



JACKSDALE PRIMARY & NURSERY SCHOOL

EYFS Curriculum Map 2024-2025

AUTUMN: CELEBRATIONS

This is Me:

Rules & Routines

Myself

Family

Feelings

Harvest

CELEBRATE WITH US!

Festival of Light – Diwali

Bonfire Night

Remembrance Day

Anti-Bullying Week

Christmas

Birthdays

SPRING: BIG ADVENTURES

Traditional tales:

The 3 Little Pigs

The Gingerbread Man

Little Red Riding Hood

Imagination & Beyond:

Fairies and Unicorns

Pirates and Mermaids

Elves and Gnomes

SUMMER: OUR WONDERFUL WORLD

Our Familiar World

Where we belong – Jacksdale / England

Lifecycles: animals & plants (planting / growing)

The Wider World

Hot & cold: climates / countries: animals

Land & sea: animals

Lifecycles: ourselves / change / transition / conquering our fears

CELEBRATIONS

AUTUMN 1

This is Me:

Rules & Routines

Myself

Family

Feelings

Harvest

Summary Goals	F1	F2
PSED – Self Regulation	Knowing what is expected in school in very simple terms for example where we put our coat, we sit down when we eat, we listen to stories together.	Begins to develop confidence and cooperation.
PSED – Managing Self	Finding comfort in the familiar. Knowing what comforts them and how to soothe themselves when necessary.	Begins to develop confidence with children and sustained interest in play. Manages coat, toilet with help, and cutlery.
PSED – Building Relationships	Forms an attachment with an adult in the setting.	Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.
PSED ACTIVITIES	<p>Teach – F1 teeth brushing, healthy lifestyles, independence, sense of belonging (attachments), start to share and take turns (F2), play with a new person, collaborate in a task (eg making something in creative) (F2), know names of other children and use names (F1, 2), children are taught that sometimes we feel happy and sad and can express this (adults model 'I feel happy today.'). Taught what to do when there is a conflict.</p> <p>Practise – using cutlery, adults model how to work together, praise for more sustained attention, adults model how to solve conflicts</p> <p>Apply – children choose an activity and stay with it for more sustained periods over the half term, children can say what they would like to do and where (eg I want to play in the construction and make a post office), children can play with each other and they talk to each other using their names.</p> <p>Knowledge – By the end of the half term, children will know: F1 – what it means to be at school and that there are routines that are followed like listen to the teacher, who to ask if they are worried or they need something.</p>	

	F2 – the names of their friends and how to play with another child, how to follow a simple instruction. How to make sure their personal needs are met.
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PD – Gross Motor Skills	Showing some control over their body.	Shows an increasing awareness of what their own body can do. Engages with physical play.
PD – Fine Motor Skills	Will use a range of tools and equipment.	Begins to make marks and shapes using simple equipment.
PD	<p>Teach – exercise is good for them, fine (control, strength, dexterity, hand eye coordination, muscle memory) and gross (balance, control, awareness of body), motor development – using the tools in the CP,</p> <p>Practise – play dough cutting with a knife and fork,</p> <p>Apply – children using a range of tools in the play dough, Role play making food and sitting together and cutting and ‘eating’ food,</p> <p>Knowledge – By the end of the half term, children will know: F1 – How to move around the classroom safely. How to use a pencil, paintbrush, jug/container, F2 – How to move around without interrupting others. How to use pencils, pens, paintbrushes, knives, forks.</p>	

CAL – Listening, Attention and Understanding	Starting to listen to adults around them and will respond to very simple requests, usually on their own terms.	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).
CAL – Speaking	Children are starting to communicate through words and gestures.	Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc.
Communication & Language	<p>Teach – F1 – children start to sit with legs crossed and learn to look at the speaker, children respond to a one part question or request</p> <p>F2 – children are taught to face the speaker, they demonstrate understanding by answering questions about the story or learning, they are taught to speak in sentences using the sentence stem modelled by the teacher. For example, teacher asks, ‘Which character do you like?’ and models, ‘I like Cinderella,’ expecting the child to repeat, ‘I like.....’ (my turn, your turn). Taking turns in conversations.</p> <p>Practise – Adults modelling in the role play area, in the reading area etc, praise for taking turns and for showing listening skills.</p> <p>Apply – children read stories to each other and are praised when they show good listening and good speaking</p> <p>Continuous provision – Must – role play, high quality adult interactions to model (including correct pronunciation and grammar), friendly quiet spaces in which to talk, opportunities for books to be shared</p> <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – To look at an adult when they are speaking and to follow an instruction like ‘wash your hands.’ How to express simple needs like ‘toilet’ or ‘cup,’</p> <p>F2 – To look at the person speaking (child or adult) and can show comprehension by responding using sentences and stems taught and modelled.</p>	
Literacy (L) – Comprehension	Likes to read a book with an adult.	Shows an interest in reading often choosing a book to look at themselves or with friends.
Literacy (L) – Writing	Mark making and drawing with a range of tools and equipment.	Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play.
Literacy	<p>Teach – F2 Drawing Club</p> <p>F2 RWI</p> <p>F1 Phase 1 phonics</p> <p>F1 Mark making</p> <p>Practise – Name writing every day (F2 independent)</p> <p>Portraits and labelling (F1 and F2)</p> <p>Focused writing in Drawing Club</p>	

	<p>Applied – Through – taught use of writing area, taught use of the reading area, building to challenges or jobs they must complete by the end of the week eg F1 I will use the mark making area, F2 I will make a book for my friend.</p> <p>Continuous Provision Inside – Must – writing area, role play area (reading and writing), construction area (reading and writing), Could – creative,</p> <p>Continuous Provision Outside - Must – Canopy area – mud kitchen, white board, chalk, water</p> <p>Knowledge – By the end of the half term, children will know: F1 – Focus on an adults who is telling a story. Participate in name writing each day. F2 – Books are opened at the beginning and read from left to right. Pictures relate to the story or information.</p>	
Maths (M) – Number	Points in sequence to several objects.	Count objects and select the numeral card (1-5).
Maths (M) – Numerical Patterns	Counts rhythmically and can count in songs and rhymes.	Uses the language of counting confidently and as part of play.
Maths (M) – Shape, Space and Measure	Can build using different equipment of different sizes and shapes.	Identify simple 2D shapes in the environment.
Maths	<p>Teach – F2 Matching objects, sorting objects and comparing objects F2 Measuring and patterns F1 More than, fewer than, same F1 Explore and build with shapes and objects F1 Explore repeats F1 Hear and say numbers</p> <p>Practice- F1 Maths talk using sentence stems. Adult led activities linking to objective F1 Mark make using symbols for Maths F1 Take part in counting such as pointing at numbers in sequences, saying number names or singing counting songs F2 Adult led activities matching the objective F2 Selecting numerals for certain numbers of objects. Count and give a number in a group as a total. F2 – Modelling shape talk using language of shapes (corners, sides, straight, flat, round)</p> <p>Apply- F1 Using stories to enact filling- water/sand and using mathematical language F1 Access to construction materials to build with shapes, blocks and objects. F1 In role play, use props from songs to sing independently F2 – using mathematical vocabulary in play “more, less, most, least” and share vocabulary in maths area F2- Range of different shapes to investigate maths area, real life objects and manipulatives</p>	

	<p>F2 – Memory games and jigsaws</p> <p>Knowledge-</p> <p>F1 – Point out objects on a sequence. Counting in rhymes. Build using different objects in play. Record in floor book.</p> <p>F2 – Count objects to 5 and match number to amount. Use the language of counting in day to day life. Find shapes in the classroom.</p>
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Understanding the world (UW) - Past and Present	Children start to be curious about the people around them. They show interest in characters in stories and people in school.	Can talk about their own family and the people around them describing features about them.
Understanding the world (UW) – People, Culture and Communities	Children are interested in very simple similarities and differences between people and places.	Knows features of their own environment.
Understanding the world (UW) – The Natural World	Children start to explore the environment around them.	Notices features of their immediate environment.
Understanding the World	<p>Teach – Important people in school (walk around school), local environment features (shops, post office, houses, park, local features), teach the children where they live (individual addresses), F1 children know simple body parts, F2 skeleton structure.</p> <p>Know some features of seasons. Observe the related signs of each season and the weather. Explore maps, Explore the natural world around them.</p> <p>F1 – know who is in their family, know who is in their friends family. F2 Compare their family and their friends family using same, different. Talk about what happened over the summer, the weekend.</p> <p>Practise – children write their address on envelopes, post a letter to themselves?</p> <p>Apply – children make the equipment necessary for the role play post office, they take on the role of post office staff demonstrating good use of language and knowledge. F1 children can play matching games to reinforce same, similar, different.</p> <p>Continuous Provision – MUST - home corner / family area – photos of children & family, writing area, UTW area – small world</p> <p style="padding-left: 40px;">- COULD – shop area / post office area, jigsaws</p> <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – There are people around them who might be different. Their school environment and how to get around the classroom.</p> <p>F2 – Their own family and friends in school. They can talk about what is the same in relation to eyes, nose, limbs etc. They know the school is in their local area and some of the features of the local area.</p>	

Expressive Arts (EAD) – Being Imaginative and Expressive	Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.
Expressive Arts (EAD) – Creating with Materials	Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.	Beginning to understand colour, shape, and space. Knows how to put things together in a basic way.
Expressive Arts	<p>Teach – Effective handling of pencil, paintbrush, chalk, pens, drawing portrait, taught songs (number, tidying up, nursery rhymes), rhythm and rhyme, musical instruments, taught use of paint, glue, Sellotape, the bin, dustpan, brush, cloth.</p> <p>Practise – modelled use of creative area, use of tools and skills for drawing, painting, mixing paint, (align with KS1 progression in art)</p> <p>Apply – children make the equipment they need for the role play post office, children develop their drawing skills and make their own portraits, F1 children develop awareness of mark making in the creative area, children build resilience in their joining of materials using different methods.</p> <p>Continuous provision – MUST: colour mixing station, music station (outdoors), 3D modelling area (sculpture station) COULD: focus artist of the week</p> <p>Knowledge – By the end of the half term, children will know: F1 – How to sing together and use some musical instruments while music is playing. To mark make in the creative areas. F2 – How to retell a story in the role play, how to perform a song or dance with friends. How to make something specific for the role play area using adults as models.</p>	

Texts	Week 1 & 2 (routines) Colour Monster goes to school (Anna Llenas) Week 3 & 4 (Me and my family) Super Duper you! (Sophy Henn) Week 5 & 6 (feelings / harvest) Farmer Duck (Martin Waddell)
Enrichment	Photographs from home, harvest assembly, local walks, library visits, apple harvest and pie baking,
Role play focus	Home corner (inside), role play post office (outside)
Key vocabulary	PSED - Please, thank you, excuse me, rules, share, take turns, safe, kind, respect, tidy, 'Stop, I don't like that', listen, speak, feelings vocabulary, friend, share, take turns, toilet, named items in the classroom, friends names, adults names, look, same, similar, different

	UW - Harvest, post office, shops, houses, school, vegetables, healthy, exercise, teeth, bones, nose, head, eyes, skeleton, knees, shoulders, toes, nails, knuckles, tongue, taste, chin, cheek, jaw, ears, happy, sad, angry, tired, hungry, thirsty, Text vocabulary – ADD FROM STP
School/British Values	Rule of law, tolerance Kind Safe Respect

AUTUMN 2

CELEBRATE WITH US!

Festival of Light – Diwali

Bonfire Night

Remembrance Day

Anti-Bullying Week

Christmas

Birthdays

Summary Goals	F1	F2
PSED – Self Regulation	Asserting themselves as an individual person with likes and dislikes.	Increasing ability to share, recognise emotions of self and show good manners.
PSED – Managing Self	Aware that things don't always go their way and when they are upset an adult will help them.	Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.
PSED – Building Relationships	Will play alongside other children.	Initiates play, recognises some emotions better and follows instructions.
PSED	<p>Teach – F1 further vocabulary is taught so children can say what they feel and why. They are given the words necessary to ask for help. Children ask friends if they will play with them and use polite vocabulary. They are listening to their friends as well as to adults. Knowing how to share. Identifying own feelings and feelings of others. Knowing about falling out and making up. Using the stop hand signal. Using their words to ask a grown up for help.</p> <p>F2 Manners are used consistently. Children are taught to keep track of their belongings, can say when they need to use the toilet and start to know where their belongings are with no support from adults. Knowing how to manage conflict with friends. Identifying kindness & unkindness (linked to anti-bullying week). Using sentence stems to help resolve conflict.</p> <p>Practise – Makaton – signs & symbols, playing games with more than 1 person, sharing resources, check-ins for feelings: zones of regulation</p> <p>Apply – Children are able to ask for help when needed in a variety of different circumstances – during continuous provision and focused activities, including with toileting for F2's. All children can find their own coats. F2's can find own resources. F2's are able to verbalise their feelings on a simple level and start to show empathy for others.</p> <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – That there are other children in the setting and they need attention too. How to say when they don't like something.</p>	

	F2 – How to take care of themselves. How to share and how to use their manners.	
PD – Gross Motor Skills	Showing some control over their choice of tools.	Becoming increasingly aware of the space around them and what they can do in the space.
PD – Fine Motor Skills	Will use a range of tools and equipment with some control.	Uses a wider range of equipment to make more refined shapes and marks, models, and construction.
PD	<p>Teach – F1 children are taught to use a further range of tools and equipment to support their play. For example, funnels, pipettes, F2 Children are starting to make observational drawings and are taught how to be accurate in their use of the appropriate tools.</p> <p>Practise – Dough Disco, Squiggle wiggle (child dependent),</p> <p>Apply – F1 can pour liquid from one container to another and can use a pipette. children can hold paper and scissors in opposing hands. With support, children can use looped scissors. F2 children can use scissors independently. Drawings are recognisable in form. Can transfer liquids with increasing accuracy. Elect to use different materials when drawing / painting.</p> <p>Continuous provision: MUST – fine motor station, outdoor provision has a gross motor PD focus weekly. Playdough / modelling station. Water play with different measuring containers</p> <p>Knowledge – By the end of the half term, children will know: F1 – How to use the equipment introduced to them. How to form some letters in their name. F2 – How to use equipment to make more refined models.</p>	
CAL – Listening, Attention and Understanding	More likely to listen to a respond to a simple request or instruction. Starting to understand more of the ‘F1 specific’ vocabulary.	Demonstrates good listening through increased interaction.
CAL – Speaking	Children are starting to communicate through words and gestures.	Starts to interact with more confidence.
C&L	<p>Teach – Focus on listening – F1 show comprehension by responding to a simple instruction, they are starting to make themselves understood as adults teach them specific vocabulary and sentence stems and teach children how to use them using ‘My turn, your turn’ F2 listen and start to ask questions with support from adults. They more readily answer questions. They use the taught vocabulary when it is modelled.</p> <p>Practise – Modelling by the adults to use the key vocabulary. Praise for the use of vocabulary and full sentences to express wants, needs and opinions. Opportunities to ask and answer more complex questions.</p> <p>Apply – Children can interact with peers and adults, showing good listening, attention and turn-taking skills</p>	

	<p>Continuous provision – Must – role play, high quality adult interactions to model (including correct pronunciation and grammar), friendly quiet spaces in which to talk, opportunities for books to be shared</p> <p>Knowledge – By the end of the half term, children will know: F1 – What expectations are when they get a simple instruction. How to express their needs. F2 – How to ask and answer a simple question with confidence.</p>	
Literacy (L) – Comprehension	Will talk about the pictures and what is happening.	Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.
Literacy (L) – Writing	Can say what their marks mean.	Children mark make consistently as part of their play and can talk about the meaning of their marks.
LITERACY	<p>Teach – World nursery rhyme week F1 children mark make and respond to interaction like, ‘tell me about it,’ and, ‘I wonder...’. F2 children are taken through the structure of the story and can retell using a set structure,</p> <p>Practise – F1 children are supported to read and mark make as part of their play by adults who show them what this looks like F2 children retell stories, including own imaginative stories in role play, book area, small world, construction, outside using vocabulary from their books. F2 – RWI daily phonics, focusing on sounds, blending and letter / word formation.</p> <p>Apply - F1 children choose to read and mark make as part of their play, F2 children name-writing on entry. F2 Independent writing in RWI daily sessions and within continuous provision.</p> <p>Continuous Provision Inside – Must – writing area, role play area (reading and writing), construction area (reading and writing), Could – creative Continuous Provision Outside - Must – Canopy area – mud kitchen, white board, chalk, water</p> <p>Knowledge – By the end of the half term, children will know: F1 – How a story works. That marks have meaning. F2 – How to talk about a story and act out specific scenarios in play. How to mark make (and in most cases use initial sounds) in all areas of the provision.</p>	
Maths (M) – Number	Starts to use some number names and starts to ascribe names to objects in a rhythmical way.	Use five frames and talk about the significance of the formation. Count the total number of objects in 2 groups.
Maths (M) – Numerical Patterns	Starts to use number comparison language.	Starts to understand one more and one less.

Maths (M) – Shape, Space and Measure	Can talk about their models and what they used to build their models identifying different bricks and colours, for example.	Know that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.
MATHS	<p>Teach –</p> <p>F1 Begin to order number names</p> <p>F1 I see 1, 2, 3</p> <p>F1 Join in with repeats</p> <p>F1 Explore position and space</p> <p>F2 – Its me, 1, 2, 3</p> <p>F2 – Circles and triangles</p> <p>F2 – 1, 2, 3, 4, 5</p> <p>F2 – Shapes with 4 sides</p> <p>Practise -</p> <p>F1- Modelling and using number names in practice, placing certain objects in groups.</p> <p>F1 – Sharing amounts and groups of objects, noticing which are the same.</p> <p>F1 – Notice patterns in what they have built and talk about them</p> <p>F2 – Matching objects to the correct numeral to 10</p> <p>F2 – using 5 frames to count to 5</p> <p>F2 – Counting forwards and backwards from 10</p> <p>F2 – Finding 1 more and 1 less from 5</p> <p>F2 - Discussing shapes they see in the classroom. Sequencing objects in order of size</p> <p>Apply –</p> <p>F1 – Use numbers names when counting objects in play. Join in with number songs to associate numbers 1-3. Bead strings and access to construction area to build and make models.</p> <p>F2- Access to number based stories to consolidate understanding of numbers to 5. Small world – Christmas figures and presents, packing into Santa’s bag. Access to dominoes.</p> <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – How to use some number names for objects in a group. Use language to compare (more, less, greater than, less than, same). Use mathematical language to discuss models they have made.</p> <p>F2 – How to use a 5 frame to show numbers to 5. What one more and one less is with numbers to 5. Some names of 2D and 3D shapes and how to describe them.</p>	
Understanding the world (UW) - Past and Present	Children start to be curious about the people around them. They show interest in characters in stories and people in school.	Starts to talk about the passage of time and understands significant events in their own timeline.
Understanding the world (UW) – People, Culture and Communities	Children are interested in very simple similarities and differences between people and places.	Knows some features of a different environment and what makes it different.

Understanding the world (UW) – The Natural World	Children start to explore the environment around them.	Starts to talk about changes like the weather.
UNDERSTANDING THE WORLD	<p>Teach - Know the season is autumn/ winter, The related weather, The signs of winter, F2 start to look at the passage of time eg when they were babies, when their parents, grandparents were babies, F1 children learn about characters in books and that things happened in the past (nativity, Guy Fawkes), Can articulate what festivals others celebrate and begin to explain in more detail Comments on pictures of a range of celebrations- Diwali, Christmas, Eid</p> <p>Practise – Opportunities to discuss families and different generations as well as differences between families (linked to JPS RSHE curriculum, ‘One love’). Activities specifically linked to winter. Guy Fawkes, Diwali, Eid and nativity</p> <p>Apply –</p> <ul style="list-style-type: none"> • Walk around outside area, what do you notice? • Talk about the weather and how it is different every day. • Discuss changes from the classroom to other local areas like the park or their home. <p>Knowledge – By the end of the half term, children will know: F1 – How people are different in the world around them. Characters from stories we have read. What is happening in the environment around us at school. F2 – How their life has changed from being a baby to now. How school is different to home. The weather is different and how to talk about it.</p>	
Expressive Arts (EAD) – Being Imaginative and Expressive	Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.
Expressive Arts (EAD) – Creating with Materials	Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.	Beginning to understand colour, shape, and space. Knows how to put things together in a basic way.
EXPRESSIVE ARTS	<p>Teach – F1 children make up songs and perform them. They are taught to use further tools in the creative area.</p> <p>F2 children are happy to take on a range of roles in the role play and use the vocabulary to help them. This is modelled consistently by the adults. Children are taught further joins in DT.</p> <p>Christmas decoration – skill – F1 joining paper chains, threading popcorn, F2 – fixing with treasury tags, split pins, 3D shapes, Christmas card – skill – F1 folding, cutting, mark making, name writing. F2 – independent writing, name writing, designing, colour matching and mixing. Calendar – F1 - F2 –</p>	

	<p>Santas workshop – patterned wrapping paper, printing, cutting labels, colour matching and mixing, measuring, shapes, DT – model making (joining, using tools etc), moulding dough, baking and cooking,</p> <p>Practise -</p> <ul style="list-style-type: none"> • Creative area for making their own presents and wrapping gifts • Singings songs for the nativity using some instruments • Writing their own letters to Santa or labels in the creative areas using different tools. <p>Apply –</p> <ul style="list-style-type: none"> • Creative area – Santa’s workshop making labels, wrapping paper and making decorations for class tree • Malleable area – Use tools to makes Santa’s elves, presents and reindeer • Create Christmas characters using split pins to make limbs move • Christmas cards – folding independently <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – How to use instruments to make music and move to music. Using their own tools to make marks.</p> <p>F2 – Which songs they like and don’t like. How to use colour, shape and space to make their own gifts.</p>
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Texts	<p>Week 7 & 8 (festivals of light) Binny’s Diwali (Thirty Umrigar)</p> <p>Week 9 & 10 (remembrance / anti-bullying) Simon Sock’s (Sue Hendra)</p> <p>Week 11 & 12 Twinkly, twinkly Nativity (Sam Taplin)</p> <p>Little Robin Red Vest (Jan Fearnley)</p>
Enrichment	Bonfire, Anti-Bullying week, pantomime, nativity, World Nursery Rhyme Week: Storytime sharing
Role play focus	Santas workshop
Key vocabulary	Parliament, fire, embers, explosion, Diwali, Christmas, Nativity, calendar, decoration, celebration ADD STP VOCAB
School/British Values	<p>Kind</p> <p>Safe</p> <p>Respect</p>

BIG ADVENTURES

SPRING 1

Fairies and Unicorns
Pirates and Mermaids
Elves and Gnomes

Summary Goals	F1	F2
PSED – Self Regulation	Finds what they want to play with and stays with the activity for longer periods of time. Starts to show a preference.	Beginning to find ways to resolve conflicts. Cooperates increasingly with routines.
PSED – Managing Self	Start to comply with the boundaries of school knowing there are rules.	Develops confidence in new situations. Understands classroom expectations.
PSED – Building Relationships	Starts to 'dip' into others play.	Can identify when they require support or help. Can start to play in a group more effectively.
PSED	<p>Teach</p> <ul style="list-style-type: none"> daily routine (visual timetable – remove through the day so that passing of time is evident) classroom/ school behaviour expectations using signs and symbols and social stories (especially times that may be difficult such as lunchtime) appropriate behaviour that keeps us safe using the stories (e.g. what should Goldilocks have done/ the three pigs?) independence, sense of belonging, well-being through regular circle time/ singing, rhyme and music sessions sharing and turn taking using persona dolls/ role play collaboration with two or more children with adult support (F2 – e.g. playing a game, role-playing or completing a shared building project) how to ask for help emotions that link to stories – happiness, sadness, fear, excitement, risk, anger (emotions stones etc.) how to manage conflict using a social story/ examples from the stories (how else could the characters have resolved the conflict?) <p>Practise</p> <ul style="list-style-type: none"> kind and friendly behaviour towards others turn-taking/ sharing materials and resources conflict resolution using the strategies modelled by adults and social stories working for sustained periods on self-chosen projects/ alongside adults using sustained shared thinking 	

	<ul style="list-style-type: none"> • using cutlery more effectively • the language associated with a wider range of feelings and emotions <p>Apply</p> <ul style="list-style-type: none"> • children choose an activity and stay with it for more sustained periods over the half term, showing higher levels of resilience when things are difficult • children use a planning system (e.g. basket or board) to say what they would like to do and where (eg I want to play in the construction and make a post office), and what they might use • children can play with each other and refer to one another by name <p>Knowledge</p> <p>By the end of the half term, children will know:</p> <p>F1</p> <ul style="list-style-type: none"> • what to do to be a good listener • key parts of the daily routine (group time/ singing time/ snack time/ play time) • where to find the things they need for their play • that they can play with others, as well as on their own <p>F2</p> <ul style="list-style-type: none"> • names for a wider range of emotions • some strategies for resolving conflict without an adult • how and who to ask for help if they need it • how to collaborate with more than one other person with adult support 	
D – Gross Motor Skills	Showing increasing development of control over more tricky tools for example a flag, a spade.	Refining the way they move in the space around them.
PD – Fine Motor Skills	Starts to recognise the changes they can make using tools and equipment.	Adds more detail to shapes and objects created as control increases.
PHYSICAL DEVELOPMENT	<p>Teach</p> <ul style="list-style-type: none"> • how to hold scissors correctly (F1) • how to snip and cut single layers of materials (F1) • how to move paper to increase the accuracy of cutting (F2) • how to correctly use a further range of tools that develop gross motor skills (e.g. digging with a spade, waving a flag from side to side) • how to hold and use a paint brush (F1) • how to draw 2D to 2D with greater accuracy, using drawing equipment with more control (F2) • awareness of space in relation to themselves (F2); consideration for others nearby • how to perform some fundamental movement skills with more control (F2 e.g. rolling, crawling, jumping) 	

	<ul style="list-style-type: none"> • correct pencil grip and letter formation <p>Practise</p> <ul style="list-style-type: none"> • Dough Disco, Squiggle wiggle (child dependent) • name-writing using a model (F1 first name, F2 both as appropriate) • refining fundamental gross motor skills, including working with others (rolling, crawling, jumping – obstacle courses) • writing name (tracing where appropriate) <p>Apply</p> <ul style="list-style-type: none"> • F1 hold scissors correctly and snip single layers of materials • F1 talk about the changes they have made using small tools (e.g. scissors, hole punches) • F1 pinch, squeeze and roll playdoh and talk about the changes they have made • F2 hold scissors correctly and move the paper as they cut • F2 observe carefully and add more detail to drawings • F2 move freely in a space, performing movements with control • F2 are beginning to write their name correctly <p>Continuous provision</p> <ul style="list-style-type: none"> • Workshop area with a range of tools to develop fine motor skills • Writing/ mark making area/ baskets in every area • Outdoor apparatus for gross motor development (balls, quoits, hoops etc.) • Water/ sand with pouring and measuring equipment of different sizes • Art area with mirrors/ viewfinders etc. to develop observational drawings • Malleable area with tools for fine motor skill development (including mechanical playdoh equipment) <p>Knowledge By the end of the half term, children will know:</p> <p>F1</p> <ul style="list-style-type: none"> • How to snip with scissors; how to use a wider range of gross motor tools and equipment <p>F2</p> <ul style="list-style-type: none"> • How to move effectively in a space; how to use drawing equipment with more control 	
CAL – Listening, Attention and Understanding	Will respond to simple questions and attempt to answer by speaking, pointing, or gesturing.	Showing an understanding of a broader vocabulary.
CAL – Speaking	Children are starting to engage in longer dialogues.	Starts to use more appropriateness, structure, and vocabulary.
C&L	<p>Teach</p> <ul style="list-style-type: none"> • good listening and vocabulary development through exposure to longer stories 	

- recall of key events in stories, using props, story bags, boards and baskets etc.
- storytelling using props; oral rehearsal of key stories so that children know them by heart
- vocabulary through daily song and rhyme sessions
- specific vocabulary each week through the Drawing Club/ Scribbling Club approach
- ways to respond to questions, using strategies such as expansion, repeating what the child has said or offering choices
- how to work with a response partner to rehearse answers to questions (F2)
- specific sentence stems to help with responses to questions

Practise

- telling stories in a variety of ways using the vocabulary modelled by adults
- working with a response partner to formulate answers to questions
- new vocabulary when engaged in the Drawing/ Scribbling Clubs
- using sentence stems to support effective communication
- holding longer conversations with a supportive adult

Apply

- children respond to questions confidently, and are well supported by the strategies adults use
- children work with a response partner effectively to rehearse answers
- children try out new vocabulary in their play
- children listen with concentration to longer stories
- children hold an extended conversation with an adult or peer, taking turns
- F1 children use sentences of 4 to 6 words
- F2 children communicate their thoughts and ideas in well-formed sentences

Continuous provision

- Role play areas (indoors and outdoors)
- Small world areas
- Books, puppets, storybags and baskets linked to the texts
- Communication friendly spaces
- High quality adult modelling (OWLing, 4 Ss)

Knowledge

By the end of the half term, children will know:

F1

- ways of responding to simple questions
- the protocols for holding a longer conversation with an adult

	F2 <ul style="list-style-type: none"> • how to use a wider vocabulary appropriately • how to retell a story as an exact repetition incorporating new vocabulary • how to communicate their thoughts and ideas in well-formed sentences 	
Literacy (L) – Comprehension	Knows where to find the story on the page.	Can answer questions about the content of a book and shows an interest in reading by themselves.
Literacy (L) – Writing	Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.	Sentence structure is starting to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.
LITERACY	Teach <ul style="list-style-type: none"> • some early reading behaviours through shared reading such as where to start reading, directionality, page turning (F1) • shared reading focusing on how to use phonic knowledge to decode simple CVC words (F2) and how to read some common exception words in the context of a sentence • strategies for understanding what we read (inference, application to own experience) using ‘I wonder’ and open-ended questions • shared writing as a context for modelling the composition of simple sentences and communicating meaning (both in group times and child-led times) • use of oral rehearsal as a strategy for writing • daily phonics (RWI) with a focus on blending and the formation of letters and words • the Drawing Club and Scribbling Club to encourage children’s confidence in mark-making Practise <ul style="list-style-type: none"> • writing through play/ in a meaningful context (e.g. messages, labels, shopping lists), with an adult scribe as needed • re-reading well-known stories in the reading area and enacting them with props and puppets • talking about what they read with adults in a way that demonstrates understanding • using strategies and techniques learned in shared reading/ writing and Drawing/ Scribbling Club • using growing phonic knowledge to write words/ initial, medial, final sounds • using a wide range of tools for writing, mixing and matching to create a personal response Apply <ul style="list-style-type: none"> • children choose to read and mark make as part of their play (F1) • children hear some sounds in words (F1) • children begin to write words, phrases and captions (F2) • children choose to read well-known stories in their play, turning pages appropriately and following print with their finger • children share the reading of stories with adults in their play 	

	<ul style="list-style-type: none"> children select a wide range of tools for mark-making and writing and use them creatively <p>Continuous Provision</p> <ul style="list-style-type: none"> writing area – phonics keyboards, tricky word mats writing opportunities in all areas – chalkboards, paintbrushes and water, writing kits/ baskets/ boxes, clipboards reading opportunities in all areas – labels, captions, instructions, information, stories, non-fiction texts <p>Knowledge By the end of the half term, children will know:</p> <p>F1</p> <ul style="list-style-type: none"> where to start reading, directionality of print, how to turn pages that their marks have meaning and they can share this with others <p>F2</p> <ul style="list-style-type: none"> that books and reading are pleasurable how to read some familiar books by heart with confidence how to use their growing phonic and word knowledge to write simple words and captions how to use a wide range of mark-making equipment 	
Maths (M) – Number	Can identify 1 and 2 objects when asked.	Subitise to five. Count on without starting at 1.
Maths (M) – Numerical Patterns	Enjoys counting as far as they can and uses numbers in their play.	Identifies pattern in the number system for example finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.
Maths (M) – Shape, Space and Measure	Can sort using simple criteria.	Know some units of measure.
MATHS	<p>Teach</p> <ul style="list-style-type: none"> White Rose maths everyday maths opportunities (register, date, lining up, times of the day, snack etc.) maths through the stories (e.g. number of characters in the three bears’ house at different parts of the story) <p>Practise</p> <ul style="list-style-type: none"> real-life counting (number of children, milk cartons, apples, bikes etc.) showing ‘finger numbers’ up to 3 (F1) subitising up to 3 objects in their play (F1) subitising up to 5 objects in their play (F2) using number cards, lines, tracks in their play to talk about patterns, odds, evens, doubles (F2) playing games that require them to count on and understand 1 more and 1 less observing differences relating to size, length, weight and capacity (F1) 	

	<ul style="list-style-type: none"> • comparing length, weight and capacity using comparative language (heavier than, lighter than etc.) (F2) • sorting objects in their play (e.g. by colour, shape, size, type etc.) (F1) <p>Apply</p> <ul style="list-style-type: none"> • children count as a daily part of their play • children apply the cardinal principle when counting • children sort objects according to simple criteria as part of their play or tidy-up time • children subitise up to 5 objects without need to count • children talk about patterns, odds, evens and doubles in their play (F2) • children compare quantities using appropriate language • children use number cards, lines and tracks as a part of their play, saying numbers in order <p>Knowledge By the end of the half term, children will know:</p> <p>F1</p> <ul style="list-style-type: none"> • how to subitise up to 3 objects • how to recite numbers in order as far as they can • how to sort objects in their play into two groups (e.g. put all the pencils in the pot and the pens in the basket) <p>F2</p> <ul style="list-style-type: none"> • how to subitise up to 5 objects • that there are patterns in the number system • how to use resources in provision to weigh and measure 	
Understanding the world (UW) - Past and Present	Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features.	Starts to understand events outside their own timeline. Understands 'different'.
Understanding the world (UW) – People, Culture and Communities	Children start to know there are other countries in the world.	Knows there are locations beyond their own and that these are represented in different ways.
Understanding the world (UW) – The Natural World	Children start to notice when things have changes with support from an adult.	Starts to show curiosity and wonder when involved in investigations.
UNDERSTANDING THE WORLD	<p>Teach</p> <ul style="list-style-type: none"> • family relationships – parents, siblings, extended family, and associated vocabulary • stories about different families, in different parts of the world (using simple photos, videos, maps, globes and country names and relating this to experiences the children may have had) • similarities and differences between families (e.g. culture box) • personal family histories (within living memory), incorporating simple timelines (e.g. with photos) (F2) • seasonal changes (spring) in relation to changes in the EYFS garden 	

	<ul style="list-style-type: none"> key knowledge related to children's projects (e.g. how to make the wheels turn on a model) <p>Practise</p> <ul style="list-style-type: none"> talking about important people/ events in their own family lives talking about their immediate family history exploring globes, maps and non-fiction texts about countries beyond the UK representing seasonal changes in their own ways sharing wonder moments with adults and peers when engaged in their own projects <p>Apply</p> <ul style="list-style-type: none"> children talk about their families and those of others with a positive attitude children ask questions about each others' families children investigate their environment with interest and a desire to find out more <p>Knowledge By the end of the half term, children will know:</p> <p>F1</p> <ul style="list-style-type: none"> that there is a wider world some similarities between families some simple seasonal changes (e.g. buds, leaves on trees) <p>F2</p> <ul style="list-style-type: none"> some country names some similarities and differences between families what a simple timeline represents what maps and globes are for that our learning sparks our curiosity, creativity and imagination 	
Expressive Arts (EAD) – Being Imaginative and Expressive	Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.	Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of.
Expressive Arts (EAD) – Creating with Materials	Experimentation of marks and mark making using colour, texture and senses.	Children's creations are more clearly representational, and outcomes have a more easily identifiable purpose.
EXPRESSIVE ARTS	<p>Teach</p> <ul style="list-style-type: none"> daily singing, rhyme and music time (link to Phase 1) techniques for listening and responding to short pieces of music from a range of times and cultures ways of making marks with different tools and techniques – large scale and small scale how to create stories in role play with a beginning, middle and end how to make simple compositions with a range of pitched and unpitched instruments 	

	<ul style="list-style-type: none"> • vocabulary for responding to the music they hear (e.g. dynamics) • careful observation skills, and ways of approaching creative tasks in a sequenced way <p>Practise</p> <ul style="list-style-type: none"> • talking about important people/ events in their own family lives • talking about their immediate family history • exploring globes, maps and non-fiction texts about countries beyond the UK • representing seasonal changes in their own ways • sharing wonder moments with adults and peers when engaged in their own projects • making music with a range of instruments (including using the environment, own instruments and body percussion) <p>Apply</p> <ul style="list-style-type: none"> • children talk about their families and those of others with a positive attitude • children ask questions about each others' families • children investigate their environment with interest and a desire to find out more • children make music in a variety of ways and sing songs (known and made-up) <p>Knowledge By the end of the half term, children will know:</p> <p>F1</p> <ul style="list-style-type: none"> • that there is a wider world • some similarities between families • some simple seasonal changes (e.g. buds, leaves on trees) • how to make music in a variety of ways • how to role play a story <p>F2</p> <ul style="list-style-type: none"> • some country names • some similarities and differences between families • what a simple timeline represents • what maps and globes are for • vocabulary for responding to music and art • how to develop a story with a beginning, middle and end
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Texts	Week 1 & 2 – The Unicorn who came for breakfast (Emma Adams) Week 3 & 4 – Julian is a Mermaid (Jessica Love) Week 5 & 6 – The Elves and the Shoemaker
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Enrichment	Magical, mystical day
Role play focus	
Key vocabulary	
School/British Values	

SPRING 2
 Traditional Tales
 The Three Little Pigs
 Little Red Riding Hood
 The Gingerbread Man

Summary Goals F1	F1	F2
PSED – Self Regulation	More aware of the choices around them and the other children around them and starting to interact.	Starts to consider the feelings of others.
PSED – Managing Self	Be more confident in the school setting being less upset or nervous with unfamiliar people or events.	Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.
PSED – Building Relationships	Is more aware of others in the setting and starts to interact during play.	Increasingly able to share, take turns and respond positively to other children.
PSED	Teach - <ul style="list-style-type: none"> F1 – how to play collaborative games F1 - Stock sentences for turn taking “It’s your turn now” “Thank you” F2 – How different feelings look and what different feelings are called Practise - <ul style="list-style-type: none"> All children can play a collaborative game with adult support Apply – <ul style="list-style-type: none"> Children can play collaborative games individually Knowledge – By the end of the half term, children will know: F1 – Awareness of others in the setting. Ways to begin to interact during play F2 – Three School values and what they mean. They can talk about them	
PD – Gross Motor Skills	Starting to control the body to work with others.	More confident and proficient in their movements and in using objects and equipment.
PD – Fine Motor Skills	Show more fine motor control with tools.	Shows increased control to use a range of tools to create more complex shapes, objects, and writing.
	Teach - <ul style="list-style-type: none"> F1 Turning pages of a book F1 Walking up and own stairs holding onto rail F1 Running safely F1 Safe handling with tools and holding mark making tools correctly 	

	<ul style="list-style-type: none"> • F2 Moving in a variety of ways (running, crawling, hopping jumping) confidently • F2 Hand eye coordination when throwing and catching smaller balls (tennis balls) and kicking larger balls (footballs) • F2 Balancing when walking along a bench • F2 Controlling tools well to make more complex pictures to combine shapes • F2 Using a tripod grip when holding a pencil and small paintbrush • F2 Use gluesticks correctly, twisting the end when needed • F2 Letters are formed correctly <p>Practise -</p> <ul style="list-style-type: none"> • F1 Modelling in the reading corner and during story time for reading books. • F1 Outside time – running practice, safe walking when using the ramp • F2 P.E time in the hall and outside for gross motor skills • F2 Access to creative area for mark making and using cutting, sticking and joining tools independently • F2 RWI and handwriting time for practicing fine motor letter control <p>Apply –</p> <ul style="list-style-type: none"> • Reading areas, writing areas and creative areas for independent practice of skills • Challenges in outside areas for gross motor skills <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – How to use tools for fine motor control. How to control their body to play with others safely.</p> <p>F2 – To create characters for retelling the story using snipping, tracing, drawing with precision.</p>	
CAL – Listening, Attention and Understanding	Can listen for a longer period but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.	Initiates interactions and shows an understanding of more complex questions.
CAL – Speaking	Children are starting to engage in longer dialogues.	Uses more complex vocabulary.
	<p>Teach -</p> <ul style="list-style-type: none"> • Team stop – stop, look and listen • F1 How to use rhymes and characters from story in play • F1 Two step requests with some time between them • F2 How to communicate while playing by commenting on something someone is saying • F2 Oral rehearsing of a story we have read • F2 Innovating stories we have read to change key character or settings in their play • F2 Responding to a string of requests 	

	<p>Practise -</p> <ul style="list-style-type: none"> • F1 Following routines of the classroom setting • F1 Working for longer periods of time independently • F1 Answering more abstract questions like “where is the bear?” • F2- Play and listen to friends at the same time • F2 Retelling a story that we have read in the reading area • F2 Drawing club innovation of characters or settings • F2 Listening to adult instructions with a few requests • F2 Adults directing more complex questions for children to answer <p>Apply –</p> <ul style="list-style-type: none"> • Small world area including characters from stories we have read. • Group story time for answering and being involved in longer conversations • Role play area for children to practice giving their peers requests <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – How to engage in longer conversations with adults and peers. How to use characters they know in play.</p> <p>F2 – How to have a conversation with an adult about more complex subjects, using a variety of vocabulary .</p>	
Literacy (L) – Comprehension	Can identify some signage in the classroom.	Shows a preference for a book, story type, genre, author. Chooses to read to friends. Like to join in with reading in class.
Literacy (L) – Writing	Can copy with increasing control.	Can compose a sentence well with some sentence structure more consistently used. Phonic awareness is more evident. Physical control is evident.
	<p>Teach -</p> <ul style="list-style-type: none"> • F1 Prints have purposes • F1 Tracing over different lines (zigzag and squiggly lines) • F1 RWI Basic letter formation • F1 How to talk about a book • F2 How to talk about a book, using sentence stems to discuss its characters, genre, author and why it could be your favourite book • F2 RWI provision – hold a sentence. Checking finger spaces between words. <p>Practise -</p> <ul style="list-style-type: none"> • F1 Spot the first letter from their name in areas of the classroom 	

	<ul style="list-style-type: none"> F1 Writing area opportunities to mark make independently using skills taught. Pictures around of letters and lines to follow F1 Tracing practice of letters and lines F1 Answer questions about books they have read Reading area with questions prompts for adult discussion F2 Drawing club caption writing daily F2 Writing area with prompts linked to stories for independent writing F2 Use RWI board in the classroom and sound cards for writing, if needed <p>Apply –</p> <ul style="list-style-type: none"> Mark making outside using different tools to practice copying letters and lines Independent mark making when writing Books available in the reading area of stories they will know for conversation about them F2 Role play areas linked to writing lists or letters for independent practice <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – Some signs in the classroom to help them. How to copy with control.</p> <p>F2 – How to talk about a book and join in with reading in the classroom. Compose a sentence using some phonics.</p>	
Maths (M) – Number	Subitize and count to 3.	Use ten frames and talk about the arrangements. Start to estimate.
Maths (M) – Numerical Patterns	Can say what number comes next when counting and singing number songs.	Can use more, fewer, less when talking about numbers and quantities.
Maths (M) – Shape, Space and Measure	Starts to identify simple patterns.	Uses language of time when talking about the day and events in their life. Recognises some 3D shapes.
MATHS	<p>Teach –</p> <ul style="list-style-type: none"> F1 How to mark make to match with a number F1 The total of two groups is bigger than one group F1 Know some number names within play F1 Know simple comparison words like more or less F1 Number songs F1 Select and choose shapes when building F1 Begin to use language to describe and sequence events using first, next F2 How to estimate an amount of objects in front of them F2 How to use a tens frame and the arrangement of what is placed inside F2 Counting beyond ten using teen numbers F2 Language of comparing – more, less, fewer, greater, equal 	

	<ul style="list-style-type: none"> F2 3DShapes are made up of different shapes <p>Practise -</p> <ul style="list-style-type: none"> F1 Mark making amounts of different objects in classroom from a bag or area F1 Making 1, 2 or 3 without counting during snack time on fingers or with objects F1 Discussions during snack time about amount of fruit using mathematical language for groups F1 Counting objects to 5 by touching them F1 Join in with number songs and use knowledge to say what will come next F2 Making their own tens frames and experimenting with placement of objects inside. Same or different number F2 Dailly counting of children in groups using teen numbers, writing amount of children in classroom today F2 Comparing amounts, numbers or objects using mathematical language F2 Using number symbol for the cardinal number F2 Decomposing shapes and looking for shapes within them <p>Apply –</p> <ul style="list-style-type: none"> F1 Maths area challenges for more or less objects F1 Sequencing events in their school day, using visual timetable or talking about what happens before or after school F2 Tens frames in Maths areas F2 Matching games of number symbols and objects F2 Magnetic shape nets for creating and decomposing shapes <p>Knowledge – By the end of the half term, children will know: F1 – Numbers to 3. Be able to count in songs and know what comes next. Some simple patterns. F2 – How to use a tens frame and use it to make numbers to ten. Words to talk about numbers when comparing. Words to talk about events in their life. Some 3D shape names.</p>	
Understanding the world (UW) – Past and Present	Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features.	Talks about events of personal significance. Starts to understand 'similarity.'
Understanding the world (UW) – People, Culture and Communities	Children start to know there are other countries in the world.	Knows that there are different and significant celebrations.
Understanding the world (UW) – The Natural World	Children start to notice when things have changes with support from an adult.	Shows some understanding of difference.
	<p>Teach -</p> <ul style="list-style-type: none"> F1 How families can be the same and different F1 People around the world celebrate different holidays and events 	

	<ul style="list-style-type: none"> • F1 There are other countries in the world • F1 How things work and how we can look after plants and animals. • F1 How to take care of our environment around our classroom • F2 Ordering events from their day • F2 How we celebrate different events • F2 Where we live and how this is different to other countries • F2 How to set up a simple experiment and talk about what they have found <p>Practise -</p> <ul style="list-style-type: none"> • F1 Talking about their families and how they are the same and different to others • F1 Discuss where the children have been on holiday. Share holiday photos and photos of other parts of the world • F1 Discuss what animals we have at home and how we look after them. • F1 What do we do to look after our classroom? • F2 Using the visual timetable for what is happening in the day • F2 Thinking about celebrations that we know (Easter, Christmas) and how we celebrate them. Other faiths celebrate different festivals • F2 Looking at different children from different countries and how they are different to us at our school • F2 Water area experiments • F2 Colour mixing – talk about what you have found • F2 Talk about different animals and their features (teeth, body, tail) <p>Apply –</p> <ul style="list-style-type: none"> • F1 Drawing pictures and talking about them. How is their family different to their friends? • F1 Look at Non-fiction books about different parts of the world. • F1 Role play animal area for unicorn. How will we look after this animal? • F2 Talking about what is the same and different to yesterday • F2 Looking at atlases and globes to find different countries. Discuss whether they think they are hot or cold • F2 Make a postcard to someone from another country. Talk about what our country is like <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – The members of their family and that some families are the same as theirs. Some other countries in the world by name. Things change over time.</p> <p>F2 – That things can be the same and different. Some ways to celebrate around the world.</p>	
Expressive Arts (EAD) – Being Imaginative and Expressive	Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.	Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of.

Expressive Arts (EAD) – Creating with Materials	Experimentation of marks and mark making using colour, texture and senses.	Children’s creations are more clearly representational, and outcomes have a more easily identifiable purpose.
	<p>Teach -</p> <ul style="list-style-type: none"> • F1 Simple songs and nursery rhymes by heart • F1 How to make up stories using small world play • F1 Talk about music and sharing musical vocabulary (scratchy, loud, soft) • F1 Moving to music • F1 How to draw simple shapes • F1 Different ways to use a paintbrush (dabbing, stroking, splodges, sweeps) • F1 Names of colour and how to choose sensible colours for items • F1 How to talk about different textures • F1 How to build bridges and passageways • F2 Different scenarios for their play • F2 How to make their own props to use in play • F2 Talk about how music has changed and what it sounds like. Join in with singing on their own or part of a small group • F2 Dance routines to known music • F2 How to hold a smaller paintbrush using pencil grip and how to keep it clean when painting • F2 Making sensible colour choices • F2 Plan out what they are going to make and think about why they will make it • F2 How to be proud of what they have achieved! <p>Practise –</p> <ul style="list-style-type: none"> • F1 Joining in with singing songs of the week • F1 Adult modelling of small world play or joining in with play • F1 Music area outside for experimenting with sound • F1 Joining in with moving to music. Observe others and copy their actions for ideas • F1 Creative area shape images for inspiration • F1 Free choice painting for mastering these skills • F1 Choice of paints for selection • F1 Different sensory activities with word prompts for adults to support • F1 Using different objects to help characters move from one place to another • F2 Making moving characters from stories • F2 Play instruments independently, keeping a steady beat • F2 Access to variety of brushes when painting, children choose brush and hold correctly • F2 Access to different colours when painting. Independently keep their brushes clean when painting 	

	<ul style="list-style-type: none"> F2 Discussions with adults about what they have made <p>Apply –</p> <ul style="list-style-type: none"> F1 Performing on their own or in a small group F1 Make up stories using characters in their own play F1 Painting objects from stories F1 Painting outside using water and brushes F1 Answering questions about textures in sensory play F1 Building outside to form bridges for children to use F2 Creative areas for developing their own props F2 Make up their own dances to music F2 Be the leader of the beat and set the pace for others to follow F2 Talk about their creations and what they like about them and why <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – How to play imaginatively with small world. How to talk about songs and music. Be able to mark make effectively using different colours, textures and senses.</p> <p>F2 – How to make their own role play. About making music more meaningful and talk about it sounds like. How to talk about their creations, why they have made them and they be more representational of real objects.</p>
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Texts	Week 1 & 2 – The Three Little Pigs Weeks 3 & 4 – The Gingerbread Man Weeks 5 & 6 - Little Red Riding Hood
Enrichment	Let's build a house day
Role play focus	Grannie's house / Builders office
Key vocabulary	Traditional, tale, story, pigs, wolf, house, straw, sticks, bricks, gingerbread, oven, horse, cow, fox, sly, cunning, forest, teeth,
School/British Values	Mutual respect Kindness

OUR WONDERFUL WORLD

SUMMER 1

Where we belong – Jacksdale / England
Lifecycles: animals & plants (planting / growing)

Summary Goals F1	Summer 1	F2
PSED – Self Regulation	Starts to be more confident to play with others and notices when other children are happy and sad.	Begins to understand how others might be feeling- to show empathy.
PSED – Managing Self	More aware of others around them and the need to take account of others around them.	Increased confidence and resilience and this can include supporting peers.
PSED – Building Relationships	Is interested in other children's play and may start to observe with interest and join in the game.	Starts to understand the needs of other children and their own feelings.
	<p>Teach -</p> <ul style="list-style-type: none"> F1 How to ask adults for help or tell them when others are upset F1 Basic care needs of themselves and keeping themselves healthy F1 Including others in play F1 How people might be feeling using body language and facial expressions F2 Sentence stems for showing empathy towards others "How are you feeling? I can see you are sad/happy" F2 Sentence stems for resolving conflict and distancing themselves from inappropriate behaviour <p>Practise -</p> <ul style="list-style-type: none"> F1 Modelling sentence stems to use "Please can you help me?" F1 Washing hands after using the toilet without prompting F1 Using sentence stems for encouraging play with others "Would you like to play with me?" F1 Discussing how their friends might be feeling F2 Resolving conflict in play with less input from adult F2 Following instructions with more than one step independently, when they are doing something else <p>Apply –</p> <ul style="list-style-type: none"> F1 More independent learning skills using known resources in the classroom F1 Uses sentence stems independently to resolve conflicts with others and communicate in play F1 Self regulate their emotions with less input from an adult F2 Know and understand how others might be feeling, when discussing with an adult 	

	<ul style="list-style-type: none"> F2 Manage a range of their emotions in the classroom to keep themselves regulated <p>Knowledge – By the end of the half term, children will know: F1 – When others are feeling happy and sad and how to play more independently. How to initiate play with others and ask to join in with others games. F2 – How to confidently play and interact with others, taking account of their feelings and how they might seem.</p>	
PD – Gross Motor Skills	Good control in large movements like changing direction when running.	Early learning goal.
PD – Fine Motor Skills	Show finer control with smaller tools whilst still needing some help with tricky things like buttons.	Early learning goal.
	<p>Teach -</p> <ul style="list-style-type: none"> F1 How to wash and dry hands correctly F1 Ways to support more independence when getting dressed, like doing up zips and buttons <p>Practise –</p> <ul style="list-style-type: none"> F1 Adjusting speeds and directions when running outside F1 Time on the trim trail on the playground to support balancing and control when climbing F1 Washing and drying hands for snack and lunchtime F1 Adjusting pencil grip when mark making to ensure its comfortable F1 Zips and buttons on clothes F2 Fine motor skills taught are completed with independence and skill including the tripod grip when holding pencils and holding a knife and fork correctly. <p>Apply –</p> <ul style="list-style-type: none"> F1 Using a range of tools more confidently in different areas of the classroom F1 Wash and dry hands independently after using the toilet F2 Practice fine motor skills independently in all areas of the classroom <p>Knowledge – By the end of the half term, children will know: F1 – How to control their body when moving quickly around the classroom and outside. How to use finer motor control but still needing some support from adults. F2 –</p>	
CAL – Listening, Attention and Understanding	Is starting to use some new vocabulary and join in with songs, stories, and rhymes.	Begins to express own opinions and justify them.
CAL – Speaking	Children are more confident when using fantasy language in play.	Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.
	Teach -	

	<ul style="list-style-type: none"> • F1 How to wait and show some control (when waiting their turn to have a go at something) • F1 How to show good listening (turning head and looking at someone who is speaking) • F1 WOW words from stories or books and what these words mean • F2 How to respond to what someone has said to show they have listened • F2 Model retelling a story without props or prompts • F2 How to ask a question to deepen their understanding • F2 Class discussions and good manners when talking as a group (1 person talking at once, looking at speaker, hand up if you want to ask a question) • F2 Model how I know something might happen, based on my knowledge “This might happen because when we read...” <p>Practise -</p> <ul style="list-style-type: none"> • F1 Patience when waiting for scooters or bikes outside • F1 Show good listening when a peer is talking during circle time • F1 Joining in with known rhymes and stories during story time • F1 Use new language in the classroom • F2 Talk to your partner about what has happened in this story • F2 Use questioning during play with peers • F2 Circle time discussions, sharing good understanding of group talk and speaking in full sentences • <p>Apply –</p> <ul style="list-style-type: none"> • F1 Patience when waiting to share toys during play with others • F1 Look at and join in with known phrases of stories when reading in the reading area • F1 Be able to follow simple directions from an adult or peer • F2 Retell a story without the help from others • F2 Be able to try and solve problems themselves and organise their thinking to explain why something might happen <p>Knowledge – By the end of the half term, children will know: F1 – New vocabulary and join in with known songs, rhymes and stories. How to use this language in their play. F2 – How to talk as part of a group and share their opinions and justifications. How to talk for a range of purposes; to play, to communicate needs, to share to others.</p>	
Literacy (L) – Comprehension	Can talk about the characters in a story.	Can answer more complex questions about books and stories.
Literacy (L) – Writing	Starting to make shapes that are recognisable as pre letter shapes. Can start to write name as a shape.	Writes recognisable letters and words and reads back what has been written.
	<p>Teach -</p> <ul style="list-style-type: none"> • F1 How to look at a book correctly, reading from left to right and who the main character is 	

	<ul style="list-style-type: none"> F2 Talking about a book; looking at the front cover and reading the blurb, predicting what might happen based on what we can see, inferring about a character and what they might be like based on what we know? <p>Practise -</p> <ul style="list-style-type: none"> F1 Tracing over their name with control F1 Pincer grip when picking up smaller objects F1 Letter writing during morning job F2 Answering questions about a new story they have not read before <p>Apply –</p> <ul style="list-style-type: none"> Writing their name when mark making or completing a piece of work Use skills to guess when reading at home or independently at school <p>Knowledge – By the end of the half term, children will know: F1 – How to talk about characters in a story and begin to write their name using more control. F2 – Answer questions about books and stories. How to read back what has been written to retell it to someone.</p>	
Maths (M) – Number	Count to 5 starting to understand cardinal principle.	Order, identify, subitise, combine and manipulate numbers to ten.
Maths (M) – Numerical Patterns	Can use more than to identify different groups.	Knows 1 more/ less than.
Maths (M) – Shape, Space and Measure	Can make simple comparisons.	Recognise mathematical features of some shapes. Starts to explore problems including shape.
	<p>Teach -</p> <ul style="list-style-type: none"> F1 Numbers to 5, knowing numerals and amounts F1 Use comparing language when comparing objects in size, length, weight or capacity (more, less) F1 Making simple linear patterns (stick, leaf, stick, leaf) F2 Putting numbers in order and that larger numbers are made up of smaller numbers F2 Finding the total of two numbers by counting on and using mathematical vocabulary attached to this F2 One more, one less of numbers to 10 F2 Discuss time using a calendar and time using timers F2 Shapes can be decomposed and have other shapes within them <p>Practise –</p> <ul style="list-style-type: none"> F1 Counting to 5 and link to numbers beyond 5 F1 Completing simple patterns F1 Comparing objects activities with adult support (size, weight, length) F2 Conceptually subsidise larger numbers by knowing smaller numbers (I can see 6 raisins on a plate) F2 Counting up to 10 objects from a larger group F2 Complete a repeating pattern 	

	<ul style="list-style-type: none"> • F2 Sand timers used in the classroom for passing time to share toys/games with peers • F2 Using connecting shapes, 2D shapes or blocks to build other shapes <p>Apply –</p> <ul style="list-style-type: none"> • F1 Be able to solve real world problems up to 5 • F1 Create their own simple patterns • F1 Comparing with play in water/sand and during conversations when playing • F2 Counting numbers to 10 in other areas of the classroom – “How many children are here today?” • F2 Complete repeating pattern made by a friend • F2 Make shapes in the creative area <p>Knowledge – By the end of the half term, children will know: F1 – Numbers to 5. One more than a number. Comparison language when talking about shape, space and objects. F2 – Numbers to 10; be able to identify, add and manipulate them. One more and one less of numbers to 10. Know that some shapes can be made using other shapes.</p>	
Understanding the world (UW) – Past and Present	Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.	Sequences events using time specific vocabulary.
Understanding the world (UW) – People, Culture and Communities	Children recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc.	Identifies some features of personal significance and some features that others find significant.
Understanding the world (UW) – The Natural World	Children start to understand they can influence their environment and make changes to the space around them.	Starts to talk about the passage of time in relation to changes.
	<p>Teach –</p> <ul style="list-style-type: none"> • F1 The language of time (today, tomorrow, yesterday) • F1 Drawing a map of familiar places to them • F1 How the world around us is different to other places in the world • F2 The passing of time (life cycles) • F2 Sequencing their own story using story maps or stems including vocabulary such as first, next, then • F2 The important places in our local area • F2 Talk about how things have changed over time <p>Practise –</p> <ul style="list-style-type: none"> • F1 Talk about their day and weekends, expressing explanations of who is important to them using names and descriptions 	

	<ul style="list-style-type: none"> • F1 Talk about their familiar surroundings and compare them to other places in the world • F1 See how their behaviour can impact their environment – if we drop litter, what would it do to our outside area? • F2 Sequencing life cycles in the passing of time • F2 Think about places in Jacksdale and how they are important to us • F2 Modelling language of change when discussing seasons, life cycles and our school year <p>Apply –</p> <ul style="list-style-type: none"> • F1 Talk about Nursery year and significant events from the year • F1 Use knowledge to talk about how they might travel to different places in the world • F1 School/grounds/classroom tidy • F2 Make a hypotheses and comment on life cycles happening in the classroom based on what they know already. Record these in their own way (planting sunflower seeds and watching them grow) • F2 Look at other books and decide whether they could take place in our local area or not <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – The language of time and using images to talk about how things are the same and different over time. Know features important to them and how their actions can impact these.</p> <p>F2 – Sequence events over time using time specific vocabulary. Know important landmarks in our local area and talk about real changes that have happened in front of them.</p>	
Expressive Arts (EAD) – Being Imaginative and Expressive	Shows a preference for types and methods of expression and shows more control when expressing themselves.	Early Learning Goal.
Expressive Arts (EAD) – Creating with Materials	More deliberate use of materials and colour with more deliberate exploration of colour and changes.	Early Learning Goal.
	<p>Teach -</p> <ul style="list-style-type: none"> • F1 The sounds that different instruments make • F1 Beat of music, changing the tempo, sound and frequency an instrument is played and playing these with increasing control • F1 How lines can be drawn to enclose a space. They can use this to make pictures about an important subject • F1 How colours can be changed (colour mixing, adding black for shade and white for tint) • F1 How to join construction pieces together <p>Practise -</p> <ul style="list-style-type: none"> • F1 Know the instrument when a sound is played • F1 Sing some familiar songs and use their voice to make noise in sound games • F1 Creating around a theme, leading with the child's interest (jungle art, what can they make?) • F1 Colour mixing using primary colours to make their own colours for creative tasks • F1 Making enclosures for different zoo animals 	

	<p>Apply –</p> <ul style="list-style-type: none"> • F1 Enjoying certain methods of expression more than others, choosing ways to express themselves • F1 Sing songs independently that we have sung in school • F1 Selecting their own objects from a range of resources based on their own preferences • F1 Playing with creations they have made from different areas of the classroom (a class zoo, make figures, enclosures and play together) <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – How to express themselves and choose based on their likes. How colours can be made and changed to suit their needs.</p> <p>F2 –</p>
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Texts	<p>In every house, on every street (Jess Hitchman)</p> <p>My encyclopaedia of very important animals</p>
Enrichment	<ul style="list-style-type: none"> • Walk through our local area, high street and park • Visit to the zoo/farm linking to understanding of land and sea
Role play focus	<p>Places from our local area</p> <ul style="list-style-type: none"> • Corner shop • Dentist <p>Zoo vet</p>
Key vocabulary	<p>Jacksdale, England, local area, park, empathy, control, buttons, zips, first, next, then, after, same, different, tree, bench, river, church, temple, environment, colour, mixing, shade, tint</p>
School/British Values	<p>Respect</p> <p>Kind</p> <p>Tolerance</p>

SUMMER 2

Hot & cold: climates / countries: animals

Land & sea: animals

Lifecycles: ourselves / change /transition / conquering our fears

Summary Goals F1	Summer 2	F2
PSED – Self Regulation	Starting to show responsibility for their own feelings and their own play.	Early Learning Goal.
PSED – Managing Self	Able to manage a task seeing it through from beginning to end.	Early Learning Goal.
PSED – Building Relationships	Joins in with others play.	Early Learning Goal.
	<p>Teach -</p> <ul style="list-style-type: none"> F1 How to ask an adult for help if the adult is unfamiliar “Please can you help me?” F1 Model independence for their own things at school F1 Good listening when new adults are around <p>Practise -</p> <ul style="list-style-type: none"> F1 Playtime on the playground with new adults and children F1 Putting things into their bag at the end of the day F1 Resolving conflict in their play, using taught sentence stems F1 Joining in with others play, extending using questions and responding to others F1 Using good listening skills taught when responding to new adults <p>Apply –</p> <ul style="list-style-type: none"> F1 Talk about how they feel using vocabulary to explain what has happened in a situation F1 Get themselves ready for lunchtime/hometime F1 Begin to think about transition and working alongside new adults <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – How to talk about their own feelings. How to start and complete a task in one go. How to play with others for an extended period of time.</p> <p>F2 –</p> <ul style="list-style-type: none"> ELG - Confidently tries new activities and shows independence, resilience and perseverance in the face of challenge, explains reasons for rules. ELG - Confidently tries new activities and shows independence, resilience and perseverance in the face of challenge, explains reasons for rules. 	

	<ul style="list-style-type: none"> • ELG - Knows right from wrong and tries to behave accordingly and explains reasons for rules. • ELG- Confidently tries new activities and shows independence, resilience and perseverance. • ELG - Works and plays cooperatively and take turns with others. • ELG - Forms positive attachments to adults and friendships with peers. • ELG - Shows sensitivity to their own and others' needs. • ELG - Shows sensitivity to their own and others' needs. 	
PD – Gross Motor Skills	Beginning to control smaller tools.	Early Learning Goal.
PD – Fine Motor Skills	Be more in control of the tools being used for example can make some more controlled marks with crayons and pencils.	Early Learning Goal.
	<p>Teach -</p> <ul style="list-style-type: none"> • F1 Begin to use one handed tools (hole punch, scissors) <p>Practise -</p> <ul style="list-style-type: none"> • F1 Balancing on low, sturdy objects • F1 Begin to show an awareness of their own strength, whether things are too heavy or light for them to move • F1 Eating independently and using knives and forks correctly <p>Apply –</p> <ul style="list-style-type: none"> • F1 Be able to run skilfully and negotiate space successfully, avoiding obstacles • F1 Think about ways to move heavy objects • F1 Using a comfortable grip when holding resources <p>Knowledge – By the end of the half term, children will know: F1 – How to use smaller tools and some tools using one hand. F2 -</p> <ul style="list-style-type: none"> • ELG: Negotiates 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. • ELG - Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases). Uses a range of small tools, including scissors, paintbrushes, and cutlery. Begins to show accuracy and care when drawing. 	
CAL – Listening, Attention and Understanding	Can remember the main events in a story and will follow a single instruction with little support.	Early Learning Goal.

CAL – Speaking	Children are more confident when using fantasy language in play.	Early Learning Goal.
	<p>Teach -</p> <ul style="list-style-type: none"> • F1 Building up independent sitting time to 5-10 minutes and showing good listening and looking for this time • F1 Two part questions “Get your coat and line up at the door” <p>Practise -</p> <ul style="list-style-type: none"> • F1 Speaking and listening with adults, having conversations using good eye contact and not interrupting who is speaking • F1 More focussed carpet time activities to build up stamina for listening • F1 Two step instructions given <p>Apply –</p> <ul style="list-style-type: none"> • F1 Listening to a whole picture book, looking at the adult who is talking and talk about what has happened at the end of it <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 – The key events in a story and begin to follow more complex instructions.</p> <p>F2 -</p> <ul style="list-style-type: none"> • ELG - Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interaction. Holds conversation when engaged in back-and-forth exchanges with their teacher and peers. • ELG - Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interaction. • ELG - Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interaction. Performs a range of rhymes, poems and songs off-by-heart (from memory). • ELG - Make comments about what they have heard and ask questions to clarify their understanding. • ELG - Listens attentively and responds to what they hear. • ELG - Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • ELG - Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • ELG - Expresses their ideas and feeling 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. 	

	<ul style="list-style-type: none"> • ELG - Expresses their ideas and feeling 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. 	
Literacy (L) – Comprehension	Can talk about the story events in simple terms.	Early Learning Goal.
Literacy (L) – Writing	Will write their name and identify their name.	Early Learning Goal.
	<p>Teach -</p> <ul style="list-style-type: none"> • F1 How to predict what might happen in a story • F1 How to finish a clause in a sentence and ensure it makes sense <p>Practise -</p> <ul style="list-style-type: none"> • F1 Book talk before new stories have been shared, what might happen in this story based on what we can see? • F1 Copy over loopy and wavy lines • F1 Copy some letters from their name during name writing • F1 Word games “I went to the shop and I brought...” <p>Apply –</p> <ul style="list-style-type: none"> • F1 Begin to write their name independently <p>Knowledge – By the end of the half term, children will know: F1 – How to talk about a story in simple terms. Write their name and identify it in the classroom. F2 –</p> <ul style="list-style-type: none"> • ELG: Writes recognisable letters, most of which are correctly formed. • ELG: Spells words by identifying sounds in them and representing the sounds with a letter or letters. • ELG: Writes simple phrases and sentences that can be read by others. <p>Writes short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	
Maths (M) – Number	Uses number in play. Can identify numerals to 5.	Early Learning Goal.
Maths (M) – Numerical Patterns	Can identify when two groups have the same number.	Early Learning Goal.
Maths (M) – Shape, Space and Measure	Starts to use simple shape names.	Problem solves using what they know about measure.
	<p>Teach -</p> <ul style="list-style-type: none"> • F1 Numerals to 5 • F1 Begin to know numbers to 10 • F1 Compare two small groups of objects and notice when they are the same “You’ve got the same!” 	

	<ul style="list-style-type: none"> • F1 Choose objects based on a shape around the classroom • F1 Sequence everyday life events <p>Practise –</p> <ul style="list-style-type: none"> • F1 See that numbers can be made up of different smaller numbers • F1 Have fast recognition of numbers to 3, without having to count them individually • F1 Separate three or four objects in different ways • F1 Pointing to objects when counting them • F1 Compare and group objects independently to make them match • F1 Shape hunt <p>Apply –</p> <ul style="list-style-type: none"> • F1 Use maths in play – count confidently to 5, get objects of a certain amount • F1 Find objects in the classroom to meet needs (I need something round...) <p>Knowledge – By the end of the half term, children will know: F1 – Numbers to 5, know when two groups are the same and simple shape names. F2 –</p> <ul style="list-style-type: none"> • ELG: Have a deep understanding of numbers 1 to 10, including the compositions of each number. • ELG: Subitise up to 5. Have a deep understanding of number to 10, including the compositions of each numbers. • ELG: Automatically recalls number bonds up to five and some number bonds to 10 including double facts. • ELG: Verbally counts beyond 20, recognises the patterns of the counting system. • ELG: Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	
Understanding the world (UW) - Past and Present	Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.	Early Learning Goal.
Understanding the world (UW) – People, Culture and Communities	Children recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc.	Early Learning Goal.
Understanding the world (UW) – The Natural World	Children start to understand they can influence their environment and make changes to the space around them.	Early Learning Goal.
	Teach -	

	<p>Practise -</p> <p>Apply –</p> <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 –</p> <p>F2 -</p> <ul style="list-style-type: none"> • ELG: <ul style="list-style-type: none"> - Describes the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explains some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	
Expressive Arts (EAD) – Being Imaginative and Expressive	Shows a preference for types and methods of expression and shows more control when expressing themselves.	Early Learning Goal.
Expressive Arts (EAD) – Creating with Materials	More deliberate use of materials and colour with more deliberate exploration of colour and changes.	Early Learning Goal.
	<p>Teach -</p> <p>Practise -</p> <p>Apply –</p> <p>Knowledge – By the end of the half term, children will know:</p> <p>F1 –</p> <p>F2 -</p> <ul style="list-style-type: none"> • ELG - Invents, adapts and recounts narratives and stories with peers and their teacher. Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes poems and stories with others and (when appropriate) tries to move in time with music. • ELG: <ul style="list-style-type: none"> Draws a variety of objects with increased detail and shapes, some based on detailed observations. <p>Selects own painting techniques, resources and tools to create representations.</p>	

	<p>Knows which primary colours are mixed to make secondary colours.</p> <p>Explains the process they went through when making and the choices they made.</p> <p>Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Creates collaboratively sharing ideas, resources and skills.</p> <p>Effectively selects own resources and fixings for their desired project.</p> <p>Beginning to understand and show some awareness of stability and balance when adding 3D components together.</p> <p>Explains the processes they went through whilst making and the choices they made.</p> <p>Evaluates and edits their work throughout the making process.</p> <p>ELG: Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Shares their creation, explaining the process they have used, makes use of props and materials when role playing characters in narratives and stories.</p>
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Texts	<p>Walking through the jungle (Julie Lancome)</p> <p>Tad (Benji Daves)</p> <p>Same plants a sunflower (Axel Scheffler)</p> <p>One one you (Linda Kranz)</p>
Enrichment	<p>Whole school transition day</p> <p>Sports Day</p> <p>Ducks/chicks hatching and growing</p>
Role play focus	Garden Centre

Key vocabulary	Hot, cold, climate, jungle, ocean, arctic, life cycles, growing, sunflower, seed, soil, sunlight, hatching, egg, chick, tadpole, frogspawn
School/British Values	Mutual respect

CYCLE B –
PEOPLE WHO HELP US
SPACE