



St. Joseph's Catholic Primary School
EYFS: Long Term Overview

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Celebrations	Winter Wonderland	On Our Doorstep	Things That Grow	At The Seaside
Enhanced Learning Opportunities	<ul style="list-style-type: none"> Autumn walk Visit from Durham police 	<ul style="list-style-type: none"> Zoo Lab Dentist visit Pantomime / Theatre visit Walk to the local Remembrance bench 	<ul style="list-style-type: none"> Oriental museum 	<ul style="list-style-type: none"> Local library Living Eggs Programme 	<ul style="list-style-type: none"> Farm visit – Local walk to allotments 	<ul style="list-style-type: none"> Beach / aquarium visit
Communication and Language	<ul style="list-style-type: none"> Establishing effective communication routines; good sitting, good looking and good listening. Using My Turn, Your Turn for modelling language. Establishing visual timetables and classroom visuals. Daily Storytime, songs and rhymes. Adults model language and conversation and share stories and anecdotes. Speaking and listening 1-1 and in small groups. Introduce vocabulary related to stories and nursery rhymes. Daily Review- oracy focus. 	<ul style="list-style-type: none"> Using communication routines; good sitting, good looking and good listening. Using My Turn, Your Turn for modelling language. Establishing visual timetables and classroom visuals. Speaking and listening 1-1, small groups and whole class. Daily Storytime, songs and rhymes. Quality conversations with peers and adults. Provide a range of texts and genres. Opportunities to use and embed new vocabulary in a range of contexts. High quality adult interactions. 	<ul style="list-style-type: none"> Using communication routines; good sitting, good looking and good listening. Using My Turn, Your Turn for modelling language. Establishing visual timetables and classroom visuals. Speaking and listening activities in groups and individually. Daily Storytime, songs and rhymes. Daily Review- oracy focus. Role play and small world opportunities to develop a narrative. High quality adult interaction. Daily Review- oracy focus. 			

		<ul style="list-style-type: none"> • Daily Review- oracy focus. 	
Physical Development	Fine Motor <ul style="list-style-type: none"> • Playdough. • Mark making opportunities. • Fine motor activities; threading lacing, weaving, paper tearing, range of tweezers. • One handed tools and equipment. • Block play. • Loose part play. • Large piece construction – stacking, balancing. • ‘Finger Songs’. • Drawing, colouring, writing, patterns. • Scissor skills - cutting and pasting opportunities. • Simple jigsaw puzzles. 	Fine Motor <ul style="list-style-type: none"> • Dough disco. • Squiggle While You Wiggle. • Name writing opportunities. • Fine motor activities. • Scissor skills. • Mark making. • Construction with smaller pieces and multiple connections. • Cooking opportunities; cutting, chopping, slicing, spreading, stirring, mixing, piercing, squeezing. • Jigsaws and puzzles. 	Fine Motor <ul style="list-style-type: none"> • Dough disco. • Squiggle While You Wiggle. • Letter and numeral writing opportunities. • Fine motor activities. • Scissor skills. • Mark making. • Small scale construction. • Cooking opportunities. • Jigsaws and puzzles.
	Gross Motor <ul style="list-style-type: none"> • Balance bikes, ride on vehicles and scooters. • Outdoor climbing frame/trim trail. • Indoor climbing equipment. • Parachute. • Obstacle courses; ladders, mini hurdles for lifting, balancing, manoeuvring. • Throwing and catching opportunities with balls, bean bags, hoops. • Running, jumping manoeuvring. • Sand pit, garden; digging, filling, pouring, lifting, moving. 	Gross Motor <ul style="list-style-type: none"> • Balance bikes, ride on vehicles and scooters. • Outdoor climbing frame/trim trail. • Indoor climbing equipment. • Large scale mark making. paintbrushes, sweeping, chalk, vertical surfaces. • Skipping, hopping, moving in different ways. • Parachute games, action songs, ring games. • Self-initiated group/team activities. 	Gross Motor <ul style="list-style-type: none"> • Balance bikes, ride on vehicles and scooters. • Outdoor climbing frame/trim trail. • Indoor climbing equipment. • Moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. • Dance as a tool for expression, physical awareness, fitness and energising.

	<ul style="list-style-type: none"> • Bubble play - tracking, popping, stamping. • Balloon play – tracking. • Dressing into puddle suit and wellies with support as required. 	<ul style="list-style-type: none"> • Sequences and patterns of movements which are related to music and rhythm. • Sand pit, garden; digging, filling, pouring, lifting, moving. • Bubble play - tracking, popping, stamping. • Balloon play – tracking. • Dressing into puddle suit and wellies with support as required. 	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Settling into nursery. • Nursery routines, boundaries and expectations. • Developing supportive relationships between nursery and parents/families. • Establishing nurturing relationships between staff and children. • Taking turns and sharing. • All about 'Myself' – appearance, emotions, likes and dislikes. • Showing interest in other children and their play. • Staying safe – fire safety and stranger danger. 	<ul style="list-style-type: none"> • Developing relationships with staff and peers. • Gaining confidence to explore and engage with the provision. • Learning to follow routines and expectations with support, tidy up time. • Managing emotions with support. • Basic hygiene and staying healthy. • Taking turns and sharing. • Helping each other and asking for help. • Staying safe – road safety. 	<ul style="list-style-type: none"> • Come into nursery confidently and happily. • Begin to be able to recognise and name their emotions and talk about how they feel. • Be independent in self-care – basic hygiene, including oral hygiene, looking after belongings, putting on and taking off coats, snack time, shoes, wellies. • Taking turns and sharing. • Take part in circle time. • Form good relationships with peers and familiar adults. • Begin to show empathy, take turns and share, and resolve differences with support. • Staying safe – sun safety and water safety.
Literacy:	Read Write Inc Phonics		

Reading	<ul style="list-style-type: none"> • Environmental sounds, instrumental sounds, body percussion, rhythms, rhymes, alliteration, voice sounds. • Stories, nursery rhymes and songs – repetitive refrains, rhythms and rhymes, prediction, vocabulary. • Opportunities for children to access books, magazines and a range of reading material throughout the setting. • Puppet play. • Daily Storytime. 	<ul style="list-style-type: none"> • Initial sounds, rhyming strings, clapping syllables, onset and rime, oral blending and segmenting. • Stories and songs – different genres, non-fiction, poetry, nursery rhyme and song. • Story structure, discuss characters, plot etc. • Engage in extended conversations about stories, learning new vocabulary. • Opportunities for children to access books, magazines and a range of reading material throughout the setting. • Story stones, puppets, small world story scribing. • Audible stories. • Daily Storytime. 	<ul style="list-style-type: none"> • RWI Set 1 sounds (hear, say, read, write), oral blending, visual blending games with Fred. • Stories and songs – description, inference, vocabulary. • Story stones, puppets, small world story scribing. • Daily Storytime.
Literacy: Writing	<ul style="list-style-type: none"> • Provide opportunities and resources for gross motor mark making, under tables, outside, rolls of paper on floor, vertical surfaces, different media – chalks, large paint brushes, crayons, pom-poms, sticks, whole body. 	<ul style="list-style-type: none"> • Letter formation of letters in name. • Colouring, writing patterns, forming different shapes (straight lines, waves, circles, spirals, zigzags, humps, arcs, obliques, squares, triangles). • Squiggle While You Wiggle. • Story scribing. 	<ul style="list-style-type: none"> • RWI letter formation. • Writing names. • Opportunities to write labels, captions, messages, registers, lists. • Story scribing leading to story writing.
Mathematics	<p>Children develop a strong grounding in number, count confidently, develop a deep understanding of numbers to 5, the relationships and patterns. Frequent and varied opportunities to build and apply mathematical concepts, develop a secure base of knowledge and vocabulary to build a mastery of maths. Provide opportunities for children to develop spatial reasoning skills across all areas including space, shape and measure. Allow children to develop positive attitudes and interests in maths, look for patterns and relationships, spot connections, have a go, talk about what they notice and not be afraid to make mistakes.</p>		

<p>Introduce maths learning opportunities into daily routines: daily counting of; the number of children, story votes, snack, chairs for children, milk cups, sorting resources back into their places at tidy up time, counting play resources, comparing amounts and sizes at snack time, recognising 'more' and 'fewer.' Use the outdoor provision to teach prepositional language, 'over, under, through, on top.' Use of the visual timetable to teach language of time 'next, after, before.'</p> <p>Skills to be taught during adult led activities:</p> <ul style="list-style-type: none"> • Reciting numbers past 5. • Counting with 1-1 correspondence to 5. • Cardinality conservation of number. • Counting out the correct number of objects from a larger group (give me one, two, three). • Perceptual subitising. • Representing numbers to 5 on fingers. • Using shapes to make patterns, pictures and represent objects. • Comparing objects and sorting them in different ways using objects of the same type. • Introduce the numbers 1, 2 and 3 using Numberblocks. 	<p>Continue developing understanding of number and mathematical concepts of size, shape, pattern, quantity through daily routines and quality adult interactions.</p> <p>Skills to be taught during adult led activities:</p> <ul style="list-style-type: none"> • Representing numbers in different ways using concrete resources • Consolidate understanding of the 'oneness' of one, the 'twoness' of two and the 'threeness' of three to include time, money, shape, patterns • Subitising up to 5 objects, starting to combine smaller groups • Experiment with their own symbols and marks as well as numerals • Counting out up to 6 objects from a larger group • Link numerals and amounts up to 5 • Talk about and explore 2D and 3D shapes using informal and mathematical language • Use positional language 	<p>Continue developing understanding of number and mathematical concepts of size, shape, pattern, quantity through daily routines and quality adult interactions.</p> <p>Skills to be taught during adult led activities:</p> <ul style="list-style-type: none"> • Finding a total by counting on. • Making numbers to 5 in different ways, knowing number facts up to 5. • Saying 1 more/1 less than a number. • Estimating. • Conceptual subitising of larger amounts. • Understand position through words alone. • Describe a familiar route. • Discuss routes and locations using words like 'in front of' and 'behind'. • Use shapes appropriately and combine them to make new ones. • Talk about and identify patterns around them. • Extend and create ABAB patterns, noticing and correcting errors.
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<p>Understanding the World</p>	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> • Notice similarities and differences between themselves and others. <p>Past & Present</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> • Looking after our bodies, eating fruit and vegetables. • Festivals & celebrations. <p>Past & Present</p> <ul style="list-style-type: none"> • Experience & celebrate festivals - Halloween, Harvest, Remembrance Day, Christmas, Guy Fawkes, Bonfire Night • Talk about 'yesterday', 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> • Celebrating Lunar New Year - joining in with cultural traditions. <p>Past & Present</p> <ul style="list-style-type: none"> • Old toys from the past, new toys. 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> • Walking around our local area - simple mapping. <p>Past & Present</p> <ul style="list-style-type: none"> • Recognising changes from birth to now. 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> • Farming. <p>Past & Present</p> <ul style="list-style-type: none"> • The Royal Family. 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> • Explore places that children may have been to on holiday (UK or abroad) – seaside, forest, lake, mountain. <p>Past & Present</p> <ul style="list-style-type: none"> • Recounting holidays.

	<p>The Natural World</p> <ul style="list-style-type: none"> • Signs and changes of Autumn. • Use senses in hands on • exploration of the outdoors. • Talk about what they see, using a wide vocabulary and mirror this in books. 	<p>'today', 'tomorrow'.</p> <p>The Natural World</p> <ul style="list-style-type: none"> • Signs and changes of the season. • Light and shadows. • Explore how things work - electricity. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Signs and changes of the season and the environment. • Floating and sinking. • Water freezing and ice melting. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Minibeasts. • Signs and changes of Spring. • Magnets. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Animal and human lifecycles. • Signs and changes of Spring. • Planting in the garden. • Caring for plants. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Signs and changes of Summer. • Learn about the oceans and seas and aquatic creatures.
<p>Religious Education</p>	<p>Come and See</p>					
	<ul style="list-style-type: none"> • Myself/ Family • Welcome/ Baptism <ul style="list-style-type: none"> • <i>Judaism</i> • Birthday/Advent 		<ul style="list-style-type: none"> • Celebrating/ Local church • Gathering/ Eucharist • Growing/ Lent 		<ul style="list-style-type: none"> • Good News/ Pentecost <ul style="list-style-type: none"> • <i>Islam</i> • Friends/ Reconciliation • Our World/ Universal church 	
<p>Expressive Arts and Design</p>	<p>Ongoing: supporting children to use a dominant hand and hold a pencil effectively, using the tripod grip in almost all cases. Role play and small world activities will be available through the indoor and outdoor provision.</p>					
	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Mark making with a range of media (wax crayons, felt tips, chalk). • Create autumn 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Yr 6 Buddy collaborative artwork- Remembrance Day poppy field pictures using 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Create props and settings for fairy tales using a variety of techniques. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Pictures, paintings and models to respond to life cycles and growing. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Use materials to create role play settings e.g. doctors, police station, fire engine. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Draw simple representations of people and objects and begin to add more details,

	<p>pictures (colour mixing, leaf printing, wax crayon autumn leaf rubbings).</p> <ul style="list-style-type: none"> • Weave an autumn wreath with natural materials. • Explore handprints. • Create self-portraits using natural loose parts. • Respond to favourite nursery rhymes creating pictures and representations. 	<p>vegetable printing and pastels/crayons.</p> <ul style="list-style-type: none"> • Firework pictures using different techniques and utensils (combs, string, cardboard tubes, washing up brushes, spattering). • Explore painting and colour mixing with black/white. • Draw around shadows to create pictures. 	<ul style="list-style-type: none"> • Respond to fairy tales making pictures, paintings and simple models. • Begin to make enclosures and build with a purpose. • Winter pictures with cold colours, colour mixing and experimenting with using colours for a purpose. • Outdoor painting, collecting materials and objects from nature to make painting tools. 	<ul style="list-style-type: none"> • Symmetrical butterfly paintings, collage pictures, experimenting with joining techniques. 	<ul style="list-style-type: none"> • Create own props and costumes to support role play. 	<p>talk about artwork.</p> <ul style="list-style-type: none"> • Explore changing colours and textures. • Select colours, materials and equipment for a purpose. • Experiment with different ways of joining materials. • Use a range of creative resources and equipment independently. • In block play stacks towers, builds enclosures, and begins to add more details such as roofs, towers, ramps, bridges.
	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Role play familiar 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing songs and dances - 	<p>Being Imaginative and Expressive</p>	<p>Being Imaginative and Expressive</p>	<p>Being Imaginative and Expressive</p>	<p>Being Imaginative and Expressive</p>

	<p>scenarios (making tea, food prep, birthdays).</p> <ul style="list-style-type: none"> • Begin to use objects to represent things in play e.g. a stick as a wand. • Sing and recite seasonal poetry and song. 	<p>Christmas Nativity performance.</p> <ul style="list-style-type: none"> • Explore sounds - vocal, body. • Enjoy, listen and respond to music (Diwali, Hannukah, Traditional Christmas music). • Add narrative to imaginative play effects in play. • Begin to use available resources in play. • Take on familiar roles e.g. pretending to be a Daddy and feed the baby. 	<ul style="list-style-type: none"> • Re-enact familiar fairy tales and stories. • Explore the sounds of instruments as sound effects in stories. • Enjoy singing and learning new songs. • Explore sounds; environmental and nature. 	<ul style="list-style-type: none"> • Use dance and music to express feelings and events in stories. • Using instruments to represent characters. • Story telling with actions. • Use small world resources to develop a narrative and re-create familiar scenarios. 	<ul style="list-style-type: none"> • Take part in simple pretend play e.g. pretending to be a police officer. • Play with other children who are engaged in the same theme. • Enjoy dancing and listening to different styles of music. • Enjoy a live music performance. 	<ul style="list-style-type: none"> • Begin to develop storylines in pretend play. • Begin to play collaboratively and contribute to a group narrative. • Explore instruments, making sounds in different ways, and recognise and name some of them. • Play instruments faster, slower, louder, quieter.
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Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Celebrations	Winter Wonderland	On Our Doorstep	Things That Grow	At The Seaside
Enhanced Learning Opportunities	<ul style="list-style-type: none"> Autumn walk Visit from Durham police Local walk to Simon Berry optometrist and vets 	<ul style="list-style-type: none"> East Grange Farm pumpkin patch Zoo Lab Dentist visit / in school Pantomime/ Theatre visit Walk to the local Remembrance bench 	<ul style="list-style-type: none"> Oriental museum 	<ul style="list-style-type: none"> Local library Living Eggs Programme 	<ul style="list-style-type: none"> Farm visit – Local walk to allotments 	<ul style="list-style-type: none"> Beach / aquarium visit
Communication and Language	<ul style="list-style-type: none"> Establishing effective communication routines; good sitting, good looking and good listening Speaking and listening activities. Establishing visual timetables and classroom visuals. Daily Storytime, songs and rhymes. Using language to recreate roles in role play – home corner, religious stories. Small world. Talk about the different roles that people have in school. Listen to stories and know that they can anticipate what will happen next. 		<ul style="list-style-type: none"> Speaking and listening activities in groups and individually. Daily Storytime, songs and rhymes. Role play and small world using own narratives – home corner, religious stories, familiar stories and fairy tales. Responding to what they hear with relevant comments. Talking about what they have learned. Asking and answering relevant questions. Listening and remembering what was said. Responding to what they hear with relevant comments. 		<ul style="list-style-type: none"> Speaking and listening activities in groups and individually. Daily Storytime, songs and rhymes. Role play and small world using own narratives – religious stories, familiar stories and fairy tales. Using past, present and future forms accurately when talking about events that have happened or are to happen in the future. Ask each other questions. Hot seating characters . Taking on a character and knowing what they are like. Listening and recalling stories. 	

	<ul style="list-style-type: none"> Know that instructions have several parts Daily Review- oracy focus. 	<ul style="list-style-type: none"> Daily Review- oracy focus. 	<ul style="list-style-type: none"> Daily Review- oracy focus. 		
Physical Development	<ul style="list-style-type: none"> Children will play actively and take part in games indoors and outdoors and will use climbing frames, ride on toys, scooters and balance bikes to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. <ul style="list-style-type: none"> Fine motor skills and scissor skills are a part of the daily routine. 				
	<ul style="list-style-type: none"> Follow instructions. Get changed independently. Use and travel with equipment safely. Move with confidence, control and coordination. Show awareness of space. Use increasing control over an object e.g. throwing and catching etc. Dough disco. Squiggle While You Wiggle. 	<ul style="list-style-type: none"> Follow instructions. Use and travel with equipment safely. Move confidently in a range of ways. Balance and move to music. Rhythmically. Travel around, over, under and through balancing and climbing equipment. Dough disco. Squiggle While You Wiggle. 	<ul style="list-style-type: none"> Follow instructions. Talk about ways to keep healthy and safe. Move confidently in a range of ways. Negotiate space successfully. Work as a team. Dough disco. Squiggle While You Wiggle. 		
	Fundamental Movement Skills	Ball Skills	Gymnastics	Dance	Games
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Rights Respecting Ten: Ten Life to the Full 				
	Module 1 Unit 1: Our World	Module 1 Unit 2: I am special Module 1 Unit 3: Feelings, likes and needs Module 1 Unit 4: In my life	Module 2 Unit 1: God's family Module 2 Unit 2: Friends and family	Module 2 Unit 3: My body	Module 3 Unit 1: All together

	<ul style="list-style-type: none"> • Settling into school. • School rules and classroom expectations -Class Charter. • Taking turns and sharing. • Begin to understand feelings- Zones of Regulation. • Knowing everyone is different and knowing what makes me special. • Form positive relationships with other children and adults. 		<ul style="list-style-type: none"> • Taking turns and sharing. • Helping each other and asking for help. • Being interested in each other's interests, feelings and ideas. • Form positive relationships with other children and adults. • Road safety. • Staying safe. • Use the Zones of Regulation to identify feelings. 		<ul style="list-style-type: none"> • Taking turns and sharing. • Cooperating and actively listening to others at group time. • Form positive relationships with other children and adults. • Helping each other and asking for help. • Staying safe- water safety. • Use the Zones of Regulation to identify feelings and use strategies to self-regulate. 	
Literacy: Reading	Read Write Inc Phonics					
	<ul style="list-style-type: none"> • Orally blending. • Read single letter Set 1 Speed Sounds (first 16 sounds). 	<ul style="list-style-type: none"> • Blend VC & CVC words. • Know 25 sounds (all Set 1 single-letter sounds). 	<ul style="list-style-type: none"> • Know Set 1 digraphs. • Blend sounds to read words. • Read short Ditty stories. • Read some common irregular words. 	<ul style="list-style-type: none"> • Read Red Storybooks. • Read & understand simple sentences. • Know 31 sounds. 	<ul style="list-style-type: none"> • Know Set 2 sounds ay, ee, igh, ow, oo, oo. • Read Green Storybooks. • Know 35 sounds. 	<ul style="list-style-type: none"> • Read Green or Purple Storybooks. • Read words consistent with phonic knowledge by sound blending or Fred in your Head. • Know 41 sounds speedily.
Literacy: Writing	<ul style="list-style-type: none"> • Give meaning to marks - drawing, writing and painting. • Practice correct pencil grip and form letters correctly. • Recognise and write first name. 		<ul style="list-style-type: none"> • Write name, lists, labels, captions, speech bubbles. • Attempt to write short sentences in meaningful contexts with finger spaces. 		<ul style="list-style-type: none"> • Write simple sentences with capital letters, finger spaces and full stops in meaningful contexts. • Use phonic knowledge to write words in ways. which match spoken sounds. 	

	<ul style="list-style-type: none"> • Story scribing. • Build VC and CVC words using phonic knowledge. • Write lists, labels and short captions. • Write some high frequency words. 	<ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match spoken sounds. • Write high frequency words. • Consolidate letter formation. • Begin to explore simple punctuation. 	<ul style="list-style-type: none"> • Write high frequency words. • Consolidate letter formation. 			
Mathematics	<ul style="list-style-type: none"> • NCETM Mastering Number <ul style="list-style-type: none"> • Numberblocks 					
	<ul style="list-style-type: none"> • Subitising: within 3, subitise objects and sounds. • Counting, ordinality & cardinality: five-ness of 5, object counting skills, match numerals to quantities within 10, verbal counting beyond 20. • Composition: all numbers are made of 1, composition of 3,4,5, concept of 'whole' and 'part'. • Comparison: of sets 'just by looking,' use the language of comparison 'more than/fewer than, an equal number' comparison of sets by matching. 	<ul style="list-style-type: none"> • Subitising: within 5. • Counting, ordinality & cardinality: 'staircase pattern' and ordering numbers, each number is 1 more than the previous number. • Composition: 5, 6, 7, make unequal sets equal, doubles, sorting numbers odds and evens. • Comparison: ordering numbers to 8, language of less than. 	<ul style="list-style-type: none"> • Subitising: to 6. • Counting, ordinality & cardinality: counting larger sets and things that cannot be seen. • Composition: '5 and a bit' of 10. • Comparison: linked to ordinality, track games. • Review and Assess. 			
	<ul style="list-style-type: none"> • Naming 2d shapes & properties. • Positional language to describe patterns. • Compare & measure objects. • Longer and shorter. 	<ul style="list-style-type: none"> • Compare objects heavier and lighter. • Measure using non-standard measures. • Positional language. • Comparisons and sorting. • Complex repeating patterns. • Capacity. 	<ul style="list-style-type: none"> • Time /Sequencing daily routines. • Naming 3d shapes & properties. • Tally marks to record number. • 2d & 3d shapes and properties. • Measures. • Positional language. 			
Understanding the World	People, Culture & Communities <ul style="list-style-type: none"> • Describe and talk about themselves, 	People, Culture & Communities <ul style="list-style-type: none"> • Looking after our bodies, eating 5 a day. 	People, Culture & Communities <ul style="list-style-type: none"> • Contrasting country- China (Lunar New 	People, Culture & Communities <ul style="list-style-type: none"> • Mapping our local area 	People, Culture & Communities <ul style="list-style-type: none"> • UK Farming. 	People, Culture & Communities <ul style="list-style-type: none"> • Contrasting country- Spain, a common

	<p>family and home.</p> <ul style="list-style-type: none"> • Human and physical features in our locality. • Looking after our bodies, eyes and teeth. • Describe and talk about our school community and staff. 	<ul style="list-style-type: none"> • Festivals & celebrations. 	<p>Year celebrations).</p>			<p>holiday destination.</p>
	<p>Past & Present</p> <ul style="list-style-type: none"> • Talk about their life story, changes from when they were a baby. • Significant individual from the past- Rosa Parks, Black History Month. 	<p>Past & Present</p> <ul style="list-style-type: none"> • Experience & celebrate festivals; Halloween, Harvest, Remembrance Day, Christmas. • Guy Fawkes, Bonfire Night. 	<p>Past & Present</p> <ul style="list-style-type: none"> • Toys from today and the past. 	<p>Past & Present</p> <ul style="list-style-type: none"> • Significant individual from the past- Marie Curie, International Women's Day. 	<p>Past & Present</p> <ul style="list-style-type: none"> • The Royal Family. 	<p>Past & Present</p> <ul style="list-style-type: none"> • Seaside holidays now and in the past.
	<p>The Natural World</p> <ul style="list-style-type: none"> • Signs and changes of Autumn. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Signs and changes of Winter- 	<p>The Natural World</p> <ul style="list-style-type: none"> • Signs and changes of Winter. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Minibeasts. • Signs and changes of Spring. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Animal and human lifecycles. 	<p>The Natural World</p> <ul style="list-style-type: none"> • Signs and changes of Summer. • Beach habitat.

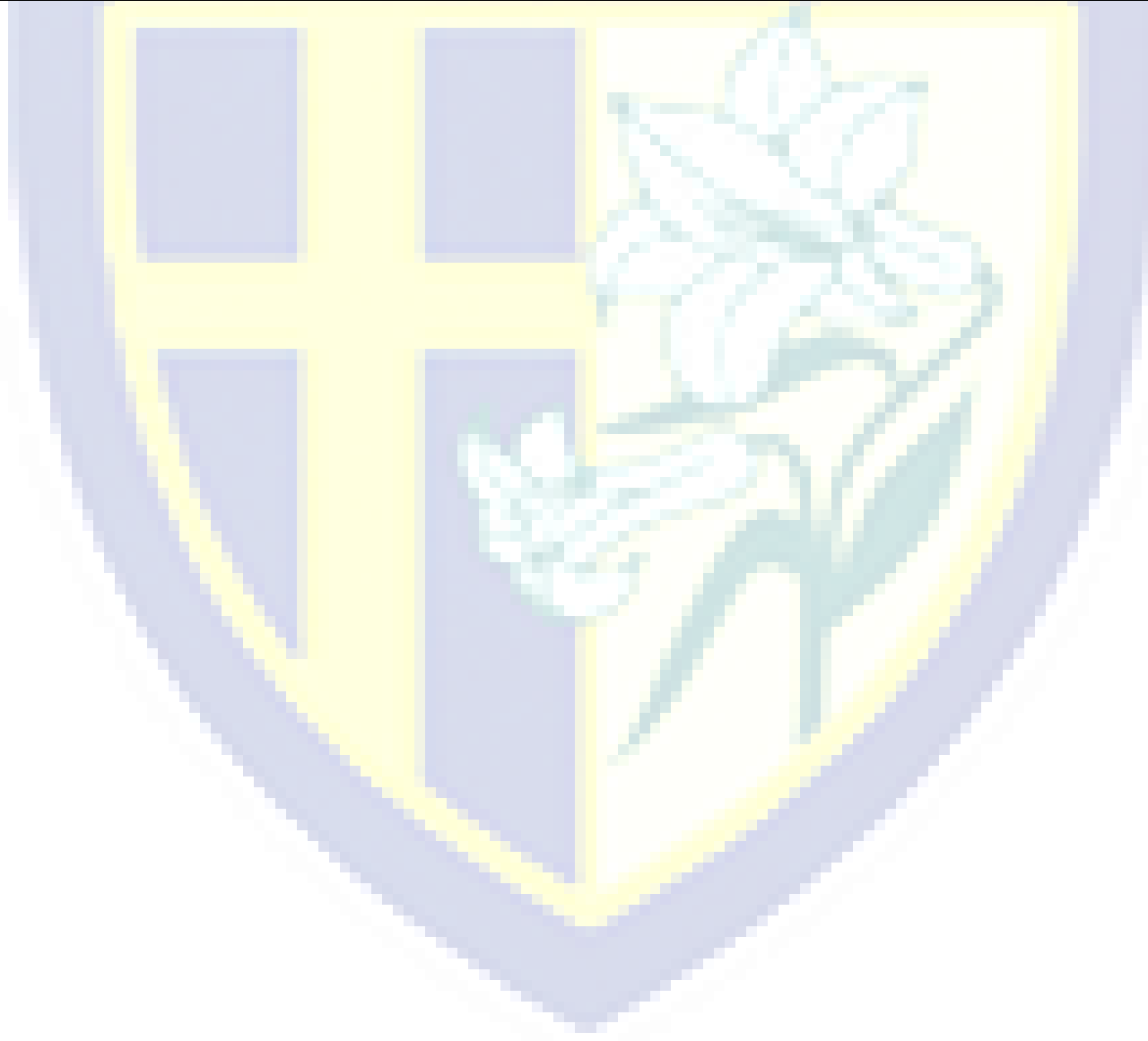
	<ul style="list-style-type: none"> Recycling and care for resources. 	<ul style="list-style-type: none"> hibernating animals. Light and shadows. Electricity. 	<ul style="list-style-type: none"> Animals and their habitats. Materials and their properties. Floating and sinking. 	<ul style="list-style-type: none"> Magnets. 	<ul style="list-style-type: none"> Signs and changes of Spring. Identifying common UK animals, plants and trees. Parts of a plant. 	<ul style="list-style-type: none"> Looking after beaches and ocean environments.
Religious Education	Come and See					
	<ul style="list-style-type: none"> Myself/ Family Welcome/ Baptism <ul style="list-style-type: none"> <i>Judaism</i> Birthday/Advent 	<ul style="list-style-type: none"> Celebrating/ Local church <ul style="list-style-type: none"> Gathering/ Eucharist Growing/ Lent 	<ul style="list-style-type: none"> Good News/ Pentecost <ul style="list-style-type: none"> <i>Islam</i> Friends/ Reconciliation Our World/ Universal church 			
Expressive Arts and Design	<ul style="list-style-type: none"> Ongoing: supporting children to use a dominant hand and hold a pencil effectively, using the tripod grip in almost all cases. Role play and small world activities will be available through the indoor and outdoor provision. 					
	Creating with Materials <ul style="list-style-type: none"> Paul Klee: focus artist. Mark making with a range of media (wax crayons, felt tips, chalk). Wax crayon autumn leaf rubbings. Weave an autumn wreath with natural materials. 	Creating with Materials <ul style="list-style-type: none"> Henri Matisse: focus artist. Yr 6 Buddy collaborative artwork: Remembrance Day poppy patterns using felt tips and lines. Using a range of media to print fireworks 	Creating with Materials <ul style="list-style-type: none"> Use paint to record emotional responses to pieces of music, creating exciting and expressive paintings. Outdoor painting, collecting materials and objects from 	Creating with Materials <ul style="list-style-type: none"> Vincent Van Gogh: focus artist. Exploring junk Modelling. Cutting and scissor skills. Choosing resources. Making models. Evaluation and Presentation. Temporary joins. 	Creating with Materials <ul style="list-style-type: none"> Clay: designing, creating and painting animal sculptures. 	Creating with Materials <ul style="list-style-type: none"> Yayoi Kusama: focus artist. Explore colours and experiment with different media-applying skills that have been taught to create a project.

	<ul style="list-style-type: none"> Observational pencil drawings. Drawing faces. Drawing faces in colour. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Use imagination in role play and small world. Sing nursery rhymes and songs. Recite seasonal poetry and song. 	<p>expressing Bonfire night.</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing songs and dances: Christmas Nativity performance. Explore sounds; vocal, body, instrumental, environmental and nature. Listen and respond to music (Diwali, Hannukah, Traditional Christmas music). 	<p>nature to make painting tools.</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Tap out simple repeated rhythms. Action songs. Finding the beat. Exploring tempo. Exploring pitch through dance. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Moving to music- dance. Using instruments to represent characters. Story telling with actions. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Explore what makes an instrument. Introduction to orchestra. Follow the beat. Tuned and untuned instruments. Live music performance. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Recite seasonal poetry and song with musical instruments.
<p>Technology/ Computing</p>	<ul style="list-style-type: none"> Keyboards. Logging in and out. Mouse skills. Technology around us. Use iPads to record learning. Interactive Whiteboard games. 	<ul style="list-style-type: none"> Following instructions. Giving simple instructions. Battery operated toys. Remote control toys. Exploring old typewriters / computers / mechanical toys. Debugging instructions. 	<ul style="list-style-type: none"> Conducting internet research Introducing the Bee-Bot Bee-Bot programming Sorting Creating a branching database Exploring pictograms Composing and sending an email 			

- Sound buttons- children listen to pre-recorded challenges.
- E-Safety.

- Tinker tray.
- Pictures and photographs.
- E-Safety.

- E-Safety



Live fully, Act justly