

Breadsall CE Primary School EYFS Long Term Plan 2021 – 2022
Progression of Skills and Knowledge in the EYFS

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Possible themes, interests, lines of enquiry	<i>Beyond Your Imagination</i> Our Class Autumn Harvest	<i>Time for a Change</i> Bonfire Night/Guy Fawkes Diwali Remembrance Day Anti Bullying Week/Kindness Christmas Winter Hannukah	<i>Space</i> Winter Chinese New Year Valentines Day	<i>Water</i> Pancake Day Holi Mother's Day St David's Day, St Patrick's Day Easter	<i>On the Farm</i> Spring Growing Life Cycles Queen's Platinum Jubilee St George's Day Ramadan/Eid	<i>Animals</i> Summer Hot places Summer holidays Life Cycles Father's Day	
Possible Texts	Elmer The Gruffalo Goldilocks Red Riding Hood Little Red Hen Dragons The Egg The Dragon Machine Sugar Lump the Unicorn	Shuffle ad Squelch Ramu and Sita – Dipals's Diwali Kind Have you Filled a Bucket Today Supertato Stories about Winter Christmas Story	Q Pootle 5 Aliens love Underpants Whatever Next Back to Earth with a Bump Here come the Aliens The Smeds and the Smoods Alien Tea on Planet Zumbee	The Drop Goes Plop Mrs Lather's Laundry The Rainy Day The Ugly Duckling The Snail and the Whale Rainbow Fish Commotion in the Ocea Barry the Fish with Fingers	Grandad's Farm Rosie's Walk Jasper's Beanstalk Jack and the Beanstalk A Tiny Seed Oliver's Vegetables The Enormous Turnip	Handa's Surprise The Lion who wanted to love We're Going on a Lion Hunt The Dinosaur's Day Out The Three Little Pigs What the Ladybird Heard A Squash and a Squeeze	
Communication and Language CL	<i>Understand how to listen carefully and why listening is important. Engage in story times</i> , rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play</i> , talking about themselves and others. Speak with correct pronunciation so that they are understood by others.	Listen in familiar & new situations and group situation <i>Engage in story times.</i> Maintain attention in new situations. Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Consider the listener and take turns. <i>Develop social phrases</i> Use new vocabulary. Make comments about their observations. Speak to group about own interests, experiences and opinions. Ask questions about peers' interests. Begin to recount past events, using past tense.	Listen attentively in a range of situations. Maintain attention during appropriate activity. Follow <i>instructions with 3 parts</i> and respond appropriately. <i>Engage in non-fiction books. Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Use talk to organise/stand for something else in play.</i> To ask questions and speak in sentences to a partner. Use past tense and plurals correctly. Retell a familiar story using appropriate vocabulary and repetition.	Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> <i>Retell a story in detail using full sentences and appropriate vocabulary.</i> To speak about topic giving some factual information	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> To speak about an event or story using correct sequencing. Comment on stories read. To use language with peers and invent own stories in play. To be able to give facts about a specified subject. To speak to audience in production.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. To be able to give facts about a specified subject. To speak to audience in production	<u>Listening and Understanding.</u> 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 interaction. 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. <u>Speaking.</u> 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.
	<i>Learn new vocabulary Use new vocabulary through the day</i>	<i>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</i>					
Physical, Social and Emotional Development PSED	<i>Can talk about feelings.</i> Welcome distractions when upset. Knows different emotions and ways of recognising them <i>Increasingly follow rules. Know likes and dislikes.</i> Independently organise belongings in the morning. Choose an activity independently. Have confidence to join in with whole group activities. Demonstrates friendly behaviour. Dress/ undress and manage self-care independently	<i>Beginning to express their feelings and consider the perspectives of others.</i> Begin to take turns and share resources. Independently choose where they would like to play. Regulate own behaviour and follow school expectations Begin taking turns and work with friends. Follow instructions Say 'stop' loudly if you don't like something in play and to tell an adult if it continues.	Show pride in achievements. Can explain right from wrong and try to behave accordingly. <i>Manage their own needs.</i> Can identify kindness. Seek others to share activities and experiences. Set own goals Begin to develop self- motivation Begin to persevere with challenging tasks Use cutlery independently for cutting and eating. Work with a partner	Can make choices and communicate what they need. 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. Understand that people need help. Identify ways of being kind to others and how this will make them feel. Practise good table manners Talks about the effect their behaviour has on others.	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 <i>Show resilience and perseverance.</i> To understand how to make the right choices and the consequences of not making the right ones. To negotiate with others and stay friends. To talk about own feelings.	<i>Able to identify and moderate own feelings. See themselves as a unique and valued individual.</i> Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings. To discuss and have pride in achievements in Reception and dreams for Yr 1.	<u>Self-Regulation.</u> 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.

		Understand different people celebrate different things. Talk about our similarities and differences and recognise that being different is ok Begin to respect other people’s personal space	Know that it is ok to make mistakes.	Know ways of keeping healthy eg eating, exercise, sleep, oral hygiene, handwashing, screen time	Talk about why a character has made a poor choice and what the consequences are. Talk about how the character could have made a better choice.	To be able to talk about the relationships they have at home with their family and friends.	<u>Managing Self.</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. 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 <u>Building Relationships.</u> 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.
RE Derbyshire Agreed Syllabus	<u>Why is the word ‘God’ so important to Christians?</u> Recognise that people have different beliefs and celebrate special times in different ways Looking at God as a Creator, Harvest Festival and respecting God’s name.	<u>Why do Christians do a Nativity play at Christmas?</u> Recognise that people have different beliefs and celebrate special times in different ways Introduction to ‘incarnation’ and Christmas as a time when Christians believe Jesus was born. Nativity story, Jesus as a ‘gift’ and Christmas traditions.	<u>Which people and places are special and Why?</u> Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways Talk about who is special to them and what are the characteristics of a good friend. Talk about the stories of Jesus in relation to friendship. Think about places which are special to them Understand and name some different places of worship where believers can go.	<u>Why Do Christians Put a Cross in an Easter Garden?</u> Recognise that people have different beliefs and celebrate special times in different ways Look at Palm Sunday, Good Friday, Easter Sunday and the significance within Christianity.	<u>Where do we belong?</u> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways Understand that everyone has a different understanding of ‘uniqueness’ Draw similarities in the stories that Jesus tells about treating others fairly. Understand that there are different religions in the world Begin to name similarities and differences between different religions and their naming ceremony.	<u>What is special about our world?</u> Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways Understand why some people believe the world is special Discuss why some things in the world were created to decay and think about Christian viewpoint of the world Consider how different religions are encouraged to look after our world Draw similarities and differences in the way Islam and Christianity are taught to look after the world.	<u>Understanding the world People, Culture and Communities</u> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways <u>The Natural World</u> Describe what they see, hear and feel whilst outside
Physical Development PD	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene To use a dominant hand. To use correct pencil grip. To use anticlockwise movement and vertical lines. To run, roll, crawl, walk, jump, hop, climb, skip. To begin to dress independently for PE Focus – following instructions, practise safely, independent work Footwork co-ordination	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To negotiate space effectively. To be able to balance and coordinate safely. To sit with good posture on carpet or at table. Focus – taking turns and sharing. Jumping and Landing Seated balance	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. To show good practice with regard to exercise, eating, sleeping, general and oral hygiene. To negotiate space effectively. Focus – Exploring and describing different movements Ball skills Partner Work	To handle tools, objects, construction and malleable materials safely and with increasing control. To improve style, core strength and coordination with different ways of moving 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. Focus – understand and follow simple rules, name some things I am good at. Balance: On a line	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Sending and Receiving Agility skill: Reaction/Response	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To show good control and co-ordination in large and small movements. Join in team games showing good sportsmanship Focus – Aware of why exercise is important for good health. Ball chasing Floor work	<u>Skills.</u> 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. <u>Fine Motor Skills.</u> 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, paint brushes and cutlery.

	One leg balance						Begin to show accuracy and care when drawing
	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, sport, and swimming. Develop their fine 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	Comprehension: Listen and enjoy sharing a range of books. Hold a 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.	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, non-fiction, rhymes and poems and during role-play
	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 the school's phonic programme.	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 the school's phonic programme.	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 necessary, a few exception words.	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 necessary, a few 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.	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.
	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.						
RWI scheme	Phonics: Set 1 Sounds Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Begin Set 1 Sounds Red words, the, put, I, go	Phonics: Set 1 Sounds Know grapheme phoneme correspondence of m, a, s, d, t, l, n, p, g, o,, c, k, u, b, f, e, l ck, r, j, v, w, sh, th Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Red words: to, my, for, no, of, for, he	Phonics Set 1 Sounds Consolidate Set 1 skills as in Autumn 2. Recognise digraphs -ck + ch, th, sh, consonant endings - ff, ll, ss segment known sounds for reading and spelling VC, CVC, CVCC Red words : she, be, he, was, we, your, said, are, into, all. me	Phonics Set 1 Sounds Consolidate Set 2 skills. Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Red words: know red words covered to date. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Phonics Set 2 Sounds Know digraphs ay/ee/ow/oo/oo/or/ar/ir and trigraphs ign/air Red words already learnt for writing. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phonics Set 2 Sounds Know digraphs ou/ oy Consolidate all Set 2 sounds. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out, what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.	
	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	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory	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.	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound	Writing. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and

	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 it 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.	relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space	Spelling: Spell to write VC and CVC words independently using RWI Set 1 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using RWI Set 1graphemes. 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.	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 most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	correspondences using a capital letter and full stop 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, instructions). Begin to discuss features of their 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 some capital letters correctly.	representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Mathematics Power Maths	Numbers to 5 - Count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5. Begin to recognise different representations of numbers up to 5. Subitise. Comparing Groups within 5 Know language of more and fewer by comparing groups of up to 5 objects presented in different ways. Know that groups of objects can have the same amount in them, even if they look different. Shape: 2D and 3D shapes – Describe and compare 2D and 3D shapes.	Change within 5 - Find one more and one less than a number within 5 Number bonds to 5 – Use part whole model to represent number bonds to 5 Shape and Space – use positional and directional language Time: Use the language of time eg, first, next, then.	Numbers to 10 – count to 10 and represent numbers using concrete and pictorial representations Comparing numbers within 10 – identify more or less than a number up to 10, Addition as combining two groups of objects and subtraction as the difference between two amounts. Addition to 10- part-whole model. Addition as the combining of two parts into a whole. Vocabulary - <i>altogether</i> Measure. Length, Height and Weight – use non standard measures to compare items	Number Bonds to 10 . Use ten frame and part whole model to explore number bonds to 10. Recognise the commutative law of addition. Introduction of missing parts as precursor to subtraction. Subtraction – Use part-whole models to ‘break apart’ 10 and identify the different bonds created. Begin to ‘find a missing part’ of subtraction from 10. Begin to understand the inverse relationship between addition and subtraction. Patterns – extend, complete and explain simple repeating patterns. Money Use money during role play activities to buy items. Use 1p, 2p and 5p coins.	Counting on and Counting Back – count forwards or back from a given number to add or subtract Numbers to 20 – Count to 20 and back to 0. Identify one more or one less. Compare and represent numbers to 20. Begin to understand tens and ones. Numerical Patterns – Begin to understand the mathematical patterns of doubling, halving, odd and even numbers. Money recognise 10p coin. Explore how to make different amounts using 1,2,5 and 10 p coins. (links to Numbers to 20)	Shape – Know that 2 D shapes can be made up of other shapes. Use shapes to make new shapes. Measure – Capacity. Know how to compare and measure volume and capacity by investigation. Sorting – sort objects into groups according to size, shape, colour. Notice similarities and differences. Time: Being to know the Months of the Year eg identify month of own birthday. Able to say the time - O’Clock on a digital and analogue clock.	<u>Number</u> 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. <u>Numerical Patterns.</u> 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 the World.	Chronology: <i>Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</i>	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	Chronology: Recount an event, orally, pictorial and/or with captions.	Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Enquiry: Describe images of familiar situations in the past using books such as, ‘When we	Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: <i>Comment on images of familiar situations in the past.</i> Describe features of objects, people, places at different times and make comparisons.	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. 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	Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

		Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.		were giants’, ‘Peepo’, Shirley Hughes stories, Allan Alberg stories	Talk about what is the same and different.	community e.g., police, fire service, doctors, dentist.	Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.
	Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.						
	Respect: Themselves, special things in their own lives. Talk about and describe features of their own family, talk about families in other countries across the world.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: Understand that some places are special to members of their community.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: Animals and know how to care for an animal/pets	Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	
	Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps,	Mapping: instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.	Mapping: Use Google maps to explore vicinity of school. : Comment and ask questions about the different parts of the local community. Recognise some environments that are different to the one in which they live e.g., The Moon . Enquiry: Make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: Identify on a map - Recognise some environments that are different to the one in which they live e.g., places visited in Snail and the Whale Enquiry: Make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: Draw information from a simple map of a story or area and identify landmarks. Eg Rosie’s Walk , Grandad’s Farm Enquiry: Understand the key features of the life cycle of a plant or animal.	Mapping: Create own maps linked to either story eg What the Ladybird Heard/ Going on a Lion Hunt or school trip. 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.	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
	Investigations Explore properties of natural forces and processes and comment on them. To develop awareness of different materials and their properties. To learn vocabulary associated with them and comment on observations, similarities and differences. Eg freezing, shadows, floating, magnets, colour mixing, paper aeroplanes, rolling, threading, construction, puddles, light, sound, cooking, gravity, etc						
Expressive Art and Design	Make self portrait. Remember the words to a range of songs. Give meaning to the marks that are made. Able to safely construct with a purpose and evaluate their designs.	Uses simple tools and techniques competently and appropriately. Make Christmas decorations. Perform in Christmas Nativity. Knows the names of different tools and techniques that can be used to create Art. Experiments with creating different things and to be able to talk about their uses	Use a range of resources to create own props to aid role play. Constructs with a purpose in mind, using a variety of resources. Knows and performs song, poem, dance or music to class. Understands that pictures can be created by making or by using imagination. Able to safely construct with a purpose and evaluate their designs.	Work with a partner to make a collage. Plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect. Uses a range of props to support and enhance role play. Can identify and select resources and tools to achieve a particular outcome. Uses paints, pastels and other resources to create representations of the world around them	Can draw plants and animals they have observed Uses what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary. Uses role play to act out stories and make sense of their world. Can draw fruit and vegetables, talk about what they have drawn and the materials they have used. Comments on their owns creations and those of their	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Can recycle junk for modelling. Performs in summer production.	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 – try to move in time with music.

					peers, identifying ways to improve and positive features.		
--	--	--	--	--	---	--	--