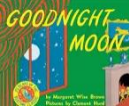
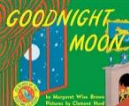
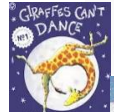
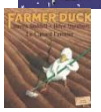
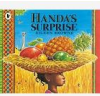
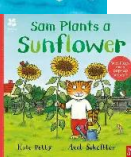
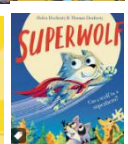
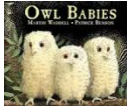
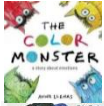
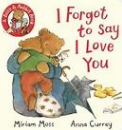
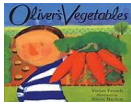
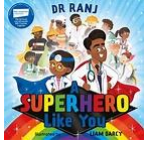
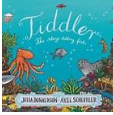


Reception Long Term Plan 2025 - 2026

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	ALL ABOUT ME! Starting school and getting to know my new class Making friends and being kind Being ready, respectful and safe to learn	CELEBRATE WITH ME! Harvest festival Christmas celebrations Diwali festival of lights Nativity performance Letters to Santa	AMAZING ANIMALS! Life cycles Farm animals Safari Animals Minibeasts	COME OUTSIDE! Plants and flowers Weather and seasons Planting seeds How can we look after our Earth and animals?	HOW TO BE A SUPERHERO! Real life heroes/ People who help us Visits from firefighters, police, nurses, etc	UNDER THE SEA! Who lives under the sea? Pirates Great Barrier Reef Looking after our world's oceans
Enrichment/ trips/ visitors/ Wow moments	Autumn nature walks Harvest Time Getting to know the school grounds	Bonfire Night Diwali and Hanukkah Christmas Remembrance Day Children in Need Nativity	Farm Trip/ Zoo trip Animal visit to school Chinese New Year Valentine's Day Internet Safety Day Class pets (fish)	Easter Time – Easter hunts Create an Easter garden Mother's Day Planting opportunities	Visits from fire fighters, police, dentists, etc Fire engine on the playground Police car on the playground Trip to the local library	Class fish, which the children are responsible for. Build pirate ships using large blocks
Parental involvement	Phonics presentation evening to parents Harvest festival	Nativity performance Tapestry Christmas Fayre	Tapestry Focus children	Tapestry Easter service Mother's Day Breakfast	Parents who have jobs within the public sector are invited in to speak to	Sports Day Tapestry Reports

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
	Parent's Evening Staggered start Tapestry	Carol Singing Phonics Workshops		Parent's Evening Focus children Reading picnic with parents	the children about their jobs Tapestry	
Key texts	The Owl Babies From Head to Toe I forgot to say I love you Only One You The Colour Monster Ten Little Fingers and Ten Little Toes All Kinds of People Brown Bear- Brown Bear What do you see??  	Goodnight Moon The Gingerbread Man Binny's Diwali Farmer Duck Elmer in the Snow We're Going on an Elf Chase What the Ladybird heard at Christmas  	The Very Hungry Caterpillar Walking through the jungle Giraffe's can't Dance Bog Baby Farmer Duck Handas Surprise      	Rosie's Walk Sam plants a sunflower Jack and the Beanstalk Oliver's vegetables The whale who ate plastic    	Supertato Superworm Charlie the Firefighter Super Milly and the Super School Day A Superhero like you     	Rainbow Fish The Night Pirates The Troll The Snail and the Whale Tiddler Sharing a Shell Commotion in the ocean      

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
	      	    				

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
Key nursery rhymes and poems	Heads, shoulders, knees and toes If you're happy and you know it Five little speckled frogs 5 currant buns Wind the bobbin up	Once I caught a fish alive Hickory dickory dock Wheels on the bus I'm a little teapot Twinkle twinkle little star	Old MacDonald had a farm Mary had a little lamb 5 in the bed 5 little ducks	Round and round the garden Humpty Dumpty Ten green bottles 5 little monkeys 1,2,3,4,5 once I caught a fish alive	Little Miss Muffett Row your boat Jack and Jill Three Blind Mice Old mother hubbard	This old man Incy wincy spider Little Bo Peep Hey diddle diddle The grand old Duke of York
Characteristics of effective learning	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.					

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
Overarching Principles	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 At Templars Academy we understand that play is an integral part of learning and this is at the heart of our early year’s curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.					

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
Assessment opportunities	Nursery handover assessments Baseline assessments (National and In-house) Phonics catch-up sessions	Ongoing assessments Pupil progress meetings EYFS team meetings In house moderation Phonics catch-up sessions	GLD predictions Ongoing assessments External moderation EYFS team meetings Phonics catch-up sessions	Pupil progress meetings Parents evening information Phonics catch-up sessions	EYFS team meetings Phonics catch-up sessions	Pupil progress meeting EYFS team meetings End of year data Reports
British Values	Throughout the year, we continually promote and teach British values alongside our school's values. Democracy Our opinions matter in school. Respect We look after each other and our school. Tolerance We accept each other's differences. Rule of law We keep to rules. Liberty We are free to make choices.					

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
Communication and Language  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, writing workshops, EYFS productions, assemblies and weekly interventions. DAILY STORY TIME	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them through the use of news from home via Tapestry. Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners.	Tell me why! Using language well. Encourage and model the use of how and why questions. Discovering Passions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events in detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time. Sustained focus when listening to a story	What happened? Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events – making our learning sticky! Continue to extend sentences using conjunctions e.g. but, so, or, because Ask questions to find out more	Time to share! Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
		Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary.	Express a point of view			
PSED 	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Me and My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being my Best	Growing & Changing
	Throughout the year the children are supported to develop: • their self-regulation skills (feelings and emotions, perseverance and resilience and behaviour) • Managing self (personal care) • Building relationships (social skills)					

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
Physical Development 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Fine Motor	<i>Threading, cutting, weaving, playdough, Fine Motor activities.</i> Dough Disco <i>Manipulate objects with good fine motor skills</i> <i>Draw lines and circles using gross motor movements</i> <i>Hold pencil/paint brush beyond whole hand grasp</i> <i>Pencil Grip</i> <i>Begin to form letters correctly</i> Pegs/ tweezers	<i>Threading, cutting, weaving, playdough, Fine Motor activities</i> Dough Disco <i>Develop muscle tone to put pencil pressure on paper</i> <i>Use tools to effect changes to materials</i> Show preference for dominant hand <i>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</i> Pegs/ tweezers	<i>Threading, cutting, weaving, playdough, Fine Motor activities.</i> Dough Disco <i>Begin to form letters correctly</i> Handle tools, objects, construction and malleable materials with increasing control <i>Encourage children to draw freely.</i> <i>Holding Small Items / Button Clothing / Cutting with Scissors</i> Pegs/ tweezers <i>Start to cut along a curved line, like a circle / Draw a cross</i>	<i>Threading, cutting, weaving, playdough, Fine Motor activities.</i> <i>Hold pencil effectively with comfortable grip</i> <i>Forms recognisable letters most correctly formed.</i> <i>Holding Small Items / Button Clothing / Cutting with Scissors</i> Pegs/ tweezers	<i>Threading, cutting, weaving, playdough, Fine Motor activities.</i> <i>Develop pencil grip and letter formation continually</i> <i>Use one hand consistently for fine motor tasks</i> <i>Cut along a straight line with scissors /</i>	<i>Threading, cutting, weaving, playdough, Fine Motor activities.</i> <i>Form letters correctly</i> <i>Copy a square</i> <i>Begin to draw diagonal lines, like in a triangle /</i> <i>Start to colour inside the lines of a picture</i> <i>Start to draw pictures that are recognisable /</i> <i>Build things with smaller linking blocks, such as Duplo or Lego</i>
Gross Motor	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>Demonstrate strength, balance and coordination when playing</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>Demonstrate strength, balance and coordination when playing</i> <i>Move energetically, such as running, jumping, dancing,</i>

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
	outside, alone and in a group.	outside, alone and in a group.	outside, alone and in a group.		<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>hopping, skipping and climbing.</i>
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension Following the Jonathon Bond progression	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Retelling stories using images/ story maps. Sequence stories read to them – using vocabulary of beginning, middle and end/ first, next, then. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoy an increasing range of books both fiction and non-fiction.	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use vocabulary influenced by their experiences of books. Develop own narratives and explanations by connecting ideas or events.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story-it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story-it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
Word Reading 	Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r Week 5 h b f l	Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu ch Words with s at the end (hats, mats) Week 4 Sh th ng nk Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)	Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words
	New Tricky words Is I the	New Tricky words put* pull* full* as and has his her go no to into	New Tricky words Was you they by my all are sure pure		New Tricky words said so have like some come love do were here little says there when what one out today	No new Tricky words

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
		she push* he of we me be		No new Tricky words Review all taught so far Secure spelling		Review all taught so far Secure spelling
Writing Following the Jonathon Bond progression	Children will be experimenting with mark making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds. Use initial sounds to label characters / images. Children will begin to write letters from their names. Name writing practice.	Labelling using initial sounds. Orally telling stories sometimes with adults acting as scribes. Writing CVC words to label characters from The Gingerbread Man and The Gruffalo. Writing simple captions about pictures from traditional tales e.g. it is a dog... Help children identify the sound that is tricky to spell. Sequence stories such as The Tiger that came to tea/Christmas story.	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences about animal facts/looking after animals and habitats.	By Easter, children have completed Phase 3 phonics meaning that they have at least one way of writing every sound in English. Children can then have a go at writing any sentence and can be expected to write more than one sentence. Beginning to use full stops, capital letters and finger spaces.	Begin to write simple stories in a writing workshop. Work towards completing 4-part picture stories. Continue to embed think, say, write and check. Story writing, writing sentences using a range of tricky words that are spelt correctly.	Continue to write simple stories in a writing workshop with increasing confidence. Continue to embed think, say, write and check. Story writing, writing sentences using a range of tricky words that are spelt correctly.

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
Mathematics  NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Subitising Counting, ordinality and cardinality Composition Comparison	Counting, ordinality and cardinality Comparison Composition	Subitising Counting, ordinality and cardinality Composition	Counting, ordinality and cardinality Comparison Composition	Counting, ordinality and cardinality Subitising Composition Comparison	Review and assess
	Week 1: Subitising within 3 Week 2: Focus on counting skills. Week 3: Explore how all numbers are made of 1s Focus on composition of 3 and 4	Week 1: Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Week 2: Comparison of sets - by matching Use the language of comparison: more	Week 1: Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Week 2: Counting – focus on ordinality and the 'staircase' pattern See that each number is one	Week 1: Focus on the 'staircase' pattern and ordering numbers Week 2: Focus on ordering of numbers to 8 Use language of less than Week 3: Focus on 7. Week 4: Doubles – explore how some	Week 1: Counting – larger sets and things that cannot be seen. Week 2: Subitising – to 6, including in structured arrangements Week 3: Composition – '5 and a bit'.	Week 1: Subitise to 5 Introduce the rekenrek Week 2: Automatic recall of bonds to 5 Week 3: Composition of numbers to 10. Week 4: Comparison

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
	Week 4: Subitise objects and sounds Week 5: Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	than, fewer than, an equal number Week 3: Explore the concept of 'whole' and 'part' Week 4: Focus on the composition of 3, 4 and 5 Week 5: Verbal counting beyond 20	more than the previous number Week 3: Focus on 5 Week 4: Focus on 6 and 7 as '5 and a bit' Week 5: Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	numbers can be made with 2 equal parts. Week 1: Focus on the 'staircase' pattern and ordering numbers Week 2: Focus on ordering of numbers to 8 Use language of less than Week 3: Focus on 7 Week 4: Doubles – explore how some numbers can be made with 2 equal parts Week 5: Sorting numbers according to attributes - odd and even numbers.	Week 4: Composition - of 10 Week 5: Comparison – linked to ordinality Play track games	Week 5: Number patterns Week 6: Counting

	Autumn 1 (8 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
Understanding the World 	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	History/ Geography focus: - Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. - Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. - Navigating around our classroom and outdoor	History/ Geography focus: - Can talk about what they have done with their families during Christmas' in the past. • Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. - Share different cultures versions of famous fairy tales. • To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.	History/ Geography focus: - Listening to stories and placing events in chronological order. - What can we do here to take care of animals in the jungle? - Compare animals from a jungle to those on a farm. - Could include a trip to the zoo/ a farm - Nocturnal Animals Making sense of different environments and habitats - Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see - Listen to children describing and commenting on things they have seen	History/ Geography focus: - Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. - Can children make comments on the weather, culture, clothing, housing. - Change in living things – Changes in the leaves, weather, seasons, - Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. - Building a 'Bug Hotel' - Draw children's attention to the immediate environment, introducing	History/ Geography focus: - Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. - Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. - Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/ different? - Introduce children to significant figures who have been to space and begin to understand that these	History/ Geography focus: - Share non-fiction texts that offer an insight into contrasting environments. - Learn about animals that live under the sea - Learn about the Great Barrier Reef and how to care for our world's oceans - Learn to recognise the ocean and other bodies of water on maps - Create and follow treasure maps when learning about pirates - Explore a simple map of our local area/ school with a simple key - Listen to how children communicate their understanding of their own environment and contrasting environments

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	areas. Create treasure hunts to find places/ objects within our learning environment • Can children talk about their homes and what there is to do near their homes? • Look out for children drawing/painting or constructing their homes. • Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.	• Understand some important processes and changes in the natural world around them, including the seasons. • Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.	whilst outside, including plants and animals • After close observation, draw pictures of the natural world, including animals and plants. • To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. • Learn about what a palaeontologist is and how they explore artefacts.	and modelling new vocabulary where appropriate. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Look for children incorporating their understanding of the seasons and weather in their play.	events happened before they were born. • Can children differentiate between land and water.	through conversation and in play.
	Science focus: My Body Learn about body parts Describe features such as hair, eyes, skin Learn about changes since birth Learn that we are all different but unique	Science focus: My Senses Learn about the 5 senses Explore ways to make sound Explore using sense of taste	Science focus: Food Learn about diet and how to stay healthy Learn about chickens and eggs Learn about cows and milk Learn about flour Learn about fruit and vegetables Learn about measuring	Science focus: Plants & Insects Learn about living things which are plants Learn about plants and where they come from Learn how to look after plants Learn about insects and invertebrates and where they live	Science focus: Materials To know that things can change shape To know about melting To understand where a knitted jumper comes from To learn how wool is useful and what happens to wool when it gets wet	Science focus: Forces To know what happens when you push or pull something To know which items, sink or float

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					To know how water changes	
	RE focus: Why is the word God so important to Christians? • God is the name Christians use for who they believe created the earth and universe. • God is the creator of all things whether good or bad, he is a life giver. • The ten commandments are an important part of Christian living and remind Christians they should honour God's name.	RE focus: Why do Christians perform Nativity plays at Christmas? • The birth of Jesus is known as the nativity and it was an important event for Christians. • Christmas is a celebration festival for Christians as it is Jesus's birthday. • Jesus shows what God is like and all humans are made in 'God's image'. • Every human is precious to God, known and loved by God.	RE focus: Foundations of Human and Social Sciences -Talk about religious events that they see or hear about e.g. festivals, ceremonies -Identify simple features of religious life and practice in a family context -Recognise a number of religious words -Talk about what people wear because of their beliefs -Talk to someone who holds a particular religious or non-religious belief -Name some religious symbols	RE focus: Why do Christians put a cross in an Easter Garden? • The events of Jesus last week on earth (Holy week). • Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him. • Easter is a period of time longer than one day. • Easter is the most important event in the Christian calendar. • Easter is linked to forgiveness, love and sacrifice.	RE focus: Foundations of Human and Social Sciences -Talk about religious events that they see or hear about e.g. festivals, ceremonies -Identify simple features of religious life and practice in a family context -Recognise a number of religious words -Talk about what people wear because of their beliefs -Talk to someone who holds a particular religious or non-religious belief -Name some religious symbols	RE focus: Foundations of Philosophy -Raise puzzling and interesting questions about religious and belief stories -Raise puzzling and interesting questions about the world around them -Use their senses to investigate religion and belief

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Expressive Arts and Design 	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Art/ DT focus: Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Art/ DT focus: Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	Art/ DT focus: Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	Art/ DT focus: Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	Art/ DT focus: Developing cutting, threading, joining and folding skills through fun, creative craft projects.	Art/ DT focus: Developing cutting, threading, joining and folding skills through fun, creative craft projects.
	Music focus: Exploring sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic	Music focus: KS1 Nativity	Music focus: Music and movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions	Music focus: Musical stories A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used	Music focus: Big band Learning about the four different groups of musical instruments, following a beat using an untuned	Music focus: Explore music from another culture.

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	when playing instruments and identifying sounds in the environment.		through movement to music.	to convey moods or represent characters.	instrument and performing a practised song to a small audience.	

Prime Areas			Specific Areas			
COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading 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. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

					<i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	
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