| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Theme** | **All about me** | **The Great Outdoors** | **Our Amazing world (Explorers)** | **Space** | **Amazing Creatures (Prehistoric)** | **The Deep** |
| **Linked concepts** | Linked to society and Community: Builds an understanding of sense of place, local community and family | Links to Britain and its values: Builds an understanding that people have different beliefs and celebrate differently. That there are a range of different environments that are important. | Links to adaptability: Builds an understanding of how people adapt to different weathers and environments and how people overcome adversity. | Links to Equality: Builds an understanding of people who help us, jobs and stereotypes. | Links to critical thinking: Builds an understanding of questioning and curiosity about the world around them. | Links to respecting our planet: Builds an understanding of sustainability and caring for the environment. |
| **Focus topics** | Ourselves<br><br>Family - Similarities and differences<br><br>Being kind<br><br>People who help us - Farmers | Autumn (seasonal change)<br><br>Where I live? Homes<br><br>Christmas<br><br>Diwali<br><br>Bonfire night | Winter (seasonal change)<br><br>**Year A**- Antarctica/Arctic Ernest Shackleton<br><br>Contrasting locality (Egypt)<br><br>**Year B-** Nepal/Mount Everest Tenzing Norgay<br><br>Contrasting locality (Africa) | Spring (seasonal change)<br><br>Rockets<br><br>Sun, moon and stars<br><br>Light and dark<br><br>Aliens | Dinosaurs-land, air and sea<br><br>Insects<br><br>Lifecycles<br>**Year A:** Butterfly<br>**Year B:** Frogs | Summer (seasonal change)<br><br>On the sea<br>**Year A:** Great Yarmouth<br>By the river<br>**Year B:** Moats<br><br>Water safety<br><br>Creatures of the deep |

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| | | | Customs around the world | | | |
| **'Wow' moments/key events** | Baseline Wellcomm<br><br>Drama tots visit<br><br>Harvest | Nativity<br><br>Local walk<br><br>Remembrance Day | Wellcomm<br><br>Chinese New Year<br><br>Food tasting around the world. (China)<br><br>Pancake Day | Easter<br><br>Mother's Day<br><br>World Book Day<br><br>Visit to a church | Wellcomm<br><br>Lifecycles<br><br>St George's Day | Transition<br><br>Educational visit to<br>**Year A:** the beach/ sea life centre<br>**Year B:** Castle |
| **Key texts** | **Talk for Writing:**<br>**Year A:**<br>A1: Little Red Hen Traditional tale<br>A2: Three little pigs Traditional tale<br>**Year B**:<br>A1: Farmer Duck by Martin Waddell<br>A2: Dear Santa by Rod Campbell | | **Talk for writing:**<br>**Year A:**<br>A1: Polar Bear Polar Bear by Eric Carle<br>A2: How to catch a star by Oliver Jeffers<br>**Year B**:<br>A1: Handa's Surprise by Eileen Browne<br>A2: Whatever Next! By Jill Murphy | | **Talk for Writing:**<br>**Year A:**<br>A1: The Very Hungry Caterpillar by Eric Carle<br>A2:<br>**Year B**:<br>A1: Gigantosaurus by Jonny Duddle<br>A2: The Storm Whale by Benji Davies | |
| | **Key Texts:**<br>**Year A-**<br>You Choose- Nick Sharratt<br><br>The colour monster by Anna Llenas | **Key Texts:**<br>**Year A**<br>A lonely planet Kids- A place called home by Kate Baker<br><br>Little People series - Zaha Hadid | **Key Texts:**<br>**Year A**<br>Lost and Found by Oliver Jeffers<br><br>Little People series - Ernest Shackleton | **Key Texts:**<br>**Year A**<br>You Choose: Space - Nick Sharratt<br><br>Aliens love underpants by Claire Freedman | **Key Texts:**<br>**Year A**<br>How to grow a dinosaur by Caryl Hart<br><br>Ten terrible dinosaurs by Paul Strickland | **Key Texts:**<br>**Year A**<br>The Ugly Duckling Traditional tale<br><br>Sharing a shell by Julia Donaldson |

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| | Rainbow Fish by Marcus Pfister<br>We're going on a leaf hunt by Steve Metzger<br><br>Elmer by David McKee<br><br>Mog and The Vee EE Tee by Judith Kerr<br><br>**Year B**<br>Colour monster by Anna Llenas<br><br>This is our house by Michael Rosen<br><br>People need people by Benjamin Zephaniah<br><br>It's ok to be different by Tod Parr | Stickman by Julia Donaldson<br><br>The 3 little pigs - Traditional tale<br><br>Binnys Diwali by Thrity Umrigar<br><br>The Jolly Christmas postman<br><br>**Year B**<br>The House that Jack Built by Diana Mayo<br><br>Funny bones by Allan Ahlberg<br><br>Owl babies by Martin Waddell<br><br>Peace at last by Jill Murphy<br><br>Ferdie and the Falling leaves by Julia Rawlinson | The Lights that Dance in the Night by Yuval Zommer<br><br>The Emperor's Egg - Jane Chapman<br><br>One winter's night by Claire Freedman<br><br>**Year B**<br>Little people series - Tenzing Norgay<br><br>We're going on a lion Hunt by David Axtell<br><br>We all went on safari- A counting journey through Tanzania by Laurie Krebbs<br><br>Winter (signs of the seasons) by Paul Humphry | Zoe and Beans- Pants on the Moon by Chloe and Mick Inkpen<br><br>Bringing down the moon by Jonathan Emmett<br><br>See inside space by Katie Daynes<br><br>Katie and the starry night by James Mayhew<br><br>And then it's Spring by Julie Fogliano<br><br>**Year B**<br>The darkest dark by Chris Hadfield<br><br>The Way back home by Oliver Jeffers<br><br>Q Pootle 5 by Nick Butterworth | Dinosaur poems by Paul Cookson<br><br>Sam's sandwich by David Pelham<br><br>My butterfly bouquet by Nicola Davies<br><br>Little people series - Mary Anning<br><br>**Year B**<br>Dinosaur Roar by Henrietta Strickland<br><br>Dinosaur Bones By Bob Barner<br><br>Dinosaurs Galore by Giles Andreae<br><br>The very lonely firefly by Eric Carle<br><br>Head to the pond to find out what | Commotion in the Ocean by Giles Andreae<br><br>The lighthouse keeper's lunch by Rhonda Armitage<br><br>The ocean home poem twinkl<br><br>Summer by Gerda Muller<br><br>**Year B**<br>The Gingerbread man Traditional tale<br><br>The Three Billy Goats Gruff Traditional tale<br><br>The princess and the wizard by Julia Donaldson<br><br>Whale gets stuck by Charles Fuge |

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| | The five senses by Nuria Roca<br><br>Leaf Man by Lois Ehlert | The Nativity | A is for Africa by Ifeoma Onyefulu<br><br>C is for China by Sungwan So | The King who banned the dark by Emily Haworth-Booth<br><br>Space poems by Gaby Morgan<br><br>Spring by Gerda Muller | lives and grows there in our Originals First<br><br>Mad about minibeasts by Giles Andreae | Pirate Pete - The Children's Poetry Archive<br><br>Summer (signs of the seasons) by Paul Humphrey |
| **Key vocabulary** | Emotion words e.g angry, unhappy, frightened, cheerful, confused<br>similar different<br>Skeleton<br>senses | Season<br>Autumn<br>hibernation<br>Architect<br>Celebration<br>Nativity<br>Diwali | Season<br>Winter<br>Explorer<br>Resilient<br>Persevere<br>Similar different<br>Country<br>Customs<br>**Year A**<br>Polar<br>**Year B**<br>mountains | Season<br>Spring<br>Space<br>Moon, earth, stars<br>Aliens<br>astronaut | Prehistoric<br>Carnivore<br>herbivore<br>Omnivore<br>Habitats<br>**Year A**<br>Life cycle<br>Metamorphosis<br>Chrysalis<br>**Year B**<br>Life cycle<br>frogspawn<br>Tadpole Froglet<br>metamorphosis | Season<br>Summer<br>Beach coast sea<br>waves<br>Riverbank mouth<br>flow<br>Moat defence<br>well |
| **Literacy-Comprehension** | **Range 5**<br>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups<br>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories<br>• Begins to be aware of the way stories are structured, and to tell own stories | | | | | |

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| | • Talks about events and principal characters in stories and suggests how the story might end<br>• *Beginning to understand how and why questions.*<br>**Range 6**<br>• Enjoys an increasing range of print and digital books, both fiction and non-fiction<br>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading<br>• Describes main story settings, events and principal characters in increasing detail<br>• Re-enacts and reinvents stories they have heard in their play<br>• Knows that information can be retrieved from books, computers and mobile digital devices<br>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves<br><br>• *Beginning to understand humour eg nonsense rhymes and jokes.*<br>• *Able to follow a story without pictures or prompts.*<br>• *Listens and responds to ideas expressed by others in conversation or discussion.*<br>• *Understands questions such as who, why, when, where, how.* | | | | | |
| **Literacy – Word Reading** | **Nursery** -<br>No sounds taught in Autumn 1<br>Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.<br><br>**Reception** – Little Wandle - Autumn 1 – | **Nursery**<br>Tuning into sounds - s, a, t, p, i, n.<br>Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.<br><br>**Reception** – Little Wandle – Autumn 2 – Phase 2 and 3 Graphemes – ff, ll, | **Nursery**<br>Tuning into sounds –m, d, o, g, c, k.<br>Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.<br><br>**Reception** – Little Wandle – Spring 1 – Phase 3 Graphemes - ai, ee, igh, oa, oo, oo, | **Nursery**<br>Tuning into sounds – e, u, r, h, b, f.<br>Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.<br><br>**Reception** – Little Wandle – Spring 2 – Phase 3 Graphemes – Review all phase 3 | **Nursery**<br>Tuning into sounds – l, j, v, w, y, z, qu.<br>Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.<br><br>**Reception** – Little Wandle – Summer 1 – Phase 4 - Words with | **Nursery**<br>Tuning into sounds – ch, ck, x, sh, th, ng, nk, th<br>Rhyme time – listening, syllables, rhyming, alliteration and sound knowledge.<br><br>**Reception** – Little Wandle – Summer 2 – Phase 4 – Words with |

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| | Phase 2<br>Graphemes s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l<br>Tricky words – is, I, the | ss, j, v, w, x, y, z, zz, qu, words with s at the end, ch, sh, th, ng, nk<br>Tricky Words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be | ar, or, ur, ow, oi, ear, air, er, words with double letters and longer words.<br>Tricky Words – was, you, they, my, by, all, are, sure, pure | graphemes, longer words, words with double letters, words with two or more digraphs, words ending in –ing, compound words, longer words, words ending in –s, words with –es at end.<br>Tricky words – Review all taught so far. Secure spelling of tricky words. | adjacent consonants including cvcc, ccvc, ccvcc, cccvc, cccvc. Longer words, compound words, root words ending in –ing, -ed, and est.<br>Tricky Words – said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today. | adjacent consonants and long vowel sounds including - cvcc, ccvc, ccvcc, cccvc, cccvc. Words ending in –s, es, longer words, root words ending in –ing, -ed, and est.<br>Tricky words – Review all words taught so far. Secure spelling. |
| **Literacy - Writing** | **Handwriting**<br>There is a clearly sequenced progression in handwriting and is developmentally appropriate to the individual child. Letter formation will be taught in discrete lessons as well as introduced when the phonic sound is being taught. Gross and fine motor skills are developed first so that children can control their movements, and their proprioception skills have developed. The patterns of letters will be taught large scale using various mark making tools first so that children's cognitive overload is less. The writing framework is used as a guide and teaching of writing is based on research | | | | | |

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| | **Nursery**<br>To build muscle memory needed for forming letters.<br>To strengthen core and upper body muscles<br>To strengthen hand and finger muscles and dexterity<br>To use different tools to mark make on a large scale<br>Forms simple shapes (circle, line, cross)<br>Imitates simple patterns when modelled<br>Shows improved hand eye coordination<br>To begin to assign meaning to some of the marks they make | | **Nursery**<br>To build muscle memory needed for forming letters.<br>To strengthen core and upper body muscles<br>To strengthen hand and finger muscles and dexterity<br>To use different tools to mark make on a large scale<br>Uses more controlled movements<br>Begins to assign meaning to marks<br>Draws circles and crosses with increasing accuracy<br>To assign meaning to the marks they make | | **Nursery**<br>To build muscle memory needed for forming letters.<br>To strengthen core and upper body muscles<br>To strengthen hand and finger muscles and dexterity<br>To use different tools to mark make on different scales<br>Copies simple shapes confidently<br>Shows readiness for more complex forms<br>Beins to control directionality (top to bottom, left to right)<br>To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. | |
| | **Reception**<br>Gives meaning to their drawings and paintings<br>Starts to develop phonic knowledge by linking sounds to letters, | **Reception**<br>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology | **Reception**<br>Developing the ability to segment the sounds in words and blend them together, using the sounds taught. | **Reception**<br>Continues to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics | **Reception**<br>Continues to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics | **Reception**<br>ELG: Writing<br>Children at the expected level of development will:<br>- Write recognisable letters, most of which are |

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| | naming and sounding the letters taught in phonics<br><br>Large scale letter formation patterns using variety of mark making tools<br><br>Recognise their name and the shape of the letters. | Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together, using the sounds taught.<br><br>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics | Continues to develop phonic knowledge by linking sounds to letters, naming and sounding the letters taught in phonics<br><br>To write simple phonetically plausible words.<br><br>To write simple phrases such as 'The red bus.'<br><br>Learn to spell I to<br><br>Letter formation | Start to write simple sentences and phrases and begin to use full stops and finger spaces.<br><br>Letter formation | To write sentences that can be read by others.<br><br>Letter formation | correctly formed;<br>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;<br>- Write simple phrases and sentences that can be read by others. |
| **Maths** | **Continuous Provision**<br>Daily routine - Days, date, weather, months, seasons, birthdays, special occasions. Counting children attending. Timetables. | | | | | |
| **Maths White Rose Maths.** | Baseline Assessment<br>**Units covered Nursery**<br>Colours<br>Match | **Units covered Nursery**<br>Number 1<br>Number 2<br>Pattern | **Units covered Nursery**<br>Number 3<br>Number 4<br>Number 5 | **Units covered Nursery**<br>Number 6<br>Height and length<br>Mass<br>Capacity | **Units covered Nursery**<br>Sequencing<br>Positional language | **Units covered Nursery**<br>Number composition<br>What comes after? |

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| | Sort<br><br>**Units covered Reception**<br>Match, sort and compare<br>Talk about measures and patterns | **Units covered Reception**<br>It's me 1,2,3<br>Circles and triangles<br>1,2,3,4,5<br>Shapes with 4 sides | **Units covered Reception**<br>Alive in 5<br>Mass and capacity<br>Growing 6,7,8<br>Length, height and time | **Units covered Reception**<br>Length, height and time<br>Building 9 and 10<br>Explore 3D shapes | More than/fewer than<br>Shape 2D<br>Shape 3D<br><br>**Units covered Reception**<br>To 20 and beyond<br>How many more?<br>Manipulate, compose and decompose<br>Sharing and grouping | What comes before?<br>Numbers to 5<br><br>**Units covered Reception**<br>Sharing and grouping<br>Visualise, build and map<br>Make connections<br>Consolidation |
| **Communication and Language** | Communication and Language is developed throughout the year through high-quality speaking and listening interactions, whole class and small group discussions, RSHE sessions, story sessions, singing, and speech and language interventions. Individual speech and language assessments carried out where required. | | | | | |

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| | Understand how to listen carefully and why listening is important<br><br>Develop social phrases e.g good morning<br><br>Use Makaton to sign good morning and good afternoon.<br><br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words<br><br>Harvest Songs | Links to festivals, children's experiences, talking about shared experiences.<br><br>Develop social phrases<br><br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words<br><br>Christmas songs<br><br>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new | Links to festivals, children's experiences, talking about shared experiences.<br><br>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics<br><br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words<br><br>Ask questions to find out more and | Links to festivals, children's experiences, talking about shared experiences.<br><br>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics<br><br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words<br><br>Ask questions to find out more and to check they | Links to festivals, children's experiences, talking about shared experiences.<br><br>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics<br><br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words | Links to children's experiences, talking about shared experiences.<br><br>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics<br><br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words<br><br>Ask questions to find out more and to check they understand what |

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| | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words linked to our topics<br><br>Ask questions to find out more and to check they understand what has been said to them.<br><br>Who? Where? When? | words linked to our topics<br><br>Ask questions to find out more and to check they understand what has been said to them.<br><br>Who? Where? When?<br><br>Nativity Songs | to check they understand what has been said to them.<br><br>Why? | understand what has been said to them.<br><br>How do you know? | Ask questions to find out more and to check they understand what has been said to them. | has been said to them. |
| **Physical Development** | **Gross (Dance and Gymnastics)** Chooses to move in a range of ways, moving freely and with | **Gross (Gymnastics)** Jumps off an object and lands appropriately using hands, arms and body to | **Gross (Invasion Games)** Chooses to move in a range of ways, moving freely and with confidence making changes to | **Gross (Ball Skills)** Negotiates space successfully when playing racing and chasing games with other children, adjusting | **Gross (Sports Day practice)** Jumps off an object and lands appropriately using hands, arms and body to | **Gross (Ball skills- throwing and catching, partner and team games)** Sports day- athletic style activities- position |

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| | confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping<br><br>Travels with confidence and skill around, under, over and through balancing and climbing equipment | stabilise and balance<br><br>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles ·<br><br>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk | body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping<br><br>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk<br><br>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | speed or changing direction to avoid obstacles<br><br>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it<br><br>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk | stabilise and balance<br><br>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | and direction, accurate aiming to a target, races<br><br>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles<br><br>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it |
| | **Fine** | | | | | |

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<tr><td></td><td colspan="6">Fine motor skills are assessed termly and activities are planned to match the child's level of development. Activities are provided daily matched to the child's need but fine motor skills are also incorporated through the continuous provision and enhancements. It is also linked to the development of writing through Reception.</td></tr>
<tr><td rowspan="3">Personal, Social and emotional development</td><td colspan="6">Self-Regulation: Children at the expected level of development will:<br>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</td></tr>
<tr><td>Zones of Regulation<br>Express their feelings and consider the feelings of others<br><br>See themselves as a valuable individual.</td><td>Zones of Regulation<br>Identify and moderate their own feelings socially and emotionally<br><br>Follow 2-part instructions focus</td><td>Zones of Regulation<br>Develop strategies to help regulate behaviour (Zones of regulation)</td><td>Follow 3-part instructions focus</td><td>Whole class games that involve waiting and controlling immediate impulses.<br>Simon say<br>Duck Duck Goose<br>Musical Statues</td><td>Follow instructions involving several ideas or actions</td></tr>
<tr><td colspan="6">Managing Self: Children at the expected level of development will:<br>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>• Explain the reasons for rules, know right from wrong and try to behave accordingly.<br>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</td></tr>
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| | Personal hygiene<br>Know and talk about the different factors that support their overall health and wellbeing:<br>• regular physical activity<br>• healthy eating<br>•toothbrushing | Know and talk about the different factors that support their overall health and wellbeing:<br>• being a safe pedestrian<br>• Rules and expectations | Understand that we need to show resilience and perseverance in the face of challenge (explorers) | | Be confident to try new activities (sports day)<br><br>Know and talk about the different factors that support their overall health and wellbeing. • e.g. sensible amounts of 'screen time' (inventions) | Understand why rules are in place. |
| | **Building Relationships:** Children at the expected level of development will:<br>• Work and play cooperatively and take turns with others.<br>• Form positive attachments to adults and friendships with peers.<br>• Show sensitivity to their own and to others' needs. | | | | | |
| | Build constructive and respectful relationships. | | To be able to work together (explorers)<br><br>Handa's surprise<br>Think about the perspectives of others. | | | |
| **The World** | **Past and present**<br>Show interest in the lives of people who are | Enjoy joining in with family customs and routines. | To talk about an explorer from the past<br>Who were they?<br>What did they do? | To be able to talk about people who have been into Space or landed on the moon. | To understand that dinosaurs lived a long time ago. | To identify how beach holidays have changed over time. |

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| | familiar with them.<br>Talk about members of their immediate family and community. | Comment on images of familiar situations in the past. (Christmas in the past) | When did they live?<br>What skills did they show?<br>To recognise that that things happened before they were born. | Ogden science – Look up!<br><br>Ogden science – Astro girl | | To use photos and videos to identify changes. |
| **People, Culture and Communities** | Know that other children do not always enjoy the same things, and are sensitive to this | To describe their own local area and where they live.<br>To draw simple maps/ representations of their house or school.<br>To understand that people have different celebrations | To recognise that there are other countries and communities in the world.<br>To recognise similarities and differences between the countries.<br>Recognise some similarities and differences between life in this country and life in other countries. (Africa) | | | To describe contrasting areas.<br>To draw maps to represent familiar places in stories.<br>To read stories from different cultures |

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| **The Natural World** | **Year A** - Ogden trust - Elmer the elephant<br><br>**Year B** – To talk about ways that farmers help us. | To identify the changes around them in Autumn.<br><br>Describe what they see, hear and feel whilst outside<br><br>**Year B** - Ogden Trust Science – Peace at last | To identify the changes around them in Winter.<br><br>To identify features of the environments.<br><br>To understand how things melt<br><br>**Year B** - Ogden trust – The wheels on the Tuk Tuk | To identify the changes around them in Spring.<br><br>To observe and interact with natural processes, such as light travelling through transparent material or an object casting a shadow<br><br>To understand that space is all around them.<br>To understand that in Space there are the stars, the moon and the sun. | To identify that animals live in different habitats (homes)<br><br>To understand the changes that frog/butterfly goes through and use the term lifecycle.<br>To understand that living things have different diets. | To identify the changes around them in Summer.<br><br>To use geographical vocabulary to describe features.<br><br>To understand how things melt |
| **Expressive Arts and Design** | **Creating with Materials:**<br>To show different emotions in their drawings | Create collaboratively, sharing ideas, resources and skills.<br>(Building homes,) | Landscapes<br>To learn how to mix 2 primary colours to make new colour- Nursery | Create collaboratively, sharing ideas, resources and skills<br>To join different materials | To use different techniques and media creatively to represent own ideas | To use paint mixing techniques to create own seascape/river scene<br>(Ogden Science – My Ocean is blue) |

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| | and paintings- Nursery<br><br>To explore, use and refine a variety of artistic effects to express their ideas and feelings. – collage, paint, pens- Reception<br><br>To draw a face with increasing complexity and detail- Nursery<br><br>To observe features and add more refined details- Reception | To join different materials and explore different textures. (junk modelling) (Ogden Science – 3 Little Pigs) Year A<br><br>Year B – Ogden trust science The Three Billy Goats Gruff | To develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate- Reception | Year A (rockets) (Ogden Science – Astro girl)<br><br>Design and make their own parachute using a variety of media materials,<br>Year B (capsule landings) | To use clay to create own models | To look at works from famous artists and discuss Year A<br>**Hokusai – Great Wave off Kanagawa**<br><br>**Year B**<br>**The riverbank by Claude Monet** |
| | **Being Imaginative and Expressive:**<br>To respond to what they have heard, expressing | To respond to what they have heard, expressing their thoughts and feelings fireworks<br>**Nursery** | Listen attentively, move to and talk about music, expressing their feelings and responses. | Listen and respond to Fly me to the Moon by Frank Sinatra Babylon Zoo- Spaceman | To rehearse and perform dinosaur songs – Book: dinosaur roar<br><br>**Nursery** | To rehearse and sing sea shanties and songs<br><br>**Nursery**<br>Listen attentively, move to and talk |

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| | their thoughts and feelings<br><br>**Nursery**<br>Listen attentively, move to and talk about music, expressing their feelings and responses - Music and emotions.<br><br>To explore and engage in music making<br><br>**Reception**<br>Play instruments with increasing control to express their feelings and ideas. | Listen attentively, move to and talk about music, expressing their feelings and responses – fireworks<br><br>**Reception**<br>Learn songs and follow a melody - Christmas | Chinese new year and dragon dance.<br><br>**Nursery**<br>Listen attentively, move to and talk about music, expressing their feelings and responses - African/Egyptian music.<br><br>**Reception**<br>Explore and engage in dance performing solo or in groups following traditional dances from around the world | **Nursery**<br>Listen attentively, move to and talk about music, expressing their feelings and responses<br><br>**Reception**<br>Explore and engage in dance performing solo or in groups | Listen attentively, move to and talk about music, expressing their feelings and responses – Book: Animal Bop<br><br>**Reception**<br><br>Play instruments with increasing control to express their feelings and ideas. | about music, expressing their feelings and responses<br><br>**Reception**<br>Play instruments with increasing control to express their feelings and ideas. |

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| **Assessment** | Baseline<br>Nursery and Reception<br>Wellcomm<br>Little Wandle assessments | Data drop<br>Little Wandle assessments | Wellcomm<br>Little Wandle assessments | Data drop<br>Little Wandle assessments | Wellcomm<br>Little Wandle assessments | Data Drop<br>Little Wandle assessments<br>EYFS profile |