Leasingham St Andrew's Primary School EYFS Long Term Planning 2026-2027

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/Interests/Lines of Enquiry/Texts 	**ALL ABOUT US** **What makes me amazing?** Great Big Book of Families How do you Feel Today? (Zones of Reg) Treasury of Nursery Rhymes Stick Man Owl Babies Pete the Cat I'm Special, I'm Me! Conker the Chameleon/Colour Monster	**CELEBRATIONS/TERRIFIC TALES** **What's your favourite story?** Autumn Traditional Tales Diwali Christmas story Bonfire Night Room on the Broom Christmas around the world Father Christmas visit Jolly Christmas Postman	**ANIMAL PLANET** **Are all animals the same?** Winter Dear Zoo Arctic Superworm Lost and Found Snow Bears/Penguins Chinese New Year – The Great Race One Snowy Night Dear Zoo	**GROWTH AND CHANGE** **Where do butterflies come from?** Pancake Day and Easter Growing up – babies - generations Planting/Gardening/Spring Life cycles – frog, butterfly, plant Jack & the Beanstalk Teeth/Healthy eating Peepo! Once There Were Giants	**ON OUR DOORSTEP** **What is it like to live here?** Features of our local area Rand Farm/Sleaford visit? Local Area – local park visit People in our community who help us London, landmarks and royal family Martha Maps it Out What Jobs Could YOU Do?	**STEP BACK IN TIME** **What was life like 100 years ago?** Summer holidays (past and present) Old & New household items Fossils & dinosaurs Pirates Life in the past (Use 'Peepo' story) Famous person – Grace Darling What the Ladybird Heard at the Seaside
Role-Play Area theme for the term 	**Home Corner (inside)** **Cake Shop (outside)**	**Gruffalo Café (inside)** **Fairy Tale Cottage (outside)**	**Vet's Surgery (inside)** **Family Home (outside)**	**Baby Clinic (inside)** **Reading Den (outside)**	**School (inside)** **Farm Shop (outside)**	**Beach Shop (inside)** **Ice Cream Parlour (outside)**
Significant Events/Special Days	**School Tour** **Open Classrooms** **Visit to St Peter's Church**	**Children in Need** **Diwali/Bonfire Night** **Christmas & Nativity Play** **Rand Farm visit**	**Chinese New Year** **Safer Internet Day**	**World Book Day** **Safer Internet Day** **Red Nose Day** **Mother's Day**	**People who help us visits** **Locality Walk** **Class Photographs**	**Sports Day** **Transition visits to Year 1** **Open Classrooms**
Communication and Language 	***Understand how to listen carefully and why listening is important.*** ***Engage in story times***, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. ***Understands 'why' questions.*** ***Use sentences of 4-6 words.*** ***Use talk to organise play***.	Listen in familiar & new situations. ***Engage in story times.*** Maintain attention in new situations. ***Ask questions to find out more and to check they understand what has been said to them.*** Follow ***instructions with 2 parts*** in a familiar situation. ***Start a conversation with peers and familiar adults and continue for many turns.*** ***Develop social phrases (e.g. would you like to play with me?)***	Listen attentively in a range of situations. Maintain attention during appropriate activity. ***Engage in non-fiction books.*** Consider the listener and take turns. ***Use talk to organise/stand for something else in play.*** Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. ***Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.*** ***Ask questions to find out more and check understanding.*** ***Articulate their ideas and thoughts in well-formed sentences.*** ***Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary*** ***Begin to connect one idea or action to another using a range of connectives.*** Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. ***Describe events in some detail.*** Express ideas about feelings and experiences. ***Articulate their ideas and thoughts in well-formed sentences.*** Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. ***Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.*** Speak in well-formed sentences with some detail. ***Use new vocabulary in different contexts***. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate ideas.
	Learn new vocabulary ***Use new vocabulary through the day***	***Listen carefully to rhymes and songs, paying attention to how they sound.*** ***Learn rhymes, poems, and songs.***			***Use new vocabulary in different contexts*** ***Listen to and talk about stories to build familiarity and understanding***.	
Key Vocabulary for the term	• Myself • Family • Unique • Future • Today • Tomorrow • Yesterday • First • Next • After • Before • Culture • Religion • Primary colours • Secondary colours	• Celebration • Special • Fireworks • Presents • Father Christmas/Santa • Traditional • Custom • Outing • Coach • Farm • Once Upon a Time… • Nativity • Decoration • Costume • Christmas Tree	• Freezing • Ice • Arctic • Antarctica • Experiment • Investigate • Sea • Land • Globe • Hot • Cold • Ice • Polar • Habitat • Same • Different • Observe	• Change • Spring • Summer • Autumn • Winter • Habitat • Adapted • Lifecycles • Birth • Growth • Healthy • Flower • Leaves • Petal • Stem • Roots • Light	• Transport • Bicycle • Train/Bus/Car • Leasingham • Sleaford • England/United Kingdom • Jungle • Habitat • Aerial map • Birds-eye view • Human features of land • Physical features of land • Town • City • Country	• Prehistoric • History • Old • New • Sleaford • Same/similar • Different • Habitat • Ocean • Aeroplane/Ship • Extinct • Generation • Abroad • Foreign • Memory

Personal, Social and Emotional Development **Self-regulation** 	***Can talk about feelings.*** Welcome distractions when upset. ***Increasingly follow rules.*** ***Know likes and dislikes.*** Independently organise belongings in the morning. Manage personal hygiene. ***Build constructive and respectful relationships.*** **JIGSAW: BEING ME IN MY WORLD**	***Beginning to express their feelings and consider the perspectives of others.*** Begin to take turns and share resources. Independently choose where they would like to play. ***Continue to build constructive and respectful relationships.*** **JIGSAW: CELEBRATING DIFFERENCES (INCLUDING BULLYING)**	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. ***Manage their own needs.*** Can identify kindness. Seek others to share activities and experiences. **JIGSAW: DREAMS AND GOALS**	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. **JIGSAW: HEALTHY ME**	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities ***Show resilience and perseverance.*** **JIGSAW: RELATIONSHIPS**	***Able to identify and moderate own feelings.*** ***See themselves as a unique and valued individual.*** Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. **JIGSAW: CHANGING ME**
Religious Education 	**LINCOLNSHIRE AGREED SYLLABUS** ***Special & Sacred*** **Special people, places, stories and events**	**LINCOLNSHIRE AGREED SYLLABUS** ***Special & Sacred*** **Celebrating special events – Christmas and Diwali**	**LINCOLNSHIRE AGREED SYLLABUS** ***Special & Sacred*** **Celebrating Easter**	**LINCOLNSHIRE AGREED SYLLABUS** ***Special & Sacred*** **Celebrating Holi**	**LINCOLNSHIRE AGREED SYLLABUS** ***Special & Sacred*** **Places of worship, symbols and artefacts**	**LINCOLNSHIRE AGREED SYLLABUS** ***Special & Sacred*** **Places of worship – the church and the mandir**
Physical Development 	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene **ABC – agility, balance & co-ordination** Basic skills to underpin fundamental movements needed throughout school	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. **ABC – agility, balance & co-ordination** Repetition of gross motor skills to aid learning	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. **Multi-skills (OUTREACH)** Begin to incorporate equipment & introduce children to working with peers	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. **Running & Jumping** Begin to introduce small sided games involving these skills	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. **Athletics** Preparation for sports day, running inside a lane, using equipment (e.g. egg and spoon)	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Progress towards a more fluent style of moving, with developing control and grace **Sending & Receiving (OUTREACH)** Using body parts, progressing on to using equipment (e.g. tennis rackets)
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.					
Literacy  **Reading**	**Comprehension:** Listen and enjoy sharing a range of books. Hold book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	**Comprehension:** Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	**Comprehension:** Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think…?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	**Comprehension:** Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Literacy  **Word Reading**	**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.	**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Little Wandle	**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some common exception words matched to Little Wandle	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where appropriate, some exception word	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where appropriate, some exception words.	**Word Reading:** Read some tricky words from Phase 4 e.g., said, like, have, so. Re-read what they have written to check that it makes sense.
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Reading books sent home carefully matched to phonics knowledge.					

Phonics	**Begin Phase 2** Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Know grapheme phoneme correspondence of 20 letters/digraphs. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling **Graphemes –** s a t p i n m d g o c k ck e u r h b f l **Tricky words** – is I the	**Phase 2** Know grapheme phoneme correspondence of 16 letters/digraphs. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling **Graphemes –** ff ll ss j v w x z zz qu ch sh th ng nk **Word ending** – s /s/ (hats) **Word ending** – z /z/ (his, bags) **Tricky words** – put pull full as and has his her go no to into she push he of we me be	**Phase 3** Consolidate skills as in Autumn 2 and begin Phase 3 skills. Know grapheme/phoneme correspondence of 14 digraphs and trigraphs. Blend and segment known sounds for reading and spelling VC, CVC, CVCC Read longer words **Graphemes** – ai ee igh oa oo/**oo** ar or ur ow oi ear air er **Words with double letters** – dd mm tt bb rr gg pp ff **Tricky words** – was you they my by all are sure pure	**Phase 3** Consolidate Phase 2 & 3 skills. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Read words with 2 or more digraphs and compound words. Write graphemes from memory and write a simple sentence using phonic knowledge. **Word endings** – ing -s -es/z/ **Word middles** – s /z/ **Tricky words** – review all	**Phase 4** Consolidate phase 2/3 skills and begin Phase 4. Short vowels CVCC CCVC CCVCC CCCVC CCCVCC words, longer words, compound words. Write more graphemes from memory and write sentences using phonic knowledge. **Word endings** –ing, -ed /t/, -ed /id/ /ed/ - est **Tricky words** – said so have like some come love do were here little says there when what one out today	**Phase 4** Represent each of 42 phonemes by a grapheme and blend phonemes to read words and segment words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs. Long vowel sounds CVCC CCVC CCCVC CCV CCVCC Write longer sentences using phonic knowledge, write digraphs and trigraphs **Word endings** -s /s/ /z/ /es/ -ing -ed **Tricky words** – review all taught so far and secure spelling
Literacy **Writing**	**Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. **Composition:** Use talk to organise describe events and experiences. **Spelling:** Orally segment sounds in simple words. Write their name copying from a name card or try to write it from memory. **Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. **Skills progression:** Name copying Writing random letters Scribble writing Drawing pictures Initial sounds for words	**Emergent writing:** Copies adult writing behaviour e.g., writing on whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters & own symbols. Write letters & strings, sometimes in clusters like words. **Composition:** Use talk to link ideas, clarify thinking & feelings. Understand that thoughts can be written down. **Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name. **Handwriting:** Show a dominant hand and hold a pencil effectively. Form some letters from their name correctly. Recognise that after a word there is a space. **Skills progression:** Name copying and writing Drawing pictures Initial sounds for words VC/CVC words	**Emergent writing:** Use appropriate letters for initial sounds. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it. **Spelling:** Spell to write VC and CVC words independently using Phase 2/3 graphemes. **Handwriting:** Show a dominant hand and hold a pencil effectively. Write from left to right and top to bottom. Begin to form recognisable letters in accordance with handwriting letters taught so far. **Skills progression:** Forming recognisable letters Writing CVC words Writing phonetically decodable words Writing short phrases/captions	**Emergent writing:** Build words using letter sounds in writing. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. **Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. **Handwriting:** Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders and write own name clearly. **Skills progression:** Writing phonetically decodable words Writing phrases/captions	**Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. **Composition:** Write a simple sentence with a full stop. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. **Handwriting:** Form lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words **Skills progression:** Writing phonetically decodable words Writing simple sentences (both independently and dictated) writing simple narratives, lists and instructions	**Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories.) Begin to discuss features of own writing e.g., what kind of story have they written. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. **Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form most capital letters correctly. **Skills progression:** Writing phonetically decodable words Writing simple sentences (both independently and dictated) writing simple narratives, lists and instructions ***WRITING ELG:*** *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.*
	(Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)					
Literacy **Handwriting**	**Practising patterns – Unit 1** • Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) • Up curves, Down curves, Mixed-height curves, Letter C (Week 2) • Spirals, Crosses, Turrets, Diagonals (Week3) • Zig-zags, Sideways V, Letter X, Triangles (Week 4)	**Teach lower case letter formation – Units 2-5** (suggested time 9 weeks) • Teach the lower-case letters in families • Unit 2: Curly letter family • c, a, d (Week 5) • g, o, q (Week 6) • e, s, f (Week 7) • Unit 3: Long letter family • l, i, t (Week 8) • j, u, y (Week 9) • Unit 4: Bouncy letter family • m, n, r (Week 10) • b, p, h (Week 11) • Unit 5: Zig-zag letter family • v, w, x (Week 12) • z, k (Week 13)	**Teach capital letter formation – Unit 6** (suggested time 11 weeks) • Unit 6: Capital letters • Cc, Aa, Dd (Week 15) • Gg, Oo, Qq (Week 16) • Ee, Ss, Ff (Week 17) • Ll, Ii, Tt (Week 18) • Jj, Uu, Yy	**Teach capital letter formation** • Unit 6 (ctd) • (Week 19) Assess and review week (Week 20 – before or after half-term) • Mm, Nn, Rr (Week 21) • Bb, Pp, Hh (Week 22) • Vv, Ww, Xx (Week 23) • Zz, Kk (Week 24	**Practise in digraphs, trigraphs & words** (suggested time 9+ weeks) • Unit 7: Digraphs and trigraphs • ff, ll, ss (Week 26) • zz, ck, qu (Week 27) • ch, sh, th (Week 28) • ng, nk, ai (Week 29) • ee, igh, oa (Week 30)	**Practise in digraphs, trigraphs & words** • Unit 7 (ctd) • Assess and review week (Week 31 – before or after half-term) • oo, ar, or (Week 32) • ur, ow, oi (Week 33) • ear, air, er plus Assess and review (Week 34) • Week 35 (onwards): Assess and review all letters as needed

White Rose Maths

Getting to know you | Match, sort and compare FREE TRIAL VIEW | Talk about measure and patterns VIEW | It's me 1, 2, 3 VIEW | Circles and triangles VIEW | 1, 2, 3, 4, 5 VIEW | Shapes with 4 sides VIEW

Alive in 5 VIEW | Mass and capacity VIEW | Growing 6, 7, 8 VIEW | Length, height and time VIEW | Building 9 and 10 VIEW | Explore 3-D shapes VIEW

To 20 and beyond VIEW | How many now? VIEW | Manipulate, compose and decompose VIEW | Sharing and grouping VIEW | Visualise, build and map VIEW | Make connections VIEW | Consolidation

Mathematics
(White Rose & Numberblocks)



KIRFS



Ongoing throughout the year

Count objects, actions, and sounds. ***Subitise***	***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-3***		***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-5***		***Explore the composition of numbers to 10*** ***Subitise*** ***Automatic recall number bonds 0-8***
Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making a simple pattern. **KIRFS** – I can count up to 5 and recognise the digits	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language **KIRFS** – I can recognise patterns of numbers to 5 (subitising)	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity **KIRFS** – I can say 1 more /1 less than a number	Number 6, 7, 8 Making pairs, doubles Combining 2 groups Length, height. Time	Numbers 7, 8, 9, 10 Making pairs. Combining groups Number bonds 3D shapes Pattern. **KIRFS** – I can partition a number up to 5 into 2 groups

Explore the composition of numbers beyond 10. ***Subitise*** ***Automatic recall number bonds 0-10***		***Explore the composition of numbers beyond 10.*** ***Subitise*** ***Automatic recall number bonds 0-10***	
Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA **KIRFS** – I can recognise bonds to 10 - I can recognise odd/even numbers to 10		Adding more Taking away Number bonds Shape – spatial reasoning **KIRFS** – I can begin to verbally count beyond 20 - I know doubles to 10	Doubling Sharing and grouping Even and odd Patterns and relationships

Link the number symbol with its cardinal number value. ***Select, rotate, and manipulate shapes to develop spatial reasoning skills.***
Count beyond ten. Compare numbers ***Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.***
Understand the 'one more/one less than' relationship between consecutive numbers. ***Continue, copy, and create repeating patterns. Compare length, weight, and capacity.***

Understanding the World



Chronology: ***Talk about members of their immediate family and the relationship to them.*** ***Name and describe people who are familiar to them.***	**Chronology:** use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. **Enquiry:** Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. ***Comment on images of familiar situations in the past.***	**Chronology:** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	**Chronology:** Talk about and understand changes in their own lifetime, by creating a personal timeline. **Enquiry:** Describe images of familiar situations in the past using books such as, 'Once there were giants', 'Peepo', Shirley Hughes stories.	**Chronology:** Recount an event, orally, pictorial and/or with captions. **Enquiry:** Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	**Chronology:** Order experiences in relation to themselves and others, including stories. **Enquiry:** ***Comment on images of familiar situations in the past.*** Describe features of objects, people, places at different times and make comparisons, focusing on seaside holidays 'then' and 'now' and the life of Grace Darling. Talk about what is the same and different. Talk about why dinosaurs are not alive now and link to fossils/archaeology.
Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete the Cat's story map around school, seating maps, nature area map and read common signs and logos.	**Mapping:** Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. **Enquiry:** Explore states of matter when cooking gingerbread men	**Mapping:** Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify places on a map ***- Recognise some environments that are different to the one in which they live e.g., Antarctica.*** **Enquiry:** Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. Explore states of matter (water/ice) Understand that animals live in different places and explore what they have in common/what makes them different.	**Mapping:** Complete a simple BeeBot program using a grid map or carpet squares. **Enquiry** - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre Understand the key features of the life cycle of a plant or animal.	**Mapping:** ***Draw information from a simple map*** and identify landmarks of our local area walk. **Enquiry:** Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.	**Mapping:** Create own maps using grid paper and symbols (x marks the spot treasure maps) **Enquiry:** Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

Communication: Comment on what they notice about the environment where they live and ***understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.***
Observation: ***Explore the natural world around them*** by taking part in regular forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things. Name different types of animals and plants. Make comparisons between different living things.

Expressive Arts and Design 	Portrait skills – drawing themselves, observational work, owl collage, junk modelling, colour mixing to paint feelings monsters, collaborative large-scale mark making **Artist study** – Giuseppe Archimboldo or Jackson Pollock **MUSIC:** Singing simple well know songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in. ***Develop storylines in their pretend play.***	Use different textures/materials to make houses for the 3 Pigs, firework pictures, Rangoli patterns, Christmas cards and decorations, **Artist study** – Piet Mondrian or Wassily Kandinsky **MUSIC:** Nativity Performance – joining in with the words to sings and using actions. Listening to music. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production. ***Sing in a group or on their own, increasingly matching the pitch and following the melody.***	Design and make homes for hibernating animals, symmetrical butterflies, animal masks, Chinese writing and lanterns, puppets using different joining techniques **Artist Study** – Henri Rousseau or Joan Miro **MUSIC:** Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Pitch, tempo, sequence, composition, instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting, percussion, pattern, African instruments, drum, tambourine, bells, maracas, glockenspiel and xylophone, shake, tap, bang, pulse, beat, orchestra, horn, bells. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues. ***Return to and build on their previous learning, refining ideas and developing their ability to represent them.***	Investigating different textures and patterns, butterflies and caterpillars, collage, junk modelling to make houses, printing patterns on Easter eggs, sunflower paintings, Mathers Day and Easter cards/crafts, artwork themed around the Very Hungry Caterpillar **Artist Study** – Andy Goldsworthy or Eric Carle **MUSIC:** Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, shouting, voices, whispering, voices, talking voices, change, high, low. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary. ***Create collaboratively sharing ideas, resources, and skills.***	Design and make rockets, boats, transport of own choice, creating village themed postcards, collage planets, clay aliens or other creatures **Artist Study** – Sophie Knight or Vincent van Gogh **MUSIC:** Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary, Rimsky Korsakov, Flight of the Bumblebee Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs. ***Listen attentively, move to, and talk about music, expressing their feelings and responses.***	Junk model toys, paintings of seaside holidays incorporating colour mixing, black and white observational drawings, self-portrait to take to Year 1 **Artist Study** – Georgia O'Keefe or Henri Matisse **MUSIC:** Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, listen, bang, tap, scratch. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class, Instruments in class to allow children to make their own music (including singing). ***Watch and talk about dance and performance art, expressing their feelings and responses.***
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings ***Explore and engage in music making and dance, performing solo or in groups.*** Singing – well known nursery rhymes, familiar songs and chants, important songs/hymns during Collective Worship					