



# Foundation Stage Long Term Overview





## 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)
- Valentine’s 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

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><b>‘Wow Moments’ / Enrichments</b></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 Valentine’s 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><b>Role Play Area</b></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><b>Communication and Language</b></p> <p>Whole EYFS Focus – C&amp;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"> <li>● Settling in activities</li> <li>● Making friends</li> <li>● Name games</li> <li>● Talking about family and routines</li> <li>● Understand how to listen carefully and why listening is important.</li> <li>● Following simple instructions.</li> <li>● Social phrases – ‘Good morning, how are you?’</li> <li>● Small group discussions</li> <li>● Expressing wants and needs – “Can I go to the toilet please? No, thank you I don’t like that”</li> <li>● Nursery rhymes</li> <li>● Listening and responding to stories</li> <li>● T4W – 3 little Pigs</li> <li>● Daily story time</li> </ul>	<ul style="list-style-type: none"> <li>● Choose books that will develop their vocabulary.</li> <li>● Listening and responding to stories</li> <li>● T4W- ‘We’re Going on a Bear Hunt’</li> <li>● ‘Stickman’</li> <li>● Retelling and acting out a story using story language.</li> <li>● STEM sentences</li> <li>● Nursery rhyme week</li> <li>● Daily Story Time</li> <li>● Introducing talk partners</li> <li>● Encouraging children to ask and answer questions.</li> <li>● Introducing scientific language e.g. freezing, melting, hibernation</li> <li>● Build vocabulary which reflects breadth of experience</li> <li>● Class discussions</li> <li>● Expressing a point of view</li> <li>● Nativity</li> </ul>	<ul style="list-style-type: none"> <li>● Understands and demonstrates how to listen carefully and actively</li> <li>● Following instructions with more steps</li> <li>● Can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>● I can talk about similarities and differences between different places.</li> <li>● Class and small group discussions</li> <li>● STEM sentences</li> <li>● Nursery rhymes</li> <li>● Daily Story Time</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to develop understanding of how and why questions and can apply these to a broader range of contexts e.g. stories and events.</li> <li>● Retelling and acting out a story using story language.</li> <li>● Meeting ‘People who help us’ and asking questions</li> <li>● STEM sentences</li> <li>● Able to follow a story without pictures or props</li> <li>● Class and small group discussions</li> <li>● Can listen carefully to songs and rhymes, paying attention to how they sound, such as noticing the rhythm, or that words rhyme.</li> <li>● Nursery rhymes</li> <li>● Daily Story Time</li> <li>● Re-enacting superhero stories - video</li> </ul>	<ul style="list-style-type: none"> <li>● ‘T4W’ Jack and the Beanstalk</li> <li>● Conjunctions – First, next – linked to scientific vocabulary</li> <li>● Nursery rhymes and singing</li> <li>● Class and small group discussions</li> <li>● Describing events in detail - recounting school trip events</li> <li>● STEM sentences</li> <li>● Daily story time</li> <li>● End of year Assembly</li> </ul>	<ul style="list-style-type: none"> <li>● Performing seaside poems</li> <li>● Offering explanations for why things might happen.</li> <li>● 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</li> <li>● Nursery rhymes and singing</li> <li>● Class and small group discussions</li> <li>● Use recently introduced vocabulary in discussions, explanations and play.</li> <li>● STEM sentences</li> <li>● Daily story time</li> <li>● End of year Assembly</li> </ul>

<p><b>Personal, Social and Emotional Development</b></p> <p><b>Managing Self</b> <b>Self regulation</b> <b>Making relationships</b> <b>Jigsaw</b></p>	<p><b>‘Being Me in My World’ (Building relationships, Self-regulation)</b></p> <ul style="list-style-type: none"> <li>• Understanding what it feels like to belong</li> <li>• Knowing that we are all Unique</li> <li>• Making relationships with classmates</li> <li>• Feelings – describing how they feel and recognising feelings in others</li> <li>• Following routines / taking turns in class</li> <li>• Gentle hands – following instructions, understanding that their behaviour affects others</li> <li>• Our rights</li> <li>• Understanding what it means to be responsible.</li> </ul> <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><b>Celebrating difference</b></p> <ul style="list-style-type: none"> <li>• Talking about own interests and accepting differences</li> <li>• Families</li> <li>• Houses and Homes</li> <li>• Making friends</li> </ul> <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><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Staying motivated when something is challenging</li> <li>• Never giving up – persevering when something is difficult</li> <li>• Setting a goal</li> <li>• How to overcome obstacles and understanding how to support others.</li> <li>• Identifying goals / job for the future</li> </ul> <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><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Understanding what a healthy choice is</li> <li>• Know the importance of good physical exercise and healthy diet choices</li> <li>• Understand how sleep and good hygiene can contribute to a healthy lifestyle.</li> </ul> <p>Independence: doing up zip / buttons on coat / putting apron on correctly Confident to use a knife and fork correctly</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• My family</li> <li>• Making friendships and solving problems when they occur</li> <li>• Falling out</li> <li>• Bullying</li> <li>• Being the best friend we can be – what makes a good friend</li> </ul> <p>Being kind to living creatures</p>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Our Body</li> <li>• Respecting our bodies – keeping fit and healthy</li> <li>• Growing up</li> <li>• Looking forward to change and transition</li> <li>• Asking for help of you are worried about change.</li> </ul> <p>=</p> <p>Transition to Year 1</p>
<p><b>Consent curriculum</b></p> <p>Regularly revisited throughout the year.</p>	<ul style="list-style-type: none"> <li>• We all have our own personal space,</li> <li>• We can set personal boundaries that are comfortable for us,</li> <li>• We can consent to activities that they take part in.</li> <li>• Some things are not a choice – e.g. going to school, doctors, dentist and being safe</li> <li>• Lots of things are a choice – e.g. what you say, who you play with, being touched and touching others.</li> <li>• It is ok to keep a ‘surprise’ (e.g. a birthday present for mum) but we don’t keep secrets</li> <li>• If you don’t like something, keep telling until you get the help that you need.</li> </ul>					
<p><b>Physical Development</b> <b>Gross Motor</b></p>	<ul style="list-style-type: none"> <li>• Obstacle courses- following path</li> <li>• Climbing stairs</li> <li>• Motor skills activities in the CP to develop crossing the mid-line</li> </ul>	<ul style="list-style-type: none"> <li>• Obstacle courses- climbing over and under and travelling in different ways</li> <li>• Motor skills activities in the CP to develop crossing the mid-line</li> </ul>	<ul style="list-style-type: none"> <li>• Make shapes with body</li> <li>• Ride scooters</li> <li>• Activities to develop the core in CP</li> <li>• Opportunities to refine fundamental</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to refine fundamental movements e.g. <i>Jump with 2 feet and land safely, Hop on one foot, Running and stopping</i></li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to refine fundamental movements e.g. <i>Jump with 2 feet and land safely, Hop on one foot, Running and stopping, learning to skip</i></li> <li>• Ride 2 wheeled bikes- TBC</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to refine fundamental movements e.g. <i>Jump with 2 feet and land safely, Hop on one foot, Running and stopping, skipping.</i></li> <li>• Learn to skip with a rope</li> </ul>

	<ul style="list-style-type: none"> <li>• Activities to develop the core in CP</li> <li>• Negotiate space when playing</li> <li>• Ride balance bikes</li> </ul>	<ul style="list-style-type: none"> <li>• Activities to develop the core in CP</li> <li>• Move to music</li> <li>• Negotiate space when playing</li> <li>• Opportunities to refine fundamental movements e.g. <i>Jump with 2 feet and land safely, Hop on one foot, Running and stopping</i></li> <li>• Ride balance bikes</li> </ul>	<p>movements e.g. <i>Jump with 2 feet and land safely, Hop on one foot, Running and stopping</i></p>	<ul style="list-style-type: none"> <li>• Ride scooters</li> <li>• Activities to develop the core in CP</li> </ul>	<ul style="list-style-type: none"> <li>• Activities to develop the core in CP</li> </ul>	<ul style="list-style-type: none"> <li>• Ride 2 wheeled bikes – TBC</li> <li>• Activities to develop the core in CP</li> </ul>
<p><b>PE</b></p>  <p><b>Get Set 4 P.E.</b></p>	<p><b>Introduction to PE</b></p> <ul style="list-style-type: none"> <li>• To move around safely in space</li> <li>• To follow instructions and stop safely</li> <li>• To develop control whilst using equipment</li> <li>• To follow instructions and play safely in a group</li> <li>• To follow a path and take turns</li> <li>• To work co-operatively with a partner</li> </ul>	<p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>• Develop co-ordination and create own movements (Firework dancing)</li> <li>• To develop balancing</li> <li>• To develop running and stopping</li> <li>• To develop changing direction</li> <li>• To develop jumping</li> <li>• To develop hopping</li> <li>• To explore different ways to travel over equipment</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To copy, repeat and explore actions in response to a theme</li> <li>• To explore and remember actions in response to level, shape, direction.</li> <li>• To explore movement using a prop, with control and co-ordination</li> <li>• To move with control and co-ordination, expressing ideas through movement.</li> <li>• To remember and repeat actions moving in time with the music.</li> <li>• To explore actions in response to a theme and begin to use counts.</li> <li>• LNY Dance</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To create short sequences using shapes, balances and travelling actions.</li> <li>• To develop balancing and safely using apparatus.</li> <li>• To develop jumping and landing safely from a height.</li> <li>• To develop rocking and rolling.</li> <li>• To explore travelling around, over and through apparatus.</li> </ul> <p>To create sequences using apparatus.</p>	<p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>• To develop rolling a ball to a target.</li> <li>• To develop stopping a rolling ball.</li> <li>• To develop accuracy when throwing to a target.</li> <li>• To develop bouncing and catching a ball.</li> <li>• To develop dribbling a ball with your feet.</li> </ul> <p>To develop kicking a ball.</p>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Sports day practice</li> <li>• To work safely and develop running and stopping.</li> <li>• To develop throwing and learn how to keep score</li> <li>• To be able to play games showing an understanding of the different roles within it.</li> <li>• To follow instructions and move safely when playing tagging games.</li> <li>• To work co-operatively and learn to take turns.</li> </ul> <p>To work with others to play team games.</p>
<p><b>Fine Motor</b></p>	<ul style="list-style-type: none"> <li>• Making snips with scissors</li> <li>• Playdough – Dough Disco and in CP</li> <li>• ‘Funky fingers’ Fine Motor activities.</li> <li>• Thread with large beads</li> <li>• Peg with large pegs</li> <li>• Paint using larger brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting opportunities</li> <li>• Weaving,</li> <li>• Playdough – Dough Disco and in CP</li> <li>• ‘Funky fingers’ Fine Motor activities.</li> <li>• Thread with large beads</li> <li>• Peg with large pegs</li> <li>• Paint using larger brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Threading,</li> <li>• Cutting opportunities</li> <li>• Weaving,</li> <li>• Playdough – Dough Disco and in CP</li> <li>• ‘Funky fingers’ Fine Motor activities.</li> <li>• Thread with small beads</li> </ul>	<ul style="list-style-type: none"> <li>• Threading,</li> <li>• Cutting opportunities</li> <li>• Weaving,</li> <li>• Playdough – Dough Disco and in CP</li> <li>• ‘Funky fingers’ Fine Motor activities.</li> <li>• Thread with small beads</li> </ul>	<ul style="list-style-type: none"> <li>• Threading,</li> <li>• Cutting opportunities</li> <li>• Weaving,</li> <li>• Playdough – Dough Disco and in CP</li> <li>• ‘Funky fingers’ Fine Motor activities.</li> <li>• Thread with small beads</li> <li>• Peg with small pegs</li> </ul>	<ul style="list-style-type: none"> <li>• Threading,</li> <li>• Cutting opportunities</li> <li>• Weaving,</li> <li>• Playdough – Dough Disco and in CP</li> <li>• ‘Funky fingers’ Fine Motor activities.</li> <li>• Thread with small beads</li> <li>• Peg with small pegs</li> </ul>


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


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

	<ul style="list-style-type: none"> <li>• Giving meaning to marks</li> <li>• Writing initial sounds</li> <li>• Use initial sounds to label characters / images.</li> <li>• Writing for a purpose in role play</li> <li>• Drawing and labelling walk to school</li> <li>• Drawing a map of Woodley</li> <li>• Writing a shopping list</li> <li>• Writing recipe instructions (Pumpkin soup)</li> </ul>	<ul style="list-style-type: none"> <li>• Where is ted? (Positional phrases)</li> <li>• Stickman labelling</li> <li>• Christmas card writing</li> <li>• Writing tricky words such as I, me, my, was to, the.</li> <li>• Writing CVC words</li> <li>• Writing for a purpose in role play</li> <li>• Introduce red words – the, I</li> <li>• Writing opportunities in CP</li> </ul>	<ul style="list-style-type: none"> <li>• Writing letters (To the alien)</li> <li>• Writing for a purpose in role play</li> <li>• Writing opportunities in CP</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Writing captions and labels,</li> <li>• Character descriptions</li> <li>• Writing short sentences.</li> <li>• Wanted poster (Evil Pea)</li> <li>• Writing for a purpose in role play</li> <li>• Writing opportunities in CP – e.g. superhero peech bubbles</li> </ul>	<ul style="list-style-type: none"> <li>• Jack and the Beanstalk – Giant Character description</li> <li>• Describing insects – making a non-fiction book</li> <li>• Writing for a purpose in role play</li> <li>• Writing opportunities in CP (Using familiar texts as a model for writing own stories – writing own fairy tales)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing sentences - beginning to use full stops, capital letters and finger spaces</li> <li>• Non-fiction – writing facts (sea creatures)</li> <li>• Writing a letter to their new teacher</li> </ul>
<p>Maths</p> 	<ul style="list-style-type: none"> <li>• Matching Sorting</li> <li>• Comparing amounts</li> <li>• Compare size/mass/capacity</li> <li>• Exploring patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Representing and comparing 1,2,3</li> <li>• Composition of 1,2,3</li> <li>• Circles and triangles &amp;</li> <li>• Spatial awareness</li> <li>• The number 4/ The number 5</li> <li>• One more one less</li> <li>• Comparing shapes Night and day routines/time)</li> </ul>	<ul style="list-style-type: none"> <li>• Zero and comparing numbers to 5</li> <li>• Composition of 4 and 5</li> <li>• Mass and capacity</li> <li>• Learning about 6,7 and 8</li> <li>• Pairs and combining groups to 10</li> <li>• Length and height</li> </ul>	<ul style="list-style-type: none"> <li>• 9 and 10</li> <li>• Comparing numbers to 10</li> <li>• Number bonds to 10 (2 weeks)</li> <li>• 3D shape</li> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns/spatial reasoning</li> <li>• Adding more x2 weeks</li> <li>• Taking away x2 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Doubles Sharing and grouping</li> <li>• Odd and Even</li> <li>• Spatial reasoning</li> <li>• Deepening understanding (x2 weeks)</li> <li>• Patterns</li> <li>• Consolidation</li> </ul>
	<ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers ‘hiding’ inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a ‘double’ and connect this to finger patterns</li> <li>• sort odd and even numbers according to their ‘shape’</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li> <li>• order numbers and play track games</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>			



	<p>need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <ul style="list-style-type: none"> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking</li> </ul>	<ul style="list-style-type: none"> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>				
<h2>Knowledge and Understanding of the World</h2>	<ul style="list-style-type: none"> <li>• Know what a year is and what year we are in</li> <li>• Name months of year</li> <li>• Know and name the four seasons.</li> <li>• Know why the seasons change</li> <li>• Weather</li> <li>• Identifying their family.</li> <li>• Can talk about what they do with their family and places they have been with their family.</li> <li>• Can draw similarities and make comparisons between other families e.g blended families / adopted / fostered</li> <li>• Family trees</li> <li>• Identify different types of homes</li> <li>• Describe their home</li> <li>• Identify where we live – in England, UK</li> <li>• Discover amenities in Woodley</li> <li>• Begin to use maps to visualise a familiar journey – e.g. walk to school / Woodley</li> <li>• Parts of our body and skeleton</li> <li>• Know it is important to look after my body</li> <li>• Can explain how I have changed since I was born.</li> <li>• Know I will grow and develop into an adult (life cycle of a human)</li> <li>• Can name the 5 senses</li> <li>• Celebrating differences – being unique</li> <li>• Know about Harvest</li> <li>• Investigating pumpkins</li> <li>• Black History Month</li> <li>• Caring for Skye</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about significant events in their own experience</li> <li>• Begin to develop understanding that people have different beliefs and celebrate special times in different ways: <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Bonfire night</li> <li>• Remembrance Day</li> <li>• Hanukkah</li> <li>• Christmas</li> </ul> </li> <li>• What happens in Autumn?</li> <li>• Investigating apples</li> <li>• Changes in weather</li> <li>• Hibernation</li> <li>• Nocturnal animals</li> <li>• Map making through stories – Bear Hunt</li> <li>• Woodland habitats</li> <li>• Bears - facts</li> <li>• Comparing old and new teddies</li> <li>• Polar habitats</li> <li>• Sending a letter</li> <li>• Ice experiments – changing state</li> <li>• Growing an Amariyli bulb</li> </ul>	<ul style="list-style-type: none"> <li>• Modes of transport</li> <li>• What do we need to travel?</li> <li>• Dressing for hot and cold climates</li> <li>• Begin to understand that there are other countries in the world</li> <li>• 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"> <li>• Italy</li> <li>• Nigeria</li> <li>• China</li> </ul> </li> <li>• Celebrate: <ul style="list-style-type: none"> <li>• New Year</li> <li>• Lunar New Year</li> <li>• Valentine's Day</li> <li>• Pancake Day</li> </ul> </li> <li>• What happens in Winter</li> <li>• Changes in the weather</li> <li>• Exploring Space – planets, astronauts</li> <li>• Changes in materials – making pizza</li> </ul>	<ul style="list-style-type: none"> <li>• People who help us <ul style="list-style-type: none"> <li>• Doctors surgery visit</li> <li>• Police visit</li> <li>• Fireman visit</li> <li>• Dentist visit</li> <li>• Guide Dogs visit</li> </ul> </li> <li>• What happens at an appointment?</li> <li>• Dental hygiene</li> <li>• What happens in Spring?</li> <li>• Changes in the weather</li> <li>• Easter</li> <li>• What does a plant need to grow?</li> <li>• Ramadam</li> </ul>	<ul style="list-style-type: none"> <li>• What does a plant need to grow?</li> <li>• Noticing growth, change and decay in plants</li> <li>• Parts of a plant</li> <li>• Caring for seedlings</li> <li>• Mini-beasts: <ul style="list-style-type: none"> <li>• identifying and comparing them</li> <li>• Mini-beast habitats</li> <li>• Life-cycle – growth and change in a butterfly</li> <li>• Importance of insects</li> </ul> </li> <li>• Farm animals <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Mother and baby animals</li> <li>• Do all animals come from eggs? <ul style="list-style-type: none"> <li>• Where does our food come from?</li> </ul> </li> </ul> </li> <li>• Eid-al-Fitr</li> </ul>	<ul style="list-style-type: none"> <li>• What happens in Summer?</li> <li>• Locating the coast on a map</li> <li>• What will you see at the seaside</li> <li>• Seaside past and present</li> <li>• Holidays past and present</li> <li>• Pirates – link to map making</li> <li>• Floating and sinking</li> <li>• Boat building – waterproof</li> <li>• Metallic / non—metallic objects (Treasure hunting)</li> <li>• Weather</li> <li>• Under the sea – habitats, animals.</li> <li>• Conservation – water pollution, using less plastic /recycling</li> </ul>

<h2>Expressive Arts and Design</h2> <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><b>Focus Artist: Frank Bowling</b></p> <ul style="list-style-type: none"> <li>● Self portraits</li> <li>● Observational sketches of pumpkins</li> <li>● Whole class collaborative piece – Frank Bowling</li> <li>● Join in with songs</li> <li>● Beginning to mix colours</li> <li>● Build stories around toys (small world)</li> <li>● Use available props to support role play – home corner, Three Little Pigs, pumpkin patch/shop</li> <li>● Junk modelling houses</li> <li>● Build models using construction equipment.</li> <li>● Exploring sounds and how they can be changed, tapping out of simple rhythms.</li> <li>● Play pitch matching games, humming or singing</li> <li>● Acting out stories – 3 Little Pigs</li> </ul>	<p><b>Focus Artist: Kandinsky</b></p> <p><b>Nativity Performing at the retirement community</b></p> <ul style="list-style-type: none"> <li>● Use different textures and materials to make firework pictures</li> <li>● Junk modelling rockets</li> <li>● Diya lamps</li> <li>● Rangoli patterns</li> <li>● Kandinsky – Concentric Circles</li> <li>● Bear hunt – story map collage</li> <li>● Binoculars – junk modelling</li> <li>● Clay hedgehogs</li> <li>● Making a stickman using natural objects</li> <li>● Winter scenes – exploring how to make colours lighter and darker</li> <li>● Christmas cards</li> <li>● Christmas decorations</li> <li>● Listen to music and make their own dances in response.</li> <li>● Christmas songs</li> <li>● Role Play of The Nativity</li> </ul>	<p><b>Focus Artist: TBC</b></p> <ul style="list-style-type: none"> <li>● Explore how colour can be changed</li> <li>● Making lanterns</li> <li>● Chinese writing,</li> <li>● Making a drum</li> <li>● Chinese music and compositions</li> <li>● Dragon dancing</li> <li>● Blossom tree painting</li> <li>● Nigerian art</li> <li>● Mosaics (Italy)</li> <li>● Junking modelling spaceships</li> <li>● National story telling week – Helicopter stories</li> <li>● Take a Picture -Tate</li> </ul>	<p><b>Focus Artist: Roy Lichtenstein</b></p> <ul style="list-style-type: none"> <li>● Roy Lichtenstein artwork</li> <li>● Daffodil observation painting</li> <li>● Mothers Day cards</li> <li>● Decorate Spring eggs – patterns (Tate)</li> </ul>	<p><b>Focus Artist: Matisse (Snail)</b></p> <ul style="list-style-type: none"> <li>● Andy Goldsworthy inspired art</li> <li>● Sunflower observational painting</li> <li>● Combining media to make a collage (collage chick)</li> <li>● Making insects</li> <li>● Butterfly symmetry painting</li> </ul>	<p><b>Focus Artist: Klee (Fish)</b></p> <ul style="list-style-type: none"> <li>● Father's day cards</li> <li>● Colour mixing and contrasting media – wax crayon and water colour - underwater pictures.</li> <li>● Making models from recycled materials: link to keeping our sea clean</li> <li>●</li> </ul>
<p><b>Music</b></p> <p><b>GetSet4Music</b></p> 	<p><b>All About me</b></p> <p>To listen to music and respond with how the music makes me feel.</p> <p>To move my body to the music and play an instrument using a rhythm.</p> <p>To use my voice to speak and to sing and know how they are different.</p> <p>To use my singing voice to sing with others and begin to match pitch with movement.</p> <p>To keep a steady pulse and copy simple rhythms on an instrument.</p>	<p><b>Circus</b></p> <p>To explore movement and sounds of the circus.</p> <p>To sing, move and play to the pulse</p> <p>To perform simple rhythms</p> <p>To describe music and respond through movement.</p> <p>To improvise on instruments in a small group.</p> <p>To perform using the skills I have learnt.</p>	<p><b>All around the world</b></p> <p>To listen to music, describing instruments, dynamics and tempo</p> <p>To keep a steady beat, exploring contrasts in dynamics and tempo.</p> <p>To identify and match instrumental sounds and talk about the music I hear.</p> <p>To copy and perform simple dance steps.</p> <p>To listen to the beat of the pulse and move in time to it.</p>	<p><b>Traditional Tales</b></p> <p>To move in time with the music and copy simple rhythms.</p> <p>To create short rhythms and play music with others</p> <p>To co-ordinate simple actions to accompany singing.</p> <p>To sing and play loudly, quietly, quickly and slowly.</p> <p>To create a sequence of sounds.</p> <p>To combine movement, singing and playing</p>	<p><b>Mini-Beasts</b></p> <p>To listen to music and respond by talking, moving and mark making.</p> <p>To develop the singing voice and create simple actions to accompany song.</p> <p>To play percussion instruments to accompany a song.</p> <p>To respond appropriately to written symbols and create simple rhythms.</p> <p>To make comparisons about music.</p> <p>To create music based on a theme</p>	<p><b>Deep Blue Sea</b></p> <p>To sing alone and with others with an awareness of pitch.</p> <p>To move to music and respond appropriately to different sounds.</p> <p>To explore different sounds made by instruments and describe sounds referring to timbre.</p> <p>To develop an awareness of a steady beat.</p> <p>To copy and create simple rhythms.</p> <p>To respond appropriately to written symbols.</p>

	To explore instruments, match sounds and create music to show an emotion.		To copy simple rhythm patterns on an instrument.			
	<p><b>'Busy Bodies'</b> Developing computational thinking and understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>Algorithms</li> <li>Decomposition</li> <li>Debugging</li> <li>Logical reasoning</li> <li>Patterns</li> <li>Abstraction</li> </ul>	<p><b>Awesome Autumn</b> Developing computational thinking and understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>Algorithms</li> <li>Decomposition</li> <li>Debugging</li> <li>Logical reasoning</li> <li>Patterns</li> <li>Abstraction</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Make marks on a digital device to communicate their ideas</li> </ul>	<p><b>Winter Warmers /Super Space</b> Developing computational thinking and understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>Creating,</li> <li>Pattern</li> <li>Logical thinking</li> <li>Algorithms</li> <li>Decomposition</li> <li>Collaborating</li> <li>'Tinkering'</li> <li>Abstraction</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Identify everyday technology: links to technology at home</li> <li>Talk about how everyday technology is controlled</li> <li>Use a package to produce a picture on screen.</li> <li>Control a programmable toy</li> </ul>	<p><b>Spring Time</b> Developing computational thinking and understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>Creating,</li> <li>Pattern</li> <li>Logical thinking</li> <li>Algorithms</li> <li>Decomposition</li> <li>Collaborating</li> <li>'Tinkering'</li> <li>Abstraction</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>To understand the basic functions of an iPad (home button, lock button and volume buttons</li> <li>Understand that 'output' is the result of a trigger (pressing the play button) – children take a photo and record each other saying what they want to be when they grow up.</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Using iPads - To navigate their way around an iPad and operate several apps confidently</li> <li>Control a programmable toy around a maze.</li> <li>To visit the computer room and learn how to log-on to the computers</li> </ul>	<p><b>Boats ahoy / Summer Time</b></p> <ul style="list-style-type: none"> <li>Creating,</li> <li>Pattern</li> <li>Logical thinking</li> <li>Algorithms</li> <li>Decomposition</li> <li>Debugging</li> <li>Abstraction</li> <li>Collaborating</li> <li>Tinkering'</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>To log-on</li> <li>To write their name on a word document</li> </ul>
	<p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>To tell an adult if they see something on a digital device that upsets them</li> <li>To know not to give out any information about themselves</li> <li>To know that not everything they see on the internet is true</li> </ul>					