

EYFS Long term plan 2023-2024

Vision - Through the topics below, we want all EYFS children to become well-rounded individuals who have a strong foundation to support their future learning at Queens Drive and beyond. We want them to be able to communicate their thoughts and feelings, make healthy, meaningful relationships, learning new vocabulary as they go. They should understand the importance of hygiene and keeping healthy. Children should access a wide variety of texts and develop a love for reading, understanding the importance of Literacy in their lives. Children should learn the key skills to problem solve and reason. They should be able to express themselves and be proud of their own identity but also respect the differences between themselves and others. Music and Art will be integrated in all aspects of the curriculum helping children to become imaginative and creative. Children will have real experiences as much as possible by exploring real life objects, meeting external visitors/professionals and by going on school trips. Children will explore outdoor spaces, using the real world to learn.

Topics (These themes maybe adapted at various points to allow for children's interests)	Autumn 1 <u>All about me</u> Who am I? Who's important to me? How do I change? What are my senses? Autumn	Autumn 2 <u>Celebrations</u> Birthday Bonfire/Fireworks Diwali Nocturnal and hibernating animals Colour Christmas	Spring 1 <u>Real Superheroes</u> Superheroes Chinese New Year People who help us	Spring 2 <u>On the Farm</u> Traditional Tales Farm and lifecycles Easter	Summer 1 <u>Explorers</u> Dinosaurs Africa Polar Regions Pirates Under the Sea	Summer 2 <u>Summer</u> Growing plants Minibeasts/Bugs How can I be healthy? How have I grown? Events (religious/cultural) Transition to Year One
Trips, Visitors and experiences	Walking round the school. Autumn Walk	Owl visit Diwali visitor/dance Celebrating EID Posting letters for Santa. Church visit Nativity performance	Play town Dentist visit Emergency Services Visits Valentines Day Pancake Day	The Farm Happy egg company Spring Walk Easter Activities	Dinosaur experience Walking around the local area. Celebrating EID	Visiting the pond Caterpillar eggs Sports week Meeting new teachers

		Christmas lunch/party Winter walk	Chinese New Year dance			
Themed weeks	Healthy living week	Safety week Enrichment days				Enrichments days
COEL	<p>Characteristics of Effective Learning</p> <ul style="list-style-type: none"> • 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 • 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. • 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>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. 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. 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. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. 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. We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					
LORIC	Introduce all characters	Organisation	Communication	Resilience	Initiative	Leadership

Characteristics of learning						
Communication and Language	<p>Listening, attention and understanding Listening and following directions and looking at someone when speaking. Eg, talking about school, answering register, singing rhymes. Using prepositions when following instructions. Eg, hang it up, put it in Following stories read to them and talk about pictures in stories. Ask and answer 'why' questions through book talk and outdoor play.</p>	<p>Listening, attention and understanding Understand why it's important to listen. Listen and follow an instruction. Show interest in the lives of others or events eg, Me and my family, Christmas, People who help us. Listen to stories with increased attention. Respond to 'why' questions. Listen in a small group. Show interest in non fiction books.</p>	<p>Listening, attention and understanding Knowing the need to be quiet, concentrate to maintain attention. Listen to a whole story from beginning to end. Listen and respond to ideas from others in conversations. Eg, Chinese New year visitors</p>	<p>Listening, attention and understanding Listen and respond to 2 part instructions eg, Easter craft, farm trip. Remember Key points from stories without prompts. eg Traditional tales Show an interest in non fiction books linked to topics.</p>	<p>Listening, attention and understanding Make comments about what they have heard and ask questions to clarify learning. Eg Hold conversations when engaged in back and forth exchanges with peers and teachers</p>	<p>Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.(whole class or small group) Hold conversations when engaged in back and forth exchanges with peers and teachers</p>
ELG	<p>ELG 1: Listening, Attention and Understanding Children at the expected level of development will: - 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.</p>					
Communication and Language	<p>Speaking To know many rhymes. Joining in with the class. Using sentences to talk about events in nursery rhymes and stories. (4 to 6 words) Starting conversations from small world play about nursery rhymes.</p>	<p>Speaking Asking 'What' questions in relation to topics. Connect ideas, talk about events from the past. Eg. Christmas. Talk in pretending. Eg Home corner, family, people who help us.</p>	<p>Speaking Ask questions about events. Eg Chinese new Year. Retelling simple events in the correct order.Eg. Visit to playtown Using complete sentences. Linking statements to a theme. Sticking to the main theme. Eg</p>	<p>Speaking Using language to explore imaginary events in story lines and themes. Eg Traditional tales. Recreate roles using traditional tales. Using talk to organise and sequence. Eg life cycles.</p>	<p>Speaking Offer explanations for why things may happen. Non fiction Eg planting and growing, minibeasts Explain why things may happen from stories and poems and rhymes.</p>	<p>Speaking Express ideas and feelings about their experiences. Using tense. Eg moving to year 1, super talents, Summer</p>

			Africa and polar areas.			
ELG	ELG 2: Speaking Children at the expected level of development will: - 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					
Our Curriculum Goals for C&L	Express ideas and feelings with confidence Communicate effectively to meet different needs Speak in full sentences					
Core books for topics	Nursery rhymes - incy wincy spider, wheels on the bus, 5 little speckled frogs, Old MacDonald had a farm Where's my teddy? Harry and dinosaurs starting school. Sharing a Shell. The Great Big book of families Ten little fingers and ten little toes. Poetry - Dancing Families Joseph Coelho	Ten little lights Mog's Birthday The best Diwali ever Rama and Sita Brown bear, brown bear what do you see? Owl Babies The Jolly Postman Christmas Poetry -	Supertato collection The Jolly Postman Clever sticks The runaway wok	Little Red Riding Hood, Three Billy goat gruff, The Three Little Pigs, The Odd Egg, Rosie's walk Driving my tractor	If the Dinosaurs came back Dinosaurs love underpants Elmer Rumble in the jungle Follow me Polar bear, Polar bear what do you see? My Granny is a pirate Hooray for fish!	The Very Hungry caterpillar Oi Frog Jaspers beanstalk, What the Ladybird Heard Olivers Vegetables The tiny Seed
PSED Through the Cambridge PSHE scheme Self-Regulation (SR)	MYSELF AND MY RELATIONSHIPS: BEGINNING AND BELONGING <i>How am I special and what is special about other people in my class? SR / BR</i>	HEALTHY AND SAFER LIFESTYLES: KEEPING SAFE (SAFETY WEEK) <i>What are some situations where I need to think about how to keep myself safer? MS</i> <i>Do I understand simple safety rules for when I</i>	HEALTHY AND SAFER LIFESTYLES: MY BODY AND GROWING UP <i>What does my body look like? SR MS</i>	CITIZENSHIP: IDENTITIES AND DIVERSITY <i>Who are the people in my class and how are we similar and different? SR BR</i> <i>Who are the people in my family and who are</i>	CITIZENSHIP: ME AND MY WORLD <i>Who are the people who help to look after me and my school? SR BR MS</i>	MYSELF AND MY RELATIONSHIPS: MY EMOTIONS <i>Can I recognise and talk about my feelings? SR MS</i> <i>Can I recognise emotions in other people and say</i>

<p><i>See themselves as a valuable individual</i></p> <p>Managing Self (MS)</p> <p>Building Relationships (BR)</p>	<p><i>What have I learnt to do and what would I like to learn next? SR</i></p> <p><i>How do we welcome new people to our class? SR / BR</i></p> <p><i>What can I do to help everyone in our classroom feel safer and happier? BR</i></p> <p><i>How can I play and work well with others? SR / BR</i></p> <p><i>How can I show I am listening to an adult? SR / BR</i></p> <p><i>What can help me to follow instructions? SR</i></p> <p>MYSELF AND MY RELATIONSHIPS: FAMILY AND FRIENDS</p> <p><i>Who are my special people and why are they special to me? BR</i></p> <p><i>Who is in my family and how do we care for each other? BR</i></p> <p><i>What is a friend and how can I be a good one? BR</i></p>	<p>am at home, at school and in my community? MS</p> <p><i>What are the clues my body gives me if I am feeling unsafe? MS</i></p> <p><i>Can I say "No!" if I feel unsafe of unsure about something? MS</i></p> <p><i>Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR BR MS</i></p> <p><i>Who are the people who help me to keep safe? MS BR</i></p> <p><i>What goes on or into my body and who puts it there? MS</i></p> <p><i>Why do people use medicines? MS</i></p> <p><i>What are the safety rules relating to medicines and who helps me with this? MS</i></p>	<p>How has my body changed as it has grown? MS</p> <p>What can my body do? SR MS</p> <p>What differences and similarities are there between our bodies? SR BR</p> <p><i>How can I look after my body and keep it clean? MS</i></p> <p><i>How am I learning to take care of myself and what do I still need help with? MS</i></p> <p>Who are the members of my family and trusted people who look after me? SR MS</p> <p>How do I feel about growing up? SR</p> <p>HEALTHY AND SAFER LIFESTYLES: HEALTHY LIFESTYLES</p>	<p>the people in other families? SR BR</p> <p>What is especially important to my family? SR BR</p> <p><i>What are some of the differences and similarities in the way people live their lives? BR</i></p> <p><i>What is life like in other countries?</i></p> <p>How can we value different types of people including what they believe in and how they live their lives? SR BR</p> <p><i>How do we celebrate what we believe in and how is this different for different people? SR BR</i></p>	<p>How can I help to look after my school? SR BR</p> <p>How can I help to care for my things at home? SR</p> <p>How can we look after the local neighbourhood and keep it special for everyone? BR SR</p> <p>What do animals and plants need to live and how can I help to take care of them? BR SR</p> <p>What is money and why do we need it? MS</p> <p><i>Where do I live and what are the different places and features in my neighbourhood?</i></p> <p><i>Who are the people who live and work in my neighbourhood including people who help me?</i></p>	<p>how they might be feeling? SR BR</p> <p>Do I know what might cause different emotions in myself and other people? SR BR</p> <p>How might I and others feel when things change? SR BR</p> <p>What are some simple ways to help myself feel better? SR</p> <p>How can I help other people feel better? SR BR</p> <p>What could I do when things are difficult for me? MS</p>
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	<p><i>How do I make new friends? BR</i></p> <p><i>How can I respect my own needs and the needs of others? BR</i></p> <p><i>How can I make up with friends when I have fallen out with them? BR</i></p> <p><i>How does what I do affect others? BR</i></p> <p><i>Do I know what to do if someone is unkind to me? SR</i></p>		<p><i>What things can I do when I feel good and healthy? MS</i></p> <p><i>What can't I do when I am feeling ill or not so healthy? MS</i></p> <p><i>What can I do to help keep my body healthy? MS</i></p> <p><i>Why are food and drink good for us? MS</i></p> <p><i>How can I make healthier choices about food? MS SR</i></p> <p><i>What is exercise and why is it good for us? MS</i></p> <p><i>Why are rest and sleep good for us? MS</i></p>			
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ELG	<p>ELG 3: Self-Regulation Children at the expected level of development will: - 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.</p>
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	<p>ELG 4: Managing Self Children at the expected level of development will: - 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.</p> <p>ELG 5: Building Relationships Children at the expected level of development will: - 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.</p>					
<p>Our Curriculum goals for PSED</p>	<p>Work as a team To be happy for others and to show empathy Show resilience in the face of challenges To develop self-control To know how to clean my teeth and wash my hands To be willing to explore new foods</p>					
<p>Physical Gross Motor</p>	<p>Skip, hop and stand on one leg and hold for a few seconds Balance/ride a trike or scooter Go up steps or stairs on alternative feet Respond to music showing appropriate movement and rhythm</p>	<p>Increasing control when linking movements together Children will know it's good to be active and sometimes getting out of breath Move freely with confidence in a range of ways Mount stairs, steps or climbing equipment using alternative steps Walk downstairs two feet to each step Stand momentarily on one foot Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed</p>	<p>Experiment with different types of movement Refine a range of physical actions such as rolling, running, skipping etc Jump off objects safely and carefully</p>	<p>Negotiate space carefully Travel with confidence and skill when moving around, under, over and through various equipment Show increasing control when throwing, catching and kicking a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing</p>	<p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p>
<p>ELG</p>	<p>ELG 6: Gross Motor Skills Children at the expected level of development will: -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.</p>					

Physical Fine Motor	Pick up tiny objects using pincer grasp Make simple models using small pieces such as lego Make small cuts in paper with scissors Able to use comfortable grip with good control when holding pens, pencils and paint brushes Begin to show a preference for a dominant hand	Draw lines and circles using gross motor movement Use one handed tools and equipment eg child scissors Hold pencils between thumb and two fingers instead of whole hand Show anti-clockwise movements and retracing vertical lines	Handle tools, objects, construction and malleable materials safely and with increasing control Show a preference for dominant hand	Begin to form recognisable letters Use a pencil and holding it effectively to form recognisable letters, especially letters in their name	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases	Use a range of small tools, including, including scissors, paint brushes and cutlery Show accuracy and care when drawing
ELG	ELG 7: Fine Motor Skills Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Our Curriculum Goals for Physical Development	To be able to hold a pencil with an effective grip and to form the majority of letters correctly Use scissors to cut a simple shape Move confidently in different ways and with control avoiding obstacles					
Literacy/ The Write Stuff Texts	Nobody like you So Much Titch Once there were Giants My Five Senses (NF) Room on a broom	Sparks in the Sky The Best Diwali Ever Maisy's Birthday We're going on a bear hunt Owl Babies Monsters love colours Christmas	Superkid Supertato/How to be a superhero Lanterns and Firecrackers The Magic Paintbrush Burglar Bill Dragon Post	Mr Wolf's Pancakes The Three Little Pigs The Gingerbread Man Farmer Duck Easter Story	Dinosaur Bones The Dinosaur who lost her voice Handa's Surprise Lost and Found Frozen How to be a pirate Commotion in the Ocean	One Bean I love bugs. Aargh Spider! Funny Bones Oliver's Vegetables
Literacy Comprehension	Hold a book and turn the pages showing understanding of pictures and print. Tell a story to a friend eg nursery rhyme. Make suggestions what might happen next in a story.	Hold a book and turn the pages showing understanding of pictures and print. Tell a story to a friend.	Reading simple words and sentences and talking about favourite books.	Reading simple words and sentences and talking about favourite books. Talking about events and characters in	Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and new vocabulary.	Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and new vocabulary.

			Re reading books to build confidence and fluency	books. Eg, traditional tales Using vocabulary and events from stories in their play. Eg traditional tales Re reading books to build confidence and fluency	Anticipate key events in stories Use and understand recently used vocabulary during discussions.	Anticipate key events in stories Use and understand recently used vocabulary during discussions
ELG	ELG 8: Comprehension Children at the expected level of development will: - 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; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.					
Literacy Word Reading	Teach Set 1 sounds: m a s d t i n p g o c k u b f e l sh h r j v w x y z th ch qu ng nk Join in with rhymes and stories. Recognise own name.	Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds. Linking sounds with letters of the alphabet	Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of cvc words using single letter alphabet sounds. Identify rhyming words.	Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of words containing these sounds ccvc, cvcc, Read simple phrases and sentences with words with known letters. Including common exception words.	Teach set 2 sounds, ay, ee, igh, ow, oo, oo Teach blending of words containing consonant blends. Ccvcc	Teach set 2 sounds ar, or, air, ir, ou, oy Teach word reading using set 2 sounds. Build speed reading words using set sounds. Read aloud simple sentences from books including some common exception words.
ELG	ELG 9: Word Reading Children at the expected level of development will: - 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.					
Literacy Writing The Write Stuff	Tell an adult what they have drawn or painted. Recognise capital letter at the start of their name.	Begin to form lower case and capital letters correctly.	Use their phonics knowledge to write words in ways which match their spoken sounds.	Writing some irregular con words. Writing simple sentences which can be read by themselves and sometimes others.	Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in	Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in

	<p>Ascribe meaning to marks. Eg signs.</p> <p>Start to write shapes and letters.</p> <p>Draw lines and circles in air, floor.</p> <p>Use tools for mark making with control.</p> <p>Grip using tripod.</p> <p>Copy shapes, letters and pictures.</p>	<p>Be more confident writing shapes and letters.</p> <p>Segment and blend sounds in simple words.</p> <p>Spell words writing a letter for each sound.</p> <p>Say sentences start to write short ones.</p> <p>Start to use full stops and capital letters.</p> <p>Finish sentences orally from a sentence stem. Choosing the correct vocabulary.</p>	<p>Spelling small, familiar words correctly making phonetically plausible attempts of more complex words.</p> <p>Finish sentences using a sentence stem adding key word.</p>	<p>Re read what they have written.</p>	<p>them and representing with a letter</p> <p>Write simple phrases and sentences that can be read others.</p>	<p>them and representing with a letter</p> <p>Write simple phrases and sentences that can be read others.</p>
ELG	<p>ELG 10: Writing Children at the expected level of development will: - 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.</p>					
Our Curriculum Goals Literacy	<p>Have a love of stories and books</p> <p>Retell a simple story through play</p> <p>Read and write simple sentences containing some set 2 sounds</p> <p>Write my name using a capital tall letter.</p>					

Maths Number Numerical Patterns	See Long term Maths Plan.					
ELG	<p>ELG 11: Number Children at the expected level of development will: - 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.</p> <p>ELG 12: Numerical Patterns Children at the expected level of development will: - 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.</p>					
Our Curriculum Goals	<p>Count and recognise some numbers to 20 Know what is one more/one less to 10 Add and subtract using equipment To know there are more than one way to make a number Know a circle, square, triangle and a rectangle.</p>					
Computing Purple mash	Mouse and Track Pad skills Unit 1	Photography Unit 6	Drawing Skills Unit 3	Robots Unit 4	Keyboard Skills Unit 2	Sounds Unit 5
<p>Purple mash units -Technology around us, Hardware, Safety and Privacy Incidental use of IT throughout the curriculum eg, role play appliances, cameras, ipads, remote control toys, talking tins etc...</p>						
Understanding the World Past and Present	<p>How have I grown? Talk about their family and which of their siblings is older/young than them. Begin to understand the words, yesterday, last week and last year.</p>	<p>Begin to understand familiar stories were set before they were born ie Winne the Pooh. Children will begin to understand people celebrated events ie Eid, Christmas before they were born.</p>	<p>How have people who helped us changed? Talk about the lives of people who help us.</p>	<p>Understand people celebrated EID before they were born. (Depends on date SPR 2/ SUM 1)</p>	<p>When were dinosaurs alive? Discuss the similarities and differences between life now and life when dinosaurs were alive. Know who Mary Anning was and why she is important.</p>	<p>Discuss how we have changed this year. What have we celebrated this year? <i>Birthdays/ Eid/ Christmas/ Diwali/ Weddings</i> Know some similarities and differences between different religions and cultural communities in</p>

	<p>Begin to know that their grandparents are older than their parents.</p> <p>Begin to use the words, in the past I was a baby.</p>				<p>Appreciate that certain artefacts and resources are old and have been used before.</p> <p>How do people celebrate Eid?</p> <p>Remembering and talking about significant events in their own experiences.</p> <p>Understand people celebrated EID before they were born. (Depends on date SPR 2/ SUM 1)</p>	<p>this country, drawing on their experience and what has been read in class.</p>
<p>ELG</p>	<p>Understanding the World ELG 13: Past and Present Children at the expected level of development will: - 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.</p>					
<p>People Culture and Communities</p>	<p>Who are the people important to you?</p> <p>Name the people who are special to them.</p> <p>Discuss the lives of people who are important to them</p> <p>Look at their baby pictures and talk about the how they have grown.</p> <p>Draw information from a map of our classroom/outside area.</p>	<p>What is a celebration?</p> <p>Children walk to church (drawing information from a church).</p> <p>Discuss other religions in the class and what they celebrate and when.</p> <p>Talk about celebrations in their own lives ie bonfire/fireworks.</p> <p>Know when it is someone's birthday and how we celebrate it.</p>	<p>How do people celebrate Chinese New Year?</p> <p>Know the similarities and differences of celebrating our new year and Chinese New Year.</p> <p>Who are the people who help us?</p> <p>Discuss who helps us in our families.</p> <p>Name people who can help us.</p> <p>Recognise the similarities and differences between life in China to live in</p>	<p>Why do people celebrate in different ways?</p> <p>Discuss people have different beliefs and celebrate in different ways, discussing, Diwali, Ramadan and Easter.</p> <p>Draw information from a map using Rosie's walk story.</p> <p>What can I see on a map of the farm?</p>	<p>Does where we live look the same as Africa/Polar regions?</p> <p>Talk about the similarities and differences of our environment and when the dinosaurs were alive.</p> <p>Recognise the similarities and differences between life in Peterborough, Africa and the Polar regions.</p>	<p>What have we celebrated this year?</p> <p>Discuss events we have celebrated this year and how are they the same/different.</p>

			Peterborough (weather, temperature, clothing, food, buildings, etc).		(Same as the natural world). How do people celebrate Eid? Having a greater understanding about why certain events are being celebrated.	
ELG	ELG 14: People, Culture and Communities Children at the expected level of development will: - 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.					
Understanding the World The Natural World	<p>What are our senses?</p> <p>Name our 5 senses and discuss what we use them for.</p> <p>What happens in Spring?</p> <p>Looking/talking about Autumn as a Season - what can they see, smell, hear. What do the trees look like?</p> <p>Discussing how we can care for our outdoor area. Labelling body parts. Discussing how are we the same different? Hair colour, eye colour - can link to data in maths.</p>	<p>What is light? Continue to discuss the season and how it is changing.</p> <p>Explore and discuss man-made and natural light -</p> <p>Are all animals the same?</p> <p>Identify features of bears and owls. Discussing bears and owls' habitats. How are they the same/ different?</p>	<p>Meet a dentist and talk about tooth decay. How does our environment look now, using senses and taking photos of the trees. Chinese New Year. Features of the different animals, similarities.</p>	<p>Which animals' live on a farm? Know which animals born in Spring. Identify features of animals who live on a farm. What is the lifecycle of a chicken? Know and understand the life cycle of a chick. What happens in Spring? Discussing how has our outside area changed. Discussing what do we need when we go outside now. How has</p>	<p>Why is it a good place for animals to live here? Know some similarities and differences between where we live and Africa/the Polar Regions. (Same as People, culture and communities) Discuss the weather and what they need to wear. Identify the features of dinosaurs and compare to other herbivores/carnivores</p> <p>Observe fruit and observe how it decays over time.</p>	<p>What do plants need to grow? Discuss what plants need to grow. Can all minibeasts fly? Children will be able to discuss and label the features/habitats of minibeasts and bugs. Understand the key features of the life cycle of a frog. Drawing pictures of our outdoor area (including the pond area) What happens in Summer? Compare how summer hats are different to winter hats.</p>

	Discussing (with pictures) who is the oldest in their family and youngest. How have we changed over time? What can we now do that we could not do when we were 3?	What is hibernation and nocturnal?		this changed from Autumn/Winter? What can we hear/see/smell now? Look at buds, flowers, trees.		Compare what we can do outside in the Summer to the Winter. Discuss why we need to wear sun cream and drink more water in the Summer. Revisit pictures of the trees over the year and discuss the similarities and differences. Observe the effect exercise has on their body. Recap on previous body part labelling.
ELG	ELG 15: The Natural World Children at the expected level of development will: - 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.					
Our Curriculum Goals Understanding the world RE/Festivals	<p>Care for their environment and things in it</p> <p>Appreciate different religious, non-religious and cultural communities in their own home town, and around the world</p> <p>Know that life was different in the past</p> <p>Understand simple life cycles eg chicken.</p> <p>To use IT equipment safely and respectfully.</p>					
Expressive Arts and Design Creating with materials (DT)	Explore and choose which materials to use and joining construction pieces together. Explore junk modelling to come up with their own ideas to make whatever they would like. Making dens and houses for the bears.	Explore different materials and texture. Realise tools can be used for a purpose. Using tools safely with care and precision. Creating diva lamps with clay. End of term aim	How will you safely join materials/use tools? Using a variety of materials and techniques to join materials together to create a superhero cape.	How will you create a coat to keep Humpty safe? Combine materials to create a coat which will protect humpty dumpty. Children to understand that different media can	How will you create a model with your friend? Create dinosaur fossils through salt dough. Explain to your friend what you have created and how you created it. Create a pirate ship (junk modelling) with	Children will independently share their creations explaining the process they have used. End of term aim Them cutting no waggle

		Us cutting things out for them	Selecting tools and using them safely. Cooking- Ice cream	be combined to make a product for purpose. End of term aim Them cutting out with a waggie	my friends and links with art about colour mixing and painting. Cooking- Pizza	
Creating with materials (Art)	Create a self-portrait (drawn). (Exploring different media: pencils, pastels, chalk, paint - observing the effect.) Draw who lives in their house... (create closed shapes with continuous lines and begin to use these shapes to represent objects.) Creating a self portrait with mixed media (exploring different media and exploring different textures.)	What happens when I mix colours? Create fireworks picture (colour mixing - experimenting with colour). Colour mixing strips -e.g. What happens when you mix red and yellow? (colour mixing) Create a Christmas/holiday card/decorations using different textures. (Experimenting with different textures.)	Draw the Chinese New Year animal. Making their own chinese decorations. (Choose and use different materials/tools. Experiment with design, texture and function.) Making Lunar themed art inspired by Chinese symbols and photographs. (Different colours, textures and media out for children to choose.) Paint pictures of people who help us. (Joining shapes together to create more accurate pictures. Adding simple details e.g. facial features) Making different emergency vehicles	How can we use shapes to create pictures? Create closed shapes in the style of Kandinsky. Create Mothers Day/Easter Cards/Easter Patterns/crafts.	Create Eid card	Question? How can we Observational drawing of sunflower/summer plants/flowers. Van Gough (TNW) Create a picture in the style of Matisse. Create a Fathers Day card. Rubbings of leaves/plants. Make use of props and materials when role playing characters in narratives and stories.

			(junk modelling, using different materials)			
ELG	<p>ELG 16: Creating with Materials Children at the expected level of development will: - 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.</p>					
Being imaginative and expressive (Music)	<p>Use movement to express feelings. Sing to self and make up simple songs Engage in imaginative role play based on first hand experiences. Build stories around toys.</p>	<p>Enjoy joining in with dancing and singing games. Sing a few familiar songs. Begin to move rhythmically. Imitate movement in response to music Tap out simple repeated rhythms. Explore and learn how sounds can be changed. Perform in the Nativity Story,</p>	<p>Explore and learn how sounds can be changed. Sing songs, make music and experiment with ways of changing them. Beginning to build a repertoire of songs and dances.</p>	<p>Explore the different sounds of instruments Imitate new combinations of movement and gesture to express and respond to feelings, ideas and experiences.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher,</p>	<p>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.</p>

Music Scheme Charanga	Me - Nursery Rhymes 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	My Stories - Nursery Rhymes I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Everyone - Nursery Rhymes Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Our World - Nursery Rhymes Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Reflect, rewind, replay
ELG	ELG 17: Being Imaginative and Expressive Children at the expected level of development will: - 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					
Our Curriculum Goals Expressive Arts and Design	Use correct colours when colouring or painting pictures Draw carefully and purposefully making an accurate representation Participate in musical, imaginative and creative activities reflecting their own personal interests					