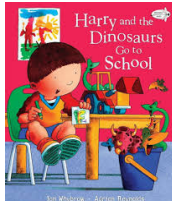
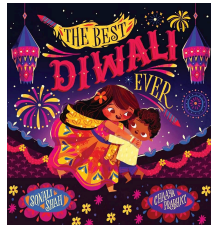
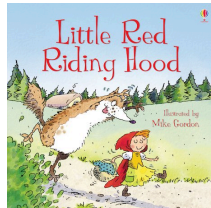
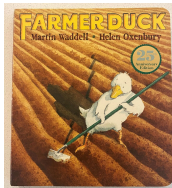
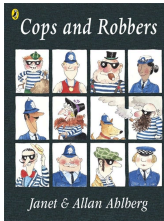
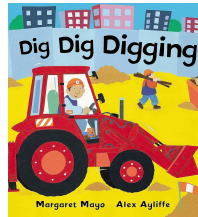
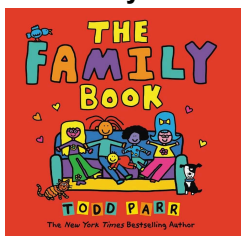
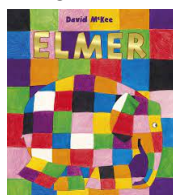
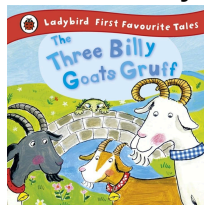
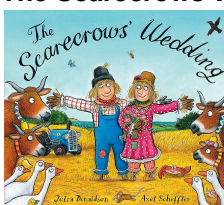
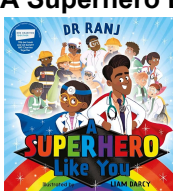
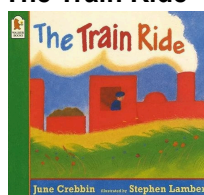
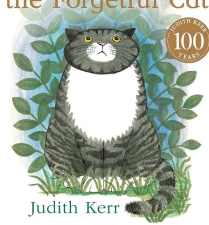
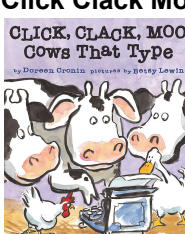
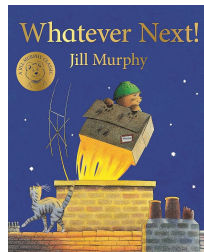
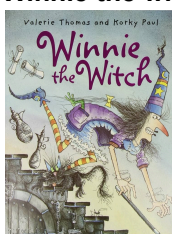
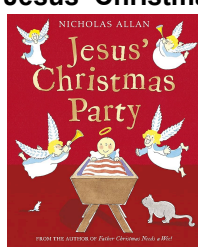


EYFS Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	All about me 8 weeks	Colour and light 7 weeks	Once upon a time 6 weeks	Down on the farm 6 weeks	Emergency! 5 weeks	Construction and transport 7 weeks	
Visits, visitors and experiences	Starting nursery Starting school	F2 visit to Royston Church	Starting nursery	EYFS visit to the farm Easter crafts stay & play	Starting nursery	Transitions	
FS1 and FS2	Harry and his Bucketful of Dinosaurs go to school 	The Best Diwali Ever (1 week) 	Little Red Riding Hood 	Farmer Duck 	Cops and Robbers 	Dig, Dig, Digging 	
	The Family Book 	Elmer 	The Three Billy Goats Gruff 	The Scarecrows Wedding 	A Superhero Like You 	The Train Ride 	
	Mog the Forgetful Cat 	The Colour Monster 	After the Fall 	Click Clack Moo 	Busy People series- Non-fiction 	Whatever Next 	
	Winnie the witch 	Jesus' Christmas Party 				Rhyme- Wheels on the bus Nursery additions and order- Aliens love underpants Goodnight Spaceman Whatever Next Mr Gumpy's Outing The Train ride Dig, dig digging Transitions	
Literacy - Reading Comprehension (Recall, retell and sequence)	FS1	To recognise familiar logos and labels within the environment. To learn a range of nursery rhymes. To talk about and retell a range of familiar stories To know that text has a meaning. To know that text is read from left	To recognise familiar logos and labels within the environment. To know that sounds are used to make up words. To identify the dominant sounds in words – focussing on sounds in their names. To learn a range of nursery rhymes.	To find and identify familiar letters, e.g. letters in their names. To know that each letter makes a sound – focussing on sounds in their names. To begin to explore initial sounds in familiar words. To learn a range of nursery rhymes.	To find and identify familiar letters, e.g. letters in their names. To know that each letter makes a sound – focussing on sounds in their names. To begin to explore initial sounds in familiar words. To play lots of games focusing on	To identify RWI set 1 sounds. To identify dominant sounds during oral blending games. To learn a range of nursery rhymes. To begin to make predictions about a story, sometimes supported by an adult with vocabulary. To join in with repetition within	To identify RWI set 1 sounds. To identify initial sounds and blend CVC words. To orally blend sounds in CVC words. To learn a range of nursery rhymes. To make predictions about a story using the relevant vocabulary with

Word Reading - Phase 1 Phonics Comprehensi on (Vocabulary)		to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	To talk about and retell a range of familiar stories. To learn that stories have a sequence; beginning, middle and end. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	To talk about and retell a range of familiar stories. To join in with repetition within stories and rhymes. To know that text is read from left to right and top to bottom in English. To be able to talk about different sequence of a story.	oral blending. To know that blending sounds makes words. To learn a range of nursery rhymes. To begin to make predictions about a story, sometimes supported by an adult with vocabulary. To join in with repetition within stories. To know that text is read from left to right and top to bottom in English. To be able to talk about the sequence of a story.	stories. To know that text is read from left to right and top to bottom in English. To be able to talk about the sequence of a story	independence. To join in with repetition within stories. To know that text is read from left to right and top to bottom in English. To engage in extended conversations about stories.
		Phonics - Phase 1 General Sound Discrimination: Environmental Sounds General Sound Discrimination: Instrumental Sounds	Phonics - Phase 1 General Sound Discrimination: Body Percussion Rhythm and Rhyme	Phonics - Phase 1 Rhythm and Rhyme Voice Sounds Initial Sounds and Alliteration	Phonics - Phase 1 Initial Sounds and Alliteration Oral Blending Oral Segmenting	RWI Introduce two sounds a week. Introduce writing sounds. Introduce individual readers	
	FS2	To listen to familiar stories and able to recall some facts. To know how to sequence familiar stories.	To listen to familiar stories and able to recall some facts. To know how to sequence familiar stories.	To listen to stories and is beginning to anticipate what may happen next. To recognise taught red words in text. -I, of, my, the, to, no, put, for, he	To listen to stories and is beginning to anticipate what may happen next. To recognise taught red words in text. -I, of, my, the, to, no, put, for, he	To use learnt words and phrases to discuss familiar stories or during role play. To recognise taught red words in text - the, your, said, you, my, I , he, are, of, no	To use learnt words and phrases to discuss familiar stories or during role play. To recognise taught red words in text -the, of, to, I, my, me, go, he,baby, said, are, you, your, he
		Phonics - RWI Read single-letter Set 1 sounds	Phonics- RWI Read all Set 1 sounds; blend sounds into words orally	Phonics- RWI Blend sounds to read words; read short Ditty stories	Phonics- RWI Read Red Storybooks	Phonics- RWI Read Green Storybooks; read some Set 2 sounds	Phonics- RWI Read Green or Purple Storybooks
Early Learning Goals		Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words					
Literacy - Writing Letter Formation Spelling Composition	FS1	To start making marks with a variety of materials, for example e.g. sticks in mud, flour, paint etc. To add marks to pictures and give meaning to them. To make marks to represent their name.	To write the first letter of my name.	Adults will consistently model correct letter formation.	To begin to form some letters correctly, e.g. first two letters in their name.	To write some letters of my name correctly.	To independently write my own name. To write learnt sounds supported. To begin to attempt writing CVC words, supported and using learnt sounds.
	FS2	To give meaning to the marks they make. To hear and record initial sounds of words. To write labels and simple phrases. To write learnt sounds (m a s d t i n p g o c k u b f e l h) To begin to write own name.	To apply taught phonics to write labels and simple phrases. To write all set 1 sounds (as Autumn 1 plus r j v y w z x sh th ch ng nk qu ff ss ll) To write own name. To write cvc words using taught sounds.	To apply taught phonics to write simple phrases and short sentences. To form all taught sounds correctly. To spell some familiar words.	To apply taught phonics to write simple phrases and short sentences.(Orally and count the words) To form all taught sounds correctly. To spell some familiar words.	To write a short sentence correctly demarcated. To apply learnt phonics to segment for writing. To write simple sentences.	To write a short sentence correctly demarcated. To apply learnt phonics to segment for writing. To write simple sentences independently.
Early Learning Goals		• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.					
Maths	FS1	Early mathematical experiences Pattern and early number	Addition and Subtraction Measure	Numbers within 6 Addition and subtraction within 6	Number patterns within 10 Doubling and halving - reasoning	Securing addition and subtraction facts	Money Measures

Early years maths curriculum map		Numbers within 3	Shape and sorting	Calendar and time	with fractions Shape and pattern	Number patterns within 10 Number patterns beyond 10	Exploration of pattern within number
	FS2	Early mathematical experiences Pattern and early number Numbers within 6	Addition and Subtraction Measure Shape and sorting	Numbers within 10 Addition and subtraction within 10 Calendar and time	Number patterns within 15 Doubling and halving Shape and pattern	Securing addition and subtraction facts Number patterns within 20 Number patterns beyond 20	Money Measures Exploration of pattern within number
Early Learning Goals		Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally					
Understanding of the World- Past and Present <i>Links to KS1- History</i> History Trust Specifications	FS1	To be aware of their own name and immediate family. To make self portraits. To know about family structures and be able to talk about who is part of their family.	To be able to identify similarities and differences between themselves and peers.	To make sense of their own life story and family history. To draw simple silhouettes and orally label basic body parts.	To be able to talk about their basic body parts and what the function is of each part. To draw simple silhouettes and orally label basic body parts.	To explore the different jobs that people in our families do. How do these people help us? To show an awareness of the emergency services and how they can help us.	To develop positive attitudes about the differences between people.
	FS2 Substantive Knowledge	The role of family members within their family unit There have been members of their family in the past The role of family members within family units that are different to theirs That I grow as time passes (using visual prompts) That families change over time Key facts about a significant character from the past e.g. Alma Thomas etc..)	The different types/scales of communities e.g. family, religious communities (locally and globally), school Some places are special to different members of the community There are different festivals celebrated by different members of the community That the 'past' means when time has already happened About a significant event from the past e.g. Remembrance Day	What the past is That time passes and moves on (i.e. days of the week, link to seasonal studies) Something comes before or after an event What happened yesterday/in the past Key facts about a significant character from the past e.g. Sir James Clark Ross, James Cook etc..) That some settings are from the past through traditional tales (castles etc..) That some stories are from the past (traditional tales) That some nursery rhymes are from the past (link to family)		The occupations of their family members The names and purposes of different occupations within their community (delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers)	
	FS2 Disciplinary Knowledge	Comment on images of familiar situations in the past (similarities, differences, identify features) Discuss pictures of their family Listen to what others say about their families/photographs of their families Discuss examples of families and communities from real life and from books Compare family units Name and describe people who are familiar to them	Comment on celebrations familiar/unfamiliar to them Identify key members of the community Ask questions or make comments about other people's families and communities	Order events of the day using prompt cards, pictures etc... Refer to a visual timetable Talk about things they have done at different points of the day/week Talk about and compare different clothing in stories from the past (little red riding hood etc...) Compare and contrast characters from stories, including figures from the past Compare and contrast characters	Identify occupations Identify relationships and connections between people within my family Identify relationships and connections between people within my community Talk about some of the similarities and differences of the past and the present		Describe differences in photos, footage etc... from the past and the present Explore and comment on items from the past (baby toys, older technology etc...) Talk about differences they observe in images from the past (transport, buildings etc..)

				from stories, including figures from the past			
	Vocabulary	change, grow, baby, chronological, past, present, old, young, Past/Present Family, Grandparent (Grandad, Grandmother), Mother, father (Mum, Dad), Aunt/Uncle/cousins Brother, sister, Sibling, Blended family, Step families, Photograph	past, present, old, new, artefact Community, Religion (Muslim, Christian, Hindu, Sikh), Mosque, Church, Gurdwara, Mandir, Eid, Christmas, Diwali Difference, Similarity	past, present history, event, memory, long ago, Old / new, Events, Before, After, Yesterday, Today, Tomorrow, Now, Next, Day, Week, Fiction, Non-fiction, Old/New, Character, Traditional, Setting, Nursery Rhyme, Storytelling	past, present, old, new, artefact Difference, Similarity	parents, siblings, sister, brother, grandparents, children, adults, help, responsibility, community, BC Police, fire service, doctor, nurse, Dentist, paramedic etc...	past, present, old, new, artefact, Difference, Similarity
	ELG	• (HISTORY) Talk about the lives of the people around them and their roles in society. • (HISTORY) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • (HISTORY) Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Understanding of the World- People and Communities <i>Links to KS1- Geography RE</i> Geography Trust specifications	FS1	To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. -Birthday timeline -Birthday celebrations	To know about who celebrates Christmas and what is its significance	To know who celebrates New Year and what its significance is. To know there are different countries in the world.	To know about who celebrates Easter and what is its significance.	To know that adults do a variety of jobs and that they are not all the same.	To learn about different modes of transportation and who operates them, how they travel to school, local area, holiday travel.
	FS2 Substantive Knowledge	My school is located in 'X' town/city/county/country (<i>as applicable</i>) My home is located in 'X' town/city/county/country (<i>as applicable</i>) My local community sits within a wider context <i>i.e. local counties, towns, cities etc</i> , I live in country called the United Kingdom	My community has a range of features <i>i.e. parks, doctors, places of worship, shops, places of significance etc</i> Countries have traditional foods which are prepared and eaten by some but not all people Countries have traditional clothing which are sometimes worn by some but not all people	A map is a two-dimensional visual representation of a three dimensional space A map is representing space from a bird's eye view The UK has changes to the landscape, plants and wildlife which occur due to the changes of the season Our planet is called the Earth- it is made up of land and sea The Earth is a sphere A globe is spherical map of the entire Earth that we can use to find countries on Earth The world is the Earth and all the people and things on it Two-dimensional maps are flat Countries have different climates <i>i.e. discussing hot and cold countries, the way people live as a result of the typical weather at certain times of the year in certain countries.</i>	I can experience place and space through my 5 senses I can compare place and space by talking about what's the same and what's different including a comparison between a more rural and urban environment (contrasting environment) There are many countries in our world Countries have different sizes Countries have different numbers of people who live there Countries have different animals and plants which grow there Countries have native languages	Places in my local community have people who help us <i>i.e. Doctors, Religious Leaders, Librarians, Firefighters etc</i> Places in the local community serve a range of purposes <i>i.e. A place to pray, a place to learn, a place to have fun, a place to help us etc</i>	I can compare place and space by talking about what's the same and what's different including a comparison between a more rural and urban environment (contrasting environment) An urban area has more people and is more built up, rural areas have more green spaces etc. A map is a two-dimensional visual representation of a three dimensional space A map is representing space from a bird's eye view
	FS2 Disciplinary Knowledge	Use google maps with adult support to locate places	Explain why a place (<i>i.e. place of worship</i>) is important to a local community	Use google maps with adult support to locate places Create a simple two dimensional, visual representations of the three dimensional space <i>i.e. a treasure map, a board game</i> Compare the properties of two places by using comparative language such as and, so, but etc. (<i>i.e. Country A is cold, so they wear warm clothes. But Country B is hot so they wear clothes to keep them cool.</i>) Explain why a place (<i>i.e. place of</i>	Verbalise their experience of a place (including a more rural and urban area), using key geographical vocabulary and making reference to their sense <i>i.e. the smell of a farm, the sound of birds in a park, the feel of sand at the beach, the sound of the birds/waves at the beach, the sight of cars on the road and shoppers in town.</i>	Explain why a place (<i>i.e. place of worship</i>) is important to a local community Manipulate a globe to find any given country in the world, including the UK and another (or more) country in a continent Find a country on a two-dimensional map including the UK and another (or more) country in a on continent	Use google maps with adult support to locate places Create a simple two dimensional, visual representations of the three dimensional space <i>i.e. a treasure map, a board game</i> Compare the properties of two places by using comparative language such as and, so, but etc. (<i>i.e. Country A is cold, so they wear warm clothes. But Country B is hot so they wear clothes to keep them cool.</i>)

				worship) is important to a local community			
	Vocabulary	countries, continents, Earth, world, difference, language, Near Far, Here, There, Community, world	Hinduism, Hindu, Christian, Christianity, Mendi, Rangoli, Diwali, Christmas, belief, celebration, Place of worship, religious leader, Religion, Belief, culture, Church/temple/mosque/ synagogue, same/similar, Different	Earth, Globe, Sphere, Map, Sea, land, United kingdom, Bird's eye view, Map, same/similar, Different, church, Christian, font, pews, alter	Countries, continents, town, city, village, roads, fields, Easter, cross, crucifixion, same/similar, Different	map, route, countries, continents, town, city, village, roads, fields, Homes, Doctor's Surgery, Hospital, Police Station, Fire station, Library, Local, Place, Space, School, Shops, Community, Local area	map, route, countries, continents, town, city, village, roads, fields, birdseye view, physical, man-made, human, natural, directions, left, right, North, South, East, West. Country, weather, Hot, Cold, Traditional, Climate, same/similar, Different
	Kapow RE units	What makes us special?	What are special times?	Why are some places special?	What makes the world special? Time to celebrate- Shrove Tuesday	Why are some things special?	Why are some stories special?
	ELG	• (GEOGRAPHY)Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • (GEOGRAPHY) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps. • (RE- covered in Geog specifications) Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					
Understanding of the World - The Natural World <i>Links to KS1- Science Geography</i> Geography Trust specifications Science Trust specifications	FS1	To use senses to explore the world around them. To talk about forces they feel. Explore collections of materials with similar or different properties. To use a wide range of vocabulary to talk about what they see. To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. Key Vocabulary - hard, soft, smooth, rough, same different, hear, see, smell, feel, animals.		To know the difference between farm animals and wild animals. To be able to categorise animals by their characteristics Make comparisons between habitats of farm animals and wild animals. To make habitats using a range of resources. To know that every living beings has a life cycle and they change in shape and size as they grow. To know that living beings follow a similar growth pattern and make comparisons. Listen to traditional stories such as TheThree Little Pigs, The Very Hungry Caterpillar and talk about the habitats. To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where egg / wool come from and talk about what we use these for. Key Vocabulary - animals, pig, horse, sheep, donkey, chicken, elephant, giraffe, zebra, monkey, gorilla, crocodile, farm, wild, change, same, different.		To know that every plant has a life cycle and they change in shape and size as they grow. To know that plants follow a similar growth pattern and make comparisons. Listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. Talk about where food comes from and bake a range of things. Key Vocabulary - plants, seed, grow, plant, tall, big, small, water, soil, sun, food, shop, fields, farmers, factory	To know there are different countries in the world and talk about the differences they have experienced and seen in photos. Key Vocabulary - the world, Royston, Barnsley, home, holiday, beach, seaside, sea, sand, airport, plane, caravan, car, train, bus.
	FS2 Substantive Knowledge	Ongoing through the year- There are four seasons called Spring, Summer, Autumn and Winter The seasons rotate in an order The seasons happen at certain times of the year The weather and the natural world change as the seasons change The weather is different in different seasons <i>i.e. there is more rain in Autumn, we may see more puddles, and rain clouds</i>	The leaves change colour in Autumn Links to key celebrations to give perspectives of time- Harvest/Halloween/Easter/Christmas Use their senses to describe an object/animal i.e. see, feel, hear I know the name of a range of materials i.e wood, plastic, glass, metal, fabric I know that materials have different properties i.e. with a focus on softness, hardness, roughness, smoothness	Snow and hail is made from frozen water (ice) The clouds are made from evaporated water, which falls as rain sometimes. I know that animals live in different environments and climates e.g. Water, land, air, jungle, farm I know some materials are waterproof i.e, link animals shelters I know that water can be in different forms i.e. ice, water and steam Identify waterproof materials and those that are not	The natural world is ○ The ground we walk on ○ The water around us ○ The sun which gives us light and heat ○ The humans, animals and plants which grow here Water can be found in rivers, lakes and the sea Many plants grow in Spring and many animals have their young at this time of year I know the names of familiar animals i.e. fish, newt, frogs, birds and mammals	We have human features such as bus shelters and the shape of our roofs to keep us dry in the rain and to keep our homes comfortable to live in. I know what a plant is i.e. a tree/grass are plants, daffodil is a plant I know the key features of a plant I know that plants have basic needs E.g. sun (light), water, nutrients (soil) I know that plants grow and have a lifecycle e.g. sunflowers I know that plants grow in different places i.e. land or water	The beach (an example of a case study on a contrasting environment to their school grounds) ○ We can call the beach the seaside. ○ The water looks blue. It is very salty. The beach can have sand, small or large rocks. You will find seaweed and shells washed up too. The water moves in and out of the beach, we call these waves. ○ Animals which live at the beach either live in the water, in rock pools on in/under the sand.

		I know and can name different clothes that I may wear in certain seasons i.e. a thick coat in winter I know and can name items that I might need in different seasons i.e. umbrella, hat, sunglasses etc (begin to know purpose) I know that humans have different body parts that have particular functions i.e 'I can use my legs to walk' 'I can use my nose to smell' I know that I have 5 senses and what they are	I can identify materials used in everyday objects I.e. glass in windows, wooden tables, plastic toys I know that materials can be used for different things because of their properties Observe and identify materials Describe materials using specific properties Observe everyday objects and identify materials I know that some animals change their behaviours in certain seasons e.g. squirrels collect food, frogs/hedgehogs sleep in winter I know that there is daytime and nighttime Identify daytime and nighttime events		I know what specific animals eat. I know that they eat different types of food i.e. I know that 'birds eat worms and seeds' I know that animals have different body parts and can describe them i.e. 'I know that this is a fin/gill so I know this is the fish category' I know that certain animal body parts help them to move I can describe a simple animal life cycle and know that living things grow (Mrs Nerg) I know that animals have young and can name some i.e. sheep/lamb, hen/chicks Identify animals and name them Identify the features of different animals similarities and differences between animals Say what some animals eat i.e. meat, plants, other animals	I know plants can be a food source I know that plants can be grown on a farm or in a garden/allotment Say whether something is a plant or not Name plant features Describe a plants basic needs Identify some plants that are food sources	Some also fly above i.e. snails, fish, seagulls, seaweed, jellyfish, muscles etc. - People use the beach to enjoy themselves <i>i.e. families exploring nature, relaxing, going on holiday, going for a walk, walking the dog</i> <i>Fisherman catch fish and other creatures to eat</i> - We need to make sure we keep the beach and water clean and clear of rubbish as it is bad for the animals and plants which live there. - Rubbish found at the beach is an example of pollution
	FS2 Disciplinary Knowledge	I know that we can use our senses to explore the world around us Fieldwork- Be inquisitive about the natural world Begin to talk about things they notice are the same and different about the natural features they find in different environments	I know that observing features closely will help me sort them into groups I know that I can use my senses to explore materials i.e soft, light, cold, shiny, heavy, hard Fieldwork- Talk about the things they notice about animals and plants	I know that there are similarities and difference and can describe these I use my senses to sort materials I know how to describe a range of materials according to their properties (eg. hard, soft, rough smooth) Observe and explore materials using their senses Identify and sort materials according to properties, such as hard and soft Fieldwork- Talk about the things they notice about animals and plants Begin to talk about things they notice are the same and different about the natural features they find in different environments	I know that animals can be sorted into different groups e.g pets and wild I know that I can perform a simple test i.e. ice/waterproof Know how to perform a simple test Fieldwork- A place an animal lives is called its habitat Draw pictures of animals spotted within their school environment Draw pictures of animals spotted outside of their school environment	I know how to label a diagram of a plant I know to sort plants i.e. water and land I know how to observe plant growth overtime and describe what I see Observe a plant to see if it has a specific property or feature Observe changes as a plant grows Draw and label a simple sketch or diagram of a plant Fieldwork- Draw pictures of plants spotted outside of their school environment Talk about the things they notice about animals and plants	I know how to observe changes overtime in my environment I know how to sort clothes/items required for different seasons/weather I know how to observe and discuss daily weather I know how to sort and discuss daytime and nighttime activities/events Describe the environment during different seasons Identify and sort clothes for different seasons Observe and describe daily weather Fieldwork- Be inquisitive about the natural world Begin to talk about things they notice are the same and different about the natural features they find in different environments
	Vocabulary	plants, animals, growth, human, baby, adult, Seasons, Spring, Summer, Autumn, Winter, Weather, Same, Different, Arm, snow, Sun, Rain, Leg, Hand, Foot, Finger, Thumb, Toe, Head, Face, Hair, Eye, Ear, Mouth, Nose, Tongue, Lifecycle, Teeth Senses - smell, see, taste, touch (feel), hear	paper, metal, wood, plastic, rock, glass, material, sort, Winter, Spring, Summer, Autumn, Weather, Snow, Sun, Rain, Day, Night	nature, stone, brick, hibernate, nocturnal, night, day, home, house, Ice, Frozen, Rain, Hail, Snow, Hard, Smooth, Soft, Bumpy (rough), Observe, Senses	Lifecycle, caterpillar, butterfly, egg, cocoon, Light, Heat, River, Lake, Sea, Ocean, Young, Blossom, change, Groups, Young, Eggs, Pet, Wild	Lifecycle, caterpillar, butterfly, egg, cocoon, plants, animals, growth, bean, seed, shoot, Plant, Plant names, Tree, Life cycle, Soil, Root(s), Stem, Leaves, Flowers, Observe, Label	fruits, vegetables, plants, healthy, unhealthy, growth, roots, Beach, Seaside, Sand, Habitat, Observe, Same, Different, Sort
	ELG	(SCIENCE) Explore the natural world around them, making observations and drawing pictures of animals and plants. (SCIENCE) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (SCIENCE) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Links to Y1 progression	Year 1 objectives	Unit planning History and Geography Unit 1 - My Local Area Unit 2 - Toys in Time Unit 3 - Transport and Travel Unit 4 - The United Kingdom Unit 5 - Seaside Now and Then Science Unit 1 - Everyday Materials Unit 2 - Autumn and Winter Unit 3 - Amazing Animals Unit 4 - Spring and Summer Unit 5 - Common Plants			Vocabulary See unit plans History and Geography Unit 1 - My Local Area Unit 2 - Toys in Time Unit 3 - Transport and Travel Unit 4 - The United Kingdom Unit 5 - Seaside Now and Then Science Unit 1 - Everyday materials Unit 2 - Autumn and Winter Unit 3 - Amazing Animals Unit 4 - Spring and Summer Unit 5 - Common Plants		
Expressive Arts and Design- Creating with Materials <i>Links to KS1-Art DT</i>	FS1	To make patterns with paint and different objects, exploring what happens when you mix colours. Uses various construction materials. To use scissors effectively. To know about the different materials and what can be created with them.	To know how colours can be mixed to make a new colour. For children to be able to construct with a purpose and safely. Explore different materials freely, using them with a purpose.	To know how different colours and materials can be used to create things. To join construction pieces together to build and balance. To learn about different textures and talk about them.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To use scissors effectively. To learn about different textures and talk about them.	To create closed shapes with continuous lines which represent objects that can be spoken about or identified. To construct with bricks and blocks to make an enclosure.	To draw with increasing control and complexity, representing features and detail clearly. To know that different construction toys can be used to make new things that can be used in pretend play. To show confidence in the choice of media when creating a model or picture.
	FS2	To experiment with colour, design, texture, form and function. Constructs with a purpose in mind, using a variety of resources. To experiment with creating different things and to be able to talk about their uses. Art Kapow- Marvellous Marks	To experiment with colour, design, texture, form and function. To share creations and explain processes. DT Kapow- Junk Modelling	To use paints, pastels and other resources to create observational drawings. For children to be able to safely construct with a purpose and evaluate their designs. Art Kapow- painting and mixed materials: Paint my world	To learn the names of different tools and techniques that can be used to create Art. To plan, carry out and evaluate and change where necessary. Art Kapow- sculpture and 3D: Creation station DT Kapow- Cooking and nutrition: Soup	To learn the names of different tools and techniques that can be used to create Art. To plan, carry out and evaluate and change where necessary. DT Kapow- Textiles:Bookmarks	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Selects tools and techniques needed to shape, assemble and join materials they are using. Art Kapow- Craft and design: Let's get crafty DT Kapow- Structures: Boats
Expressive Arts and Design- Being imaginative and Expressive <i>Links to KS1-Music</i>	FS1	Ongoing Through the year - Sing familiar Nursery Rhymes. Sing Nursery rhymes and use musical instruments to tap out a rhythm. To sing familiar songs or make up your own songs.	To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. To begin to act out different real-life scenarios using props to enhance imaginative play.	Sing Nursery rhymes and use musical instruments to tap out a rhythm. Sing familiar songs in the correct tone and change the melody if appropriate. To play instruments with increasing control. To use puppets and props to act out different traditional stories.	Sing songs clearly using correct words that have been learned. To play instruments to express feelings and ideas. Uses available resources to create props to support role-play. To use their imagination to create different works of art.	To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. To listen to music and create movements to the different beats. To use available props to develop stories and make imaginative play more purposeful.	To know that body movements can be changed depending on the rhythm to achieve a desired effect. To use their knowledge of stories in acting them out with friends.
	FS2	Ongoing through the year- To sing in a group or alone. To remember the words to a range of songs. To develop storylines in their play. To retell stories, they are familiar with demonstrating understanding.	To learn a range of songs from around the world. To use role-play to tell stories. Music Kapow- Celebration music	Explore and engage in music making and dance. To use a range of props to support and enhance role play. Music Kapow- Musical stories	Explore and engage in music making and dance. To use a range of resources to create own props to aid role play. Music Kapow- Music and Movement	Listen attentively and move to music To invent, adapt and recount narratives. Music Kapow- Sum1 Big band, Sum2 Transport	

		Music Kapow- exploring sound					
Expressive Arts and Design ELG and links to Year 1 Progression	Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate)						
	Link to Kapow Design and Technology Skills of Progression for Year 1 onwards can be found here .						
	EYFS Vocabulary join, stick, cut, bend, slot, smooth, bendy, bumpy, scissors, blades, handle, snip, cut, squeeze, thumb, fingers, elbow, tin foil, Playdough, seeds, roots, leaves, stem, plant, flower, bud, juicy, sweet, sour, dry, wet, bitter, chewy, watery, construct, make, design, evaluate				Year 1 Vocabulary - see kapow document here		
Communication and Language-Listening, Attention and Understanding	FS1	To listen to longer stories and know what happens. To be able to understand simple instructions.	To know that stories have a beginning, middle and an end. To be able to understand simple instructions, questions and commands.	To talk about the different characters and what they are doing. To listen to, and follow simple instructions (including a 2-part question or instruction	To be able to talk about the setting, characters and the structure of the story and answer questions about the story. To listen to traditional stories and retain key vocabulary. To listen to and follow simple instructions and respond to questions appropriately.	To know many rhymes, be able to talk about familiar books and be able to tell a long story. To be able to answer questions related. to the story.	To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. To be able to answer questions and share opinions using the relevant vocabulary.
	FS2	To listen attentively and know different traditional stories.	To listen attentively and describe different stories and non-fiction texts.	To listen attentively and know different features of texts.	To listen attentively and know a range of facts.	To listen attentively and respond to what they hear with relevant questions, comments and actions.	To listen attentively and respond to what they hear with relevant questions, comments and actions.
	To confidently use their new learnt vocabulary in different contexts (whole class, small group and independent learning time) and ask questions to clarify understanding.						
Communication and Language-Speaking	FS1	To remember new words I am learning when talking to others. Develop communication that can be understood by others. To sing rhymes and look at picture books.	To remember new words I am learning when talking to others. Can start a conversation and take it in turns. To sing rhymes and look at picture books.	To begin to use a wide range of vocabulary in the correct context. To be able to express a point of view. Listens to and sings a large repertoire of songs and rhymes and responds by joining in.	To be able to use vocabulary learnt to have a conversation with others. To talk in short sentences that others can understand (using 4-6 words). Listens to and sings a large repertoire of songs and rhymes and responds by joining in.	To be able to answer questions related. to the story. To begin to use a wide range of vocabulary in the correct context. To be able to use connectives e.g. Once upon a time and then. To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.	To be able to answer questions and share opinions using the relevant vocabulary To use the words, they know appropriately to organise themselves and their play. To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.
	FS2	To begin to talk about why things happen using new vocabulary learnt. Participate in whole class/small group discussions.		To use talk to help work out and problem solve. Participate in whole class/small group discussions offering own ideas. Express their ideas and feelings about their experiences.	To use talk to help work out and problem solve. Participate in whole class/small group discussions offering own ideas. Express their ideas and feelings about their experiences using full sentences.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.
	To engage in conversations with friendship groups and familiar adults.				To engage in back-and-forth meaningful conversations with others.		

Early Learning Goals		Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, Social and Emotional Development - Self Regulation Links to KS1-PSHE	FS1	To develop a sense of community	To develop a sense of responsibility.	To be aware they have different feelings.	To know about different feelings and be able to talk about them during circle time, ‘happy’, ‘sad’, ‘angry’ or ‘worried’ and how to manage them in different situations	To show an awareness of how others may be feeling.	To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.
		Ongoing throughout the year- To separate from the main carer and learn to adapt to the Nursery environment.					
	FS2	To identify their feelings.	To express their feelings.	To moderate their own feelings socially and emotionally. To talk about the effect my behaviour has on others.	To consider the feelings of others.	To understand that people need help.	To identify ways of being helpful to others and how this will make them feel.
Personal, Social and Emotional Development - Managing Self Links to KS1-PSHE	FS1	To build confidence in new social situations. To learn about daily routines and classroom rules and follow them. To be aware of behavioural expectations in the Foundation Unit. . To use the toilet with growing independence, washing hands and re-dressing independently afterwards	To show more confidence in new social situations. Do not always need reminding of a rule. To know that there are boundaries set. To use the toilet with growing independence, washing hands and re-dressing independently afterwards	To gain enough confidence to talk to adults and peers. To listen to, and follow rules set. To know how to adapt behaviour to suit classroom routines. To independently put on coats and use the toilet.		To become more outgoing with unfamiliar people. To begin to find solutions to conflicts. To know that it is OK to challenge others, but they must remember to always be kind. To begin to be assertive towards others where necessary. To show an awareness of the importance of oral health. To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.	
		Ongoing- To learn to look after resources within the class. To know that we must respect our resources and out them back when we have finished with them To show independence in accessing and exploring the environment safely.					
	FS2	To see themselves as valuable individuals. To choose an activity independently. To learn right from wrong. To show confidence in the school environment. To develop skills needed to manage the school day e.g. toileting.	To choose an activity independently. To understand how to make the right choices and the consequences of not making the right ones. To show resilience and perseverance in the face of challenge. To develop skills needed to manage the school day e.g. toileting.	To choose an activity independently. To understand how to make the right choices and the consequences of not making the right ones. To show resilience and perseverance in the face of challenge.	To solve rivalries and conflicts.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about health and wellbeing – physical activity, tooth brushing, screen time, road safety, sleep routine etc.	To be able to talk about how the character could have made a better choice. To be able to talk about health and wellbeing – physical activity, tooth brushing, screen time, road safety, sleep routine etc.
Personal, Social and Emotional Development - Building relationships Links to KS1-PSHE	FS1	To select and use activities and resources to achieve a goal with some support if needed.	To know that to play nicely it’s important to share and take turns.	To learn how to share resources and play in a group	To take turns whilst playing and waiting patiently to have a go.	To be able to initiate play with peers and keep play going by giving ideas and taking turns.	
	FS2	To learn to join in with whole group activities. To know and demonstrate friendly behaviour.	To learn to join in with whole group activities To understand how to be a good friend.	To begin taking turns with their friends. To describe a friend. To learn about the different family structures.	To confidently take turns with their friendship group.	To confidently take turns with their friendship group and other peers. To be able to talk about the relationships they have at home with their family and friends.	To confidently take turns with their friendship group and other peers. To be able to talk about the relationships they have at home with their family and friends.

Kapow PSHE units		Self regulation:My Feelings	Building relationships:Special relationships	Managing Self: Taking on challenges	Self regulation: Listening and following instructions	Building relationships: My family and friends	Managing Self: My wellbeing
Early Learning Goals		Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.					
Physical development - Gross Motor <i>Links to KS1-PE</i>	FS1	To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. To begin to show awareness of moving equipment safely with peers. To copy dance moves and to move to different kinds of rhythms. Using large movements eg shoulder pivot	Skip, hop, stand on one leg – games. To use alternate feet when climbing apparatus. To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.	To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. To be able to follow a simple sequence of movements to music and rhythm.	To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. To successfully take part in group games with support from an adult and games they make up for themselves/in teams	To run skilfully and be able to negotiate space. To practise our ball skills. To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. Pour from one container to another confidently.	To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. To look at books independently whilst turning pages one at a time.
	FS2	To use climbing equipment safely and competently and know why it is important. Revise and use fundamental movement skills – run, crawl, walk, jump, run, hop, skip, climb. PE Hub- Gymnastics unit 1	To show good control and coordination in large and small movements To develop core muscles for good posture. PE Hub- Dance unit 1	To negotiate space effectively. PE Hub- Body Management unit 1	To develop movement fluency. PE Hub- Cooperation and Solve Problems unit 1	To develop ball skills. Throwing, catching, kicking, passing, patting etc PE Hub- Manipulation and Coordination unit 1	To be able to balance and coordinate safely. PE Hub- Speed, Agility, Travel
Physical development - Fine Motor	FS1	To mark make in sensory trays and also copy different patterns.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.	To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. To show a preference for a dominant hand	To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. To know the correct ways of forming letters.	To use mark making resources with increasing independence and with a comfortable grip. To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. To begin to form numbers and familiar letters, e.g. letters in their name.	To confidently use scissors and other tools safely. To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To independently write their name.
	FS2	To use a dominant hand. To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).	To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).	To handle tools, objects, construction and malleable materials safely and with increasing control. To begin to form recognisable letters which are formed mostly correctly. (see Literacy for known sounds).	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate.	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate. Draw with increasing complexity and detail – develop good techniques.	To develop the foundations of an appropriate handwriting style which is fast, efficient, and accurate. Draw with increasing complexity and detail – develop good techniques.
Early Learning Goals		Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					

	Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	
Whole School Experiences		
Autumn Term	Spring Term	Summer Term
Black History Month Children in Need Remembrance Diwali TTRS day No pens day	Continents launch day World book day Red Nose Day Safer internet day World Number day Science day Artist afternoon	Autism Awareness Artist afternoon- Scream, Evard Munch Author afternoon? Dawn Haskett from Outwood Dental Care to speak to Y1, Rec & Nurse Beep beep road safety day 24th April. EYFS sports day Transition End of year assembly