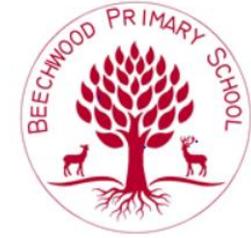




Foundation Stage Long Term Overview



Our Vision

At Beechwood Primary School we have high expectations for our children and actively encourage every child to *'Explore, Discover and Achieve'*

Children are encouraged to be happy, resilient, confident, independent, ambitious and well-rounded learners who are always striving to develop and grow. They are brave in their learning, take risks and embrace challenge.

We want learning in the Foundation Stage to foster curiosity and promote an enquiring mindset; It is fun, hands-on, and engaging. We want to provide opportunities for children to investigate, collaborate, be creative and explore the world around them. Our curriculum is designed to deepen our children's understanding of familiar concepts but also enable them to discover the wider world. Our children are exposed to a language-rich environment where through quality interactions, they are encouraged to express their ideas, reason and reflect on their learning.

At Beechwood, we celebrate diversity and uniqueness, and foster an environment of care, support and inclusivity. We recognise we are stronger together and are proud to belong to our school and wider community. We encourage children to be responsible and provide opportunities to ensure that they are well prepared for their future life at school and outside th



Our Aims

Our key aims are to raise aspirations for all pupils, especially those who are disadvantaged by:

- ✓ Rapidly developing speech, language and communication skills
- ✓ Providing educational experiences to engage their interests
- ✓ Enhancing their personal, social and emotional abilities
- ✓ Improving children's ability to control large and fine motor movements
- ✓ Ensuring a high quality, inclusive and inspiring education
- ✓ Fostering a sense of pride and belonging with their local community and broadening their understanding of the world





Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

General Themes

We Are Unique!
 Starting in Reception
 Making Friends
 Looking after our environment
 Ourselves – what makes us unique
 Our Families
 Homes
 Exploring Woodley
 Maps
 Our Bodies
 Growth and change in ourselves
 Being healthy
 5 senses
 Black History Month
 Celebrating Diversity
 Autumn
 Weather
 Planting bulbs
 Harvest Festival

We are Inquisitive!
 Celebrating different festivals:
 • -Bonfire Night
 • Remembrance Day
 • -Diwali
 • Advent
 • Christmas
 Autumn
 Bears and woodland habitats
 Hibernation
 Winter
 Polar habitats
 Shadows
 Night and day.
 Nocturnal animals

We are Explorers
 Journeys and modes of Transport
 Different countries from around the world
 • Italy
 • Nigeria
 • China
 • India
 Comparing these countries with the UK.
 Maps
 Celebrations:
 • New Year (New Beginnings)
 • Valentines Day
 • Pancake day
 • Lunar New Year
 Space

We can be Heroes
 People who help Us
 Superheroes
 Being Healthy
 Spring – new life / creation story
 Easter
 Planting seeds

We are Investigators
 Growth and change in plants
 Life cycles
 Farm animals
 Minibeasts and their habitats

We are Explorers
 Pirates
 Maps
 The seaside
 Summer
 Sun safety
 Underwater life
 Pollution and conservation.

Songs and Nursery Rhymes (Linked to Changra Music)

Pat-a-cake
 1, 2, 3, 4, 5, Once I Caught A Fish Alive
 This Old Man
 Five Little Ducks
 We're Gonna Build a House
 Family song
 Emotions song
 We are Unique Song

I'm A Little Teapot
 The Grand Old Duke Of York
 Ring O' Roses
 Hickory Dickory Dock
 Christmas Songs

Wind The Bobbin Up
 Rock-a-bye Baby
 Five Little Monkeys
 Jumping On The Bed
 Twinkle Twinkle
 If You're Happy And You Know It Head, Shoulders, Knees And Toes

Old Macdonald
 Incy Wincy Spider
 Baa Baa Black Sheep
 Row, Row, Row Your Boat
 The Wheels On The Bus
 The Hokey Cokey

Big Bear Funk

Recap songs:
 Big Bear Funk
 Baa Baa Black Sheep
 Twinkle Twinkle
 Incy Wincy Spider
 Rock-a-bye Baby
 Row, Row, Row Your Boat

<p>‘Wow Moments’ / Enrichments</p>	<p>Woodley Scavenger Hunt Library visit Making pumpkin soup</p>	<p>Guy Fawkes / Bonfire Diwali Remembrance Day Christmas Nativity Singing at a care home in the community Walking to the post-office to send Christmas cards Making gingerbread men</p>	<p>Airport Valentines day Making and tasting food from different cultures Lunar New Year National Storytelling week 28th Jan-5th Feb Pancake day Take a Picture Alien Crash Site</p>	<p>Mother’s Day World Book Day 3rd March Easter bonnet parade/egg rolling/decorating STEM week - 11th-20th March</p>	<p>Farm visit / or animal/reptile visit Chicks / Ducklings (TBC) Butterflies</p>	<p>Sports Day Pirate Day Beach Day</p>
<p>Role Play Area</p>	<p>Home</p>	<p>Decorating Home corner for different celebration Frozen / Winter Wonderland</p>	<p>Restaurant with foods from around the world. Menus Space ship</p>	<p>Doctor’s Surgery Vets</p>	<p>Farm shop Chicken co-op</p>	<p>Ice cream shop</p>
<p>Communication and Language</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSED times, stories, singing, EYFS productions, Bucket Time intervention.</p>	<ul style="list-style-type: none"> • Settling in activities • Making friends • Name games • Talking about family and routines • Understand how to listen carefully and why listening is important. • Following simple instructions. • Social phrases – ‘Good morning, how are you?’ • Small group discussions • Expressing wants and needs – “Can I go to the toilet please? No, thank you I don’t like that” • Nursery rhymes • Listening and responding to stories • T4W – 3 little Pigs • Daily story time 	<ul style="list-style-type: none"> • Choose books that will develop their vocabulary. • Listening and responding to stories • T4W- ‘We’re Going on a Bear Hunt’ • ‘Stickman’ • Retelling and acting out a story using story language. • STEM sentences • Nursery rhyme week • Daily Story Time • Introducing talk partners • Encouraging children to ask and answer questions. • Introducing scientific language e.g. freezing, melting, hibernation • Build vocabulary which reflects breadth of experience • Class discussions • Expressing a point of view • Nativity 	<ul style="list-style-type: none"> • Understands and demonstrates how to listen carefully and actively • Following instructions with more steps • Can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • I can talk about similarities and differences between different places. • Class and small group discussions • STEM sentences • Nursery rhymes • Daily Story Time 	<ul style="list-style-type: none"> • Continue to develop understanding of how and why questions and can apply these to a broader range of contexts e.g. stories and events. • Retelling and acting out a story using story language. • Meeting ‘People who help us’ and asking questions • STEM sentences • Able to follow a story without pictures or props • Class and small group discussions • Can listen carefully to songs and rhymes, paying attention to how they sound, such as noticing the rhythm, or that words rhyme. • Nursery rhymes • Daily Story Time • Re-enacting superhero stories - video 	<ul style="list-style-type: none"> • ‘T4W’ Jack and the Beanstalk • Conjunctions – First, next – linked to scientific vocabulary • Nursery rhymes and singing • Class and small group discussions • Describing events in detail - recounting school trip events • STEM sentences • Daily story time • End of year Assembly 	<ul style="list-style-type: none"> • Performing seaside poems • Offering explanations for why things might happen. • Secure in using past, present and future tenses – linking to Transition to Year 1 and talking about the experiences they have had at different points in the school year • Nursery rhymes and singing • Class and small group discussions • Use recently introduced vocabulary in discussions, explanations and play. • STEM sentences • Daily story time • End of year Assembly

<p>Personal, Social and Emotional Development</p> <p>Managing Self Self regulation Making relationships Jigsaw</p>	<p>‘Being Me in My World’ (Building relationships, Self-regulation)</p> <ul style="list-style-type: none"> • Making relationships with classmates • Feelings – describing how they feel and recognising feelings in others • Following routines / taking turns in class • Gentle hands – following instructions, understanding that their behaviour affects others • Our rights • Our responsibilities <p>Establishing class rules and expectations Introducing consent curriculum Looking after Skye Anti-bullying Week Hand washing Colour monster – feelings Knowing that some actions and words can hurt others Kind hands and feet</p>	<p>Celebrating difference</p> <ul style="list-style-type: none"> • Talking about own interests and accepting differences • Families • Houses and Homes • Making friends <p>Independence: putting own coat / hats and gloves on Handwashing: keep germ free using soap and water Covering coughs with hands or elbow to stop the spread of germs Washing hands after blowing nose</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Staying motivated when something is challenging • Never giving up – persevering when something is difficult • Setting a goal • How to overcome obstacles and understanding how to support others. • Identifying goals / job for the future <p>Independence: doing up zip / buttons on coat / putting apron on correctly Healthy eating: Fruit kebabs/making a fruit smoothie Continue to develop understanding of the consent curriculum. Oral hygiene – linked to dentist 8th Feb – Online safety day Beings safe on the road in the dark</p>	<p>Healthy Me</p> <ul style="list-style-type: none"> • Understanding what a healthy choice is • Know the importance of good physical exercise and healthy diet choices • Understand how sleep and good hygiene can contribute to a healthy lifestyle. <p>Independence: doing up zip / buttons on coat / putting apron on correctly Confident to use a knife and fork correctly</p>	<p>Relationships</p> <ul style="list-style-type: none"> • My family • Making friendships and solving problems when they occur • Falling out • Bullying • Being the best friend we can be – what makes a good friend <p>Being kind to living creatures</p>	<p>Changing Me</p> <ul style="list-style-type: none"> • Our Body • Respecting our bodies – keeping fit and healthy • Growing up • Looking forward to change and transition • Asking for help of you are worried about change. <p>=</p> <p>Transition to Year 1</p>
<p>Consent curriculum</p> <p>Regularly revisited throughout the year.</p>	<ul style="list-style-type: none"> • We all have our own personal space, • We can set personal boundaries that are comfortable for us, • We can consent to activities that they take part in. • Some things are not a choice – e.g. going to school, doctors, dentist and being safe • Lots of things are a choice – e.g. what you say, who you play with, being touched and touching others. • It is ok to keep a ‘surprise’ (e.g. a birthday present for mum) but we don’t keep secrets • If you don’t like something, keep telling until you get the help that you need. 					
<p>Physical Development Gross Motor</p>	<ul style="list-style-type: none"> • Obstacle courses- following path • Climbing stairs • Motor skills activities in the CP to develop crossing the mid-line • Activities to develop the core in CP 	<ul style="list-style-type: none"> • Obstacle courses- climbing over and under and travelling in different ways • Motor skills activities in the CP to develop crossing the mid-line 	<ul style="list-style-type: none"> • Make shapes with body • Ride scooters 	<ul style="list-style-type: none"> • Learn to hop • Ride scooters 	<ul style="list-style-type: none"> • Learn to skip • Ride 2 wheeled bikes 	<ul style="list-style-type: none"> • Learn to skip with a rope • Ride 2 wheeled bikes

	<ul style="list-style-type: none"> • Negotiate space when playing • Ride balance bikes 	<ul style="list-style-type: none"> • Activities to develop the core in CP • Move to music • Negotiate space when playing • Opportunities to refine fundamental movements <ul style="list-style-type: none"> • Jump with 2 feet and land safely • Hop on one foot • Running and stopping • Ride balance bikes 				
<p>PE</p> 	<p>Introduction to PE</p> <ul style="list-style-type: none"> • To move around safely in space • To follow instructions and stop safely • To develop control whilst using equipment • To follow instructions and play safely in a group • To follow a path and take turns • To work co-operatively with a partner 	<p>Fundamentals</p> <ul style="list-style-type: none"> • Develop co-ordination and create own movements (Firework dancing) • To develop balancing • To develop running and stopping • To develop changing direction • To develop jumping • To develop hopping • To explore different ways to travel over equipment 	<p>Dance</p> <ul style="list-style-type: none"> • To copy, repeat and explore actions in response to a theme • To explore and remember actions in response to level, shape, direction. • To explore movement using a prop, with control and co-ordination • To move with control and co-ordination, expressing ideas through movement. • To remember and repeat actions moving in time with the music. • To explore actions in response to a theme and begin to use counts. • LNY Dance 	<p>Gymnastics</p> <ul style="list-style-type: none"> • To create short sequences using shapes, balances and travelling actions. • To develop balancing and safely using apparatus. • To develop jumping and landing safely from a height. • To develop rocking and rolling. • To explore travelling around, over and through apparatus. <p>To create sequences using apparatus.</p>	<p>Ball Skills</p> <ul style="list-style-type: none"> • To develop rolling a ball to a target. • To develop stopping a rolling ball. • To develop accuracy when throwing to a target. • To develop bouncing and catching a ball. • To develop dribbling a ball with your feet. <p>To develop kicking a ball.</p>	<p>Games</p> <ul style="list-style-type: none"> • Sports day practice • To work safely and develop running and stopping. • To develop throwing and learn how to keep score • To be able to play games showing an understanding of the different roles within it. • To follow instructions and move safely when playing tagging games. • To work co-operatively and learn to take turns. <p>To work with others to play team games.</p>
<p>Fine Motor</p>	<ul style="list-style-type: none"> • Weaving • Making snips with scissors • Playdough – Dough Disco and in CP • ‘Funky fingers’ Fine Motor activities. • Thread with large beads • Peg with large pegs 	<ul style="list-style-type: none"> • Cutting opportunities • Weaving, • Playdough – Dough Disco and in CP • ‘Funky fingers’ Fine Motor activities. • Thread with large beads • Peg with large pegs 	<ul style="list-style-type: none"> • Threading, • Cutting opportunities • Weaving, • Playdough – Dough Disco and in CP • ‘Funky fingers’ Fine Motor activities. 	<ul style="list-style-type: none"> • Threading, • Cutting opportunities • Weaving, • Playdough – Dough Disco and in CP • ‘Funky fingers’ Fine Motor activities. 	<ul style="list-style-type: none"> • Threading, • Cutting opportunities • Weaving, • Playdough – Dough Disco and in CP • ‘Funky fingers’ Fine Motor activities. • Thread with small beads 	<ul style="list-style-type: none"> • Threading, • Cutting opportunities • Weaving, • Playdough – Dough Disco and in CP • ‘Funky fingers’ Fine Motor activities. • Thread with small beads

	<ul style="list-style-type: none"> • Paint using larger brushes • Opportunities to develop scissor skills • Taking shoes off and putting them on • Experiences of using a knife to slice and a peeler. • Engage children in structured activities: guide them in what to draw, write or copy. • Opportunities to develop muscle tone to put pencil pressure on paper • Draw lines and circles using gross motor movements • Name writing • Encourage independent mark making in CP • Teach and model correct letter formation. • Constructs using blocks, duplo and mobolo • Holding a fork and spoon correctly 	<ul style="list-style-type: none"> • Paint using larger brushes • Opportunities to develop scissor skills - cuts along a line, • Show preference for dominant hand • Experiences of cutting / slicing with a knife and holding it correctly. • Engage children in structured activities: guide them in what to draw, write or copy to develop pencil grip - Holds pencil between thumb and two fingers • Name writing • Encourage independent mark making in CP • Teach and model correct letter formation. • Putting on coats, doing up zips • Uses a trowel • Constructs using blocks, duplo and mobolo 	<ul style="list-style-type: none"> • Thread with small beads • Peg with small pegs • Opportunities to refine scissor skills – cutting along wavy lines • Tap, tap shapes • Using child chopsticks • Opportunities to construct with small resources e.g. lego • Opportunities to refine pencil grip and handwriting in focused activities and in CP – e.g. drawing and painting with thinner paintbrushes 	<ul style="list-style-type: none"> • Thread with small beads • Peg with small pegs • Opportunities to refine scissor skills – cutting out circles and large shapes • Buttons clothing • Tap, tap shapes • Using child chopsticks • Opportunities to construct with small resources e.g. lego • Hold pencil effectively with comfortable grip • Forms recognisable letters most correctly formed • Uses a trowel 	<ul style="list-style-type: none"> • Peg with small pegs • Opportunities to refine scissor skills – cutting out small shapes • Opportunities to draw using finer details • Experiences using a saw • Opportunities to construct with small resources e.g. lego • Hold pencil effectively with comfortable grip • Forms recognisable letters most correctly formed • Uses a trowel 	<ul style="list-style-type: none"> • Peg with small pegs • Opportunities to refine scissor skills – cutting different materials • Opportunities to draw using finer details • Experiences using a hammer • Opportunities to construct with small resources e.g. lego • Hold pencil effectively with comfortable grip • Forms recognisable letters most correctly formed • To independently use a knife, fork and spoon to eat a range of meals
<p>Literacy Key texts to act as a stimulus</p>	<p>What makes a Family The Three Little Pigs Pumpkin Soup</p>	<p>We're Going on a Bear Hunt Stick Man Paddington's Christmas Post</p>	<p>Emily Jane's Aeroplane Whatever Next</p>	<p>Supertato Clothesline Clues to Jobs People Do</p>	<p>Jack and the Beanstalk The Enormous Turnip</p>	<p>The Big Blue</p>
<p>Comprehension</p>	<ul style="list-style-type: none"> • Show preference for a book, song or rhyme • Can recall a key event in a story • Listens carefully to stories, rhymes, non-fiction and songs, (1:1 and in small groups). • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begins to identify characters in the story • Shows interest in illustrations and print in 	<ul style="list-style-type: none"> • Can recall the key events in stories and facts from non-fiction • Listens carefully to stories, rhymes, non-fiction and songs, (1:1 and in small groups). • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. 	<ul style="list-style-type: none"> • Can use vocabulary that is influenced by their experiences of books in play. • Suggests how the story might end. • Can answer a range of questions about a story. • Can sequence a familiar story using images. • Can retell a story using vocabulary from the story. 	<ul style="list-style-type: none"> • Can use vocabulary that is influenced by their experiences of books in play. • Suggests how the story might end. • Can answer a range of questions about a story. • Can sequence a familiar story using images. • Can retell a story using vocabulary from the story. • Can demonstrate understanding when 	<ul style="list-style-type: none"> • I am beginning to notice if my reading makes sense • I think about what I already know to help me with my reading • I can say rhymes by heart • I can sometimes notice errors • I know that illustrations can help me make sense of my reading 	<ul style="list-style-type: none"> • Demonstrates an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) • Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay (ELG)

	<p>books and print in the environment</p> <ul style="list-style-type: none"> • Begins to act out familiar stories in play 	<ul style="list-style-type: none"> • Can talk about what has happened in the story so far. • Describes setting and principal characters. • Acts out familiar stories in play using vocabulary from the story. • Beginning to understand that information can be drawn from books. • Can answer 'why' questions 		<p>talking about what they have read</p> <ul style="list-style-type: none"> • Can repeat words or phrases to check my reading- rereading 		
<p>Word Reading</p> 	<p>Phonic Sounds: RWI (Set 1) Whole class</p> <ul style="list-style-type: none"> • Handling books correctly • Follow print left to right, top to bottom • Can locate the title and blurb • Segment and blend words orally • 	<p>Phonic Sounds: RWI Differentiated groups – Set 1</p> <ul style="list-style-type: none"> • Link most sounds to letters • Read most Set 1 letter sounds • Beginning to blend and segment in order to read vc an CVC words • Introduce tricky red words – set 1 • Recognise rhyming words 	<p>Phonic Sounds: RWI Differentiated groups</p> <ul style="list-style-type: none"> • I can locate and recall the title • I can read some tricky red words – set 1 • Can link all sounds to letters • Can read simple words by blending sounds • Check what I read makes sense and sounds right • Beginning to read some letter groups (digraphs) and say one sound for them. • Read Ditties 	<p>Phonic Sounds: RWI Differentiated groups</p> <ul style="list-style-type: none"> • Read and understand simple sentences • I can use phonic knowledge to read and decode regular words • Read all set 1 red words • I can re-read what I have written and check that it has all of the sounds I hear, as well as makes sense. • I can read some letter groups (digraphs and trigraphs) and say one sound for them. • Read Red books • Read some set 2 red words and confidently read set 1 tricky words • Begins to recognise some written names of peers, siblings or 'mummy/daddy'. 	<p>Phonic Sounds: RWI Differentiated groups</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet • Read at least 10 digraphs (ELG) • Can read words consistent with my phonic knowledge by sound blending (ELG) • Read Green books 	<p>Phonic Sounds: RWI Differentiated groups</p> <ul style="list-style-type: none"> • I can read words consistent with my phonic knowledge by sound blending (ELG) • I can re-read books showing increased accuracy and fluency • Read Purple books
<p>Writing</p>	<ul style="list-style-type: none"> • Finding dominant hand • Working towards tripod grip • Mark making opportunities in CP • Name writing • Giving meaning to marks • Writing initial sounds 	<ul style="list-style-type: none"> • Name writing, labelling, • Writing firework sounds • Own version of ' Bear Hunt' story map • Where is ted? (Positional phrases) • Stickman labelling • Christmas card writing 	<ul style="list-style-type: none"> • Writing recipes (Making pizza) • Writing CVC, CVCC, CCVC words. • Writing captions • Writing lists • Writing letters (To the alien) 	<ul style="list-style-type: none"> • Form most lower case and some upper case correctly • Creating own story maps, • Writing captions and labels, • Character descriptions 	<ul style="list-style-type: none"> • Labels and captions – life cycles • Beginning to use full stops • Writing sentences to retell story • Jack and the Beanstalk – Giant Character description 	<ul style="list-style-type: none"> • Map making labelling – pirates • Wanted poster (Character description – pirates) • Seaside poems • Writing sentences - beginning to use full stops,

	<ul style="list-style-type: none"> Use initial sounds to label characters / images. Writing for a purpose in role play Drawing and labelling walk to school Drawing a map of Woodley Writing a shopping list Writing recipe instructions (Pumpkin soup) 	<ul style="list-style-type: none"> Writing tricky words such as I, me, my, was to, the. Writing CVC words Writing for a purpose in role play Introduce red words – the, I Writing opportunities in CP 	<ul style="list-style-type: none"> Writing for a purpose in role play Writing opportunities in CP 	<ul style="list-style-type: none"> Writing short sentences. Wanted poster (Evil Pea) Writing for a purpose in role play Writing opportunities in CP – e.g. superhero peech bubbles 	<ul style="list-style-type: none"> Describing insects – making a non-fiction book Writing for a purpose in role play Writing opportunities in CP (Using familiar texts as a model for writing own stories – writing own fairy tales) 	<ul style="list-style-type: none"> capital letters and finger spaces Non-fiction – writing facts (sea creatures) Writing a letter to their new teacher
<p>Maths</p>  	<ul style="list-style-type: none"> Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns 	<ul style="list-style-type: none"> Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time) 	<ul style="list-style-type: none"> Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height 	<ul style="list-style-type: none"> 9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation 	<ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks 	<ul style="list-style-type: none"> Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding (x2 weeks) Patterns Consolidation
<p>Knowledge and Understanding of the World</p>	<ul style="list-style-type: none"> Know what a year is and what year we are in Name months of year Know and name the four seasons. Know why the seasons change Weather Identifying their family. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families e.g blended families / adopted / fostered Family trees Identify different types of homes Describe their home Identify where we live – in England, UK 	<ul style="list-style-type: none"> Talk about significant events in their own experience Begin to develop understanding that people have different beliefs and celebrate special times in different ways: <ul style="list-style-type: none"> Diwali Bonfire night Remembrance Day Hanukkah Christmas What happens in Autumn? <ul style="list-style-type: none"> Investigating apples Changes in weather Hibernation Nocturnal animals Map making through stories – Bear Hunt Woodland habitats Bears - facts Comparing old and new teddies 	<ul style="list-style-type: none"> Modes of transport What do we need to travel? Dressing for hot and cold climates Begin to understand that there are other countries in the world Explore other countries through images, video clips, shared texts and other resources and compare to life in the UK <ul style="list-style-type: none"> Italy Nigeria China Celebrate: <ul style="list-style-type: none"> New Year Lunar New Year Valentines Day Pancake Day What happens in Winter Changes in the weather 	<ul style="list-style-type: none"> People who help us <ul style="list-style-type: none"> Doctors surgery visit Police visit Fireman visit Dentist visit Guide Dogs visit What happens at an appointment? Dental hygiene What happens in Spring? Changes in the weather Easter What does a plant need to grow? Ramadam 	<ul style="list-style-type: none"> What does a plant need to grow? Noticing growth, change and decay in plants Parts of a plant Caring for seedlings Mini-beasts: <ul style="list-style-type: none"> identifying and comparing them Mini-beast habitats Life-cycle – growth and change in a butterfly Importance of insects Farm animals <ul style="list-style-type: none"> Life cycles Mother and baby animals Do all animals come from eggs? <ul style="list-style-type: none"> Where does our food come from? Eid-al-Fitr 	<ul style="list-style-type: none"> What happens in Summer? Locating the coast on a map What will you see at the seaside Seaside past and present Holidays past and present Pirates – link to map making Floating and sinking Boat building – waterproof Metallic / non–metallic objects (Treasure hunting) Weather <ul style="list-style-type: none"> Under the sea – habitats, animals. Conservation – water pollution, using less plastic /recycling

	<ul style="list-style-type: none"> ● Discover amenities in Woodley ● Begin to use maps to visualise a familiar journey – e.g. walk to school / Woodley ● Parts of our body and skeleton ● Know it is important to look after my body ● Can explain how I have changed since I was born. ● Know I will grow and develop into an adult (life cycle of a human) ● Can name the 5 senses ● Celebrating differences – being unique ● Know about Harvest ● Investigating pumpkins ● Black History Month ● Caring for Skye 	<ul style="list-style-type: none"> ● Polar habitats ● Sending a letter ● Ice experiments – changing state ● Growing an Amariliys bulb 	<ul style="list-style-type: none"> ● Exploring Space – planets, astronauts ● Changes in materials – making pizza 			
<p>Expressive Arts and Design</p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Work will be displayed in the classroom lots of links to Fine Motor Skills.</p> <p>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>Focus Artist: Frank Bowling</p> <ul style="list-style-type: none"> ● Self portraits ● Observational sketches of pumpkins ● Whole class collaborative piece – Frank Bowling ● Join in with songs ● Beginning to mix colours ● Build stories around toys (small world) ● Use available props to support role play – home corner, Three Little Pigs, pumpkin patch/shop ● Junk modelling houses ● Build models using construction equipment. ● Exploring sounds and how they can be changed, tapping out of simple rhythms. ● Play pitch matching games, humming or singing ● Acting out stories – 3 Little Pigs 	<p>Focus Artist: Kandinsky</p> <p>Nativity</p> <p>Performing at the retirement community</p> <ul style="list-style-type: none"> ● Use different textures and materials to make firework pictures ● Junk modelling rockets ● Diya lamps ● Rangoli patterns ● Kandinsky – Concentric Circles ● Bear hunt – story map collage ● Binoculars – junk modelling ● Clay hedgehogs ● Making a stickman using natural objects ● Winter scenes – exploring how to make colours lighter and darker ● Christmas cards ● Christmas decorations ● Listen to music and make their own dances in response. ● Christmas songs ● Role Play of The Nativity 	<p>Focus Artist: TBC</p> <ul style="list-style-type: none"> ● Explore how colour can be changed ● Making lanterns ● Chinese writing, ● Making a drum ● Chinese music and compositions ● Dragon dancing ● Blossom tree painting ● Nigerian art ● Mosaics (Italy) ● Junking modelling spaceships ● National story telling week – Helicopter stories ● Take a Picture -Tate 	<p>Focus Artist: Roy Lichtenstein</p> <ul style="list-style-type: none"> ● Roy Lichtenstein artwork ● Daffodil observation painting ● Mothers Day cards ● Decorate Spring eggs – patterns (Tate) 	<p>Focus Artist: Matisse (Snail)</p> <ul style="list-style-type: none"> ● Andy Goldsworthy inspired art ● Sunflower observational painting ● Combining media to make a collage (collage chick) ● Making insects ● Butterfly symmetry painting 	<p>Focus Artist: Klee (Fish)</p> <ul style="list-style-type: none"> ● Father’s day cards ● Colour mixing and contrasting media – wax crayon and water colour - underwater pictures. ● Making models from recycled materials: link to keeping our sea clean ●

<p style="text-align: center;">Music</p> 	<p>‘Me’</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • To find the pulse • To copy clap the rhythm of names / small phrases from songs • Explore high and low sounds with voices and instruments / in the context of songs. • Share and perform the learning that has taken place 	<p>‘My Stories’</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • To find the pulse • To copy clap the rhythm of names / small phrases from songs • Explore high and low sounds with voices and instruments / in the context of songs. • Invent a pattern to go with a song using one note. (Aut 2) • Share and perform the learning that has taken place 	<p>‘Everyone’</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Invent ways to find the pulse • Copy clap some rhythms and phrases from songs • Explore high and low pitch in the context of songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Use the starting note to explore melodic patterns using one or two notes. • Share and perform the learning that has taken place 	<p>‘Our World’</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Invent ways to find the pulse • Copy clap some rhythms and phrases from songs • Explore high and low pitch in the context of songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Use the starting note to explore melodic patterns using one or two notes. • Share and perform the learning that has taken place 	<p>‘Big Bear Funk’</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Copy and clap 3 and 4 word phrases • Explore high and low pitch • Keep the beat of the song with a pitched note • Add pitched notes to the rhythm of the words or phrases in the song. • Enjoy playing patterns using a combination of any of the three notes (C,D,E) • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place 	<p>‘Reflect, Rewind and Replay’</p> <ul style="list-style-type: none"> • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs • Revisit pitch and rhythm activities • Enjoy playing patterns using a combination of any of the three notes (C,D,E) • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
<p style="text-align: center;">Computing</p> 	<p>‘Busy Bodies’ Developing computational thinking and understanding of the following concepts:</p> <ul style="list-style-type: none"> • Algorithms • Decomposition • Debugging • Logical reasoning • Patterns • Abstraction 	<p>Awesome Autumn Developing computational thinking and understanding of the following concepts:</p> <ul style="list-style-type: none"> • Algorithms • Decomposition • Debugging • Logical reasoning • Patterns • Abstraction 	<p>Winter Warmers /Super Space Developing computational thinking and understanding of the following concepts:</p> <ul style="list-style-type: none"> • Creating, • Pattern • Logical thinking • Algorithms • Decomposition • Collaborating • ‘Tinkering’ • Abstraction 	<p>Spring Time Developing computational thinking and understanding of the following concepts:</p> <ul style="list-style-type: none"> • Creating, • Pattern • Logical thinking • Algorithms • Decomposition • Collaborating • ‘Tinkering’ • Abstraction 	<ul style="list-style-type: none"> • Using iPads - To navigate their way around an iPad and operate several apps confidently and to understand the basic functions of an iPad (home button, lock button and volume buttons) • Understand that ‘output’ is the result of a trigger (pressing the play button) • Control a programmable toy 	<p>Boats ahoy / Summer Time</p> <ul style="list-style-type: none"> • Creating, • Pattern • Logical thinking • Algorithms • Decomposition • Debugging • Abstraction • Collaborating • ‘Tinkering’
<p>Online safety</p> <ul style="list-style-type: none"> • To tell an adult if they see something on a digital device that upsets them • To know not to give out any information about themselves • To know that not everything they see on the internet is true 						

