EYFS long term plan Year A

Why is it good to be me? Nursery How can I be a positive member of my class? Reception

				HOW CALL DE A		oci oi iiiy		ption			
Prayer 1			Prayer 2								
-	od, for feet to	n run	Dear God,								
	•			a Marid as avaat							
-	or my play and		-	e World so sweet,							
-	od, for eyes t		Thank you for th								
Thank you fo	or making me a	a special me.	Thank you for th	e birds that sing,							
			Thank you, God,	for everything							
Term	Substantive	Learning Experiences	Maths	Reading	Writing Focus	Enrichment	RE	EAD	(PHSCE)	Understanding	Physical
	knowledge					Activities			Festivals British Values	the World	Development
Theme	Кеу									How we build	
	Vocabulary	Links to KS1								cultural capital?	
Autumn 1	The Children	Walk in the woods	1-1 corresponde	JULA DONALDSON - AYEL SCHEFFLER	Pencil grip (varies,	Basic	Being special.	Sing a large repertoire of	Harvest Festival	Throughout the	Continue
Autumni	will know the	Outside areas – The	nce	GRUFFALO Laura's Star	some will be focusing	provision	Where do we	songs - My favourite		Terms	developing their
1.11.	rules and	children will explore			on picking up a pencil	Where do	belong?	Nursery Rhymes.	Diwali	We provide	movement,
Let's	expectations	the Nursery gardens	Matching objects		using the	things go?			Diwan	children with the	balancing riding
Explore!	of the areas		to shapes on the		palmer/pincer grasp,	What do we	Why is God is an	Building Houses (wall,	Table etiquette	experiences to	(scooters, trikes
	of learning.	and surrounding	shelves		others will focus on	do in each	important person	door, roof, window) and	Table eliquette	collaborate with	and bikes) and
What do I		school areas and		Stal 1	the correct tripod	area?	to Christians?	Drawing self-portraits. –	Manners	others and to	ball skills.
like best?	The children	look at the world	Developing fast	1 44	grip.	Becoming		fine motor (eyes, nose,	wanner5	broaden	
	will be	around us changing.	recognition up to	Source	Mark making in all	independent	The lunch time	Mouth, lips, cheeks,	Community	children's	Go up steps,
What cap I	familiar with	Leaves changing	3 objects without	SQUIRRELS WHO SQUABBLED	areas – gross motor	in each area	prayer	ears, eye brow, eye		knowledge and	stairs or
What can I	their indoor	colour and falling	the need to count	NW_	skill and fine motor			lashes)	Talk about their	reflect an	apparatus using
see	and outdoor	from the trees.	them individually		skills.	Woodland	Continue		feelings using words	inclusive ethos.	alternate feet.
changing?	environment	Conkers, the	(subitising).	AA	Writing patterns	objects	developing	To name colours when	happy, sad, worried,	Children have	Skip hop, stand
		weather feeling	Counting back	See See Contraction of Sector	Name writing (this		positive attitudes	prompted – red, blue,	cheerful, excited	opportunities to	on one leg and
	To know the	cooler.	resources, i.e 2	Squirrels	varies, some will	Gruffalo small	about the	green, yellow, purple,		share their	hold a pose for a
	changes that occur in		pens, 3 scissors.		trace their name over	world	differences	pink, orange,	Children will see	thoughts and	game like musical
	Autumn.	Sparklers	Identifying and		yellow pen, others will have the ability	Enhanced role	between people.	To create with found	themselves as a	opinions and build positive	statues.
	Autumn.		saying the	FREE FREE	to write their name	play area.	I am special	materials	valuable individual.	relationships.	Show preference
			numbers one to	To learn what it means to	on their own, and	play area.		materials		Children are given	for a dominant
	Yesterday	Links	10 and ordering	explore on a journey and meet	some will write part			To draw lines and shapes	Children will learn	time to reflect	hand.
	resteruay	Y1	and comparing.	different characters along the	of their name).		The Good Samaritan		about the Hindu	upon their own	
	Last night	Physical features of		way.	,		at the set	Paint with a brush to	festival of light through	lives and those	Develop their fine
	Last hight	my locality (Geog)	Counting out		Know various			create lines and shapes	the star of Rama and	which are	motor skills so
	Last week	Animala (Crime)	objects	To look at a familiar story,	Nursery Rhymes				Sita.	unfamiliar.	that they can use
		Animals (Science)		knowing the sequencing and			M 2 S S S S S S S S S S S S S S S S S S	Explore playdough as a	Children will make clay	Children are	a range of tools
	Names of the	Seasons (Science)	Pattern making	understanding the animals the	To tell a long story.			sequence of skills –	Divas.	regularly praised	competently and
	seasons	Seasons (Science)		brown mouse meets when			How can us have	pressing, cutting,		for their	safely such as
		Picasso – faces (Art)		exploring the woods.	Letter formation for		How can we be a	pinching, rolling balling.		achievements and	pencil's, paint
	Months of	i leasso i aces (Art)		To know what it is like to be in a	read write ink set		good helper?			have	brushes, scissors,
	the year	Personal history		forest and describe how it	one sounds.		How can this	Colour mixing		opportunities to	knives, forks and
		(history)		makes them feel. To be creative	Ciuc montines te		story relate to our	Making veried reading		reflect on their	spoons.
	Hibernate			with found forest objects.	Give meanings to		lives?	Making varied media		own successes.	Powice and refine
					marks they make			pictures		Every adult value the child's ideas	Revise and refine fundamental
	Woodland			In Laura's Star, the children can	independently.			Explore the sounds		and ways of doing	movement skills
	animals,			learn the words shiny and dull,	Understand and			different instruments		things therefore	they have already
	Fox,			and start thinking about Laura's	retell stories using			make. Keep a steady		becoming a	acquired.
	Rabbit,			emotions in the story.	their own words			beat.		partner in each	
	Squirrel, mouse,			To understand that animals						child's learning	
	deer,			hibernate for winter.						0	

Autumn 2 All that glitters.	Owl, Adder. Family Mum-mother Dad-father Sister,brother Grandad/ma Uncle, Aunt Cousin Playdough vocab Squash Squeeze Press Pich Roll stretch Shiny, Dull, Reflect, Dazzle, Sparkle, Glitter. Star Nativity Stable Manger Dark Light Firework Sparkler	Nativity play with parents able to watch. Celebrates the children learning what Christmas is and why we perform a Nativity. Christmas party Christmas party Making decorations (starts) to send home to parents Christmas Fair. Face painting Links to Y1 Gunpowder plot (Y1)(History) Seasons (science)(Y1)	Show finger numbers up to 5 and say one number for each item in order. Shapes and weights. Number lines Experimenting with their own symbols and marks as well as numerals.	In Laura's Christmas Star, the children are already familiar with the characters, and can explore more properties of the star and create their own for a Christmas Tree. We explore words such as dazzle, glitter and sparkle to describe the star. The children also explore the seasonal changes in the book.	To understand the difference between fiction and non fiction books.Senderstand the difference between fiction books.Pencil grip- continuedWriting patternsName writingLetters to Santa - beginning to use some print knowledge that print has meaning and can have different purposes.Know various Nursery RhymesTo be able to tell a long story.Understand the key concepts about print: Print has meaning Print can have different purposes.Writing Christmas lists and Christmas cardsTo develop a deep familiarity with new knowledge and vocabulary from textsread individual letters by saying the sounds	Light box. Torches and reflectors. Dark area Books telling the Nativity Story Small world Nativity Christmas fair Nativity play Face painting Christmas party Visit from Santa	Nativity story Small world nativity Nativity play Advent calendar Books telling the Nativity story Continue developing positive attitudes about the differences between people. Festivals – Bonfire night Diwali Christmas Armistice day	Listen carefully to rhymes and songs paying attention to how they sound and expressing their preference. Exploration of different instruments. Singing Christmas songs. Mixing and using different colours (creating with materials) Explore paint in different forms and on different surfaces – experimenting with design, texture, and explore a variety of materials) With support use glue to attach materials together (creating with materials, using and exploring techniques and using scissors safely). Exploring printmaking with objects such as sponges (fine motor) Making fireworks/rockets Splatter pictures of fireworks Making Christmas cards	Bonfire night – What is bonfire night? Why do we have fireworks and sparklers? (Sparkler safety) Christmas Advent – why do we have an advent calendar? Armistice Day – what is Armistice Day and why do we wear a poppy? Why do Christians perform a Nativity play at Christmas? Become more outgoing with unfamiliar people, in the safe context of their setting. Road Safety - reflectors	All children's imaginative play is supported. Children are encouraged to recognise how and when their behaviour impacts others. Feeling are regularly discussed openly. We celebrate and value cultural, religious and community events and experiences. We encourage children to discuss their own life and compare it with others	Use one handed tools and equipment for example making snips with scissors and paper.

					blend sounds into					
					words orally					
Spring 1	The children	Playing in the snow.	Number rhymes	Iris and Isaac teaches the	Pencil grip	Ice in the	Which places		Chinese New Year –	Use large muscle
	will know the difference	When playing in the	and songs with	children about locational	continued.	classroom	are special and		The Chinese new	movements to
Hot and	between hot	snow and ice,	resources to aid	similarities and differences (History and Geography link to			why?		year story.	wave flags, streamers, paint
cold	and cold	children have access	learning.	KS1). The children learn identify	understanding	Cold small				and mark make.
		to shovels, spades to		that there are differences in the	print has different	world areas.	Continue	Identify hot and cold	Seasons – Summer,	
What is it	To identify	clear the snow and	Numicon intro.	location of the book (no houses,	purposes.		developing	colours (creating with materials)	Autumn, Winter and	Become
like to be	hot and cold	build.		we don't have any polar bears),	Some children will	Clothes for	positive	materialsy	Spring. What are the	increasingly
warm and	places on a	Clear link to PSED	Matching pairs	Iris and Isaac	consolidate phase	different	attitudes about	Materials and their	differences?	independent as
cold?	globe.	selecting and using	Charles Charles and	Calutine Romer	1 set 1 sounds and	weather	the differences	properties: melting ice,	Diament the surge of	they get dressed
	Takaaw	resources and	Show fingers up		begin set 2 sounds.		between	what happens when we leave I've outside, on the	Play with one of	and undressed
	To know what kind of	activities with help	to 5, link		Know various	Igloo role	people.	radiator, in our hands, what	more other children,	e.g coats, zips, hat, gloves.
	animals live	when needed to achieve a goal they	numerals and amount		Nursery Rhymes,	play area	Stories that are	happens when we put salt	extending and	1100 810 103.
	in hot and	have chosen or one	(showing the		and be able to tell		special to	on it? Understanding of the	elaborating play ideas.	
	cold places.	that is suggested	right number of		a long story.		Christians.	world linked.	lueds.	
		with them.	numerals to	Print international participate OLIVER SEFFERS	a long story.			Draw lines and closed	Online safety week.	
		Additionally, children	match the		Understand all five			shapes and giving marks	Omme safety week.	
		learn what clothes	objects)		key concepts about			meaning (creating with	Shrove Tuesday	
	Season, Frost,	we wear in winter to	00,000,00		print:			materials, explaining the process and sharing their	Shieve ruesday	
	Hot,	play in the cold and	Identify numbers	LOST and FOUND	Print has meaning			creations).	Ash Wednesday	
	Cold,	snow, and modelling	1 to 20 and		Print can have				,	
	Ice,	of putting on wellies,	compare using	To discover that there are cold	different purposes			Independently use glue to	Mothers Day	
	Icicle,	zipping up coats,	the language of	and hot countries in the World.	We read English from left to right,			attach materials together (creating with materials,	,	
	Climate,	putting on scarf and	more and less to	Tal about friendships	and top to bottom.			fine motor)		
	Colour	hat – links to	describe amounts		The names of					
	wheel,	physical	Find one more	Penguins	different parts of the			Exploring various textures (creating with materials)		
	Hot and cold	development.	and one less from		book.			(creating with materials)		
	colours		a group of up to		Page sequencing			Exploring textures of		
	Blue, green,	Ice in the classroom	10 objects		Forma lawar and			different weathers e.g		
	purple,				Form lower case letters correctly			snow, hail stones, rain,		
	orange, red,	Hot water bottles in	2D and 3D shapes		letters correctly			storm, heatwave, thunder, windy. Creating with		
	yellow	the classroom	 – square, circle, rectangle, 		Write labels to			materials. Some children		
			pentagon,	Non fiction books all about	annotate pictures of			may independently create		
	Ocean	Links	hexagon,	animals that live in cold	animals			snow angels, snow men, pick ice.		
	Arctic,		Cuboid,	climates				plotition		
	Antarctic,	Y1	Cylinder,		To know that non			Paint and draw things that		
	melting,	Physical features of	Cube,		fiction books tell us facts.			they have been observed with increasing detail with		
	climate	my locality –	pyramid					consideration to shape,		
	change,	comparison (Geog)			Read individual			size, colour and pattern.		
	environment,	Animala (caianaa)			letters by saying the					
	lce Snow	Animals (science)			sounds.					
	Igloo	Climates (Geog)								
	Melt	Cilliates (Geog)			Blend sounds into			Respond to what they		
	Freeze,				words orally.			have heard expressing		
	freezing									

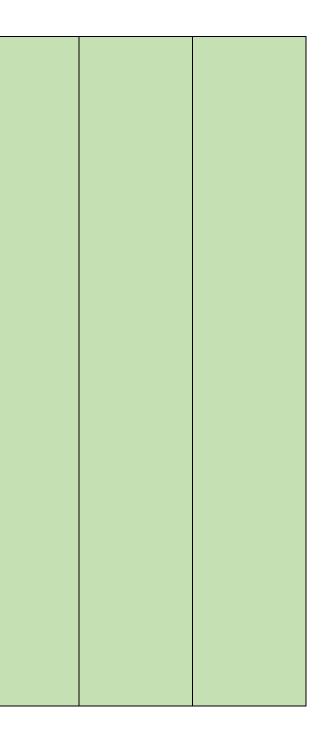
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Spring 2	The children	Learning about	Number		The	Mark making in all	Small world	Which stories	their thoughts and	Easter – Wł
	will know the	properties of	recognition, 0-5,	Three *	Three	areas.	traditional	are special and	feelings.	Easter story
Traditional	sequence of	materials and the	0-10	Little Pigs	Pigs		tales.	why?		is it importa
tales	a traditional	changes they notice,		A Charles	allows	Word banks to		Why do	Listen with increased	Shrove Tue
laies	story.	this is provided	Solving			support writing of	Home corner	Christians put a	attention to sounds	Ash Wedne
		through baking	problems with			familiar stories.	as a	cross in an	(weather based).	Mother's D
What is a	The children	opportunities	numbers up to	Brackner Asserg & Depthen Cathoright			traditional	Easter Garden?		Traditional
hero, what	will be able	(combining	5.	children explore and	know the	Understanding that	tale setting.	Easter story	Make imaginative and complex "small worlds"	their messa
is a villain?	to identify traditional	ingredients, cooking	5.	sequencing of a trad		we read and write	Lots of	° Noah's Ark	with blocks and	
	story	them)	Sizes	story. It further links		from left to right	traditional		construction kits.	Increasingly
Can you be	language.	Porridge/gingerbrea	Counting and	properties of materi		and start at the top	tale books in	++	construction kits.	rules
both?	language.	d men.	measuring	allows the children t		of the page.	areas,	1000	Explore playdough	
Characteristic	Story	Historical links of	ingredients.	which material are s	tronger	of the page.	especially	AA	moving through a	Make health
s needed	Language			than others (twigs, s	sticks,	Some children will		Augusta in the state of the sta	sequence of skills:	about tooth
Sheeded	Language	traditional tales,	4 spoons of	bricks).		consolidate set 1	reading and	Continue	pressing, pinching,	
	Once upon a	particularly use of	flour	education on 10			small world.	developing	cutting, rolling, balling	
	time, Hero,	vocabulary 'long ago'	Dest(test)		Goldilocks	and 2 sounds.		positive	and creating shapes with	
	Villain, Evil,	'once upon a	Positional	Inree Roa	and the			attitudes about	dough using cutters.	
	Happily ever	time'.Understanding	language,	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Three	Know various		the differences	(Fine motor)	
	after, After	story sequencing and	understanding		Bears	Nursery Rhymes		between	Explore print making	
	that, Next,	start developing	position		enables	and be able to tell		people.	with a wider variety of	
	The end	phonological	through words	 Start reading with Gold Start - learn size vocabulary 	children to	a long story.		people.	objects such as	
	Baking,	awareness – spotting	alone 'first'	medium, big) and fu					vegetables and sponge	
	Bricks,	rhymes in the	'then'.	properties of materi		Understand all five			shapes (creating with	
	Gingerbread,	traditional tales.		and chairs – soft, ha		key concepts about			materials)	
	Twigs, Straw,	Matching pairs	Subtracting-	right). The children of	-	print: Print has meaning			Remember and sing	
	Sticks.		counting	baking through this	-	Print can have			entire songs, sing the	
	First	Links	backwards	(making porridge). V		different purposes			pitch of a tone sung by	
	On top			taste buds and nose		We read English			another person "pitch	
	Underneath	Y1	Finding the	How does the porrid	lge smell,	from left to right,			match".	
	Next to		difference by	how does the porrid	lge taste?	and top to bottom.				
	Under	Properties of	physically taking		Singerbread	The names of			Take part in simple	
	At the side	materials – (Science)	away.		explores	different parts of the			pretend play, using a	
					ng and	book.			object to represent	
		Y2	Separating		erties of	Page sequencing			something else even	
			groups.		rials for				though they are not	
		Design and make a		The Gingerbread in the	ingredient	Develop			similar.	
		wooden house (DT)	Sticks –	Intuit	erbread	phonological				
			measurement,	man. Additionally, th		awareness, so that				
			standard and	will be able to famili		they can:				
			non-standard	themselves with the		Spot and suggest				
			measures.	of the book.		rhymes, count or				
			measures.			clap syllables in a				
				Ladybird First Favourite Tales		word				
				Three Billy						
				Goats Gruff						
				State State						
				1 Allen						
				Each traditional tale	in this term					
				allows for counting t						
				in the story. Three p						
				bears and the anima						
				the gingerbread mar						

Nhat is the	Use a
ory and why	comfortable grip
rtant?	with good control
uesday	when holding
nesday	pens and pencils.
•	
Day	Matching their
al tales and	developing
sages to us.	physical skills to
	tasks and
ly follow	activities in the
	setting. For
	example, they
Ithy choices	decide whether
thbrushing.	to crawl, walk or
	run across a
	plank, depending
	on its length and
	width.

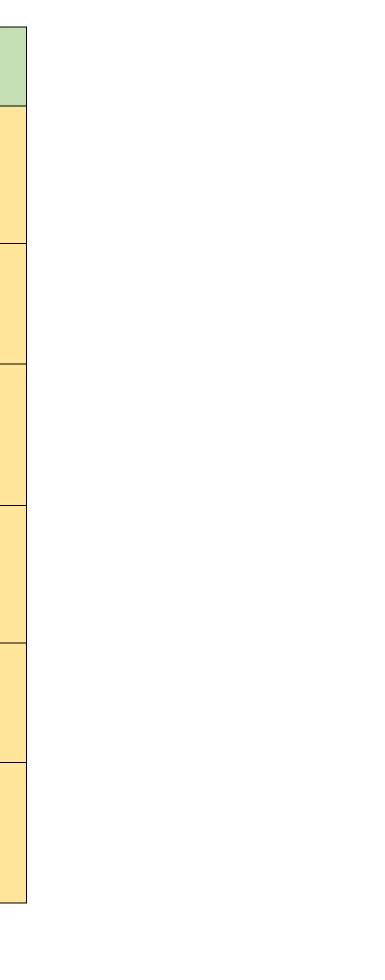
Summer 1	To know different	Following maps	Describe a		Pencil grip	Dinosaur	Which stories	December confident	Traditional British	Choose the right
	modes of	around the school	familiar route.	and the second se	continued.	small world	are special and	Becoming confident	food	resources to carry
Adventure	transport,	site	Discuss routines	-Cent Elephant		areas	why?	using scissors and		out their own
Awaits!	and their	Making our own tuk	and locations	10 A 1	Understanding			enhancing scissor use	Understanding why	plan e.g choosing
	purposes.	tuk using the yellow	using words like		sequencing.	Recycling	David Göljath-		rules are important.	a spade to dig out
How can I	par percer	bike	'in front' or		Some children will	area in	Golialh-	Identify a wider range		a hole they dug
be part of a	Know that		'behind'.	WHEELS	know set 1 and 2	classroom		of colours (creating		with a trowel for
	different			TUKTUK	sounds, and begin		1 Martin Barris	with materials,	Make healthy	their treasure.
team of	countries and	Links	Compare	ar and on	set 3	Talk about	034	experimenting with	choices about food,	
brave	cultures have		quantities using	0000		what they	and the second second	colour).	drink, activity, and	
explorers?	different	Y1	language 'more	Whatever Next!	Know various	see, using a	God created all		toothbrushing.	
(characteristi	modes of		than' 'fewer		Nursery Rhymes,	wide range	of the creatures	Describe their		
cs of effective	transport.	James Cook	than'.		and be able to tell a	of	We need to look	sketches and paintings		
learning)		(History)			long story.	vocabulary.	after everything	(Creating with		
	Understand		Talk about and		the density of all floor	(science focus)	for God.	materials, be able to		
	job roles of	Oceans and seas	explore 2D and	76.5.1	Understand all five			share their creations		
	transport and how this	(Geog) Y2	3D shapes (for	A STOTO IN	key concepts about print:	Use boxes to		and explain the		
	helps us have		example, circles,		Print has meaning	recycle and	Eid – Who	process they have		
	an	Mapping (Geog)	rectangles,	and the second second	Print can have	make	celebrates Eid?	used).		
	adventure.		triangles and		different purposes	transport –				
	duventure.		cuboids) using		We read English	cars, train,	Continue	Paint with more than		
			informal and		from left to right,	spaceship,		one colour (creating		
			mathematical	Home	and top to bottom.	rocket, hot air balloon	developing	with materials).		
			language like	Home	The names of	balloon	positive	with materials).		
			'sides',	a the second	different parts of the		attitudes about	Sing the melodic		
			'corners',	Children will explore many	book.		the differences	shape (moving		
			'straight', 'flat',	books surrounding adventures,	Page sequencing		between	melody, such as up		
				transport and working together			people.	and down, down and		
			'round'.	as a team to get to a	Develop			up) of familiar songs.		
	Adventure			destination, and what problems	phonological		Vaisaki	up) of familiar songs.		
	Explore		WRM – On the	may arise.	awareness, so that			Free land all fferent		
	Astronaut		move		they can:		VE day	Explore different		
	Transport				Spot and suggest			materials freely, to		
	Map Rocket		Math's Mastery		rhymes, count or clap syllables in a			develop their ideas		
	Explorer				word			about how to use		
	Moon				Develop			them and what to		
	Blast off				phonological			make.		
	Space				awareness, so that					
	Stars				they can:			Begin to develop		
	Boat				recognise words			complex stories using		
	Ship				with the same initial			small world		
	Journey				sound such as			equipment.		
	Sail				'money' and					
	Train				'mother'.			Create a sculpture out		
	Airplane							of clay based on a		
	Vehicle				Write short phrases			journey in their		
	Мар				with known			favourite transport		
	Route				letter/sound			Make a clay tile using		
	Destination				correspondence.			transport imprints to		
	Explore Adventure				Cantions			create texture		
	Discover				Captions.					
	Transport				Sentences using			Create maps for an		
	Spaceship				capital letters and			adventure		
	Hot air				full stops.			adventare		
	balloon									
	Tuk tuk				Blend sounds into					
	Fly				words with learned					
	travel				letters					

					Deed					
					Read some common					
					exception words					
		Visit to the					Continuo	Create a callage with		
		farm/animals into					Continue	Create a collage with		
		school					developing	prepared paper and		
							positive	collage by gluing (fine		
		Hatching chicks					attitudes about	motor and creating		
		Hatching butterflies.					the differences	with materials).		
		Tadpoles.					between			
Summor 2	The children		(Extending and		Some children will	Life cycle	people.	To attach junk	Eid – developing	 Collaborate with
Summer 2	will know the	Kings garden party	creating ABAB		be able to write	resources		modelling items	respect for other	others to manage
	life cycle of		patterns) and	LOOK LEARN Animals animals	some or all of their	Symmetry		together (fine motor	people's values and	large items, such
Growing	an animal.	Sports day	noticing errors			work		and creating with	1 · · ·	as moving a long
					name. Some children may	Animal		materials). E.g Making	beliefs.	plank safely,
How do	The children	Living things and their	in patterns.		write some letters	number		animal homes using	Sports day	carrying large
things	will know the	habitats – Plants, Science.	Sorting and					blocks and boxes	Sports day	hollow blocks.
change as	main parts of	Science.	making patterns	introduces a non-fiction text	accurately.	problems			Show more	
they grow?	a plant.	Monarchy (Ks 1 and 2)	with seeds	and shows children the growth	Some children may	Non-fiction		Use a given skill to	Show more	
(how we	The shild		Combining	of different animals from being	begin to use some	books about		manipulate playdough	confidence in new	
change and	The children will know		Combining	born and introduces the correct	print and letter	animals and		to a given shape	social situations and	
grow/transiti	that King		shapes to make new ones (an	nouns for the animals.	knowledge for example writing	their young.		(creating with	with change Monarchy and the	
ons)	Charles is the				'm' for mummy.	Diant coods		materials).		
	King.		arch, a bigger	THE VERY THE VERY THE VERY THE VERY		Plant seeds			Kings birthday	
			triangle)	THE VERY HE NORM VERY LAR VERY VERY VERY	Initial letter sounds	and care for		Print with deliberate		
	The children		Desinte		and simple words	growing		placement (fine motor		
	will know		Begin to		Phase 1 and 2	plants		and creating with		
	that the King		describe a		phonics.			materials).		
	is an		sequence of	hungry caterpillar. Life cycle of	Lists, labels and	Understand				
	environment		events (real or	a caterpillar turning into a	other writing for	the life cycle		Play instruments with		
	alist.		fictional) using	butterfly. The predictability of	purpose.	of an animal		increasing control to		
	The children		words such as	the text enables children to join	Word banks inside	and plants.		express their feelings		
	will be able		"first" "then"	in, it further enhances knowledge about days of the	and outside.	Begin to		and ideas.		
	to identify		etc.	week and counting.	Como obildron will	understand				
	the changes		C	week and counting.	Some children will	the need to		Create their own		
	happening to		Symmetry		know and	respect and		songs or improvise a		
	them.		Doubling and		consolidate set 1, 2	care for the		song around one they		
	Caterpillar,		Doubling and		and 3 sounds.	natural		know. End of year		
	cocoon,		halving		Knowyariowa	environment		performance.		
	chrysalis,		Droblem celuine		Know various	and all living				
	egg, life		Problem solving	16/2	Nursery Rhymes and be able to tell	things (science		Develop their own		
	cycle.		with everyday	Calles Printer Buttles		focus).		ideas and decide		
	Frog,		language	A variety of non fiction butterfly	a long story.			which materials to use		
	tadpole,		Capacity,	books.	Understand all five			to express them. Join		
	frogspawn,		distance and		key concepts about			different materials		
	life cycle		time		print:			and explore different		
			line		Print has meaning			textures.		
	Chick, egg,		Measuring		Print can have					
	incubator,		wiedsuring		different purposes					
	hatch, shell,				We read English					
	life cycle				from left to right,					
	Roots, Stem,				and top to bottom.					
	Leaves, Seed,				The names of different parts of the					
	Soil.				book.					
					Page sequencing					
	Conservation									

Eco		Develop		
		phonological		
Monarchy		awareness, so that		
King		they can:		
Queen		Spot and suggest		
		rhymes, count or		
Baby animals		clap syllables in a		
Lamb		word		
Calf		Develop		
Fawn		phonological		
Kitten		awareness, so that		
Рирру		they can:		
Foal		recognise words		
duckling		with the same initial		
Ũ		sound such as		
		'money' and		
		'mother'.		
		Engage in		
		extended		
		conversations		
		about stories and		
		learning new		
		vocabulary.		
		Create invitations		
		to the kings garden		
		party.		
		purcy.		
		Spell words by		
		identifying sounds.		
		Represesnt sounds		
		with letters		
		Write sentences		
		using simple		
		punctuation.		



Term	Key Texts – Year B
Theme	
Autumn 1	PERCY THE PARK KEEPPER AUTUMN TREASURE We're Going on a Bear Hunt
Let's Explore!	HUNT
What do I like best?	
What can I see changing?	
Autumn 2	Remember Herenber
	GLITTER
All that glitters.	By Deboreh Mebb
I can explore, what can I see? (Shiny and dull)	RANBOW FISH
Spring 1	BIA Ealey ONE DAY
Spring 1	
Hot and cold	PoLES OF A
What is it like to be warm and	
cold?	Non-fiction texts about animals that live in hot/cold places.
Spring 2	O Ladybird First Favourite Tails Charles Little Jack and the State Stat
Traditional tales	Beanstalk Beanstalk
Who is the hero, who is the villain?	
Can you be both?	
Summer 1	
Extinct and endangered.	
	DINO CAULO
	The Const And Const
Summer 2	Chickop Teeny Weeny One Little
	Citticite de la companya de la compa
Growing	
How do things change as they	
grow?	Sheridan Cain Jack Tickle Exploring Nature for CUPOUS Kiels



The big groation in Veen 1. Whenevel whenevel he and how de Lheleng?

Childre will be what t <u>1 prayer</u> Bless all And bless Help us to	en will ha for them hey are g the people wis all the peop o help one an	ve an und n. They wil good at an	erstanding I build on p d what the ar God	/ho am I, who ca of what the future prior knowledge ar y enjoy and learn t	e can bring fo Id learn to b	or them. T e curious a	hey will l and ask q	earn about uestions in	order to o	discover n	• •			
Term	Theme	Learning Experience / Hook	Maths	Reading	Writing Focus	Science	RE	History/ Geography	Computing	Art/DT	Music	PE	(PHSCE) Learning behaviours/Christian values British Values	MFL French –La Jolie Ronde
Autumn 1	What makes me special?	Walk around school grounds / explore local area Making a small world rainforest using plants/ fake grass/ dark tent and heater	Place Value Addition and subtraction	<image/>	Fact file all about me Information Poster on how to care for the forest	Animals Including Humans	What do Christians believe God is like? (GOD)	Geography Focus- Human and Physical features of my locality and where I live Comparison to Amazon Rainforest	We are treasure hunters	ART: Pablo Picasso Stand-alone study (faces) Pencil, watercolour and pastel	Charanga music service scheme 'Introducing Beat,	Multiskills (Games)	What is the same and different about us	Birthdays (Lesson 1,2,3)

Autumn 2	How can I understan d the world around me?	Dogs Trust Visit – how to take care of your pet Eureka!	Place Value Addition and subtraction		Polar Bears- retelling the story Descriptive writing – non chronological report	Animals Including Humans	Why does Christmas matter to Christians ? (INCARNA TION)	Personal History Timelines/ family trees	We are TV chefs	DT: Textiles Sock Hand Puppet – product to sell at xmas fair	Charanga music service scheme 'Rhythm in the way we walk' and 'Banna Rap' Nativity Play performance- how can I use my voice?	Gymna S
Spring 1	What is an explorer?	Suitcase left in classroom full of objects – who is the explorer? Where might they be going?	Place Value Multiplicatio n Division Fractions	<image/> <image/> <image/>	Story Writing Letter	Properties and materials	Who am I? What does it mean to belong?	History focus- Captain James Cook	We are painters	ART: ART: Andy Goldsworth y Jack and the Beanstalk/T he Giant Turnip Sculpture – natural materials	Charanga music service scheme 'In the Groove'	Net and Wall (Games

nastic	Who is special to us?	Reacting to food items (Lesson 4,5,6,7)
nd es)	What helps us stay healthy?	Learning everyday language through song (Lesson 8,9,10)

Spring 2	How do I belong?				Information text about self – what are you good at	Properties and materials	Why does Easter matter to Christians ? (SALVATI ON)	History focus- The gunpowder plot – Guy Fawkes	We are collectors	DT: model making	Charanga music service scheme 'Round and Round'	OAA Archer
			Place Value Multiplication Division Fractions	NADIA SHIREEN BILLY AND THE DRAGON	Invitation							
Summer 1	What seasonal changes do I see?	Growing butterflies Meanwood Valley Farm	Measuremen t and Geometry Addition and Subtraction Multiplicatio n and division	REASONS COMP. SOURS BO	Non- chronological report	Plants	Who is a Muslim and what do they believe?	Geography Focus Mapping Landscapes Seasons	We are storytellers	ART: Chosen artist based on skills gaps in learning.	Charanga music service scheme 'Your Imagination'	Athletic (Sports prep)
				KÖALA WHO COULD	Poetry							

ery What can we do with Emotions (11,12 reca 23,24)	ар
Starting	

Summer 2	How can I look after my world?	Go on a walk around school grounds- picking up plastic litter	ANET FULL OF	Information Text / poster	Seasons	What is the good news that Jesus brings? (GOSPEL)	Geography focus - Climates Daily weather changes	We are celebrating	DT: food technology	Charanga music service scheme 'Reflect, Rewind and Replay'	Strike and Field.	How can we look after each other and the world?	Participating in playground games (Lesson 25,26,27)
			The home	Story Writing - recount									

The big question in Year 2: How do we change the world around us? Why should we care for our world?

Year 2 Prayer

Thank you, for the beautiful world you made for us to live in.

Please help us to take care of it and think about the things we can reuse.

Children will develop their understanding of belonging and how to look after the world they live in. They will have an understanding of their locality and geographical processes, and the lives of historical figures. They will know how people have influence on the world and how we should appreciate what we have. They will understand how it is important to be thankful for the natural world, understanding that what we do matters and we can change things for the better.

Term	Theme	Learning Experience	Maths	Reading	Writing Focus	Science	RE	History/ Geography	Computing	Art/DT	Music	PE	(PHSCE) Learning	MFL
													behaviours/Christian values British Values	
Autumn 1	How can I understan d the world and my place in it?	Walk Addition around and		The papaya that spoke	Re-telling story Non- chronological report	Animals including humans (focus on diet and healthy living)	Who made the world? (CREATIO N	Geography Focus - Human and Physical features of the landscape, reading maps and comparing areas	We are astronaut s	ART: David Hockney How can we appreciate the natural world? Watercolour and oil/pastel – Drawing and Painting	Charanga music service scheme 'Hands, Feet Heart	Invasion Games	What makes a good friend?	Stories and songs (Lesson 1,2,3,4)
			A KA A A A A A A A A A A A A A A A A A											

Autumn 2	How can I look after myself?	Dogs Trust Visit – how to take care of your pet Nativity	Place Value Addition and subtraction		Non- chronological report on polar bears News report	Animals Including Humans (focus on diet and healthy living)	Why does Christmas matter to Christians ? (delving deeper) (INCARNA TION)	History Focus- Who is a monarch?	We are game testers	DT: Food Technology Product Cakes- design and make - Christmas theme	Charanga music service scheme 'Ho Ho Ho' Nativity Play performance- how can I use my voice?	Gymnastics Dance	What is bullying?	Colours (Lesson 5,6,7,8)
Spring 1	How can I look after the world around me and save our seas?		Place Value Multiplicati on Division Fractions	<image/> <image/>	Persuasive text Informative poster / text	Properties and materials	How should we care for the world and why does it matter?	Geography Focus- Oceans and Seas	We are photogra phers	ART: Kandinsky Printing	Charanga music service scheme 'I Wanna Play in a Band'	Net and Wall	What jobs do people do?	Playgro und games (Lesson 10,11,12)

Spring 2	How do events have cause change?	Planting a seed and growing plant together as a class over term– looking for the first shoot to bring hope (a child's garden link)		<image/> <image/>	Setting description Written description of dragon in a story	Properties and materials	Why does Easter matter to Christians ? (Delving Deeper) (SALVATI ON)	History Focus- Great Fire of London	We are researche rs	DT: Model Wooden Houses Design and Make a house – Wooden Houses Great Fire of London	Charanga music service scheme Zootime	OAA Archery and Fencing	What helps us to stay safe?	At the fruit shop (Lesson 15,16,17 ,18)
Summer 1	How do I belong and care for the world I live in?	Growing butterflies Rodley Nature reserve	Measureme nt and Geometry Addition and Subtraction Multiplicati on and division	<image/> <image/>	Diary entry Creating a story	Living things and their habitat	What is Judaism?	Geographical skills The world The United Kingdom Climates Weather	We are detective s	ART: Chosen artist based on skills gaps in learning.	Charanga music service scheme 'Friendship Song'	Athletics Invasion games	What helps us to grow and stay healthy?	Explorin g dance (Lesson 20,21,22 ,23)

Summer 2	How can I look after living things and their habitats?	Butterfly world – tropical world – links with science and topic	AMAZING ANIMAL JOURNEYS	Recount	Living things and their habitats	What makes some places sacred to believers?	Geographical skills The world Landscapes and features The United Kingdom Climates Weather	We are zoologists	DT : clay modelling	Charanga music service scheme Reflect, Rewind and Replay	Strike and Field Invasion games	How do we recognise feelings?	At the seaside (Lesson 24,25,26 ,27)
			BUG HOTEL	Instructions									