



Sunnybrow Primary School EYFS: Long-term planning

Our Intent

By the time our children leave our EYFS unit, we want them to be able to:

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> -Speak to friends and adults and have conversations -Listen to, enjoy and retell favourite stories -Use a range of vocabulary to talk about interests, intentions and things around them 	<ul style="list-style-type: none"> -Be confident to talk about how they and others feel -Understand their feelings and emotions -Be independent and resilient learners 	<ul style="list-style-type: none"> -Be active, healthy and happy -Be strong, coordinated and balanced -Be precise, proficient and confident

Literacy	Maths	Understanding the world	Expressive arts and design
<ul style="list-style-type: none"> -Develop a love for reading and listening to stories -Decode and recognise printed words -Communicate through print -Articulate ideas 	<ul style="list-style-type: none"> -Know numbers to 10 -Count confidently -Notice patterns and relationships -Reason and explain 	<ul style="list-style-type: none"> -Make sense of their community -Experience the wider world around them -Develop a rich and wide vocabulary -Have a secure understanding of simple scientific processes -Observe, analyse, justify and explain why and how 	<ul style="list-style-type: none"> -Imagine and create -Explore and play -Communicate through what they see and hear

Our Long-term objectives

Area	During their time in Nursery, children will develop the ability to...	During their time in Reception, children will develop the ability to...	Topic links	Delivery approaches
Listening, attention and understanding	<ul style="list-style-type: none"> -Enjoy listening to stories (getting progressively longer in length) and can remember some of what happens -Pay attention to more than one thing at a time -Understand a question or instruction that has two parts -Understand what, when, where and why questions in relation to stories and their personal experiences 	<ul style="list-style-type: none"> -Understand what makes a good listener -Actively listen to others in a group and respond to what they have heard. -Make comments about what they have heard and ask questions to clarify their understanding -Listen attentively to stories, rhymes and non-fiction texts. Respond to what they hear with relevant questions, comments and actions -Understand and answer how and why questions 	See MTP	<ul style="list-style-type: none"> Daily breakfast time Daily story/rhyme time Circle time activities Talking Partner work, using talking sticks
Speaking	<ul style="list-style-type: none"> -Sing at least 5 Nursery Rhymes by heart -Talk about familiar books, and be able to tell a familiar story (from our key texts on MTP) -Use longer sentences of four to six words -Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions -Start a conversation with an adult or friend and continue it for many turns -Use talk to organise their play 	<ul style="list-style-type: none"> -Have conversations about things that interest them with their friends and familiar adults, speaking in full sentences -Chat to their friends and familiar adults, sharing their ideas and feelings using full sentences. Express their understanding of how and why using some causal conjunctions. -Use a rich and varied vocabulary, developed from their new experiences, stories and non-fiction texts. 	See MTP	<ul style="list-style-type: none"> Weekly subject-specific vocabulary to be identified and presented in provision areas if there is a weekly focus Circle time activities Adult-modelling in small group/continuous provision Daily phonics Talking partner work SALT interventions where necessary

		-Retell a range of familiar and well-loved stories, drawing on some story language and new vocabulary introduced in the texts shared		
Gross Motor	<ul style="list-style-type: none"> -Develop their movement, balancing, riding and ball skills -Remember sequences and patterns of movements which are related to music and rhythm -Develop large body movements to make marks -Collaborate with others to manage large items, such as moving a plank safely, carrying large hollow blocks -Throw, catch, roll and kick a large ball -Play games with a partner -Cross the mid-line 	<ul style="list-style-type: none"> -Revise and refine fundamental movement skills (running, crawling, walking, skipping, hopping, jumping, rolling) -Negotiate space and obstacles safely -Demonstrate strength, balance and co-ordination when playing -Engage in 'risky-play', starting to take 'risks' and push themselves beyond their immediate comfort zones -Throw, catch, roll and kick a medium-sized ball with some accuracy -Play team games with a scoring system and understand the need to apply rules 	See P.E. MTP	<ul style="list-style-type: none"> Outdoor messy art Funky Fingers table top activities Writing opportunities provided in different areas Dough Disco/ Squiggle While you Wiggle OPAL resources arranged on yard/assault courses Wheeled toys Forest school
Fine motor skills	<ul style="list-style-type: none"> -Use one-handed tools and equipment -Developing a comfortable grip with good control when holding pens and pencils and other mark-making equipment -Form pre-writing shapes with different types of medium (fingers, paint, brushes) -Eat independently using a fork -Show a preference for a dominant hand -Get undressed and dressed when clothes correct way around (only needing support with socks, buttons and laces) 	<ul style="list-style-type: none"> -Use a range of small tools, including scissors, paint brushes and cutlery -Holding a writing tool with a comfortable grip. Mark-making shows recognisable letters, some of which are correctly formed. Drawings are clearer representations of people and houses. -Use a knife and fork effectively when eating -Get dressed and undressed independently. Manage zips and buttons. 	See MTP/weekly planning	<ul style="list-style-type: none"> Dough disco Squiggle While you Wiggle Continuous provision opportunities and enhancements Fine motor table jobs Friday 'draw' session

<p>Self-regulation</p>	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed (to help them achieve a goal) -Find solutions to conflicts or rivalries, such as accepting a situation and suggesting other ideas -Develop appropriate ways to be assertive -Talk about their feelings using words 'happy', 'sad', 'angry' or worried -Understand gradually how others might be feeling 	<ul style="list-style-type: none"> -Talk about how they are feeling and identify the feelings of others using developing descriptive vocabulary (happy, sad, worried, tired, angry, excited, okay) -Start to see things from someone else's point of view and begin to reach compromises and solutions (still with adult support). Know ways to help themselves and others. -Be able to wait for what they want and control their immediate impulses when appropriate -Follow the wishes and requests of others (such as a teacher) 	<p>See PSHE MTP</p>	<p>Circle time activities Breakfast time PSHE lessons</p>
<p>Managing self</p>	<ul style="list-style-type: none"> -Develop their sense of responsibility and develop their awareness of belonging to a class -Increasingly follow rules, understanding why they are important -Remember rules without needing an adult to remind them -Understand road and river safety -Understand the importance of good oral health -Select the resources they want or need from adult-provided selection in continuous provision -Tidy away resources they have been using, with adult modelling 	<ul style="list-style-type: none"> -Be confident to try new activities and to go outside our comfort zones -Show resilience and perseverance when a situation is challenging -Understand road and river safety -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices -Understand the importance of good oral health -Select the resources they want or need to complete self-chosen activity. 	<p>See PSHE MTP</p>	<p>PSHE lessons Zones of regulation check-in Tooth-brushing program (possibility)</p> <p>-Self-serve dough and paint stations -Deconstructed role-play -Carefully labelled resources</p>

		<p>Be confident to ask for resource if what they need isn't provided.</p> <ul style="list-style-type: none"> -Tidy-away resources they have been using, using labels etc to support organisation <p>-</p>		
Building relationships	<ul style="list-style-type: none"> -Become more outgoing with unfamiliar people, in the safe context of their setting -Show more confidence in new social situations -Play with one or more other children, extending and elaborating play ideas -Understand the role of service workers (such as fire, police etc) in keeping us safe 	<ul style="list-style-type: none"> -Work and play cooperatively and take turns with others -Form positive attachments to adult and friendships with peers -Show sensitivity to their own and to others' needs -Have respect for others, including our service workers (police, fire, ambulance) 	See PSHE MTP Celebrations Letters	PSHE lessons Zones of regulation check-in
Comprehension	<ul style="list-style-type: none"> -Immerse themselves in the joys of reading and story-time -Have favourite stories, enjoy sharing these stories and be able to talk about their likes and dislikes -Understand the five key concepts about print (it has meaning, can have different purposes, read from left to right, top to bottom, names of different parts of a book, page sequencing) -Chat to others about stories, learning new vocabulary -Answer what, where, when questions related to stories. Begin to explore why questions. 	<ul style="list-style-type: none"> -Immerse themselves in the joys of reading and story-time -Have favourite stories, enjoy sharing and retelling these stories and be able to talk about their likes and dislikes -Learn, understand and use new vocabulary learnt through stories, non-fiction, rhymes and poems -Anticipate and make predictions on key events in stories -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary -Answer, why and how questions related to things read or heard. 	See MTP/weekly planning	Book corner Daily story/poem time Vote of the day for story/poem choice Daily rhyme time

Reading	<ul style="list-style-type: none"> -Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound -Have favourite rhymes and be able to sing these rhymes -Recognise their first name without pictorial supports 	<ul style="list-style-type: none"> -Recite a range of stories, rhymes, poems and songs for fun and enjoyment -Say a sound for each letter in the alphabet and learn to read digraphs and trigraphs within words -Read words consistent with their phonic knowledge by sound blending -Read tricky words or common everyday words by sight -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words -Recognise their first and surname without pictorial supports -Sing the alphabet song 	See MTP/weekly planning	<ul style="list-style-type: none"> Daily phonics sessions Daily 'vote' for story time/shared story time Music lessons Phonics station Reading-specific lessons Home reading books matched to phonics level Daily Nursery rhyme time, learning 8 new rhymes a term (see Literacy LTP)
Writing	<ul style="list-style-type: none"> -Enjoy mark-making for their own purposes -Form pre-writing shapes correctly -Ascribe meaning to the marks they make. Make purposeful representation of a person. (Head, body, arms and legs) -Use some of their print and letter knowledge in their early writing -Can form some recognisable letter shapes 	<ul style="list-style-type: none"> -Enjoy writing and mark-making for their own purposes -Write recognisable letters, most of which are correctly formed, including capital letters -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 -Write their first name and surname -Draw a person with head, body, legs, arms, hand, fingers and facial features 	See MTP/weekly planning	<ul style="list-style-type: none"> Daily Phonics lessons/activities Dough disco and squiggle while you wiggle Planned Gross and fine motor opportunities in continuous provision Weekly 'draw'

<p>Number</p>	<ul style="list-style-type: none"> -Develop fast recognition of up to 3 objects -Show finger numbers up to 5 -Link numerals and amounts up to 5 -Experiment with their own symbols and marks as well as numerals -Solve real world mathematics problems with numbers up to 5 	<ul style="list-style-type: none"> -Have a deep understanding of number to 10, including composition of each number -Subitise up to 5 -Develop recall of number bonds to 5 and some number bonds to 10, including double facts -Understand the concepts of addition and subtraction using concrete apparatus -Apply maths knowledge and understanding to real world problems 	<p>See MTP/ weekly planning</p>	<p>Daily counting warm-up Daily Maths activity Maths resources part of continuous and enhanced provision Daily dashboard</p>
<p>Numerical Patterns (& other aspects of Maths Curriculum)</p>	<ul style="list-style-type: none"> -Recite numbers past 5 -Say one number of each item in order -Know that the last number reached when counting a small set of objects tells you how many there are in total -Compare quantities using language more than, fewer than -Talk about common 2D and 3D shapes using everyday language. Begin to use some of their correct names. (square, circle, triangle, cone, sphere, cube) -Explore capacity, mass, length and height in practical contexts. Use some of the related mathematical vocabulary to describe and compare. -Complete simple puzzles -Talk about, recreate, extend and create simple AB patterns (2 variables) -Understand and use positional language to accurately describe the 	<ul style="list-style-type: none"> -Verbally count beyond 20, recognising the pattern of the counting system -Explore counting in tens to 100 -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 1, including evens and odds, double facts and how quantities can be distributed equally -Develop spatial reasoning skills -Identify and describe common 2D and 3D shapes and their properties using correct mathematical vocabulary (circle, triangle, square, rectangle, cube, cuboid, sphere, cylinder, cone, side, edge, corner, vertices/point, face) -Compare and order objects by capacity, mass, length and height 	<p>See MTP/weekly planning</p>	<p>Daily counting warm-up Daily Maths activity Maths resources part of continuous and enhanced provision Daily dashboard</p>

	position of objects (next to, on top, behind, above, under, over)	-Talk about, recreate, extend and create repeating patterns with more than 2 variables -Understand and use positional language to accurately describe position, give and follow instructions		
Past and present	-Understand the stages in the life cycle of plants and animals -Know how we have changed and will continue to change (baby, child, adult, old age) -Talk about members of family and relate to different stages in life cycle -Share stories about experiences, events and celebrations from the past -Understand yesterday, today, tomorrow	-Understand and explain decay -Identify how humans and other animals change as they get older (egg, birth, baby, child, teenager, adult, old age) -Understand how different stages in the life cycle bring responsibilities and different levels of independence -Know some similarities and differences between things in the living past and now, drawing on their experiences and what has been read in class -Use everyday language related to the passing of time (yesterday, today, tomorrow, past, a long time ago, last week, soon)	Food/In the deep dark wood Plants Plants Eggs Homes Journeys Coast Food	Topic sessions Forest school Trips to the farm/allotments Topic sessions Forest school Trips to the farm Topic sessions Guest visitors Trips to places of interest (Beamish, Shildon railway, Tesco/bakery)
People, Culture and Communities	<u>Local Area</u> -Understand that they live in a place called Sunnybrow -Understand that there are different types of homes -Recognise, observe and describe some of the human and physical features of their local area -Show interest in and name some different occupations (including police	<u>Local Area</u> -Understand that they live in a small village in England -Identify human and physical features of Sunnybrow -Use and draw simple pictorial maps and plans <u>The wider world</u>	Homes Letters	Topic sessions Walks around the local area

	<p>and fire person, doctor, nurse, paramedic)</p> <p><u>The wider world</u></p> <ul style="list-style-type: none"> -Continue developing positive attitudes about the differences between people -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos -Understand that people around the world live in different types of homes and be able to describe some of the similarities and differences between these homes and their own, drawing on the key features of a building (windows, roof, door, chimney, garden, garage) 	<ul style="list-style-type: none"> -Understand that we live on planet Earth -Understand that the world is made up of lots of countries and we live in England -Understand that the weather and climate of a place is determined by their place on Earth, locating North and South Pole and the Equator -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where appropriate-maps -Identify the human and physical features of a place and compare with Sunnybrow (buildings, roads, fields, woodland, rivers, lakes) -Identify and name some of the different types of homes people live in around the world and understand that home type can be affected by wealth, weather, tradition of culture -Know some similarities and differences between religious and cultural communities in their country, drawing on their experiences and what has been read in class 	<p>In the deep dark woods Winter Weather Homes Celebrations The Coast</p> <p>-Homes -Celebrations -Letters -Food</p>	<p>Topic sessions Links with other schools around the world Visits to church and other places of worship</p>
<p>The Natural World</p>	<p><u>Weather and Seasons</u></p> <ul style="list-style-type: none"> -Identify different types of weather (sun, rain, wind, snow) and 	<p><u>Weather and Seasons</u></p> <ul style="list-style-type: none"> -Name the four seasons and observe and discuss seasonal changes in the local area (including weather sun, rain, 	<p>Winter Weather Night</p>	<p>Daily Dash Board Forest School</p>

	<p>understand how this affects our daily life (clothing, dangers etc)</p> <p><u>Plants</u> -Talk about and describe common wildflowers. Name buttercup, dandelion, daisy and daffodil) -Observe and describe the stages in the life cycle of a plant -Plant seeds and care for them.</p> <p><u>Animals</u> -Name common farm and zoo animals (Horse, sheep, pig, hen, cow, dog, cat, rabbit, giraffe, elephant, zebra, lion, tiger) and find different ways to sort and categorise them</p> <p>-Talk about the similarities/differences/key features of animals -Observe and describe the stages in the life cycle of an animal. Show care and concern for living things.</p> <p><u>Materials</u> -Explore the properties of different materials using senses (soft, hard, rough, bendy, smooth)</p>	<p>wind, snow, cloudy, hail ,thunder and lightening)</p> <p><u>Plants</u> -Observe and name wildflowers (daisy, dandelion, snowdrop, buttercup, daffodil and forget-me-not) Observe and describe trees and their leaves, including through the seasonal changes -Draw wild flowers and trees and find ways to sort and categorise them</p> <p>-Identify the parts of a plant (stem, roots, leaf, flower, petal) -Know what plants need to help them grow and carry out simple fair tests to check hypothesis</p> <p><u>Animals</u> -Observe common animals, (including farm, zoo, woodland and insects) draw them and find ways to sort and categorise them -Know the names of baby animals (sheep-lamb, cow-calf, horse-foal, hen-chick, pig-piglet, rabbit-kitten, dog-puppy, cat-kitten, duck-duckling, owl-owlet, deer-fawn, frog-tadpole, butterfly-caterpillar)</p> <p>-Explore the habitats of different animals and make comparisons</p> <p><u>Materials</u></p>	<p>Plants In the deep dark woods Food</p> <p>In the deep, dark woods Hibernation Winter Weather Night Eggs</p> <p>Homes</p>	<p>Topic sessions Forest school</p> <p>Topic sessions Forest school</p> <p>Topic sessions Friday Cooking sessions (2 per half-term)</p>
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		<ul style="list-style-type: none"> -Distinguish between object and material -Name common materials and describe their properties (metal, wood, plastic, glass, fabric, clay, paper) (soft, hard, stiff, bendy, rough, smooth, shiny, dull, see-through, runny) -Observe how some materials change then they have heated/cooled -Carry out simple fair experiments to test properties 		
Technology	<ul style="list-style-type: none"> -Knows how to operate simple equipment -Can complete a simple program on an iPad -Can move a mouse, moving the cursor around the screen and using the left button to select an item 	<ul style="list-style-type: none"> -Select and use technology for a specific purpose (taking a photo or video with iPad, Siri to help find an answer to question) -confidently use a mouse to complete a simple programme -become familiar with a keyboard, e.g. find letters in own name) 	See MTP/weekly planning	<ul style="list-style-type: none"> Topic sessions Focused enhancements
Creating with materials	<ul style="list-style-type: none"> -Explore different materials freely, in order to develop their ideas about how to use them and what to make -Develop their own ideas and decide which materials to use to express them -Join different materials and explore different textures -Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Draw a person with a head, trunk, arms and legs and use drawing to represent ideas and show different 	<ul style="list-style-type: none"> -Use different joining techniques (including pivot hinge and levers) -Construct with a specific purpose in mind -Use real tools competently for a purpose (scissors, stapler, hole punch, glue gun, knife, grater, juicer, peeler, masher) -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 	See MTP/weekly planning	<ul style="list-style-type: none"> Topic sessions Continuous provision enhancements Malleable area Making area Small world Area Dressing-up area Role-play kitchen Outdoor messy art

	emotions in their drawings and paintings -Explore colour and colour-mixing	-Make use of props and materials when role playing characters in narratives and stories -Create increasingly accurate representations of people (with facial features, fingers, feet) and homes (straight lines for walls, door, windows, roof)		
Being imaginative and Expressive	-Take part in pretend play, using an object to represent something else even if they are not similar -Develop story-lines using small world equipment -Respond to what they have heard or saw, expressing their thoughts and feelings using different media (see curriculum content below) -Remember and sing some Nursery Rhymes (See English LTP) -Sing the pitch and tone sung by another person -Create or improvise their own song -Play instruments with increasing control to express their feelings and ideas	-Create or adapt their own story-lines in their play -Find favourite ways to positively express themselves -Sing a range of well-known nursery rhymes and songs (See English LTP) -Record and explore their ideas and experiences of the world around them from first-hand observation -Listen attentively, move to and talk about music, expressing their feelings and responses -Perform songs, rhymes, poems and stories with others, and-when appropriate-try to move in time with music -Explore and engage in music making and dance, performing solo or in groups	See MTP/weekly planning	Small world Open-ended provocations Role-play house Music sessions Trips and guest speakers Topic sessions

Our long-term overview:

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Owls and other woodland creatures (Autumn)	Celebrations	Winter weather (North and South Pole)	Homes (Spring)	Eggs (Spring/Summer)	Food (Where does it come from)

Key experience:	Trip to the woods Falconry display	Church to Christen a baby	Ice-skating	Builders yard/new building site	Farm next door/Hatch chicks	Visit co-op/allotment/bakery
Key learning	-Families come in all shapes and sizes -The woodland is a habitat to specific animals -The woodland changes during the season of Autumn	-Different people celebrate different things and have different traditions -People celebrate their birthday to remember the day they were born -Advent is a time for preparation for Christmas, which a celebration of the birth of Jesus	-There are 4 seasons and Winter comes after Autumn -Not much grows in Winter. It is cold and can be snowy and icy. The winter weather can affect us in different ways. -Some countries have wintry weather all year around -Only certain animals can survive in arctic conditions -Some animals hibernate or migrate in winter -freezing and melting	-Our school is in Sunnybrow. The location of a home is called its address -Humans need to live in a home to help keeps us safe and secure. If you don't feel safe, you can tell a trusted adult. -There are different types of homes in Sunnybrow and around the world -Homes have changed over time	-The season after Winter is spring. Plants start to grow and lots of animals are born. -Some animals give birth to live babies and some animals lay eggs. -Baby animals are sometimes known by different names to adult -Some baby animals don't look like the adult -All animals are born, grow and then die. This is called a life cycle. -Farms are a special environment, designed to look after lots of animals and have specific human and physical features.	-Fruits and Vegetables are grown from plants. We eat lots of plant-based foods or can use produce from plants to make other foods. (flour, cocoa) -Some fruits and vegetables need to be grown in warmer countries -Humans need food, water, oxygen and shelter to survive -It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep and following good hygiene -We have five senses-taste, touch, sight, hearing and smell
Enrichment days/weeks	Harvest Halloween Roald Dahl Day	Bonfire Night Christmas Diwali Hanukah Black History Month Remembrance Day Children in Need Anti-Bullying week	Chinese New Year Valentine's Day Random Acts of Kindness week Internet Safety Day	Easter Mother' Day Queen's birthday	Start of Ramadan Eid D-Day	Visit to the beach Father's Day World Environment Day Anniversary of the NHS
Maths	Across the year-develop Nursery -Recognising, naming and matching colours -Sorting objects by various attributes -Continuing AB patterns	Skills of counting-one-to-one, Nursery -Using the language of size -Developing counting principles (one-to-one, stable order, cardinal, abstraction, order-irrelevance)	Stable-order, cardinal, Nursery -Exploring and understanding numbers 1, 2,3 (counting, subitising, representing, comparing, composition)	Abstraction, order-relevance principles Nursery -Exploring and understanding 4, 5, 6(counting, subitising, representing, comparing, composition)	 Nursery -Describe the properties of 2D shapes -Order events in a day -Use language of long, short, tall and compare lengths	 Nursery -Identifying heavy and light objects and making comparisons -Identify full, half-full and empty

	Reception -Match and sort objects -Compare amounts -Compare size, mass and capacity -Make simple patterns -Counting, representing, comparing and composition of 1, 2, 3	-Comparing amounts of objects Reception -Recognising and describing properties of circles and triangles -Begin to use positional language (describing position of objects in relation to each other) -Counting, representing, comparing and composition of 4, 5 -Finding one more/less to 5 -Identifying and describing squares/rectangles -Order key events /measuring time in simple ways	-Identifying and describing circles and triangles Reception -Develop and apply understanding of 0 -Compare numbers to 5 -Explore composition of 4 & 5 -Build on understanding to compare mass and capacity (direct comparisons) with more accuracy -Counting, representing, comparing and composition of 6, 7, 8 -Making pairs -Combining 2 groups to find how many altogether?	Identifying and describing squares and rectangles Reception -Use language and direct/indirect comparison to compare length and height -Talk about significant events -Order and sequence important times and describe when events happen -Counting, representing, comparing and composition of 9 and 10 -Explore number bonds to 10 -Explore and manipulate 3D shapes -Introduce more complex patterns	Reception -Consolidate key skills of subitising, counting, composition, sorting, matching, comparing and ordering to 10 -Build and identify numbers up to 20 -Count on and back beyond 10 -Build up spatial awareness-selecting and rotating shapes to fit -Adding more, counting on -Explore taking away, using concrete objects	-Begin to use and understand positional language Reception -Build on spatial awareness-combining and separating shapes to make new ones -Understand doubling as twice as many -Explore sharing 'fairly' and grouping, including odd and even -Build on spatial awareness-replicating places and models -Explore and investigate patterns and relationships between numbers and shapes -Develop spatial awareness-making maps and plans to see where things are in relation to each other
PSHE	*Est class rules *Describing feelings	*Playing co-op/affect of behaviour *Special people *Respect service workers	*Similarities and differences	*Body parts *Hygiene *Oral health	* Care and concern for the enviro *Road and river safety	*Growing and changing
R.E.	Let's find out about Harvest	*Let's find out about the Christmas story Let's find out about Divali	*Let's find out about the Bible *Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm)	*Let's find out about Easter	Let's find out about Christian baptism	*Let's find out about Raksha Bandhan
Music	Me	My stories	Everyone!	Our World	Big Bear Funk-A transition unit	Reflect, rewind and Replay


Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Hibernation (Autumn)	Letters	Night Including Arctic/winter	Journeys	Plants (Spring/Summer)	The coast (Summer)
Key experience	Trip to the woods	Walk around Sunnybrow and Willington	Star-gazing/Planetarium	Local garage visit/scrap car	Farm next door/ Allotments	Visit South Shields
Cross curricular links	<ul style="list-style-type: none"> -We get 4 seasons in the UK. We get seasons because Earth orbits the sun once a year. -The woodland changes in Autumn. -The weather gets colder, there is less food for animals so some animals hibernate or migrate -Animals about the world migrate and hibernate. 	<ul style="list-style-type: none"> -We live in Sunnybrow. The location of our home is called our address. - Sunnybrow has specific human and physical features. Willington is a town and it has some similar and different human and physical features. -There are different reasons why we send mail. These can include celebrations. (celebrations) -People celebrate different things and have different traditions. 	<ul style="list-style-type: none"> -We get day and night according to when we are facing towards or away from the sun. -When we are having day time, other countries and having night time. -Some animals are nocturnal. -When it is Winter, we get longer nights and shorter days -There are different sources of light. The moon and shiny paper are not sources of light. -When the light sources is blocked by an object, it creates a shadow -There are different ways that we can keep safe in the dark 	<ul style="list-style-type: none"> -Earth is made up of land and sea -There are lots of different ways we can travel. How we travel changes according to the distance of our journey. -Boats float. Some materials float and others sink. -Transport has changed over the years. This has allowed us to see more of the world. -We can use maps to help us find our way to new places. 	<ul style="list-style-type: none"> -Plants grow from seeds or bulbs -Plants have roots, stems/stalks, leaves and flowers -Plants need light, warmth, water and food to grow -We can eat plants and the produce from plants -Some fruits and vegetables need to be grown in warmer countries -Humans need food, water, oxygen and shelter to survive -It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep and following good hygiene -We have five senses-taste, touch, sight, hearing and smell 	<ul style="list-style-type: none"> -Earth is made up of land and sea -Coastal towns have specific features. Sunnybrow has similarities and differences to Sunnybrow -Seaside holidays have changed since the past -There are ways we can keep safe near rivers and at the seaside -We have a responsibility to look after our planet (plastic pollution)
Enrichment days/weeks	Harvest Halloween Roald Dahl Day	Bonfire Night Christmas Diwali Hanukah Black History Month Remembrance Day Children in Need Anti-Bullying week	Chinese New Year Valentine's Day Random Acts of Kindness week Internet Safety Day	Easter Mother' Day Queen's birthday	Start of Ramadan Eid D-Day	Visit to the beach Father's Day World Environment Day Anniversary of the NHS
Maths	<p style="color: magenta;">Across the year-develop</p> <p>Nursery</p>	<p style="color: magenta;">Skills of counting-one-to-one,</p> <p>Nursery -Using the language of size</p>	<p style="color: magenta;">Stable-order, cardinal,</p> <p>Nursery</p>	<p style="color: magenta;">Abstraction, order-relevance principles</p> <p>Nursery</p>	<p style="text-align: center;">—————→</p> <p>Nursery</p>	<p>Nursery</p>

	<ul style="list-style-type: none"> -Recognising, naming and matching colours -Sorting objects by various attributes -Continuing AB patterns <p>Reception</p> <ul style="list-style-type: none"> -Match and sort objects -Compare amounts -Compare size, mass and capacity -Make simple patterns -Counting, representing, comparing and composition of 1, 2, 3 	<ul style="list-style-type: none"> -Developing counting principles (one-to-one, stable order, cardinal, abstraction, order-irrelevance) -Comparing amounts of objects <p>Reception</p> <ul style="list-style-type: none"> -Recognising and describing properties of circles and triangles -Begin to use positional language (describing position of objects in relation to each other) -Counting, representing, comparing and composition of 4, 5 -Finding one more/less to 5 -Identifying and describing squares/rectangles -Order key events /measuring time in simple ways 	<ul style="list-style-type: none"> -Exploring and understanding numbers 1, 2,3 (counting, subitising, representing, comparing, composition) -Identifying and describing circles and triangles <p>Reception</p> <ul style="list-style-type: none"> -Develop and apply understanding of 0 -Compare numbers to 5 -Explore composition of 4 & 5 -Build on understanding to compare mass and capacity (direct comparisons) with more accuracy -Counting, representing, comparing and composition of 6, 7, 8 -Making pairs -Combining 2 groups to find how many altogether? 	<ul style="list-style-type: none"> -Exploring and understanding 4, 5, 6(counting, subitising, representing, comparing, composition) Identifying and describing squares and rectangles <p>Reception</p> <ul style="list-style-type: none"> -Use language and direct/indirect comparison to compare length and height -Talk about significant events -Order and sequence important times and describe when events happen -Counting, representing, comparing and composition of 9 and 10 -Explore number bonds to 10 -Explore and manipulate 3D shapes -Introduce more complex patterns 	<ul style="list-style-type: none"> -Describe the properties of 2D shapes -Order events in a day -Use language of long, short, tall and compare lengths <p>Reception</p> <ul style="list-style-type: none"> -Consolidate key skills of subitising, counting, composition, sorting, matching, comparing and ordering to 10 -Build and identify numbers up to 20 -Count on and back beyond 10 -Build up spatial awareness-selecting and rotating shapes to fit -Adding more, counting on -Explore taking away, using concrete objects 	<ul style="list-style-type: none"> -Identifying heavy and light objects and making comparisons -Identify full, half-full and empty -Begin to use and understand positional language <p>Reception</p> <ul style="list-style-type: none"> -Build on spatial awareness-combining and separating shapes to make new ones -Understand doubling as twice as many -Explore sharing 'fairly' and grouping, including odd and even -Build on spatial awareness-replicating places and models -Explore and investigate patterns and relationships between numbers and shapes -Develop spatial awareness-making maps and plans to see where things are in relation to each other
PSHE	<ul style="list-style-type: none"> *Est class rules *Describing feelings 	<ul style="list-style-type: none"> *Playing co-op/effect of behaviour *Special people * Respect service workers 	<ul style="list-style-type: none"> *Similarities and differences 	<ul style="list-style-type: none"> *Body parts *Hygiene *Oral health 	<ul style="list-style-type: none"> * Care and concern for the enviro *Road and river safety 	<ul style="list-style-type: none"> *Growing and changing
R.E.	<ul style="list-style-type: none"> Let's find out about Harvest in a church Let's find out about Shabbat 	<ul style="list-style-type: none"> Let's find out about the Christmas story Let's find out about Christmas celebrations in churches 	<ul style="list-style-type: none"> *Let's find out about holy books (Qur'an, Torah, the Guru Granth Sahib) *Let's hear some stories about Jesus (Lost sheep, Lost coin) 	<ul style="list-style-type: none"> *Let's find out about Easter celebrations in churches 	<ul style="list-style-type: none"> *Let's find out about special buildings and worship there 	
Music	Me	My stories	Everyone!	Our World	Big Bear Funk-A transition unit	Reflect, rewind and Replay

Art and Design:

	Autumn		Spring		Summer	
	Drawing skills and Colour mixing 					
Cycle A	Collage Eric Carle	Painting (exploring shape, line and colour) (Wassily Kandinsky)	Textiles/weaving Based on paintings by Claude Monet	Sculpture (Junk) (Michelle Reader)	Self-portraits Van Gogh	Printing (Warhol)
Cycle B	Collage Lois Ehlert	Printing (Saul Steinberg)	Textiles (Van Gogh-Starry night)	Drawing and sketching	Painting flowers (or oils/pastels) Georgia O'Keeffe Gustav Klimpt	Sculpture (Natural) Andy Goldsworthy

Progression in skills

Drawing and sketching	Collage	Printing	Sculpture	Painting
<ul style="list-style-type: none"> -Begin to develop large scale gross motor movements that begin to become progressively smaller to manipulate wrists 	<ul style="list-style-type: none"> -Use ready cut paper and fabric/arrange to make a picture or pattern -Tear paper into strips then simple shapes 	<ul style="list-style-type: none"> -Paint hands and print at random -Print in water/paint with feet/tyres etc in play 	<ul style="list-style-type: none"> -Threading cotton reels, cards -Threading cards, large objects, large beads. threading on to chopsticks, wooden rings onto kitchen roll holder. -Use simple tools to manipulate-rolling pins, stamps, large cutters when using playdough -Explore and create with Stickle bricks, Duplo, people and animals 	<ul style="list-style-type: none"> -Sensory, messy play, large rollers, finger painting, sensory paints (mixed with sand/porridge etc) large scale printing, large rolls of paper, tuff spots -Painting- rollers, thick handled brushes, hands/fingers, with objects, stamps, vehicles
<ul style="list-style-type: none"> -Mark make inside and outside with a variety of tools on a very large scale -Make marks and experiment with chalk eggs/pencil and crayons (when developmentally ready) to make marks -Development of gross motor skills and arm/finger muscles ready for drawing -Developing movements into lines, circles 	<ul style="list-style-type: none"> -Explore and tear paper of different strengths and textures -Cut with scissors different strength of paper and card -Cut with scissors different fabrics -Apply PVA glue sparingly, using fingers then glue spreaders -Collect natural and other resources for collage 	<ul style="list-style-type: none"> -Load everyday object with paint and gently print -Create a continuous flow of printing -Select objects from a limited range to print with 	<ul style="list-style-type: none"> -Use smaller finger movements and the pincer grip for emergent drawing, tweezers- different sized objects of differing shape, size, texture, pasta of different shapes, gears -Use knives, numbers and letter cutters in playdough -Explore via role play: Duplo, wooden blocks + extra shapes, wooden vehicles ,people & animals to build for purpose -Attempt to cut with scissors, join with glue to create a collage or junk model using: paper plates straws, lolly sticks, big and small paper 	<ul style="list-style-type: none"> -Investigate with chunky brushes, natural brushes -Explore using different sized brushes and rollers with poster paint, messy mark making tray
<ul style="list-style-type: none"> -begin to add meaning to marks e.g portraits...this is my face, messy mark making tray -Use a range of chalks/pencil crayons/pencils thick and thin 		<ul style="list-style-type: none"> -Make simple stamps -Build up layers of colours in printing -Add detail to print with black pen 		<ul style="list-style-type: none"> -Enjoy using a variety of different tools including different size brushes, sponges and fingers -Recognise and name primary colours -Explore and mix colours. -Investigate colour mixing using poster, powder and watercolour paints -Explore working with paint on different surfaces and in different ways

	<ul style="list-style-type: none"> -Sort and categorise collections of natural and manmade materials by size, colour and shape -Select and assemble a variety of materials to express ideas about different creatures etc -Experiment with creating collage on different surface and scales 	<ul style="list-style-type: none"> -Use different print-making techniques to create repeated patterns in Pop Art style 	<ul style="list-style-type: none"> -Build/construct height/width/balance/secure buildings using: Duplo Mobile, Knex, wooden block and Lego. -Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors -Attach and join materials using glue, paste or tape. --Build a construction/sculpture using a variety of objects 	<ul style="list-style-type: none"> -Experiment using a variety of different tools including different size brushes, cotton buds, hands and fingers to create marks and blending -Name the primary colours and start to mix a range of secondary colours and tints of colour by adding white
<ul style="list-style-type: none"> -Look at and describe what they have produced describing simple techniques -Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils -Develop the correct hand-grip to form marks -Using fingers to trace in sand etc and progressing to pencils to follow pattern -Produce lines of different thickness and tone using pencil 	<ul style="list-style-type: none"> -Sort and categorise material into different families by texture/type of material -Crush natural materials and use to build up collage 			
<ul style="list-style-type: none"> -Start to produce different patterns and textures from observations, imagination and illustrations. -Investigate different lines: Straight, curved, wavy, dashed -Make more realistic drawings from first-hand observation 	<ul style="list-style-type: none"> -Creating own collage materials=painting/printing on absorbent materials then tearing/cutting to create -Add detail to print with black pen 			

Design and Technology

	Autumn	Spring	Summer
	Throughout each term, we will be developing skills within continuous provision using objective-led planning based on children's interests.		
Cycle A	Toy	Homes	Hatching animals Food from around the world
Cycle B	Animal home	Bridges	Boats Using plants and its produce in cooking

Design and Evaluate	Cut	Join	Decorate	Cooking & Nutrition
<ul style="list-style-type: none"> -Use ideas from provocations and observations of adults and other children to help decide what to build or make/mirror what others are doing -Develop own ideas and select from small range of resources what to use to express them 	<ul style="list-style-type: none"> -Use both hands to hold scissors and open and close blades -Open and close scissors to cut dough, encouraging 'thumbs-up' position -Tear paper 	<ul style="list-style-type: none"> -Stick together two surfaces with large flat surfaces -Select between glue stick and PVA glue 	<ul style="list-style-type: none"> -Stick materials to large surface, choosing from small selection of resources that also have a large surface -Mark-make use chunky pens/pens/paint 	<ul style="list-style-type: none"> -Know what some foods are nutritionally better for you than others -Know why some food & drink is more nutritionally better than others -Know I have to wash my hands before handling food & why -Know how to use some techniques such as mixing, spreading & cutting -Know about the changes that happen when heating or cooling ingredients
<ul style="list-style-type: none"> -Use other people's ideas and selection of non-fiction and fiction books as a stimulus for developing ideas -Know how to express myself - Know how to choose materials for own use from selection provided in continuous provision -Say what I like about creation -Know I can discuss my work & change it as it progresses -Know how to use materials, thinking about its purpose -Use iPad to record finished pieces 	<ul style="list-style-type: none"> -Make small snips in paper with scissors -Snip paper moving forward 	<ul style="list-style-type: none"> -Join together surfaces of different widths to build-up a more 3D structure -Explore the differences between making tape and sellotape -Fold card or paper to make a 'flap' for joining -Safely use a stapler 	<ul style="list-style-type: none"> -Select embellishments from resources provided in continuous provision -Include resources that have narrower surfaces/rounded surfaces such as beads or sequins -Explore scrunching, bending and folding paper -Use pens/pencils/paint. Begin to include some general details (door for house etc) 	
	<ul style="list-style-type: none"> -Use 'helping hand' to hold paper while cutting with dominant hand -Cut a straight line -Increase accuracy of cutting along a straight line (within ¼ inch of line) 	<ul style="list-style-type: none"> -Be more sparing with glue (more accurate with application) -Learn to use pivot hinge and levers -Learn to use links -Make purposeful choices to joining equipment based on need and knowledge of different joining techniques 	<ul style="list-style-type: none"> -Use open-ended resources, including natural and man-made materials -Explore curling and fringing -Use pens/pencils/paint to add specific details to model. More accuracy in representations. 	
<ul style="list-style-type: none"> -Cut circles -Cut squares -Cut out more complex shapes such as figures 	<ul style="list-style-type: none"> -Have a clear purpose for construction and design -Ask for resource if not provided in continuous provision -Know how to make a simple plan before making -Clearly describe product and suggest why materials etc have been used -Suggest changes that could be made to improve quality of product 			

History

	Autumn		Spring		Summer	
Cycle A	Me and my family	My family celebrations		Homes in the past	Life cycles	
Cycle B	Me and my family	My family celebrations		Transport in the past	Life cycles	Holidays in the past

Progression in skills

Constructing the past	Sequencing the past	Change and Development/ Similarities and differences	Cause and effect	Historical enquiry	Historical Terms		
<ul style="list-style-type: none"> -Is curious about people and shows interest in stories about themselves and their family -Has a sense of own immediate family and relations -Knows where they fit within their family, parents were children before they were grown up 	<ul style="list-style-type: none"> -Associates a sequence of actions with daily routines -Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' -Turn taking and sharing Listening to instructions first we need to do this then you can do that... 	<ul style="list-style-type: none"> -Explores the similarities and differences in old and new nursery rhymes (Words we might not use anymore) -Learns that they have similarities and differences that connect them to, and distinguish them from, others -Difference from the past, picture of their parents as children -Begins to develop an awareness of old and new eg: telephones and mobiles 	<ul style="list-style-type: none"> -Talks about something that they can do now but couldn't before e.g. I can use the toilet now before I wore nappies -Begins to look at how things change -Explore cause and effect- the three little pigs -Looks closely at similarities, differences, patterns and change 	<ul style="list-style-type: none"> -Explore pictures of the characters in nursery rhymes – Grand Old Duke of York 	<ul style="list-style-type: none"> -Beginning to understand that things might happen 'now' -Using language now and next to help with turn taking 		
				<ul style="list-style-type: none"> Begins to say events in the correct order eg: I went outside and played on the slide 	<ul style="list-style-type: none"> -Explores how people lived differently in the past -Looks closely at similarities, differences, patterns and change -Talk about past and present events in their own lives and in the lives of family members 	<ul style="list-style-type: none"> -Look at photos of their parents as children 	<ul style="list-style-type: none"> -Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'
				<ul style="list-style-type: none"> Begins to understand that events happened in the past eg: parents got married before they were born 	<ul style="list-style-type: none"> -Orders and sequences familiar events e.g. their day, photos of people of different ages -Uses everyday language related to time 	<ul style="list-style-type: none"> -Begin to know about old and new and what happened in the past 	<ul style="list-style-type: none"> -Use everyday language related to time
				<ul style="list-style-type: none"> -Talk about past and present events in their own lives and in the lives of family members Where they live – have they moved house. Discussion on birthdays – future and past events – Christmas 	<ul style="list-style-type: none"> Begin to understand the difference between things that 	<ul style="list-style-type: none"> -Begin to identify a range of similarities, differences and changes within a specific time period 	<ul style="list-style-type: none"> -Begin to extract some information from more than one type of source to find out about an aspect of the past -Begin to identify a relevant cause for, and effect of, events covered within stories

	happened in the past and the present				
-In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history					

Geography

	Autumn		Spring		Summer	
Cycle A	Where would owls live in Sunnybrow?		The Arctic	Homes in Sunnybrow and the wider world	Making maps and plans of the farm	Food from around the world
Cycle B	Autumn-the changing season	Sunnybrow features and simple maps and plans	Day and Night	Journeys	Plants Maps and plans of Garden Centre	The coast

Progression in skills

Locational knowledge	Place knowledge	Physical Geography	Human Geography	Map skills	Fieldwork skills
-Begins to explore locations by knowing where objects belong -Remembers where objects belong -Is interested in places they have been to and can talk about it through small world play	-Has an awareness of home and school and how they are different -Looks at a range of stories and experiences so that they can familiarise with the wider world eg: farms, garden centres, homes	-Begins to be interested in how plants grow and talks about change -Explores seeds and watches them grow and can talk about it -Is interested in animals and can ask questions -Developing an understanding of growth, decay and changes over time	-Interested in familiar people -Begins to talk about people who they are familiar with eg: My Nana lives near the beach -Identify my house & different houses in the local area (past & present)	-Plays with small world models such as a farm, garage or train track -Use simple positional language -Use everyday language to talk about positions and distance to solve problems -Describe relative position to objects and places -Build up small world representations of places, such as farms	-Trip to the local farm/ woodland to observe animals and how to look after them -Gather information Explore the features of the local environment on a local area walk -Sketching/ Audio visual Give chn opportunities to record findings by e.g drawing, writing, making a model or photographing
-Talk about the local area and places they may visit including school, shops, parks, farms etc	-Explores the local area through visits eg: post office, farm -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world -Explore a different environment through stories	-Explore and investigate their own environment and the features of a contrasting environment -Name the 4 seasons -Identify land or sea. Explore the features of the coast	-Use basic geographical vocabulary to refer to key human features: city, town, village, port, harbour, shop	-Sequence events from a story or pictures from a journey -Begin to create simple picture maps of events from a story or short journey -Develop an understanding of a map and its purpose	-Gather information Use basic observational skills -Carry out a small survey of the local area/school Sketching -Create plans and draw simple features in their familiar environment Audio/Visual

-Name where they live- Sunnybrow (or other local village) & explore on a local area walk. -Begin to compare contrasting environments	-Talk about the features of their own immediate environment & how environments might vary from one another	-Identify seasonal and daily weather patterns -Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean, season and weather		-Begin to create simple maps, plans and observational drawings of known and imaginary landscapes	Recognise a photo or a video as a record of what has been seen or heard
	-Begin to compare environments using some human and geographical features			-Use a simple map to move around a familiar environment -Explore aerial plans and maps. Begin to identify some symbols -Identify land and sea on a UK map, world map or globe -Draw a basic map, including some simple symbols to represent human and physical features	

Science

	Autumn		Spring		Summer	
Cycle A	How does the woodland change during Autumn?	Why are the days getting shorter?	How does the winter weather affect our daily lives?	Why are homes in Sunnybrow built from bricks or stone?	Do only hens lay eggs?	What happens to butter when it gets hot?
Cycle B	Why do some animals hibernate during Winter?		Why do we get day and night?	What materials could we use to build a boat?	Do plants need light to grow?	Is a shell natural or manmade?

Progression in skills

Living things and their habitats	Plants	Animals	Materials	
-Enjoys playing with small world models such as farms -Shows interest in real and story books based on known environments (such as farm, zoo) -Share own experiences of visits to different environments	-Describe plants using everyday language such as tall, yellow, pretty -Begin to find ways to sort flowers and other plants -Compare plants and find similarities and differences	-Enjoy playing with small world models and make some world environments -Name common animals (cow, dog, sheep etc) -Use everyday language to describe animals -Identify and name common features of animals (ears, head, legs etc)	-Use all their senses in hands-on exploration of materials -Explore collections of materials with similar/different properties -Talk about what they see using a widening vocabulary -Explore how things work and offer simple explanations	-Talk about and draw pictures of what they have seen, using everyday language -Find things that are similar or different -Sort/match things in their own way -Use simple equipment to sort things into -Explore how things work
	-Most plants grow from seed or bulb			

	<ul style="list-style-type: none"> -All plants need water and light to grow and survive -Observe plants closely through a variety of means such as magnifying glasses and photographs -Begins to use a wider vocabulary to name some of the parts of plants -Use the senses to explore plants -Understand some of the key features of life cycle of a plant 		<ul style="list-style-type: none"> -Explore and talk about different forces (stretch, snap, rigid etc) -Talk about the differences between materials and changes they notice -Begin to explore and describe the characteristics of liquids and solids 	<ul style="list-style-type: none"> -Use their senses in hands-on exploration of natural materials -Explore collections of materials with similar and/or different properties -Talk about what they see, using a widening vocabulary -Begin to ask how/why questions -Show that they are curious -Talk to people about what they do and how things work
<ul style="list-style-type: none"> -Explore different habitats outdoors and comment on some of the key features -Become more focused in observations-using photographs and magnifying glasses for example -Using small world resources to show understanding of different environments -Observe growth and decay over time -Begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> -all plants need water, light and warmth to grow and survive -Understand a seed produces roots to allow water to get into the plant and hoots to produce leaves to collect sunlight -Use a wider range of subject-specific vocabulary (blossom, bulb, buds, evergreen, deciduous) -Name, describe, categorise and sort plants -Draw pictures of plants -Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> -Observe animals closely using magnifying glasses, photographs etc -Find different ways to sort and categorise animals -Look at key stages in development from birth to adult -Name and identify external body parts -Observe and describe in words and actions the effects of physical activity on the body -Understand the key features of a life cycle of animal 	<ul style="list-style-type: none"> -Observe and interact with natural materials 	<ul style="list-style-type: none"> -Come up with new things to try/test -Demonstrate some resilience and try different ideas -Talk about thigs they are testing -Begin to record observations
<ul style="list-style-type: none"> -Talk about what they see, using a widening everyday vocabulary -Begin to ask why and how questions -Provide simple explanations about why they think things happen and how they think they might work 	<ul style="list-style-type: none"> -Identify and name a variety of common wild and garden plants, including evergreen and deciduous 	<ul style="list-style-type: none"> -Identify 5 senses -Describe what they see, hear and feel -Identify different parts of human and animals body -Show care and concern for living things -Have an understanding of growth and change -Talk about things they observed including animals -Observational drawings of animals -Shows some good understanding that good practise with regard to exercise, eating, drinking water, sleeping and good hygiene can contribute to good health 		<ul style="list-style-type: none"> -Explore the natural world around, showing increased awareness in observations -Describe what they see, hear, smell, touch using more subject-specific vocabulary -Find things that are similar or different. Sort and categorise objects, using the senses to help sort. -Ask a range of questions -Find different ways to record observations, including ICT
				<ul style="list-style-type: none"> -Ask simple questions and recognise that they can be answered in different ways -Make careful observations to support identification, comparison and noticing change

<ul style="list-style-type: none"> -Look closely at similarities, difference, patterns and changes -Talk about the key features of their own environment and make comparisons with contrasting environments 	<ul style="list-style-type: none"> -Identify and describe the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> -Know the effect exercise has on the body 		<ul style="list-style-type: none"> -Use practical resources to gather evidence to answer questions generated by themselves or teacher -Begin to carry out simple tests -Record observations and begin to take simple measurements
<ul style="list-style-type: none"> -Describe how habitats provide for basic needs of different animals and plants and how they depend on each other -Know that living things reproduce -Identify and name a variety of plants and animals -Observe changes across 4 seasons -Observe and describe weather associated with the seasons and how day length varies 				

P.E.

	Autumn		Spring		Summer	
Cycle A	Games-moving and travelling	Gymnastics-apparatus/travel	Games-ball game	Games throwing/catching	Dance-communicating ideas	Athletics
Cycle B	Games-Moving and travelling	Gymnastics-apparatus/travel	Games-ball games	Games throwing/catching	Dance-communicating ideas	Athletics

Dance	Gymnastics	Ball skills	Athletics	Fundamentals: Agility, Balance and Co-ordination	Fine Motor
<ul style="list-style-type: none"> -Move in a range of ways, negotiating space safely -Move to music -Copy dance moves -Perform some dance moves 	<ul style="list-style-type: none"> -Can travel in different ways -Can stretch in different ways -Can curl in different ways -Can copy and make up a simple 'story' or movement -Can make body: tense, relaxed, curled and stretched 	<ul style="list-style-type: none"> -Can kick a large ball -Roll a piece of equipment -Move and stop safely -Throw a ball underarm -Catch a large ball with both hands 	<ul style="list-style-type: none"> -Can jump forwards, backwards and side to side -Can change direction while running -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> -Run safely on the whole foot -Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands -Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment 	<ul style="list-style-type: none"> -Builds tower with 4 small blocks -Puts 4 rings on a stick -Places 5 pegs on a pegboard -Turns pages two or three of a book at a time -Scribbles -Turns knobs
<ul style="list-style-type: none"> -Move in a range of ways, negotiating space safely 	<ul style="list-style-type: none"> -Can copy and repeat sequences -Can travel in different ways 	<ul style="list-style-type: none"> -Can kick a large ball in different ways 			

<ul style="list-style-type: none"> -Move to music -Copy dance moves -Perform some dance moves 	<ul style="list-style-type: none"> -Can stretch in different ways -Can curl in different ways 	<ul style="list-style-type: none"> -Can catch a large ball -Throw a ball underarm -Catch a ball with both hands 		<ul style="list-style-type: none"> -Runs skilfully and negotiates space successfully, when playing racing and chasing games with other children, adjusting speed or direction to avoid obstacles -Can stand momentarily on one foot when shown -Jumps off an object and lands appropriately -Mounts stairs, steps or climbing equipment using alternate feet -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping 	<ul style="list-style-type: none"> -Paints with whole arm movement, shifts hands, makes strokes -Self-feeds with minimal assistance -Brings spoons to mouth -Holds and drinks from cup independently
<ul style="list-style-type: none"> -Copy dance moves -Change speed, rhythm, level and direction of movements -Dance imaginatively to music 	<ul style="list-style-type: none"> -Can control body when travelling -Can control body when balancing. Holding balance for 3 seconds -Can climb on equipment safely -Can plan and show a sequence of movements -Sequence has a clear beginning and end 	<ul style="list-style-type: none"> -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it -Shows a preference for a dominant hand -Move around, change speed and stop safely -Throw a medium ball underarm -Catch a medium ball with both hands <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <ul style="list-style-type: none"> -Shows a preference for a dominant hand -Move around, change speed and stop safely <ul style="list-style-type: none"> -Hit a ball with a bat -Can follow rules -Can use hitting, kicking and rolling in a game -Throw a ball in different ways -Catch a ball with two hands 	<ul style="list-style-type: none"> -Runs skilfully and negotiates space successfully, when playing racing and chasing games with other children, adjusting speed or direction to avoid obstacles -Experiments with different ways of moving <ul style="list-style-type: none"> -Can run and change direction at speed -Can throw equipment underarm -Generate power to jump from a standing position 	<ul style="list-style-type: none"> -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles -Can stand momentarily on one foot when shown -Jumps off an object and lands appropriately -Mounts stairs, steps or climbing equipment using alternate feet -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping <ul style="list-style-type: none"> -Begins to use anticlockwise movement and retrace vertical lines -Experiments with different ways of moving -Travels with confidence and skill around, under, over and through balancing and climbing equipment 	<ul style="list-style-type: none"> -Strings four large beads -Turns single pages of a book -Snips with scissors -Holds crayon with thumb and fingers -Uses one hand consistently in most activities -Imitates circles, vertical and horizontal strokes -Paints with some wrist action, makes dots, lines and circular strokes -Rolls, pounds, squeezes and pulls playdough -Eats without assistance <ul style="list-style-type: none"> -Builds tower of 9 small blocks -Copies circles -Imitates cross -Manipulates clay material (rolls balls, makes snakes and cookies) -Uses dominant hand to assist and stabilise the use of objects -Snips paper using scissors

					<ul style="list-style-type: none"> -Cuts on line continuously -Copies cross and square -Begins to write recognisable letters and numbers -Handedness is well-established -Dresses and undresses independently
					<ul style="list-style-type: none"> -Cuts out simple shapes -Copies triangles -Beginning to colour in within the lines -Uses a 3 fingered grasp of pencil and uses fingers to generate movement -Pastes and glues appropriately -Can draw basic pictures
					<ul style="list-style-type: none"> -Forms most letters and numbers correctly -Writes consistently on the line -Demonstrates controlled pencil movement -Good endurance for writing -Ties shoelaces and can do fiddly buttons

Computing

Digital Literacy	Information Technology	Algorithms	Creating programs
<ul style="list-style-type: none"> -Is aware of buttons and switches -Knows what buttons and switches do and what their purpose is eg: light switch turns on the light. A button turn the washing machine on 	<ul style="list-style-type: none"> -Able to use push button books that make sounds that link to images in a book -Interested in remote controls and phones -Able to use remote controls to make toys move and begin to understand that some technology needs to be turned on and offswitches 	<ul style="list-style-type: none"> -Follow a one-part instruction -Follow a two-part instruction 	<ul style="list-style-type: none"> -Explores toys that can move in different directions
<ul style="list-style-type: none"> -Can talk about what technology they have at home eg: I play on my tablet. I watch Peppa pig on the TV 	<ul style="list-style-type: none"> -Begin to understand that there are lots of different types of technology all around us, lights, remotes, phones, computers, iPads etc 	<ul style="list-style-type: none"> -Begin to follow instructions in the correct order -Understand that an algorithm is a set of instructions used to solve a problem or achieve an objective -Know that an algorithm written for a computer is called a program 	<ul style="list-style-type: none"> -Can understand that instructions need to go in the correct order. If you mix them up then the task will not be completed correctly. Eg: making toast- you can't butter the bread and then put it into the toaster - Explores games on Mini Mash that move forwards, backwards, left and left
<ul style="list-style-type: none"> -Is aware that we need passwords to protect our work and will use them with an adult eg: for teachers to log onto their computers or a passcode for the iPads -Able to sort different pieces of technology that they may find at school and what they may find at home eg: A washing machine in the kitchen not in the classroom 	<ul style="list-style-type: none"> -Understand how to give instructions to make things move eg: bee bots to make them move to a certain location 		<ul style="list-style-type: none"> -Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity -Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code -When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. -Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program
<ul style="list-style-type: none"> -Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair 	<ul style="list-style-type: none"> -Able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count 		