Thorns Primary School

Early Years Foundation Stage

Long-Term Curriculum Overview

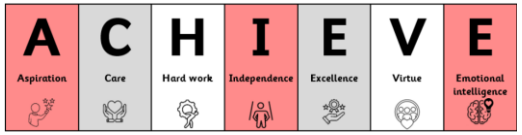


At Thorns Primary School, we want every child to be 'safe, happy and learning.'

We pride ourselves on building strong partnerships with parents, families and children ensuring that every individual feels valued. We teach all areas of our EYFS curriculum to a high standard and support our children to make accelerated progress throughout their experience placing strong emphasis on the prime areas of learning: communication and language; physical development; personal, social and emotional development.

Every child is treated as a unique individual and are committed to the development of 'the whole' child.

We want children to enter Year One as happy, self-assured, independent learners with a confidence to know they can achieve anything if they have a 'can do' attitude. At Thorns, children



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and books	My school x1 Hooray! It's our first day All About Me x1There's Only One You Looking after myself x1 Kitchen Disco/Bathroom Boogie Friendship x1 Together We Can Learning Powers x1 Giraffes Can't Dance Homes/Local Place In Every House on Every Street Imagination and Wonders – x1 Room on a Broom	Autumn – x1 The Leaf Thief Transport, including cars from the past x1 You can't take an elephant on the bus Hot and Cold Countries x2 Maps from Anna to Zane/ Handa/ Lost and Found Dinosaurs x1 Mad About Dinosaurs Christmas Traditions, including story of the Nativity x3 Jesus' Christmas Party, Little Spruce, We're Going on an Elf Chase	Winter x1 The Snow Thief Nocturnal Animals x1 Stellaluna Animals around the world. Contrasting Locations – Jungle, Savannah, Africa, Australia x2 Giraffes Can't Dance/Rumble in the Jungle Farm and Countryside x1 A Squash and a Squeeze Space x1 How to Catch a Star, Aliens Love Underpants	Space x1 (Continued) How to Catch a Star, Aliens Love Underpants Traditional Tales x2 Mr Wolf's Pancakes/Traditional Tales Spring x1 That's MY Flower! Minibeasts x1 Mad About Minibeasts Life Cycle of a Frog x1 Tadpoles Promise Easter x1 We're Going on an Egg Hunt	Plants and Flowers/ Planting beans/seeds x2 The Tiny Seed/Oliver's Vegetables Life Cycle of a Butterfly x1 The Very Hungry Caterpillar Significant Historical figures/inventors x1 Izzy Gizmo	Royal Family x1 King Charles III's Colourful Coronation Summer x1 The Sun Thief Under the Sea x1 Commotion in the Ocean Oceans and Pollutions x1 Somebody swallowed Stanley, The Off Fish Caring for the Environment x1 Clean up! The Life of a Little Plastic Bottle Boats/Ships through time x1 Mermaids/Pirates x1 The Singing Mermaid, Pirates Love Underpants
Special Events	Halloween Harvest Festival	Bonfire Night Diwalli Christmas	Chinese New Year Valentines	Easter Mother's Day Eid Pancake Day World Book Day		Seaside Day King's Official Birthday Father's Day Picnic in the park
Parental Involvement	Phonics stay and learn Open House	Maths Stay and Learn Christmas Crafts Christmas Sing a long Art Showcase of Learning	Maths stay and learn	Drawing Club stay and learn Mother's Day afternoon Tea Art Showcase of Learning	Topic stay and learn session	Sports Day Picnic in the park with parents Art Showcase of Learning

*__Open House__ – every Wednesday 3.00 – 3.15 to celebrate and share learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. Listen and respond with relevant questions, comments, or actions during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
Songs, Rhymes, Poems	Week 1 – This is the way we go to school (Song) Week 2 – Draw a portrait (poem) Week 3 – Handwashing (song) Week 4 – Looking after ourselves (song) Week 5 – My Senses (song) Week 6 – This is the way we cross the road (song) I'm a Little Pumpkin (Rhyme)	Week 1 – Autumn Leaves are on the Ground (song) Firework Poem – (additional) Week 2 – Brum, Brum Goes the Car (song) Week 3 – Sun Safety (Poem) Week 4 – Little Polar Bear (Rhyme) Week 5 - Roar (Poem) Week 6 – Christmas Sing-along songs	Week 1 – In the Winter (Poem) Week 2 – I'm a Little Hedgehog (Rhyme) Week 3 – In the Jungle Animal (song) Week 4 – I'm a Little Penguin (Rhyme) Week 5 – Old McDonald (song) Wee6 – Zoom, Zoom, Zoom We're Going to the Moon (song)	Week 1 – Astronaut and Rocket ship (poem) Week 2 – Pancake (rhyme) Week 3 – Beanstalk Growing tall (poem) Hungry Billy Goats (rhyme) Week 4 – Spring is here (song) Week 5 – Minibeasts, Minibeasts, Move Around (song) Week 6 – The Little Green Frog (song) Week 7 – Five Little Easter Rabbits (Rhyme)	Week 1 – Five Little Peas (Rhyme) Week 2 – Growing Seeds (Song) Week 3 – There's a tiny caterpillar on a leaf (song) Week 4 - Perseverance (Poem)	Week 1 – Humpty, Dumpty Sat on a Wall (rhyme) Week 2 – The Sun Has Got His Hat On (song) Week 3 – Under the Sea (song) Week 4 – The Happy and Clean Ocean (poem) Week 5 – Recycle Song Week 6 – A Sailor Went to Sea (song) Week 7 – Over The Deep Blue Sea (Simple Songs)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Talk about feelings Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. Play alongside others and begin to suggest ways to keep the play going.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Explain tight from wrong and behave accordingly. Manage their own needs. Identify kindness and show empathy towards others. Seek others to share activities and experiences.	Begin to make more choices and communicate their wants and needs. Show persistence when faced with challenges. Keep the play going by cooperating, listening, speaking and explaining. Reflect on the work of others and self-evaluate their own work.	Begin to know that children think and respond in different ways to them. Talk about their own abilities positively. Show confidence to try new activities. Show resilience and perseverance. Identify and moderate own feelings. See themselves as unique and valued individuals. Seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show confidence to try new activities and impendence. Explain the reasons for rules. Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.
No Outsiders	Book focus – You Choose **Success criteria**: I can make my own decisions / I can tell you things I like/ I can tell you things I don't like / I can ask others what they think (See No Outsiders planning)	Book focus - Red rockets and rainbow jelly **Success criteria**: I know my friends can like different things to me / I know we can still be friends (See No Outsiders planning)	Book focus - Hello Hello **Success criteria**: I know in my class we are not all the same / I know we are all different/ I know I can make friends with different people / I know how to make friends (See No Outsiders planning)	Book focus - Blue Chameleon **Success criteria**: I know everyone is different in my class / I can make friends with anyone (See No Outsiders planning)	Book focus - The family book **Success criteria**: I know what a family is / I know what families can look like / I know all families are different (See No Outsiders planning)	Book focus - Super duper you **Success criteria**: I know there are lots of things about me / I know my feelings can change / I know I am growing up and I can change (See No Outsiders planning)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, putting on and taking off coat/shoes. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Use larger construction safely. Construct with a purpose in mind, e.g. building a house. To follow a simple Zumba routine. To show increasing confidence when climbing on the climbing equipment. To ride a three wheeled bike, carefully negotiating the space around them.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop small motor skills using a range of tools competently, safely and confidently. (knives, forks, pencils, paintbrushes, scissors) To move like a dinosaur, stretching, stomping, standing still, balancing, crawling. To explore different styles of African Dancing. To follow simple steps of a routine. (African Dancing) Develop fine motor skills to manipulate model magic to make a snowman. Show independence when getting dressed for winter, e.g. putting on coat, wellies, hat, scarf, gloves. To walk with increasing balance, balancing a beanbag on their head. (king)	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Combine different movements with easy and fluency. Further develop small motor skills using a range of tools competently, safely and confidently. (knives, forks, pencils, paintbrushes, scissors) To move in different ways like a nocturnal animal, (e.g. flapping, crouching, crawling, rolling) To lie still with control when listening to sounds in the environment. To move with control around an obstacle course, balancing etc. To jump and leap like a kangaroo with control and balance. (over objects) To negotiate space successfully when using large construction to build a rocket. To develop fine motor control using one handed tools, explore chopsticks.	Develop core muscle strength to achieve good posture. Confidently and safely use a range of large and small apparatus indoors and outside. Develop overall body strength , balance, co-ordination and agility. Begin to demonstrate strength, balance and coordination when playing. To negotiate space successfully to move around obstacles, hopping, gliding, stomping, (on the moon). To complete running races. To develop fine motor control using chopsticks. To move with control around an obstacle course, balancing a pancake (beanbag) on a bat, head, arms etc. To use large construction to build a bridge.	Further develop combining different movements with ease and fluency Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Negotiate space and obstacles safely, with consideration for themselves and others. Begin to show accuracy and care when drawing. To use gross motor skills to dig, scoop and carry compost when planting. To move in different ways around an obstacle course, e.g. like aa bee, butterfly, worm, (crawling, jumping) developing balance and coordination. To carry a watering can carefully from one point to another. To develop fine motor control to carefully pick up seeds using hands and tweezers. To move with control like different forms of transport from the past, rowing, cycling, sailing, steam trains and early aeroplanes.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively, using the tripod grip in almost all cases. Confidently use a range of small tools. Begin to show accuracy and care when drawing. To use large construction to build famous landmarks. To develop fine motor skills using scissors to cut along zig zag lines. (Crown making) To manipulate playdough to make ice-creams. To build and decorate sandcastles using shells, twigs and flags. To move like different sea creatures avoiding obstacles, e.g. side stepping like a crab, jumping over waves like dolphins, swimming fast like a shark. To use fine motor skills to thread tentacles (octopus). To use nets and tweezers to rescue the tangled creates. (Pollution in the ocean) To develop control and precision through modelling to create model magic sea creatures.

PE Focus	Introduction to PE: Unit 1 • To move safely and sensibly in a space with consideration of others. • To develop moving safely and stopping with control. • To use equipment safely and responsibly. • To use different travelling actions whilst following a path. • To work with others co-operatively and play as a group. • To follow, copy and lead a partner.	Introduction to PE: Unit 2 • To move around safely in space. • To follow instructions and stop safely. • To stop safely and begin to use control with equipment. • To follow instructions and play safely as a group. • To follow a path and take turns. • To work co-operatively with a partner.	Fundamentals: Unit 1 • To develop balancing whilst stationary and on the move. • To develop running and stopping. • To develop changing direction. • To develop jumping and landing. • To develop hopping and landing with control. • To explore different ways to travel.	Fundamentals: Unit 2 • To develop balancing. • To develop running and stopping. • To develop changing direction. • To develop jumping. • To develop hopping. • To explore different ways to travel using equipment.	Ball Skills: Unit 1 • 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. • To develop kicking a ball.	Ball Skills: Unit 2 • To develop rolling and tracking a ball. • To develop accuracy when throwing to a target. • To develop dribbling with hands. • To develop throwing and catching with a partner. • To develop dribbling a ball with your feet. • To develop kicking a ball to a target.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	**LW Progression** Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f **New tricky words:** is I the Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, and alliteration and be able to orally blend and segment simple words.	**LW Progression** **Phase 2** graphemes New tricky words ff ll ss j v w x y z zz qu ch sh th ng nk **New tricky words:** put* pull* full* as and has his her go no to into she push* he of we me be • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	**LW Progression** **Phase 3** graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words **New tricky words:** was you they my by all are sure pure Consolidate skills as in Autumn 2	**LW Progression** **Phase 3** graphemes Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end **No new tricky words** Review all taught so far	**LW Progression** **Phase 4 Short vowels** with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est **New tricky words** said so have like some come love do were here little says there when what one out today	**LW Progression** **Phase 4 graphemes** Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, – ed /d/ –er, –est • longer words and compound words **No new tricky words** Review all taught so far

Literacy (Included in Topic)	To recognise, hear and say initial sounds. To ascribe meaning to their marks. To write a shopping list/café order using initial and other sounds. Use initial sounds and other sounds to write a magic spell. To include initial and other sounds in their codes – Drawing Club. To begin to write CVC words independently.	Use CVC words, e.g. bus to write a bus ticket. Use initial and other sounds to label items in a suitcase. (hot/cold countries) Use initial and other sounds to write a fact file for a dinosaur. To include CVC words in their codes – Drawing Club. To write a Christmas List to Santa – including initial and other sounds.	To write a simple sentence/phrase/ key words about a bat. To label features of a giraffe, including diagraphs and phase 3 sounds (e.g. long tail) To write a simple dictated phrase/sentence about a kangaroo. To form my own sentences about what I can see on the farm, using the sentence starter – I can see… To write a postcard to my family about my trip to space – using simple sentences/phrases.	To label an astronauts clothing, including phase 3 sounds, e.g. boots. To write a list of ingredients for pancakes. To read and follow instructions to plant a bean seed. To record in bean diary (each week). Including labels and simple sentences. To write a simple sentence about a minibeast, e.g. I can see a snail on the green grass. To write a dictated sentence about the frog. To label the life cycle of a frog.	To write a sentence about what they can see. (Plants) To write a missing poster for the Runaway Pea. To retell the story of the Little Red Hen. To draw and label the life cycle of a butterfly. To create a healthy menu for the hungry caterpillar. To write a sentence to describe their car, 'My car can…'	To write a letter to the king. To write a poster about sun safety. To draw and label a sea creature. To write about what I can see in the polluted ocean. To write a poster about the importance of recycling. To draw and label a map to find the missing treasure.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing Club	**Writing outcomes –** CVC words Tricky words Grammer - Correct letter formation Book – The Colour Monster Goes to School **Vocabulary – worry, nervous, excited, kind, gentle, rules** Traditional Tale – Little Red Riding Hood **Vocabulary – rescued, terrified, disguised, forest, features** Cartoon – Postman Pat – Series 1 (1981 – 1982) **Vocabulary – stormy, grateful, collapsed, anxious** Book – Maisy Goes for an Eye Test **Vocabulary - vision, blurry, brave, curious** Traditional Tale – Goldilocks and the Three Bears **Vocabulary - piping hot, broken, delicious, guzzle** Cartoon – Funnybones – The Pet Shop **Vocabulary - frustrated, bones, spooky, delighted** Book – Christopher Pumpkin	**Writing outcomes –** CVC words CCVC words CVCC words Tricky words Phrases (3 words) To write a simple dictated sentence Grammer - Finger spaces Correct letter formation Book – We're going on a bear hunt. **Vocabulary – Wandering, Joyful, Obstacle, Courageous, Tiptoe, Panic, Flee, Hide** Traditional Tale – The Enormous Turnip **Vocabulary - resistance, struggle, famished, emerging, forceful, beckon, colossal, victorious** Cartoon – Wacky Races **Vocabulary – Accelerate, Braking, Hazard, Steering, Chuckle, Demolish, Overtake, Transport.** Book - There's a Dinosaur in my Bathtub (in line with Teach Rex visit) **Vocabulary – enormous, crouch, camouflage, imagine, scrumptious, explore, entertaining, extinct** Book – Oh Christmas Tree **Vocabulary – Sparkle, Embarrassed, Glittering,**	**Writing outcomes –** CVC words CCVC words CVCC words Tricky words Labels and captions Phrases and simple sentences Read back their own work To write a simple dictated sentence Grammer – Finger spaces Correct letter formation Book – Charlie Crow in the Snow **Vocabulary - freezing, frosty, hibernate, lonely, adventure, friendship, kindness, explore** Book – Ridiculous! **Vocabulary - freezing, temperature, hibernate, willing, resilient, wonder, determined, frosty** Cartoon – Mr Benn - Zookeeper **Liberate, Capture, Habitat, Tearful, Protect, Shelter, Release, Forlorn** Book – The Great Race **Clamber, Champion, helpful, swooped, anxious, devious, rapid, astonished** Traditional Tale – The Three Little Pigs **Sturdy, flimsy, construct, taunting, obliterate, scarper, celebrate, exhale** Book – A Squash and a Squeeze	**Writing outcomes –** CVC words CCVC words CVCC words Tricky words Labels and captions Simple sentences Read back their own work To write a dictated sentence Grammer – Finger spaces Correct letter formation Traditional Tale – Cartoon – Pink Panther **Vocabulary - clumsy, splodge, comical, active, oblivious, reveal, furious, stamp** Traditional Tale – Hansel and Gretel **Vocabulary - confectionary, wicked, double, scary, cauldron, swish, piercing, innocent** Cartoon – The Magic Roundabout **Vocabulary - Drumming, shy, arrive, pacing, greeting, agitated, in a huff, racing** Book – Superworm **Vocabulary - zooming, superhuman, courageous heroic, calamity, wriggling, indestructible, transform** Traditional Tale – Jack and the Beanstalk	**Writing outcomes –** Continue to build on knowledge of letter sounds to build words in writing. To write a dictated sentence (6-7 words) Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Grammer – Finger spaces Correct letter formation Full stop Traditional Tale – The Little Red Hen Book – The Runaway Pea **Vocabulary - Rapid, astonishing, strength, enthusiastic, helpless, mysterious, desperate, incredible** Extended writing focus – Missing poster for the runaway pea The Little Red Hen **Selfish, greedy, unhelpful, lazy, determined, tasty, responsibility,** Cartoon - Molly Moo Cow and the Butterflies **escape, helpful, kind, courageous, grateful, honour, sneaking, capture**	**Writing outcomes –** To write a dictated sentence (7-8) words. Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. Grammer – Finger spaces Correct letter formation Full stop Book – What the Ladybird Heard on Holiday **cunning, plot, cooperate, discover, mischievous, busy, creeping** Extended writing focus – At the zoo I can see… Cartoon – Willo the Wisp (Raining cats and dogs) **thoughtful, surprised, wicked, grateful, astonished** Extended writing focus – to write a sentence to describe Willo the Wisp Traditional Tale – Chicken Licken **Royal, Smirking, Paraded, Hysterical, Crafty** Extended writing focus – A letter to the king Book – Tiddler

	Vocabulary – spooky, delightful, fright, disappointed, determined	**Shocking, Celebrate, Perfect, Persistent, Display** Cartoon – The Snowman (clip from imagination) **Vocabulary – Chilly, Flurry, Soaring, Exploration, Glinting, Silvery, Enchanting, Liquefying** Traditional Tale – The Gingerbread Man **Vocabulary – Enchanted, Conversation, Disappear, Rapid, Sly, Mischievous, Surprised, Magical**	**Spacious, confused, intelligent, content** Cartoon – Button Moon **Delicious, Glistening, Commotion, Organised, Delayed, Inquisitive, Curiosity, Delightful** Book – The First Hippo on the Moon **astonished, starry, atmosphere, accomplished, mysterious, imagination, determined, competitive**	**Vocabulary - clambering, booming, descending, glittering, ginormous, shocking, slinking, chopping**	Extended writing focus – Writing a card to thank Molly Moo. Traditional Tale – The Three Billy Goats Gruff **Vocabulary - luscious, triple, creaky, fearless, gruesome, cunning, determined** Extended writing focus – Story strip –to use simple sentences to retell the story of The Three Billy Goats Gruff	**Imagination, tale, late, adventure, confident, discover, brave** Extended writing focus – To write a postcard Cartoon – Poddington Peas – vegetable show **suspense, competition, nervous, vote, mischievous, supportive**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	To count objects, actions, and sounds. To subitise up to 3. To math, sort and compare numbers. To compare size, mass and capacity – links to mixing potions. (Halloween) To explore pattern – making it simple. To explore composition of numbers to 5. To represent numbers 1, 2, and 3. To compare numbers 1, 2, and 3. To develop number formation for numbers 1, 2, and 3. To recognise circles and triangles – links to street signs (Local Environment) To develop an understanding of positional language. *Ongoing throughout the year:* *Link the number symbol with its cardinal number value.* *Count beyond ten, compare numbers.* *Understand the 'one more/one less than'*	To explore the composition of numbers to 5. To subitise up to 5. To begin to automatically recall number bonds 0-5. To represent numbers 1, 2, 3, 4, and 5. To compare numbers 1, 2, 3. 4, and 5. To show an understanding of composition of numbers up to 5. To develop number formation of numbers 1, 2, 3, 4, and 5. To know and show one more/one less up to 5. To name and describe 2d shapes, including circle, triangle, square and rectangle.	To explore the composition of numbers to 10. To confidently subitise to 5 and beyond. To automatically recall number bonds to 0-5. To link the number symbol with its cardinal number value (0-5) To compare numbers to 5. To show an understanding of composition of 5. To understand that 'one more/one less than' relati0onship between consecutive numbers. To compare, sort and measure objects according to their height and length. (Links to animals around the world) To name and describe 2d shapes, including circle, triangle, square, rectangle, hexagon and pentagon. To describe patterns, e.g. zig zag, spotty, stripy. (Links to animals around the world) To create a repeating ABAB pattern. (snakes) To continue a repeating ABAB pattern.	To explore the composition of numbers to 10. To confidently subitise to 5 and beyond. To automatically recall number bonds to 5. To begin to show an awareness of number bonds to 10 (using resources, e.g. tens frames, Numicon) To link the number symbol with its cardinal number value (4-6) To explore numbers 7, 8, 9 To combine 2 groups together to find the total. To name and describe 3d shapes, cube, cuboid, sphere, cone. To select, rotate and manipulate shapes to develop spatial reasoning skills. To compose and decompose shapes so that children recognise a shape can have other shapes within it., just as numbers can. To create a repeating pattern (ABB) (ABC) To continue a repeating pattern (ABB) (ABC)	To explore the composition of numbers beyond 10. To subitise. To automatically recall numbers of bonds to 5 and some to 10. To link the number symbol with its cardinal number value (5-7) To count, sort, match, compare and order numbers to 10. To develop spatial reasoning. To name and describe 3d shapes and their properties. To match, rotate and manipulate shapes. To create a repeating pattern (ABB) (ABC) To continue a repeating pattern (ABB) (ABC)	To explore the composition of numbers beyond 10. To confidently subitise. To automatically recall number bonds to 5 and some to 10. To link the number symbol with its cardinal number value (7-10). To add 2 numbers together. To solve problems taking away. To show an awareness of doubling and having. To solve problems involving doubling and halving. To show an awareness of even and odd numbers. To solve problems involving even and odd numbers. To verbally count beyond 20, recognising the pattern of the counting system.

	relationship between consecutive numbers.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Talk about members of their immediate family. Name and describe people who are familiar to them. Talk about people within the community such as, shop staff and nurses. Comment on images from the past, e.g. baby photos. Draw information from a simple map, such as, our local environment. Draw attention to our immediate environment, such as signs and buildings. To understand people, celebrate different celebrations – e.g. Diwali To understand and know ways people celebrate Diwali To describe what is inside a pumpkin. To know that a pumpkin grows from a seed.	Explore the natural world around them, comment on what they can see, hear and feel when looking for signs of Autumn. To understand why Bonfire night is celebrated. Compare and comment on images of transport from the past. Recognise some environments are different, for example, comparing hot and cold counties. To recognise similarities and differences between life in this country and life in other countries. Observe and interact with natural processes such as ice melting. Comment on images and artifacts from the past, for example, dinosaurs. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community, for example the Church is special to Christians and temple is special to Hindus.	Explore the natural world around them, comment on what they can see, hear and feel when looking for signs of Winter. Observe and comment on natural processes, such as, ice melting. Use relevant and specific vocabulary to describe contrasting locations. Describe and compare animals from around the world. Describe animals found on a farm and animal product. Compare environments such as the town and countryside. Know how to care for the environment and all living things. Compare animal habitats, for example, nocturnal animals. To know that we live on planet Earth. Compare differences between planets (appearance). Know that we can travel to space in a rocket. Explore the festival of Chinese New Year. Recognise that people have different beliefs and celebrate special times in different ways.	Explore the world around them, observe and interact with natural processes, such as floating and sinking. (Gingerbread man) Use vocabulary to name specific features of the world, both natural and made by people, e.g. bridges. (Billy Goats Gruff) Discuss what a bean seed needs to grow. Plant a bean seed. Explore the natural world around them, comment on what they can see, hear and feel when looking for signs of Spring. Name, describe and compare different minibeasts and where they can be found. To know how to care for all living things and pants. Understand important processes and changes in the natural environment, including life cycle of a frog. Recognise and discuss that people have different beliefs and celebrate special times in different ways. (Easter)	Explore the natural world around them, comment on what they can see, hear and feel when looking for signs of Summer. After close observation, draw pictures of the natural world, including plants. Observe and interact with natural processes, such as light travelling through transparent material and an object casting a shadow. Name and describe different animals, focus on growing and mini-beasts (life cycle of a butterfly). Understand the key features of the life cycle of a plant or animal. Comment on images of familiar situations from the past. Make comparisons, talk about what is the same/different. Frequently share texts, images, and tell oral stories that help children begin to develop and understanding of the past and present.	Name and describe people who are familiar to them. Name and describe people in the Royal Family. Show images of familiar situations in the past, (links to Royal Family) Name and describe sea creatures. Talk about the importance of recycling. To talk about how recycling can help our environment. Talk about ways to keep our environment and oceans clean. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Compare and contrast images of boats from the past and present. Compare and contrast characters from stories – in addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Use appropriate colours to paint recognisable pictures, e.g. badger/family Sing a long to well known nursery rhymes and songs, e.g. head, shoulders, knees and toes Perform a poem/song to an audience (open house) Select and use appropriate materials to collage a paper face Take on different roles during their play, e.g. doctor, nurse To use paint, pens and glitter to create Rangoli patterns. To use their imagination to create a magic potion, adding different textures, media and colour. To show an awareness of colour mixing – to talk about the new colours they create To use paint and glitter to decorate pumpkins.	To use different media, techniques and materials to create firework pictures. (Links to bonfire night) To explore colour mixing. To investigate which two colours mix to make orange. To use a dip, lift, press technique to create an Autumn tree painting. To select and use appropriate colours to paint a picture of a car from the past. Explore African Dancing – Following a routine. To work collaboratively to create Christmas decorations. To watch and talk about KS1 Christmas performance. To act out the story of the Nativity using appropriate costumes and props. To learn and recite a range of Christmas songs and poems. To perform a range of Christmas songs and poems to an audience. (Christmas Sing-A-Long)	Explore colour mixing to create different shades of blue to paint a wintery scene. To select appropriate colours to paint a large-scale giraffe. To use appropriate media and materials to make a junk modelled penguin using toilet tubes. To Farm countryside painting – adding mixing shades. To create collaboratively, sharing ideas, resources and skills to create a large-scale countryside painting/collage. To develop a storyline in their play – using their imagination to travel to space. To use chalk to create a picture of space – smudging and blending techniques. To construct with large construction and loose parts to build a rocket – problem solve and negotiate problems with others. To watch and talk about the Chinese New Year festival, parades. To use appropriate props and costumes to act out the Chinese New Year festival, celebration. (Costumes added to home corner) To select and use appropriate materials and media to create a Chinese dragon mask and lantern. (Joining materials, such as how to use tape and different sorts of glue)	Explore using chalk and different techniques such as blending and smudging to create a space picture. To manipulate model magic and add different materials to create an alien. To use toilet tubes and materials to create a rocket. Work together to develop and realise creative ideas to construct a rocket/spaceship. To join in singing and actions to nursery rhymes. To use costumes and props to act out familiar stories, e.g. traditional tales. To use colour mixing techniques to create a spring painting. Use model magic, media and materials to create a mini beast. Encourage children to notice features in the natural world. Help them to define colours, shapes, textures and smells. Use junk modelling and different techniques for joining materials, such as how to use adhesive tape and different sorts of glue to build a bug hotel. To use appropriate colours to paint the life cycle of a frog.	To paint a symmetrical butterfly using fold and press technique. To use collage and materials (pasta) to represent the life cycle of a butterfly. To know the artist Vincent Van Gough. To mix different shades of orange and yellow to create a painting of sunflowers in the style of Van Gough. To know the artist Arcimboldo. To create a picture of a face inspired by the artist Arcimboldo.	Use pastels to create a portrait of the King. Explore different kinds of music from across the globe, including traditional and folk music from Britain. To explore mixing different of blue to paint the ocean. To select and use appropriate colours to paint the sea creatures. To use musical instruments to play different rhythms. To manipulate and use model magic to create sea creatures – to add other materials and media to add detail. To use junk modelling to create a kite, encourage different techniques for joining materials, e.g. adhesive tape, glue, elastic bands. To make a musical instrument using a plastic bottle and then explore create different sounds. To make props and develop storylines in their play. To make props – pirates