

The Foundation Stage at Northowram Primary School is a family working together to develop confident, happy, independent, respectful and resilient learners.

We value the uniqueness of each child and we strive to ensure high levels of engagement and wellbeing are achieved as they learn through play.

We believe that play is the key tool for learning as it is essential for children's development and confidence building, as they learn to explore, problem solve and relate to others. Children learn by leading their own play, and by taking part in activities which are guided by adults.

We recognise that active and creative play supports physical, emotional and social development, strengthens concentration and enables self-regulation. It encourages children to become inventive, curious and adaptive learners.

The environment allows children to build meaningful and successful relationships with peers and adults through social interaction. Children are fully immersed in all of the opportunities to explore, think creatively and play imaginatively.

We encourage our children to become robust and respectful learners who can thrive and flourish in different environments. The experiences they have in our Foundation Stage will be a pocket of learning to dip into for the rest of their lives.

In our school, we live positively and work happily together to make children 'learning ready' and life-ready'.

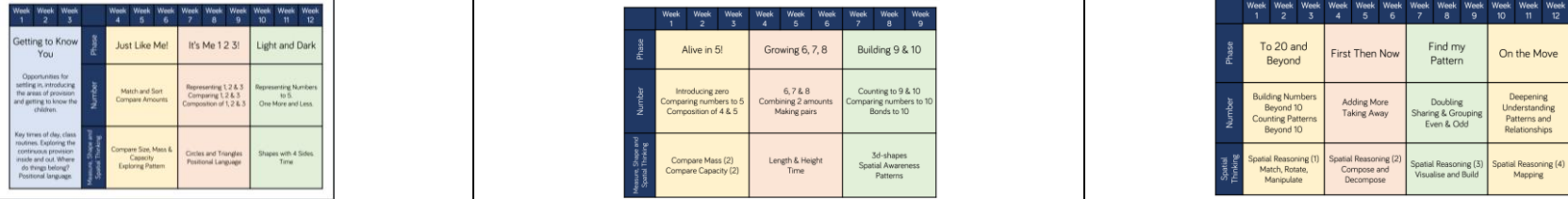
| Theme   | Autumn A   | Autumn B   | Spring A   | A Spring B  | Summer A   | Summer B  |
|---|--|--|--|---|--|---|
|   | All about me   | Transport: Past and Present  | Space  | Growing and Changing  | Kings and Queens   | Stories from the Past   |
|   | My family, my school, my environment, the people around me, people who help us.  | Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.  | Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station  | Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.  | Our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past  | Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends  |
| Communication and Language<br>Including daily phonics sessions, whole class and small group story sessions. | Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story. | Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more. | Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences e.g. My favourite planet is... because... | Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants. | Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas. | Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently. |

| Theme   | Autumn A  | Autumn B   | Spring A   | A Spring B  | Summer A  | Summer B   |
|---|---|--|--|---|---|--|
|   | All about me  | Transport: Past and Present  | Space  | Growing and Changing  | Kings and Queens  | Stories from the Past  |
| Literacy and Suggested Texts (In addition to an approved systematic synthetic phonics scheme) |   |  |  |   |   |  |
|   | <p>Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in line with an SSP scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation in line with handwriting policy</p> | <p>Fiction &amp; Non fiction books about transport Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories Initial sounds and simple CCVC words and more in line with an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy</p> | <p>Fiction &amp; Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy</p> | <p>Fiction &amp; Non-fiction texts about how people, animals and plants grow. Labelling e.g. labelling seed pots Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases Recognise common exception words within a SSP scheme Write simple phrases and sentences Focus on letter formation in line with handwriting policy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p> | <p>Fiction &amp; Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g. role play a coronation Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.</p> | <p>Fiction &amp; Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Nonsense poetry- how authors play with words Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary .</p> |

| Theme                         | Autumn A   | Autumn B  | Spring A  | A Spring B  | Summer A   | Summer B  |
|-------------------------------|--|---|---|---|--|---|
|                               | All about me   | Transport: Past and Present   | Space   | Growing and Changing  | Kings and Queens   | Stories from the Past   |
| Suggested Texts               | Referenced in UtW Plan:<br>Dan and Diesel by Charlotte Hudson<br>Hari's Box by Juliet Bell<br>Love Makes a Family by Sophie Beer<br>Here We Are by Oliver Jeffers<br>Tree by Britta Teckentrup<br>The Squirrels who Squabbled by Rachel Bright and Jim Field<br>Seasons by Hannah Pang<br>Additional Suggestions:<br>I am too Absolutely Small for School by Lauren Child<br>Later by Curtis Ackie<br>Owl Babies<br>Little Bear Lost<br>Goldilocks and the Three Bears<br>Where's My Teddy?<br>Ruby's Worry by Tom Percival<br>Peepbo by Janet and Alan Ahlberg<br>A Great Big Cuddle (poetry) by Michael Rosen<br>The Gingerbread Man<br>Goldilocks and the Three Bears<br>The Tiger Child (Indian Traditional Story) | Referenced in UtW Plan:<br>Naughty Bus by Jan Oke, Duck in the Truck by Jez Alborough, Mrs Armitage on Wheels by Quentin Blake<br>The Wheels on the Tuk Tuk by Kabir Sehgal, Guido's Gondola by Steve Bjorkman and nonfiction books about transport around the world.<br>Mr Gumpy's Motor Car by John Burningham, The Cat, The Mouse and the Runaway Train by Peter Bently<br>Shackleton's Journey by William Grill<br>Additional Suggestions:<br>Rosie's Walk<br>The Gruffalo<br>Stick Man<br>Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone<br>Where the Wild Things Are<br>The Way Back Home<br>On Sudden Hill by Linda Sarah<br>Tom's Magnificent Machines by Linda Sarah<br>The Three Little Pigs<br>The Billy Goats Gruff<br>The Christmas Story<br>The Story of Diwali<br>How the Leopard got his spots (Aesop's Fable) | Referenced in UtW Plan:<br>Caroline's Comets by Emily Arnold McCulley<br>Look Up by Nathan Bryon<br>Astro Girl by KenWilson Max<br>How the Stars came to be by Poonam Mistry<br>The Hunting of the Great Bear (Native American Traditional Story)<br>Additional Suggestions:<br>Cinderella<br>Jack and the Beanstalk<br>Rosie's Walk<br>The Elephants and the Mice (Indian Folk Tale) | Referenced in UtW Plan:<br>The Tiny Seed by Eric Carl<br>Baby Botanist by Dr Laura Gehl<br>Jack and the Beanstalk<br>The Enormous Turnip<br>Baba Yaga (Traditional)<br>Additional Suggestions:<br>The Elves and the Shoemaker<br>Rapunzel<br>Noah's Ark<br>The Easter Story<br>The North Wind and the Sun (Aesop's Fable) | Referenced in UtW Plan:<br>Non-fiction texts- Kings and Queens<br>Zog and Zog and the Flying Doctors by Julia Donaldson<br>The Queen's Hat by Steve Anthony<br>Usborne- Peep inside a castle<br>Additional Suggestions:<br>Jack & the Beanstalk<br>The Ugly Duckling<br>The Princess and the Pea<br>Anansi the Spider (Ghanaian Folk Tale) | Referenced in UtW Plan:<br>Usborne- St George and the Dragon<br>Usborne - Greek Myths for Young Children<br>Additional Suggestions:<br>Little Red Riding Hood<br>The Hare and the Tortoise<br>Alice in Wonderland<br>Robin Hood<br>The Hare and the Tortoise (Aesop's Fable)<br>King Midas and the Golden Touch (Greek Myth)<br>Nonsense Poetry e.g. Spike Milligan, Edward Lear. |
| Traditional rhymes and poetry | Baa, baa, black sheep<br>Diddle diddle dumpling<br>Hey diddle diddle<br>Hickory dickory dock<br>Early to bed<br>Georgie Porgie   | Little Bo Peep Little Jack Horner<br>Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle   | It's raining, it's pouring<br>Jack and Jill<br>Old King Cole<br>Old Mother Hubbard<br>Rain, rain, go away<br>Sing a song of sixpence  | Ladybird, ladybird<br>Tadpole<br>Little boy blue<br>Mary had a little lamb<br>Mary, Mary, quite contrary<br>Old MacDonald had a farm  | Humpty dumpty<br>She'll be coming round the mountain<br>The Grand Old Duke of York   | Jack be nimble<br>Monday's child<br>See saw, Margery Daw<br>Poetry Week   |
| Sayings and Phrases           | 'Well I never!<br>'A piece of cake'<br>'An apple a day keeps the doctor away   | 'Pull your socks up'<br>'On cloud nine'<br>'Don't judge a book by its cover'  | 'As good as gold'<br>'As dead as a dodo'<br>'Let the cat out of the bag'  | 'As fit as a fiddle'<br>'Pigs might fly'<br>'Don't count your chickens before they have hatched'  | mountain out of a molehill'<br>'It's raining cats and dogs'<br>'If at first you don't succeed, try, try again'   | A drop in the ocean'<br>'Better late than never'<br>'The more the merrier'  |

| Theme   | Autumn A  | Autumn B  | Spring A  | A Spring B  | Summer A   | Summer B   |
|---|---|---|---|---|--|--|
|   | All about me  | Transport: Past and Present   | Space   | Growing and Changing  | Kings and Queens   | Stories from the Past  |
| <p><b>PHONICS</b><br/>Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW</p> <p>Teaching Sessions; following the RWI scheme.</p> | <p><b>Group A</b><br/>The children may know a few single letter sounds.<br/>Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters)<br/>in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words.</p> | <p><b>Group B</b><br/>The children know most single letter sounds and now need to learn to blend orally<br/>Lessons also focus on teaching gaps in single letter sounds.</p> <p><b>Group C</b><br/>The children know most single letter sounds and are able to blend orally.<br/>The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.</p> | <p><b>Red Ditty Group</b><br/>The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words.<br/>Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu</p> | <p><b>Red Group</b><br/>The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words.<br/>Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books.</p> | <p><b>Green Group</b><br/>The children are able to Fred Talk real and alien words and also read a range of real words speedily<br/>Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy)<br/>The Story Book lesson runs over 5 days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency.</p> | <p><b>Purple Group</b><br/>The children are able to read most words speedily<br/>Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.</p> <p><b>Pink Group</b><br/>The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)<br/>The Story Book Lessons follow the same 5 day format and reading activities as detailed for the Green Group.</p> |
| <p>Developing a passion for reading<br/>Children will have weekly sessions to change their reading book and library (self chosen book) per week.</p>  | <p>For phonics the children will have regular assessments; this will establish what phonics teaching they require for the next term so progress will be determined by this. The children will also read on a weekly basis 1:1 to ensure that their reading book is reflective of the current level of phonics they are working on.</p>  |   |   |   |  |  |



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|   | All about me   | Transport: Past and Present  | Space  | Growing and Changing   | Kings and Queens   | Stories from the Past  |
| <b>MATHEMATICS</b>  | <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> |  |  |  |  |  |
| Use of White Rose Maths Scheme to support the sequence of teaching.   |    |  |  |  |  |  |
| <b>Mathematics Suggestions to compliment additional maths scheme.</b> | <p>Counting, recognising and writing numbers in a range of practical situations including role play, child-initiated play and adult led activities.</p> <p>Secure one to one correspondence; scaffold learning by modelling how we count objects by placing our finger on each one.</p> <p>Verbally count to and back from 10 and then 20 when appropriate.</p> <p>Numbers within 5; including subitise (recognise quantities without counting) up to five</p> <p>Identify basic 2D shapes</p> <p>Be able to continue a two-step repeating pattern</p> <p>Understand number conservation (eg, however you arrange three objects, there are still only three objects)</p> <p>Use the terms 'bigger' and 'smaller' to compare objects</p> <p>Compare quantities using terms 'more', 'less' and 'fewer'</p> <p>Order numbers to 5</p>   | <p>Numbers within 10; including subitise (recognise quantities without counting) up to five</p> <p>number bonds and double facts up to 10</p> <p>Properties of shapes (introduce 3D shapes), tessellation and repeating shape patterns.</p> <p>Colours and patterns;</p> <p>Create repeating patterns with beads on strings, patterns of coloured cars etc.</p> <p>Comparing quantities; e.g. pouring water or sand from one container to another and seeing which holds the most.</p> <p>Count forwards and backwards to 5</p> <p>Use informal jottings to record number / quantities</p> <p>Say the number that is one more / one less to 5</p> <p>Sort objects based on shape, colour or size</p> <p>Sorting the same objects in different ways</p> | <p>Quantity; more and less in different contexts including physical objects such as counters, capacity of containers, money and numbers e.g how many cubes can fit in this box? Can we fit more in this bigger box? How many more can we fit?</p> <p>Numbers within 10; number bonds to 10, understanding of numbers between 10 and 20, recognise the value of 10.</p> <p>Recognise zero</p> <p>Consolidate sorting</p> <p>Introduce Part/Part/Whole method</p> <p>Weight using balance scales</p> <p>Introduce length and measure</p> <p>Partitioning into equal groups</p> <p>Adding and Subtracting 1</p> <p>Time - routines including yesterday, today, tomorrow, before, after.</p> | <p>Positional language; games where children move objects around and describe their position.</p> <p>Verbally count to 20 and beyond.</p> <p>Addition and Subtraction with numbers to 20 using concrete objects to support understanding.</p> <p>Odd and even numbers; using concrete objects such as numicon to support understanding</p> <p>Review numbers 1-10</p> <p>Count forwards and backwards from different numbers</p> <p>Place value (one 10 and how many 1's)</p> <p>Arrays</p> <p>Introduce = sign</p> <p>Measure using standard and non-standard units of length</p> | <p>Double and half facts to 10; exploring known facts and how we can apply what we know to new problems.</p> <p>Doubling using concrete objects such as buttons or counters.</p> <p>Comparing quantities of more and less; ordering numbers, recognising how many tens are in a two digit number.</p> <p>Recognise numbers 11-20</p> <p>Continue Place value work</p> <p>Identify times on a clock using o'clock and relate to events that happen during the day</p> <p>Money; begin to recognise coins and their value. Use a till and labels in a shop role play or a shop based tuff tray activity.</p> | <p>Grouping and sharing; using concrete objects.</p> <p>Equal grouping and sharing. Sharing out counters, buttons, snacks at snack time etc.</p> <p>Measure; how do we measure things in our classroom? Use nonstandard measure such as how many hands long is this table? Exploring using rulers and measuring tapes to measure our feet, each others legs etc.</p> <p>Time to the half hour and beyond.</p> <p>Addition and Subtraction within numbers to 20 in practical, concrete contexts.</p> <p>Write numbers in a range of practical situations e.g to label things, in role play area, with chalk on the playground etc</p> |

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|--|---|--|--|--|---|---|
|  | All about me  | Transport: Past and Present  | Space  | Growing and Changing   | Kings and Queens  | Stories from the Past   |
| Understanding the World<br>Detailed plan available | Past and Present (History)  |  |  |  |   |   |
|  | <p>My past, present, future and that of others including characters from stories</p> <p>Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?</p> <p>Our school year - what will we do this year in Reception?</p>   | <p>George Stevenson; The invention of the Steam Train</p> <p>Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history</p> <p>Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport</p> <p>Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p> | <p>People who looked at the stars; Galileo.</p> <p>Traditional stories to explain the stars e.g. The hunting of the Great Bear</p> <p>What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system.</p> <p>The Moon landings; Neil Armstrong</p> <p>The International Space Station; when and why it was built and launched</p> | <p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now.</p> <p>How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>  | <p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events)</p> <p>Locally significant areas in the past e.g. a local historical building</p> <p>Queen Elizabeth II's coronation in Westminster Abbey.</p>  | <p>Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch</p> <p>Stories from different cultures; Anansi the Spider from the Ashanti in West Africa.</p> <p>Aesop's Fables</p> <p>The Legend of St George and the Dragon</p> |
|  | People, Culture and Communities (Geography)   |  |  |  |   |   |
|  | <p>Location of our school and the local area</p> <p>My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?</p> <p>Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies.</p> <p>People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors</p> | <p>Transport in our local area and contrasted with transport for long journeys- children's experience of transport.</p> <p>Road Safety - how we travel safely.</p> <p>How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>   | <p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>   | <p>Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region.</p> <p>Identify where the fruit and vegetables we eat come from. Including but not limited to:</p> <p>Oranges: Spain</p> <p>Bananas: Central America</p> <p>Lemons: South Africa</p> <p>Pineapples: Costa Rica</p> <p>Apples: France</p> <p>Onions: The Netherlands</p> <p>Cauliflower: Spain</p> <p>Broccoli: The UK</p> | <p>The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle.</p> <p>Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p> | <p>Locate the places that feature in the key stories chosen for this topic.</p> <p>Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>  |

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| Understanding the World<br>Detailed plan available             | The Natural World (Science)   |  |  |  |   |  |
|  | <p>The human body: Facial features, body parts, the senses</p> <p>Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaf changing colour.</p>                  | <p>Forces: push, pull, twist</p> <p>Air transport</p> <p>Water transport</p> <p>Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter?</p> <p>Transport in the winter; snow ploughs, gritting roads, snow tyres.</p> <p>Changing state of matter; frost and ice- looking closely at ice, what happens when it warms?</p> <p>Why can we see our breath when it is cold?</p> | <p>Our planet Earth, land and sea, plants and animals, weather, gravity.</p> <p>The moon, the sun, the planets in our solar system, space travel, astronauts.</p> <p>Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p> | <p>Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog.</p> <p>Identify and draw the following animals and their babies including but not limited to:</p> <p>Sheep and Lamb<br/>Cows and Calf<br/>Horse and foal<br/>Butterfly and Caterpillar<br/>Frog and tadpole<br/>Dog and puppy<br/>Cat and kitten</p> <p>Plants; how they grow from seeds and bulbs. What plants need to grow.</p> <p>Identify parts of plants including roots, stem and leaves.</p> <p>Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.</p> | <p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p> | <p>Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.</p> <p>Changing state of matter; Why do our ice lollies melt?</p> |
| Personal, Social and Emotional Development (Edit as necessary) | <p>Our classroom and school rules; how we all help to make our classroom a happy place to learn</p> <p>My Feelings; words I can use to describe how I am feeling.</p> <p>What I can do when I am angry or upset</p> | <p>Teamwork and sharing; working together and waiting to take turns</p> <p>How can I help my friends?</p>  | <p>Including everyone; diversity within our school and the wider community</p>   | <p>Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean</p>   | <p>Doing things myself and helping others.</p> <p>Independence.</p> <p>What can I do if I am worried?</p>   | <p>Challenges: moving to Year One</p> <p>What do I do when things are hard?</p> <p>Perseverance</p> <p>Who can help me at school?</p>  |



| Theme   | Autumn A  | Autumn B   | Spring A   | A Spring B   | Summer A   | Summer B  |
|---|---|--|--|--|--|---|
|   | All about me  | Transport: Past and Present  | Space  | Growing and Changing   | Kings and Queens   | Stories from the Past   |
| <b>Physical Development</b>   | <p>Discrete PE lessons timetabled in addition to free flow use of outdoor area.</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> |  |  |  |  |   |
| <b>Gross Motor</b>  | <p>Spatial awareness and multi step instruction games Running, jumping, using tricycles and scooters outside with increasing control.</p> <p>Cooperation games including parachute games.</p> <p>Climbing using the outdoor equipment</p> <p>Different ways of moving to be explored with children (in provision and weekly PE lesson).</p> <p>Help individual children to develop good personal hygiene and eating using cutlery at lunch times.</p> <p>Gross motor songs and activities.</p> <p>Doing up coats independently</p>  | <p>Dance to music, moving with control around the floor (in PE lessons)</p> <p>Ball skills- throwing and catching (in provision and PE)</p> <p>Crates and blocks play- balancing and climbing when outside in provision.</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push when in provision.</p> <p>Moving like different animals in PE lessons. Drawing/painting, making large movements when outside.</p> <p>Children are to begin putting PE kits for PE</p>   | <p>Balance- standing on one leg, walking along a bench, climbing.</p> <p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking (in provision and PE).</p> <p>Provide a wide range of activities to support a broad range of abilities in the outdoor area.</p>   | <p>Provide a wide range of activities to support a broad range of abilities in the outdoor area; using a racquet, running, jumping, hopping from foot to foot, running around obstacles</p> <p>Ensure outdoor resources reflect the weather; Dance and music related activities in the stage area and provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> | <p>Team games including relay races, using racquets and balls, throwing and catching</p> <p>Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope.</p> | <p>Racing and obstacle courses - skills for sports day</p> <p>Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching</p> <p>SPORTS DAY</p> |
| <b>Fine Motor</b><br><small>Daily opportunities for Fine Motor Activities<br/>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).<br/>Provide extra help and guidance when needed.</small> | <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough</p> <p>Drawing myself; what features do I have?</p>   | <p>Small tools; cutlery, tweezers, pipettes, scissors</p> <p>Drawing maps, transport, junk modelling vehicles</p>  | <p>Small tools; cutlery, tweezers, pipettes, scissors</p> <p>Drawing and painting,</p>   | <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals</p> <p>Drawing and painting plants and flowers, leaf rubbings, pencil control</p>   | <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals</p> <p>Drawing, painting and modelling dough animals, pencil control</p>                        | <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough</p> <p>Drawing, painting, weaving or simple sewing.</p>          |
| <b>Pen Pals Scheme</b>  | <p>Term 1</p> <ol style="list-style-type: none"> <li>1 Dots</li> <li>2 Straight lines and crosses</li> <li>3 Circles</li> <li>4 Waves</li> <li>5 Loops and bridges</li> <li>6 Joined straight lines</li> <li>7 Angled patterns</li> <li>8 Eights</li> <li>9 Spirals</li> <li>10 Left-to-right orientation</li> <li>11 Mix of patterns</li> <li>12 Review of patterns</li> </ol>   | <p>Term 2</p> <ol style="list-style-type: none"> <li>13 Introducing long-legged giraffe letters: l</li> <li>14 Practising long-legged giraffe letters: l, i</li> <li>15 Practising long-legged giraffe letters: u, t</li> <li>16 Practising long-legged giraffe letters: j, y</li> <li>17 Practising all the long-legged giraffe letters: l, i, t, u, j, y</li> <li>18 Introducing one-armed robot letters: r</li> <li>19 Practising one-armed robot letters: b, n</li> <li>20 Practising one-armed robot letters: h, m</li> <li>21 Practising one-armed robot letters: k, p</li> <li>22 Practising all the one-armed robot letters: r, b, n, h, m, k, p</li> <li>23 Practising all the long-legged giraffe and one-armed robot letters</li> <li>24 Reviewing all the long-legged giraffe and one-armed robot letters</li> </ol> | <p>Term 3</p> <ol style="list-style-type: none"> <li>25 Introducing curly caterpillar letters: c</li> <li>26 Practising curly caterpillar letters: a, d</li> <li>27 Practising curly caterpillar letters: o, s</li> <li>28 Practising curly caterpillar letters: g, q</li> <li>29 Practising curly caterpillar letters: e, f</li> <li>30 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f</li> <li>31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters</li> <li>32 Introducing zig-zag monster letters: z</li> <li>33 Practising zig-zag monster letters: v, w, x</li> <li>34 Practising all the zig-zag monster letters: z, v, w, x</li> <li>35 Practising all the curly caterpillar and zig-zag monster letters</li> <li>36 Reviewing all the curly caterpillar and zig-zag monster letters</li> </ol> |  |  |   |

| Theme  | Autumn A  | Autumn B   | Spring A  | A Spring B   | Summer A  | Summer B  |
|--|---|--|---|--|---|---|
|  | All about me  | Transport: Past and Present  | Space   | Growing and Changing   | Kings and Queens  | Stories from the Past   |
| Expressive Arts and Design   |   |  |   |  |   |   |
| Creating with Materials  | Exploring colour. Painting with primary colours.<br>Mixing secondary colours.<br>A study of Miro.   | Colour and the seasons.<br>Exploring which colours show us different seasons.<br>A study of Pissarro's season paintings.<br>Cutting: snowflake design  | Exploring line.<br>Taking a line for a walk.<br>Creating drip paintings like Jackson Pollock.<br>Creating pictures like Hundertwasser using spirals and curved lines.<br>Puppets: Chinese New Year          | Exploring what we can see in the world around us.<br>Studying how Van Gogh used different marks to draw still life.<br>Looking at Lowry and drawing our own houses and "matchstick" people.<br>Using the architecture of Hundertwasser to inspire us to draw imaginary houses.<br>Design: making a boat that floats and another vehicle that moves with wheels<br>Create: Easter bonnets | Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist   | People in art. Looking at Degas' ballerinas.<br>Practising drawing people.<br>Creating clay sculptures of "Miro-like" people.<br>Fashion: experimenting with fabric to design a suitable piece of sports wear |
| Being imaginative and expressive<br><br>Music Specific Learning Opportunities in Continuous Provision/Teaching Sessions. | Using Kapow music scheme to help support the teaching of music, current topic;<br>Celebration music<br><br>Music instruments available outside.<br><br>Sing songs e.g. nursery rhymes and number songs daily. | Using Kapow music scheme to help support the teaching of music, current topic;<br>Celebration music, traditional Christmas music and music action songs.<br><br>Music instruments available outside.<br><br>Sing songs e.g. nursery rhymes and number songs daily. | Using Kapow music scheme to help support the teaching of music, current topic-<br>Exploring sound<br><br>Music instruments available outside.<br><br>Sing songs e.g. nursery rhymes and number songs daily. | Using Kapow music scheme to help support the teaching of music, current topic-<br>Music and movement<br><br>Music instruments available outside.<br><br>Sing songs e.g. nursery rhymes and number songs daily.   | Using Kapow music scheme to help support the teaching of music, current topic-<br>musical stories<br><br>Music instruments available outside.<br><br>Sing songs e.g. nursery rhymes and number songs daily. | Using Kapow music scheme to help support the teaching of music, current topic-<br>Big band<br><br>Music instruments available outside.<br><br>Sing songs e.g. nursery rhymes and number songs daily.          |
| Art/Artists  | Miro's work   | Pissarro's seasons paintings   | Jackson Pollock   | Lowry's houses and architecture of Hundertwasser   | Van Gogh's Sunflowers   | Degas' Ballet Dance   |
| Festivals and Celebrations   | Rosh Hashanah<br>Harvest Festival<br>Eid ul Adha<br>All Saints Day<br>Hallowe'en  | Guy Fawkes<br>Remembrance Sunday<br>Diwali<br>Advent + Christmas<br>Thanksgiving<br>Hanukah  | Chinese New Year<br>St Valentine's Day<br>Shrove Tuesday  | St David's Day<br>Holi<br>Mothering Sunday<br>St Patrick's Day<br>Easter<br>Baisakhi   | St George's Day<br>May Day<br>Ramadan   | Father's Day<br>Eid ul Fitr<br>Summer Solstice  |
| Trips & Visitors   |   |  |   | Nell Bank  |   |   |
| Special events (Edit as necessary)   | Roald Dahl day<br>Parent workshops: Maths, English, e-safety, home learning (reading, phonics)  | Children in Need<br>Remembrance Day<br>Black history week<br>Christmas Performance   | World Book Week   | Easter bonnet parade<br>Sport Relief   | Earth Day<br>Music week<br>National Science week  | Sports Day<br>Summer fete<br>French week<br>Shakespeare fortnight<br>Poetry week  |