



St Mary's Catholic Primary School

EYFS - Long Term Plan

2024-2025

| Cycle 1 2024 - 2025 FS1 FS2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <u>Autumn</u> | <u>Celebrations and Festivals</u> | <u>From Farm to Fork</u> | <u>Once Upon a Time</u> | <u>Rumble in the Jungle</u> | <u>Stomp, Chomp and Roar</u> |
| Enquiry Question | Why do leaves fall? | How do cultures celebrate? | What is the life cycle of a chick? | What traditional tales do I know? | Who lives in the jungle? | What was the world like in the past? |
| Know, Do and Understand | Children will know... The effect of changing seasons on the natural world around them and be able to explore how the season of Autumn affects their own environment. | Children will know... About other cultures and countries and how they celebrate differently. Recognising that people have different beliefs and celebrate special times in different ways. | Children will know... They will confidently be able to retell classic stories. They will understand the difference between fictional stories and non-fiction books. Draw information from a simple map. | Children will know... They will confidently be able to retell classic stories. They will understand the difference between fictional stories and non-fiction books. | Children will know... How to recognise some environments that are different from the one in which they live. To compare some similarities and differences between life in this country and life in other countries. | Children will know... What the world looked like in the past and how that is so different from today. |
| Vocabulary | | Country, celebration, happiness, community, birthday, Christmas, Hanukkah, Diwali, | | Story, author, illustrator, front cover, blurb, fiction, non- | | |

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| | | bonfire night, culture, people, | | fiction, beginning, ending | | |
| Festivals and Cultural Events | Baseline Day of the Rosary Black History Month World Mental Health Day | Remembrance Day Diwali Anti-Bullying Week Random Acts of Kindness Hanukkah Christmas Enterprise Week | Chinese New Year Pancake Day Valentine's Day | World Book Day Mother's Day | Ramadan Father's Day Month of Mary | Independence Day |
| WOW Moments Visitors/Educational Visits | | Visit the pantomime at Cast. Nativity | | | | |
| Parental Engagement | Providing parents with 'Proud Moment' slips to share success at home and in school too. Phonics Workshop | Providing parents with 'Proud Moment' slips to share success at home and in school too. Parents' Evening | Providing parents with 'Proud Moment' slips to share success at home and in school too. Phonics Workshop | Providing parents with 'Proud Moment' slips to share success at home and in school too. | Providing parents with 'Proud Moment' slips to share success at home and in school too. Phonics Workshop | Providing parents with 'Proud Moment' slips to share success at home and in school too. Reports to parents for FS1 and FS2 |
| Key Texts/Books | Fiction: Non Fiction: | Fiction: Little Glow MOG's Birthday Binny's Diwali Rashads Ramadan Eight Nights Eight Lights A Christmas Story Non Fiction: | Fiction: Non Fiction: | Fiction: Non Fiction: | Fiction: Non Fiction: | Fiction: Non Fiction: |

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| | | Texts about different cultures, and celebrations, | | | | |
| Communication and Language | <p>Listening, Attention and Understanding</p> <p>Tuning into sounds through listening in a variety of ways. Such as listening walks and environmental sounds,</p> <p>Build attention by listening to others and to the different vocal actions in stories and nursery rhymes.</p> <p>To follow simple instructions.</p> <p>Listens to others 1:1 or in small groups when discussing themselves and others.</p> <p>Sing songs.</p> <p>Listens to stories.</p> <p>RWI</p> <p>Promote and model active listening skills: "Wait a minute, I need</p> | <p>Listening, Attention and Understanding</p> <p>Using increased listening and attention skills to join in with repeated refrains in stories and nursery rhymes.</p> <p>To talk about the different characters and what they are doing.</p> <p>Children to use connectives: Once upon a time, then...</p> <p>Listens to others 1:1 or in small groups when discussing themselves and others.</p> <p>RWI</p> <p>Listens and uses modelled language.</p> <p>To begin to talk about why things happen</p> | <p>Listening, Attention and Understanding</p> <p>To listen to stories with attention and able to recall events and characters.</p> <p>RWI</p> <p>To describe familiar texts with details, using full sentences.</p> <p>Express their ideas and feelings about experiences.</p> <p>Oral blending and segmenting.</p> <p>High frequency words.</p> <p>Echo reading.</p> | <p>Listening, Attention and Understanding</p> <p>Develop communication that can be understood by others.</p> <p>Say some nursery rhymes off by heart.</p> <p>Talk about characters and setting of the story.</p> <p>To be able to talk about different facts that they have learnt with an adult and each other.</p> <p>To name and sort a range of living things.</p> | <p>Listening, Attention and Understanding</p> <p>To be able to answer questions using relevant vocabulary. Respond to questions appropriately.</p> <p>To engage in meaningful conversations with others</p> <p>To ask questions about familiar aspects of their environment and their learning</p> <p>Past, Present and future forms</p> <p>How and Why questions.</p> | <p>Listening, Attention and Understanding</p> <p>To talk about characters, setting and structure of stories. To be able to answer questions and share opinions using relevant vocabulary.</p> <p>To research using a search engine</p> <p>To talk about characters, settings, and structures of stories</p> <p>Using postcards/lists and letters.</p> <p>To confidently join in with listening activities.</p> |

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| | <p>to get into a good position for listening, and I can't see you. Let's be quiet so I can concentrate on what you're saying."</p> | <p>using new vocabulary learnt.</p> <p>Joins in with listening activities.</p> <p>Hearing sounds with words.</p> | | | | |
| <p>Speaking: All children and adults in EYFS will:</p> | <p>Speaking</p> <p>All children and adults in EYFS will:</p> <ul style="list-style-type: none"> • Use complete sentences in everyday talk. • Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. • Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." • Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" • Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" • Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren." • Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." • Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" • Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?" | | | | | |
| <p>Personal, Social and Emotional Development (PSED)</p> | <p>Self-Regulation</p> <p>All children and adults in EYFS will:</p> <ul style="list-style-type: none"> • Establish school routines and boundaries. Begin to understanding their own and others feelings through building sharing skills through planned and independent activities • Demonstrate praise and encouragement and allow children the freedom to make mistakes • Have high expectations for children following instructions, with high levels of support when necessary. • Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Undertake specific activities that encourage talk about feelings and their opinions. • Help children to set own goals and to achieve them. | | | | | |

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| | <ul style="list-style-type: none"> Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. | | | | | |
| | <p>Managing self All children and adults in EYFS will:</p> <ul style="list-style-type: none"> Joining in and sharing experiences in circle times and independent provision activities. Forming special friendships through independent activities, phase stories and activities Offer stay and play for parents and children to get the chance to interact in school Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing, toileting and oral hygiene. | | | | | |
| | <p>Building Relationships All children and adults in EYFS will:</p> <ul style="list-style-type: none"> Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them. Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. | | | | | |
| Physical Development | Gross Motor Skills To climb large apparatus safely. | Gross Motor Skills To copy dance moves and move to different kinds of rhythms, use scarfs | Gross Motor Skills To move in different ways, running, climbing, jumping. | Gross Motor Skills Be increasingly independent as they get dressed and undressed, for | Gross Motor Skills Using balancing equipment. | Gross Motor Skills To be aware of obstacles whilst riding bike/scooter etc and |

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| | <p>To begin to show awareness of moving equipment safely with peers.</p> <p>To begin use bikes and scooters accurately using pedals and steering them in a specific direction.</p> <p>Refine fundamental skills they have already acquires e.g. running, rolling, walking, jumping, walking, crawling.</p> <p>To use climbing equipment safely and competently and know why it is important to handle certain apparatus safely.</p> <p>To begin to negotiate space effectively.</p> | <p>To move to different beats.</p> <p>To negotiate space effectively</p> <p>To begin to use anticlockwise movement</p> <p>To progress towards a more fluent style of moving with developing control.</p> | <p>To further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> | <p>example, putting coats on and doing up zips.</p> <p>To show good control and coordination in large and small movements</p> <p>To combine different movements with easy and fluency</p> | <p>To use assault courses outdoor to develop overall body strength, balance, co-ordination and agility and problem solving.</p> <p>To be able to balance and coordinate safely.</p> | <p>display some special awareness.</p> <p>Sports Day</p> <p>To confidently and safely use a range of large and small apparatus indoors and outside along and in a group.</p> |
| | <p>Fine Motor Skills</p> <p>Before teaching children the correct pencil grip and posture for writing, or how to cut with scissors, check that children</p> | <p>Fine Motor Skills</p> <p>Begin to show a preference for a dominant hand. Begin to use scissors. Gross & fine Motor development</p> | <p>Fine Motor Skills</p> <p>Pencil control To use mark making resources with increasing independence.</p> <p>Dough Disco</p> | <p>Fine Motor Skills</p> <p>Fine Motor development Interventions Pencil control Letter formation</p> <p>Dough Disco</p> | <p>Fine Motor Skills</p> <p>Gross & fine Motor development Interventions Pencil control Letter formation</p> <p>Dough Disco</p> | <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</p> |

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| | <p>have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers that they can move and rotate their lower arms and wrists independently.</p> <p>Baseline assessment To use a dominant hand To begin to know how to use scissors effectively. To trace anticlockwise movement and retrace an assortment of lines.</p> <p>To begin to write 'easy' numbers and letters with support.</p> | <p>Dough Disco Put on coats with some support with zip and buttons.</p> <p>Continuously check the process of children's handwriting – pencil grip, letter formation, including directionally. Provide extra help and guidance when needed Encourage preference or a dominant hand To use a pencil correctly and form recognizable letters Number formation</p> | <p>Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> | <p>To use a pencil effectively to form recognizable letters, most of which are formed correctly</p> | <p>Pen Disco</p> <p>To begin to show accuracy and care when drawing.</p> | |
| Literacy | <p>Comprehension</p> <p>Enjoys sharing books with an adult. Repeats words or phrases from familiar stories e.g. run run as fast as you can! Ask questions about a book</p> | <p>Comprehension</p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we</p> | <p>Comprehension</p> <p>To talk about and retell a range of familiar stories. To know that text is read from left to right and top to bottom. Listen to a story and comment on the events.</p> | <p>Comprehension</p> <p>To identify the pictures with corresponding explanations. Listen to a story and comment on the events.</p> | <p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear</p> | <p>Comprehension</p> <p>To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, poems and during role-play. To share a favourite book</p> |

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| | <p>Begin to develop a narrative about a book they have read using props in play.</p> <p>To know that text is read left to right, top to bottom.</p> <p>Listen to a story and comment on the events of the story.</p> <p>Name the characters from a story.</p> <p>Has favourite books and seeks them out to share with an adult, with another child or to look at alone.</p> | <p>read English text from left to right and from top to bottom Name the characters from a familiar story</p> <p>To begin to demonstrate understanding of what has been read. To identify the characters and setting of a familiar book. To use language from stories when discussing them. To repeat words and phrases from familiar stories</p> | <p>To anticipate, where appropriate, key events in stories.</p> <p>To sequence a familiar story using images or objects.</p> <p>To make a simple prediction based on the events of a story so far.</p> <p>To use the language from a story within role play and discussions.</p> <p>To answer questions about a text that has been read to them. To predict what might happen next in a story.</p> | <p>To understand the difference between fiction and non-fiction.</p> <p>To tell the story to another person using the book or images.</p> <p>To answer questions about a text that has been read to them.</p> <p>To predict what might happen next in a story.</p> <p>To use modelled vocabulary during role play and in small world.</p> <p>To requests favourite stories and poems.</p> | <p>To understand what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To confidently ask and answer questions about key events in stories/poems/rhymes.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>with a peer, retelling the story in their own way repeating known phrases from the text.</p> |
| <p>All adults in EYFS will:</p> <ul style="list-style-type: none"> • Make previously read books available for children to share at school and at home. • Discuss books read in class. • Encourage children to make predictions on books by asking what happens next. • Talk about characters in stories they have been read. • Talk about story settings in stories they have been read. | | | | | | |
| | <p>Word Reading</p> <p>Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.</p> | <p>Word Reading</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> | <p>Word Reading</p> <p>Name recognition Introduce Phase 1 phonics Develop their phonological awareness, so that they can: recognise</p> | <p>Word Reading</p> <p>Identify an object when given the initial sound.</p> <p>Initial sounds, CVC words, medial and end</p> | <p>Word Reading</p> <p>Begin to identify sound set 1 phonic sounds Say the initial sound in a given word. Clap the syllables in a word.</p> | <p>Word Reading</p> <p>Begin to identify sound set 1 phonic sounds Ask children to work out the word you say in sounds: for</p> |

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| | <p>Ask children to work out the word you say e.g. c-a-t = cat Phonics introduction and group children accordingly Recognises own name, signs, and logos. Initial sounds Individual books given Baseline Develop their phonological awareness to spot rhymes in familiar stories, songs and poems.</p> | <p>To identify an object when given the initial sound. To say the initial sound in a given word. To clap the syllables in a word. To blend sounds into words, so that they can read short words made up of known letter- sound correspondences. To read CVC words containing known letter-sound correspondences.</p> | <p>words with the same initial sound, such as money and mother To say a sound for all set 1 sounds. To be able to blend CVC words verbally. To read key words. To read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet' 'storm', 'night'. To develop their phonological awareness to complete a rhyming string. To use Fred fingers to identify how many sounds are in a word. To recognise all taught Set 1 sounds including some digraphs. To re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> | <p>sounds. To read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. To blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> | <p>To read basic sentences independently. To understand what has been read. To read common HFW. To read longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. To develop phonological awareness to recognise and use rhyme in daily conversation. To identify words containing the same digraph or tri-graph e.g. ay- may, day, play. To say a sound for each letter in the alphabet and at least 10 digraphs.</p> | <p>example, h-a-t > hat; Recall stories To read words consistent with their phonic knowledge by sound blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> |
| | <p>Writing Mark making</p> | <p>Writing Use some of their print and letter knowledge in</p> | <p>Writing Attempt to write their name in a way that</p> | <p>Writing Write some or all of their name. begin to</p> | <p>Writing Form letters of own name.</p> | <p>Writing Form letters of own name. Write set 1</p> |

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| | <p>Distinguishing the different marks.</p> <p>To write their name in a way that they or others can recognise. To discuss the marks they make, e.g. "this is a car"</p> <p>To write initial sounds</p> <p>To form the complete sentence orally before writing.</p> | <p>their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>To write their name with correct formation. To form some letters of the alphabet. To write letters using a memorable phrase. To memorise a sentence before writing by repeatedly saying it aloud. To segment CVC words verbally. To write the initial, end and middle sounds for a CVC word</p> | <p>they or others can recognise. Discuss the marks they make, e.g. "this is a car"</p> <p>To use clearly identifiable letters. To form all letters of the alphabet. To write VC/CVC words that can be read by themselves or others. To spell some planet words To write sentences that contain only the taught sound-letter correspondences.</p> | <p>write some set 1 phonic sounds.</p> <p>To write their first name and surname To write initial sounds, CVC words, medial and last sounds and write a basic sentence. To be able to read what they have written. To spell HFW. To write sentences having sufficient knowledge of letter-sound correspondences.</p> | <p>Write set 1 sounds they have learnt</p> <p>To write recognisable letters, most of which are correctly formed. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To write simple phrases and sentences that can be read by others</p> | <p>sounds they have learnt with increasing accuracy</p> <p>How to read and re-read their own writing to check it makes sense. How to use the connective and. To write all letters correctly, with clear ascenders and descenders. To write words of more than one syllable.</p> |
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| <p>Maths</p> <p>Number and Numerical Pattern</p> | <p>Colours Matching Sorting</p> <p>Baseline Assessment based upon Development matters ages 3-4 Unit 1: Early Mathematical experiences Unit 2: Pattern and early number Unit 3: Numbers within 6</p> | <p>Number 1 Number 2 Subitising Pattern Consolidation winter activities.</p> <p>Unit 4: Addition and subtraction within 6 Unit 5: Measure</p> | <p>Number 3 Number 4 Subitising Number 5 Number writing</p> <p>Unit 6: Shape and sorting Unit 7: Numbers within 10 Unit 8: Calendar and time Unit 9: Addition and subtraction within 10.</p> | <p>Number 6 Height and length Mass Capacity</p> <p>Unit 10: Grouping and sharing Unit 11: number and patterns within 15 Unit 12: Doubling and halving</p> | <p>Sequencing Positional language More than / fewer 2d shape 3d shape</p> <p>Unit 13: shape and pattern Unit 14: Securing addition and subtraction Unit 15: number patterns within 20</p> | <p>Number writing What comes after? What comes before? Numbers to 6</p> <p>Unit 16: numbers patterns beyond 20 Unit 17: money Unit 18: measures Unit 19: exploration of patterns within number. Final assessments</p> |
| <p>Understanding the World</p> <p>People culture and communities.</p> | <p>Past and Present</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To share texts, images, and tell oral stories to develop an understanding of the past and present. • To share pictures of their family and listen to what they say about the pictures. | <p>Past and Present</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • Fictional and non-fictional characters from a range of cultures and times in storytelling. • To recognises special times and events of family. • When their birthday is. | <p>Past and Present</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To share texts, images, and stories to develop an understanding of the past and present. • The history of the bookmark from Victorian times versus modern-day styles. | <p>Past and Present</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To listen to what children say about their own experiences with people who are familiar to them | <p>Past and Present</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To organise events using basic chronology, recognising that things happened before they were born. • To use pictures, stories, artefacts and accounts from the past to explain similarities and differences | <p>Past and Present</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • How to use images of familiar situations in the past, such as homes, schools, and transport |
| | <p>People, Culture and Communities</p> <p>Children will learn to describe the immediate</p> | <p>People, Culture and Communities</p> <p>Children will learn:</p> | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • To use non-fiction texts to gain an insight | <p>People, Culture and Communities</p> <p>Some similarities and differences between</p> | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • How to use images, video clips, shared texts | <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • To use aerial views of the school setting, |

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| | environment, using new vocabulary where appropriate. To know the name of the ad and the town that the school is located in. | <ul style="list-style-type: none"> To explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live. | into contrasting environments. <ul style="list-style-type: none"> How to use relevant, specific vocabulary to describe contrasting locations. | different cultural communities in this country. <ul style="list-style-type: none"> To draw upon their own experiences and what has been read in class. | and other resources to bring the wider world into the classroom. | commenting on what they notice, recognising buildings, open space, roads and other simple features. <ul style="list-style-type: none"> To draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. |
| | The Natural World To use the vocabulary needed to name specific natural features of the world. <ul style="list-style-type: none"> To share and use non-fiction texts that offer an insight into contrasting environments. How to explore their senses. | The Natural World To interact with natural processes, such as ice melting. <ul style="list-style-type: none"> What waterproof materials are. How to design a boat. How to create and test a boat. Will interact with natural processes, such as a boat floating on water. Will observe and interact with sound causing a vibration. Will observe and interact magnets attracting an object. | The Natural World To name and describe some plants and animals. <ul style="list-style-type: none"> To recognise familiar plants and animals whilst outside. How plants grow. | The Natural World How we care for the natural world around us. <ul style="list-style-type: none"> How to draw pictures of the natural world, including animals and plants. All about different Life Cycles. | The Natural World How light travels through transparent material and an object casting a shadow. <ul style="list-style-type: none"> How the seasons change, talking about the weather and seasonal features. How to use images and texts to learn about the changing seasons. | The Natural World How to communicate their understanding of their own environment and contrasting environments through conversation and in play. |
| Expressive Arts and Design | Painting and Mixed Media: Paint My World. Exploring paint and painting techniques | Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials. | Sculpture and Design: Let's Get Crafty Exploring the sculptural qualities of malleable materials | Structures: Boats In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', | Drawing: Marvelous Marks Exploring mark making through different drawing materials. | Cooking and Nutrition: Soup In this unit, children explore the differences between fruits and |

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| | through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. | and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks. | and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. | then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own. | Beginning to draw from observation using faces and self-portraits as a stimulus. | vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe. |
| | <p>Cooking and Nutrition Within EYFS children will have opportunities to:</p> <ul style="list-style-type: none"> • Talk about healthy and unhealthy foods. • Talk about having a balance of these. • Talk about likes and dislikes. • Use a range of tools with care and precision. <p>Design: Developing, Planning and Communicating Ideas</p> <ul style="list-style-type: none"> • Children will be provided with opportunities to work together to develop and realise creative ideas. • Encouragement will be given for children to think about and discuss what they want to make. • Products will be looked at to generate inspiration and conversation about art and artists. <p>Make</p> <ul style="list-style-type: none"> • All children will be provided with a range of materials for children to construct with. <p>Evaluate</p> <ul style="list-style-type: none"> • All children will discuss problems and how they might be solved as they arise. • All adults will reflect with children on how they have achieved their aims. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • All children will be taught different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Children will be provided with a range of materials and tools and be taught how to use them with care and precision. | | | | | |
| Music | Me! | My Stories | Everyone | Our World | Big Bear Funk | Reflect, Reflect and Replay |
| RE | Myself (Domestic Church – Family) Welcome (Baptism/Confirmation – Belonging) | | Celebrating (Local Church – Community – visit church) | | Good News (Pentecost – Serving) Friends (Reconciliation – Inter-Relating) | |

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| | Birthday (Advent – Christmas – Loving) Other Faith - Hanukkah | Gathering (Eucharist – Relating) Growing (Lent – Easter - Giving) Other faith – Diwali | Our World (Universal church – World) Recognising Sikhs |
| RSE | Module 1: Created and Loved by God | Module 2: Created to Love others | Module 3: Created to live in community. |