p> <ul style="list-style-type: none"> • Draw information from a simple map. <p>Children look at Google Maps where they live – my house, my street, my village.</p>		<p>DP SPREAD</p> <p>Geography</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. <p>Children look at plants around the world and how they are adapted to their environment.</p>	
<p>History Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>History</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p>Talk about members of their immediate family and community and say how people are similar and different.</p>			<p>DP SPREAD</p> <p>History</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>Children will identify old and new buildings in the local area. Children will learn about homes in the past, comparing to now. Use photos to explore this.</p>		

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	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	HOW DOES YOUR GARDEN GROW?	WHAT'S AT THE BOTTOM OF THE GARDEN?	HOW WILL WE GET THERE?
EXPRESSIVE ARTS AND DESIGN Art & Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Art & Design <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. To draw a self-portrait (enclosing lines): draw definite features. Mix colours. Build models using construction equipment.	Art & Design <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Pollock firework pictures. Different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Christmas decorations and cards.	DP SPREAD Art & Design <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. A piece of artwork in an artist's style. Explore how colour can be changed. Talk about a famous artist Pollock/Monet. Recognise, create and describe pattern: tiger skin.	Art & Design <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Make different textures; make patterns using different colours. Mother's Day crafts. Easter crafts. Rubbings of leaves/plants. Combine media to make a collage chick.	Art & Design <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Collage-farm animals. Making houses. Pastel drawings. Life cycles Van Gogh Sun flowers. Provide children with a range of materials for children to construct with.	DP SPREAD Art & Design <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Colour mixing – underwater pictures. Father's Day Craft. Making models from recycled materials: link to keeping our sea clean Create collaboratively, sharing ideas, resources and skills.

<p>Music Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. 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. Develop storylines in their pretend play.</p>		<p>Music</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • 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. • Develop storylines in their pretend play. <p>Christmas songs. Listen to music and make their own dances in response. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>		<p>Music</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • 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. • Develop storylines in their pretend play. <p>Encourage children to create their own music. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>		<p>Music</p> <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • 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. • Develop storylines in their pretend play. <p>Listen carefully to rhymes and songs, paying attention to how they sound. Explore and engage in music making and dance, performing solo or in groups.</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	HOW DOES YOUR GARDEN GROW?	WHAT'S AT THE BOTTOM OF THE GARDEN?	HOW WILL WE GET THERE?
COMPUTING	Use ipads to take pictures.	To begin to know how to keep themselves safe online.	To use Google Maps to find where they live.	Use an interactive whiteboard.	To begin to use a keyboard and type their own name.	To programme a Beebot to move in more than one direction.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WHY AM I MARVELLOUS?	HOW DO WE CELEBRATE THE SEASON?	WHO'S AFRAID OF THE BIG BAD WOLF?	HOW DOES YOUR GARDEN GROW?	WHAT'S AT THE BOTTOM OF THE GARDEN?	HOW WILL WE GET THERE?
<p>RE</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>I am Special Why are we all different and special?</p> <ul style="list-style-type: none"> To give pupils an understanding that they are unique and special. To know that Christians believe that they are loved, valued and made by God. <p>Special People Why do Christians believe Jesus is special?</p> <ul style="list-style-type: none"> To give pupils an opportunity to explore Christian values through their own actions and the actions of others. To highlight the role of significant/special people in pupils' lives. To emphasise the ways in which Jesus was a special person. To introduce the pupils to the role of the Imam in the Muslim community. To introduce pupils to the stories of the lives of the founders of World Faith communities. <p>Christmas How do Christians Celebrate Jesus' birthday?</p> <ul style="list-style-type: none"> To explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth. To explore the story and celebrations of the Hindu festival of Diwali. 	<p>Special Places What makes a place Holy?</p> <ul style="list-style-type: none"> To begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. <p>Easter Why do Christians believe that Easter is all about love?</p> <ul style="list-style-type: none"> To explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection. To enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story) 	<p>Stories Jesus heard Which stories did Jesus hear when he was a child?</p> <ul style="list-style-type: none"> To introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. <p>Stories Jesus Told Why did Jesus tell stories?</p> <ul style="list-style-type: none"> To explore the stories that Jesus told and know that he told them to teach us about God. <p>Prayer What is prayer?</p> <ul style="list-style-type: none"> To start children on their journey towards understanding what prayer is and the different ways people of faith talk to God. 			