	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Transport: Past and	Space	Growing and Changing	Kings and Queens	Stories from the Past
	My family, my school,	Present	Our planet Earth, the	Seasons, plants, what	Our King, coronations,	Oral storytelling, Greek
	my environment, the	Modes of transport	moon, the sun, the	plants need to grow,	The Magna Carta,	Gods, St George and the
	people around me,	now, local transport,	planets in our solar	how we grow and	Buckingham Palace,	Dragon, Myths and
	people who help us.	early transport	system, space travel,	change, how animals	London, Locally	Legends
		including George	astronauts, the	grow and change, how	significant areas in the	
		Stevenson and the	International Space	things around us	past	
		Steam Train, local	Station	change.		
		transport in the past,				
		exploring and travelling.				
Communication	Listen to others one on	Join in with repeated	Build up vocabulary	Focus attention in a	Describe a pretend	Use talk to explain what
and Language	one or in small groups,	refrains and familiar	that reflects knowledge	variety of situations; in	object in play based	is happening and
	e.g. talk about families	stories. Follow	and experience e.g.,	small groups, 1:1 and	situations, e.g. when	anticipate what might
	in circle time and share	directions, recognising	children can talk about	whole class Understand	role playing a	happen next e.g. when
	pictures. Join in with	left and right e.g. in	space, what they know	'how' and 'why'	coronation a child	reading about St
	repeating refrains and	games such as Simon	about it, what an	questions and use them	might use props for	George and the Dragon,
	anticipating key events	says Show	astronaut does, how we	in a variety of contexts	their orb and sceptre.	children might explain
	and phrases in rhymes	understanding of	know about space Use	e.g. how do people	Question to understand	what they think might
	and stories e.g. in	prepositions such as	different tenses to	change as they grow?	why things happen e.g.	happen to St George.
	songs, poems, familiar	'under, on top' e.g.	discuss things that are	Use increasingly	who, what, when, how	Recall and relive past
	stories, call and	when tidying the	happening now and	complex sentences to	e.g. when a visitor	experiences; discuss
	response games.	classroom children can	things that happened in	link thoughts e.g. using	comes in to talk to the	special events,
	Understand use of	say where things	the past, and things	'and', 'because'. E.g.	class, children can ask	birthdays, in school
	objects and tools in the	belong. Use vocabulary,	that happened a very	this plant did not grow	questions rather than	celebrations etc. Retell
	classroom e.g. children	including phrases, from	long time ago. Ask	well because This	just sharing information	events in order e.g.
	know what they can do	recently read stories in	relevant questions to	plant grew really well	they know. Use	ordering events from
	during independent	conversations e.g.	find out more	because Use newly	intonation and rhythm	the stories about Greek
	free flow time, they	children can talk about	information e.g. when	acquired vocabulary to	when joining in with	Gods that they've
	know how to select the	George Stevenson's	sharing a non-fiction	name and describe, and	stories and rhymes.	shared in class.
	tools they need to make	Rocket and why it was	text children can say 'I	in conversations e.g.	Respond to questions	Respond to comments
	a junk model, to write a	important Ask	wonder why' Share	children can discuss	using full sentences,	from peers using full
	letter to someone etc.	questions using what,	opinions, explaining	their plants, how they	e.g. I think because	sentences, e.g. I agree

	Respond to multi-step	where, when and why	preferences e.g. My	cared for them and	this will be consistently	with because
	instructions e.g. first we	to find out information,	favourite planet is	what they noticed.	modelled by adults in	Explain ideas and
	need to put our coats	e.g. when learning	because	Apply new vocabulary	all curriculum areas.	experiences using
	on, then we need to zip	about things from the		to explain changes		different tenses,
	them up, then we will	past, children can ask		noticed in plants.		prepositions, temporal
	get ready to go out to	questions to find out		·		connectives and
	play. Retell past events	more.				vocabulary acquired
	from stories and from					from all areas of the
	own experience in					curriculum. This will be
	chronological order;					modelled by adults
	e.g. describing a day at					consistently.
	school, describing what					,
	they did at the					
	weekend, talking about					
	what happened in a					
	story.					
Personal, Social	Jigsaw – Being Me in	Jigsaw – Celebrating	Jigsaw – Dreams and	Jigsaw – Healthy Me	Jigsaw – Relationships	Jigsaw – Changing Me
and Emotional	My World	Difference	Goals	Building positive	Building positive	Building positive
	Talking about	Looking at similarities	Building positive	relationships	relationships	relationships
	themselves	and differences	relationships	Turn taking games	Self-	Self-
	All about me	between ourselves	Turn taking games	Building confidence	esteem/relationship	esteem/relationship
	Learn school and class	Making choices in their	Building confidence	Developing	Turn taking games	Turn taking games
	rules	learning	Children to talk about	independence	Building confidence	Building confidence
	Building relationships	Building positive	what they want to do	Making choices in their	Developing	Developing
	with adults and peers	relationships	when they get older	learning	independence	independence
	Daily opportunities to	Turn taking games	Set their own	Healthy eating	Making choices in their	Making choices in their
	develop control of their	Celebrating –	goals/targets	Healthy choices	learning	learning
	behaviour	Diwali/Christmas	Share their dreams	Using manners	Celebrating – King's	Managing transition
	Turn taking games	Building confidence	Developing	Celebrating – Eid	Coronation	Look at what we've
	Learning school	Labelling emotions	independence Making	Resolving conflicts	How to look after other	done this year
	routines	Talking about how we	choices in their learning	How to help others	people	Winning and losing –
	Making choices in their	express emotions	Look at how we can	How to persevere	How to care for	Sports Day
	learning	Body language	resolve conflicts.	Tidying up	animals/environment	Tidying up
	Using manners	Using manners	Using manners		How to bound back	
		How to be a good friend			after difficulties	

	What makes a good	How to be resilient	Celebrating – Chinese		Tidying up	
	friend?	Tidying up	New Year			
	How to handle		How to be resilient			
	challenges		Tidying up			
	Tidying up					
Physical	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor
	Threading	Threading	Threading	Threading	Threading	Threading
	Cutting	Cutting	Cutting	Cutting	Cutting	Cutting
	Weaving	Weaving	Weaving	Weaving	Weaving	Weaving
	Playdough	Playdough	Playdough	Playdough	Playdough	Playdough
	Using tweezers	Using tweezers	Using tweezers	Using tweezers	Using tweezers	Using tweezers
	Drawing lines/circles	Drawing lines/circles	Drawing lines/circles	Drawing lines/circles	Drawing lines/circles	Drawing lines/circles
	Pencil grip	Pencil grip	Pencil grip	Pencil grip	Pencil grip	Pencil grip
	Using paintbrushes	Letter formation	Letter formation	Letter formation	Letter formation	Letter formation
	Dough disco	Number formation	Number formation	Number formation	Number formation	Number formation
	Drawing Club	Using paintbrushes	Using paintbrushes	Using paintbrushes	Using paintbrushes	Using paintbrushes
	Squiggle While you	Dough disco	Dough disco	Dough disco	Dough disco	Dough disco
	Wiggle	Drawing Club	Drawing Club	Drawing Club	Drawing Club	Drawing Club
	Get Squiggling	Squiggle While you	Squiggle While you	Squiggle While you	Squiggle While you	Squiggle While you
	Cutting up lunch	Wiggle	Wiggle	Wiggle	Wiggle	Wiggle
		Get Squiggling	Get Squiggling	Get Squiggling	Get Squiggling	Get Squiggling
		Cutting up lunch	Cutting up lunch	Cutting up lunch	Cutting up lunch	Cutting up lunch
		Doing up zips	Doing up buttons			
	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
	PE lessons – First PE	PE lessons –	PE lessons – Fairy Tale	PE lessons - Multi-skills	PE lessons – Enjoy a ball	PE lessons –
	Climbing	Diwali/Gymnastics	Dance	Climbing	Climbing	Athletics/Tennis
	Regular toileting and	Climbing	Climbing	Regular toileting and	Regular toileting and	Climbing
	handwashing	Regular toileting and	Regular toileting and	handwashing	handwashing	Regular toileting and
	Running games	handwashing	handwashing	Running games	Running games	handwashing
	Using chalk	Running games	Running games	Using chalk	Using chalk	Running games
	Throwing balls	Using chalk	Using chalk	Kicking/throwing balls	Kicking/throwing balls	Using chalk
	Painting/drawing on	Passing balls to each	Kicking balls	at a target	at a target	Kicking/throwing balls
	large spaces	other	Painting/drawing on	Painting/drawing on	Painting/drawing on	at a target
	Balancing	Painting/drawing on	large spaces	large spaces	large spaces	Painting/drawing on
	Obstacle courses	large spaces	Balancing	Balancing	Balancing	large spaces

	Using bikes/scooters	Balancing	Obstacle courses	Obstacle courses	Obstacle courses	Balancing/Obstacle
	Getting coat on	Obstacle courses	Using bikes/scooters	Using bikes/scooters	Using bikes/scooters	courses
	Drinking water	Using bikes/scooters	Getting coat on/zips	Getting coat on/zips up	Keeping safe in the sun	Using bikes/scooters
		Getting coat on/zips	up/wellies on/gloves on	Know the importance of	Putting on hats and	Keeping safe in the sun
		up/wellies on/gloves on	Dancing/Moving to	a healthy lifestyle	sunglasses	Putting on hats and
		Drinking water	music	Drinking water	Team games	sunglasses
		Showing different	Drinking water	Moving like a	Drinking water	Team games/Sports Day
		emotions to music		knight/dragon	Moving like minibeasts	Drinking water
						Moving like sea
						creatures
Literacy	Fiction including picture	Fiction & Non fiction	Fiction & Non-fiction	Fiction & Non-fiction	Fiction & Non-fiction	Fiction & Non-fiction
	books with familiar	books about transport.	texts about space.	texts about how people,	texts about the	books about the past.
	settings, relating to	Identify and anticipate	Emergent writing;	animals and plants	monarchy, history etc.	Character profiling;
	families, people who	key events in familiar	encourage short words	grow.	Children can annotate	what do we know about
	help us.	stories including	or phrases in different	Labelling e.g labelling	pictures of monarchs	St George?
	Oral retelling of familiar	repeated refrains.	writing contexts, e.g. in	seed pots.	with speech bubbles	Using descriptive
	stories using own words	Role play; using	free flow or in a	Descriptive sentences;	and thought bubbles.	language in oral
	and recently introduced	imaginative movement	structured lesson.	children begin to write	Descriptive sentence	storytelling and in
	vocabulary.	and vocabulary to	List writing	to describe an object	writing Instructions;	writing.
	Story language;	recreate scenes from	Reading words through	eg. The seed is tiny. The	writing simple	Creating our own
	becoming familiar with	familiar stories.	sound blending as part	plant is tall.	instructions for a	stories (orally or
	phrases like 'once upon	Initial sounds and	of LW.	Letter writing including	familiar process in a	written) with a
	a time', 'a long time	simple CCVC words and	Provide opportunities	simple sentences and	numbered list.	Beginning, middle and
	ago', 'lived happily ever	more in line with LW.	for emergent writing	phrases.	Verbal sequencing using	end. Jumping into the
	after'.	Provide opportunities	(with ongoing provision	Recognise common	temporal connectives.	story
	Use puppets to retell	for emergent writing	for mark making) e.g.	exception words within	E.g. First I climbed on	Settings- what was the
	familiar stories. Poetry;	(with ongoing provision	writing letters of	a LW.	the climbing frame,	character thinking at
	learning and reciting	for mark making) e.g.	children's names in	Write simple phrases	then I slid down the big	this point in the story?
	simple poems with	writing letters of	paint, sand, with water	and sentences.	slide!	Instructions; writing
	rhyme and repetitive	children's names in	and brushes, tracing	Focus on letter	Create fact books about	numbered lists in a
	language.	paint, sand, with water	activities, rubbing	formation in line with	kings and queens and	logical order.
	Initial sounds and	and brushes, tracing	activities, whiteboards	Happy Handwriting.	notice the difference	Nonsense poetry- how
	simple CVC words in	activities, rubbing	and pens, clipboards	Provide opportunities	between writing stories	authors play with words
	line with LW.	activities, whiteboards	outside etc.	for emergent writing	and writing	Write simple phrases
				(with ongoing provision	information.	and sentences, making

	Provide opportunities	and pens, clipboards	Focus on letter	for mark making) e.g.	Role play using newly	phonetically plausible
	for mark making;	outside etc.	formation in line with	writing letters of	acquired vocabulary	attempts at writing
	stamps in playdough,	Focus on letter	Happy Handwriting.	children's names in	e.g. role play a	newly acquired
	wheels and other	formation in line with		paint, sand, with water	coronation.	vocabulary.
	shapes for stamping	Happy Handwriting.		and brushes, with pens,	Write simple phrases	
	into playdough, carving			pencils etc.	and sentences with	
	into fruit and			Writing short sentences	phonetically plausible	
	vegetables.			using growing	attempts at unknown	
	Upright mark making			knowledge of phonics	spellings.	
	such as an easel, a tuff			to attempt unknown	Ongoing provision for	
	tray on its side, painting			spellings	emergent writing and	
	with water onto walls,				creative mark making	
	window paints etc.				e.g. playdough and	
	Focus on letter				letter stamps,	
	formation in line with				clipboards and paper,	
	Happy Handwriting.				painting on an upright	
					tuff tray, writing with	
					fingers in sand, rice etc	
Mathematics	White Rose Hub –	White Rose Hub – It's	White Rose Hub – Alive	White Rose Hub –	White Rose Hub – to 20	White Rose Hub –
	Match, Sort and	N/a 1 2 2/Circles and	: = 1 / \	Length, Height and	and beyond/How many	Chaulma and
I and the second se	<u>-</u>	Me – 1, 2, 3/Circles and	in 5!/Mass and		and beyond/ now many	Sharing and
	Compare/Talk about	Triangles/1, 2, 3, 4,	Capacity/Growing 6 7 8	Time/Building 9 and	now? Manipulate,	Grouping/Visualise,
	Compare/Talk about Measure and		=			Grouping/Visualise, Build and
	Compare/Talk about	Triangles/1, 2, 3, 4,	=	Time/Building 9 and	now? Manipulate,	Grouping/Visualise,
	Compare/Talk about Measure and	Triangles/1, 2, 3, 4,	Capacity/Growing 6 7 8	Time/Building 9 and	now? Manipulate, Compose and Decompose	Grouping/Visualise, Build and
	Compare/Talk about Measure and	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8	Time/Building 9 and 10/Exploring 3D Shapes	now? Manipulate, Compose and Decompose Addition and	Grouping/Visualise, Build and
	Compare/Talk about Measure and	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10	now? Manipulate, Compose and Decompose	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns
	Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3 Counting rhymes and songs	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one	now? Manipulate, Compose and Decompose Addition and subtraction within 20 Commutativity	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns Coin recognition and
	Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3 Counting rhymes and	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Addition and	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less	now? Manipulate, Compose and Decompose Addition and subtraction within 20 Commutativity Explore addition and	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns Coin recognition and values
	Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3 Counting rhymes and songs Comparing objects and sets	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5 Explore addition and	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Addition and subtraction within 8	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less Addition and	now? Manipulate, Compose and Decompose Addition and subtraction within 20 Commutativity Explore addition and subtraction	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns Coin recognition and values Explore numbers and
	Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3 Counting rhymes and songs Comparing objects and sets Subitising.	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5 Explore addition and subtraction	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Addition and subtraction within 8 Explore addition as	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less Addition and subtraction within 10	now? Manipulate, Compose and Decompose Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns Coin recognition and values Explore numbers and strategies Apply
	Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3 Counting rhymes and songs Comparing objects and sets Subitising. Ordering objects	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5 Explore addition and subtraction Shape and sorting	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Addition and subtraction within 8 Explore addition as counting on and	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as	now? Manipulate, Compose and Decompose Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns Coin recognition and values Explore numbers and strategies Apply number, shape and
	Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3 Counting rhymes and songs Comparing objects and sets Subitising. Ordering objects Recognise, describe,	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5 Explore addition and subtraction Shape and sorting Describe position	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Addition and subtraction within 8 Explore addition as	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and	now? Manipulate, Compose and Decompose Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns Coin recognition and values Explore numbers and strategies Apply number, shape and measures knowledge
	Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3 Counting rhymes and songs Comparing objects and sets Subitising. Ordering objects Recognise, describe, copy and extend colour	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5 Explore addition and subtraction Shape and sorting Describe position accurately	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Addition and subtraction within 8 Explore addition as counting on and subtraction as taking away	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking	now? Manipulate, Compose and Decompose Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving Order lengths	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns Coin recognition and values Explore numbers and strategies Apply number, shape and measures knowledge Count forwards and
	Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3 Counting rhymes and songs Comparing objects and sets Subitising. Ordering objects Recognise, describe,	Triangles/1, 2, 3, 4, 5/Shape with 4 Sides Count up to five objects One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5 Explore addition and subtraction Shape and sorting Describe position	Capacity/Growing 6 7 8 Count up to 8 objects Represent, order and explore numbers to 8 One more or fewer, one greater or less Addition and subtraction within 8 Explore addition as counting on and subtraction as taking	Time/Building 9 and 10/Exploring 3D Shapes Count up to 10 objects Represent, order and explore numbers to 10 One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and	now? Manipulate, Compose and Decompose Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving	Grouping/Visualise, Build and Map/Consolidation Recognise, complete and create patterns Coin recognition and values Explore numbers and strategies Apply number, shape and measures knowledge

(History) My past, present, future and that of others including characters from stories ababy, when my family members were young. Family life, Developing sense of chronology; before I was born, before I came to school, which classroom will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; which clasers of the contraction of the steam and that of others including characters from stories and target of the past; horse and baby, when my family members were young. Family Iffee Developing sense of chronology; and the local area My route to school; which classroom will and the local area My route to school; which clasers what the past; before I came to school, and the local area My route to school; which clasers what the past invention of the Steam now; our sun, the palantes and astronomers know about our Solar System now; our sun, the palantes on the past; nor solar system now; our sun, the palantes in formation e.g. local area and the Magna Carta (Teachers to tell story based on historical building in the past; including in the past; including astronors what as formation e.g. local area My about our Solar System now; our sun, the palantes in formation e.g. local area My about our Solar System now; our sun, the palantes in formation e.g. local area My about our Solar System now; our sun, the palantes in formation e.g. local area My about our Solar System now; our sun, the palantes in formation e.g. local area My about our Solar System nour sour sol, the palantes in formation e.g. local area My about our Solar System nour sour sol, the palantes in formation e.g. local information e.g. local wareas that used to be farmalland, what as grown, what those areas took like now. I members were young. Herea, the palantes in formation e.g. local wareas that used to be farmland, what as grown, what those areas took like now. I members were young. Hereant transport from history significant areas in the past; present downship in the past; pre							
Estimate and check by counting Recognise numbers in the environment Understanding the World Understanding the World Wast, present, future and the forbing sense of chronology; and plane for laws born, before I came to school, which classroom will engraphy advanced transport Ernest Shackleton the Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what rouse in the environment Explore capacity, weight and lengths Past and Present (History) Past and Present (History) What scientists and stronomers know about our Solar System now; our sun, the planets in our solar system. The Moon omnibus, ferry, other locally relevant information e.g. local area find the Magna Carta (freachers to tell story) Stories from Ancient (History) Past and Present (History) What scientists and stronomers know about our Solar System now; our sun, the planets in our solar system. The Moon omnibus, ferry, other locally relevant transport from history family life. Developing sense of chronology; before I was born, before I came to school, which classroom will a Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what route of school and the local area and varied area and contrasted with transport for long with transport for long with ransport rand renders an		·		· ·	-	Grouping and sharing	
Understanding the world world world from stories Familig repens to and that of others including characters from stories Familig repensit person of the person of family in like next year? Our school, which classroom will be in next year? Our school, welf and Communities (Geography) Location of our school and the local area and contrasted for the case of the contrasting of the contrasted of the contrast of the contrasted of the contrast of the contrasted of th		the numbers 1 to 3			compare, discuss and		
Understanding the World Why past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what to s		Estimate and check by		explore capacity, weight	explore capacity, weight		
Understanding the World The Environment Past and Present (History) My past, present, future and that of others including characters from stories baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I was born, before I was born, before I came to school, which classroom will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school, what the local area My route to school what the local area My r		counting		and lengths	and lengths		
Understanding the World Past and Present (History) My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I came to school, which classroom will be in next year? Our school year — what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; which classroom is the world and the local area My route to school; which classroom is the world with transport from local area and contrasted with transport from local area and contrasted with transport from our solars of the world with transport from local area and contrasted with transport from local area with the contrast transport from local area with the contrast transport from local area with the contrast transport from local area with the past; including the past; includin		Recognise numbers in			3D Shapes		
(History) My past, present, future and that of others including characters from stories ababy, when my family members were young. Family life, Developing sense of chronology; before I was born, before I came to school, which classroom will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; which clasers of the contraction of the steam and that of others including characters from stories and target of the past; horse and baby, when my family members were young. Family Iffee Developing sense of chronology; and the local area My route to school; which classroom will and the local area My route to school; which clasers what the past; before I came to school, and the local area My route to school; which clasers what the past invention of the Steam now; our sun, the palantes and astronomers know about our Solar System now; our sun, the palantes on the past; nor solar system now; our sun, the palantes in formation e.g. local area and the Magna Carta (Teachers to tell story based on historical building in the past; including in the past; including astronors what as formation e.g. local area My about our Solar System now; our sun, the palantes in formation e.g. local area My about our Solar System now; our sun, the palantes in formation e.g. local area My about our Solar System now; our sun, the palantes in formation e.g. local area My about our Solar System now; our sun, the palantes in formation e.g. local area My about our Solar System nour sour sol, the palantes in formation e.g. local area My about our Solar System nour sour sol, the palantes in formation e.g. local information e.g. local wareas that used to be farmalland, what as grown, what those areas took like now. I members were young. Herea, the palantes in formation e.g. local wareas that used to be farmland, what as grown, what those areas took like now. I members were young. Hereant transport from history significant areas in the past; present downship in the past; pre		the environment					
My past, present, future and that of others and that of others including characters from stories from stories past; horse and actriage, motor cars, penny farthing, members were young. Family free, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what was to responsible to the control of the steam of the doctor of the steam astronomers know about our Solar System now; our sun, the past; horse and astronomers know about our Solar System now; our sun, the past; horse and carriage, motor cars, penny farthing, penny farthing, penny farthing, omnibus, ferry, other locally relevant transport in our local area My route to school; what will be a carriage, motor cars, penny farthing, pen	Understanding	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present	Past and Present
and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what roasport fro lond and the local area My route to school; what roasport fro lond and the local area My route to school; what the sinch cluding characters including characters from stories from stories from stories about our Solar system in chorn of us such our solar should about our Solar System in ow; our sun, the planets in our solar system. The Moon land the local area My carriage, motor cars, penny farthing, omnibus, ferry, other locality relevant transport from history about our solar system. The Moon land the local area, babout our Solar System in ow; our sun, the planets in our solar system. The Moon land the local area, babout our Solar System in ow; our sun, the planets in our solar system. The Moon land the local area, babout our Solar System in ow; our sun, the planets in our solar system. The Moon land the local area, babout our Solar System in our solar system. The Moon areas look like now. How farming worked in the past; use of horses and carts, horses and contrasted on the past; use of horses and carts horses and carts horses and carts horses and cows pulling ploughs. Present day use of machinery in farming. People, Culture and Communities (Geography) Communities (Geography) Astronauts and astronomers know about our Solar System in he planets in our solar system. The Moon areas look like now. How farming worked in the past; use of horses and carts, horses and carts horses and carts horses and carts	the World	(History)	(History)	(History)	(History)	(History)	(History)
including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will be in next year? Our school year — what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what was a baby, when my family members were young. Family Trees, diverse and baby, when my family members were young. Family Trees, diverse a cariagge, motor cars, planets in our solar system now; our sun, the past used to be farmland, what was grown, what those areas hat used to be farmland, what was grown, what turns port in the past e.g. a local areas that used to be farmland, what was grown, what those areas bolok like now. How farming worked in the past; use of horses and information e.g. local areas that used to be farmland, what was grown, what turns port in farming areas that used to be farmland, what was grown, what turns port in mor solar areas look like now. How farming worked in the past; use of horses and incompanies and carts, horses and in the past; use of horses and carts, horses and in the past use of was born, before I was born, before I came to school, which classroom will be in next year? Our school and the local area My route to school; what with transport for long based on historical saed this curs. How farming areas that used to be farmland, what was grown, what those areas book like now. How farming worked in the now. How farming worked in the past; use of horses and carts, horses and cow spulling ploughs. Present day use of machinery in farming. I transport in the more sold in the local area and to school with transport for long with transport for long are and contrasted with transport for long area and contrasted with transport for		My past, present, future	George Stevenson; The	What scientists and	Farming in the past;	The Story of King John	Stories from Ancient
from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school, what was plant transport for long and the local area My route to school, what was past ear and contrasted with transport for long what was plants in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why is thorse and carriage, motor cars, penny farthing, penn		and that of others	invention of the Steam	astronomers know	locally relevant	and the Magna Carta	Greece; Prometheus
Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school, what was to baby, when my family members were young. Family Trees, diverse penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport transport from history Modern transport transport from history Modern transport transport transport transport technologically advanced transport Ernest Shackleton the explore; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school, what		including characters	Train Transport in the	about our Solar System	information e.g. local	(Teachers to tell story	stealing fire from the
baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I was born, before I was born, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what		from stories	past; horse and	now; our sun, the	areas that used to be	based on historical	Gods, Theseus and his
members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what with transport in our local and the local area and contrasted with transport for long with transport for long with and series of the past; use of horses and series, horses and shistorical building Queen Elizabeth II's coronation in whistory Station; when and why international Space Station; when and why it transport to transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what with transport for long where we live? I landings; Neil Armstrong The International Space Station; When and why ittransport to whistory Station; when and why it transport to microry in farming and carts, horses and cows pulling ploughs. Present day use of machinery in farming. Westminster Abbey. Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon People, Culture and Communities (Geography) Farming in our local area; What crops are grown where we live? Westminster Abbey. Westminster Abbey. Stories chould in the past; use of horses and chroses and chroses and chroses and cows pulling ploughs. Westminster Abbey. Westminster Abbey. Westminster Abbey. Scoronation in West Africa. Aesop's George and the Dragon Communities (Geography) Farming in our local area; what crops are grown where we live? Westminster (Boc		Families; when I was a	carriage, motor cars,	planets in our solar	farmland, what was	events) Locally	battle with the
Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what		baby, when my family	penny farthing,	system. The Moon	grown, what those	significant areas in the	Minotaur, Daedalus and
representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what		members were young.	omnibus, ferry, other	landings; Neil	areas look like now.	past e.g. a local	Icarus, Athena and
family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what		Family Trees, diverse	locally relevant	Armstrong The	How farming worked in	historical building	Arachne, King Midas
sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what It was built and launched. Present day use of machinery in farming. People, Culture and Communities (Geography) Communities (Geography) Astronauts and Astronomers; including area; what crops are grown where we live? Mestminster Abbey. Westminster Abbey. Westminster Abbey. Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon Communities (Geography) Communities (Geography) Farming in our local area; what crops are grown where we live? Revole, Culture and Communities (Geography) Locate the places that feature in the key stories chosen for this		representations of	transport from history	International Space	the past; use of horses	Queen Elizabeth II's	and the Golden Touch
before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Defore I came to school, which classroom will I be in next year? Our school; what with transport for long Defore I came to school, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Defore I came to school, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Astronauts and Astronauts and Astronomers; including Mae Jaimeson, Tim Present day use of machinery in farming. Present day use of machinery in farming. Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon Communities Communities (Geography) Farming in our local area; what crops are grown where we live? Royal Family, stories chosen for this		family life. Developing	Modern transport	Station; when and why	and carts, horses and	coronation in	Stories from different
before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Peofore I came to school, which classroom will I be in next year? Our school and the local area My route to school; what People, Culture and contrasted with transport for long People, Culture and Communities (Geography) I racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) I ransport in our local area and contrasted with transport for long People, Culture and Communities (Geography) I ransport in our local area and contrasted with transport for long Mae Jaimeson, Tim Machinery in farming. Machinery in farming. People, Culture and Communities (Communities (Geography) I reverse Fables The Legend of St George and the Dragon People, Culture and Communities (Geography) I ransport in our local area; what crops are grown where we live? Mae Jaimeson, Tim Machinery in farming. People, Culture and Communities (Geography) I ransport in our local area; what crops are grown where we live? Notation of our school area; what crops are grown where we live? Notation of our school area; what crops are grown where we live?		sense of chronology;	including the Japanese	it was built and	cows pulling ploughs.	Westminster Abbey.	cultures; Anansi the
which classroom will I be in next year? Our school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Characterist Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what And other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Communities (Geography) Astronauts and Astronomers; including Mae Jaimeson, Tim Astronomers; including Mae Jaimeson, Tim Fables The Legend of St George and the Dragon People, Culture and Communities (Geography) Communities (Geography) Transport in our local area and contrasted with transport for long Mae Jaimeson, Tim Fables The Legend of St George and the Dragon People, Culture and Communities (Geography) Temptor in our local area; what crops are grown where we live? Royal Family, stories chosen for this		before I was born,	Bullet Train, hovercraft,	launched.	Present day use of		Spider from the Ashanti
be in next year? Our school year — what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Etchnologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school; what with transport for long Tenest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) People, Culture and Communities (Geography) Communities (Geography) Astronauts and Astronomers; including Mae Jaimeson, Tim Mae Jaimeson, Tim George and the Dragon People, Culture and Communities (Geography) Communities (Geography) The UK The Monarchy; Queen Elizabeth II, the Royal Family, stories chosen for this		before I came to school,	racing cars, aeroplanes		machinery in farming.		in West Africa. Aesop's
school year – what will we do this year in Reception? People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Communities (Geography) Astronauts and Astronomers; including rour local area; what crops are grown where we live? Royal Family, Stories chosen for this		which classroom will I	and other examples of				Fables The Legend of St
we do this year in Reception? People, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Ernest Shackleton the explorer; The South Pole, the challenges of his journey People, Culture and Communities Communities (Geography) (Geography) Farming in our local area; what crops are grown where we live? Royal Family, Mae Jaimeson, Tim People, Culture and Communities (Geography) Tommunities (Geography) The UK The Monarchy; Queen Elizabeth II, the feature in the key stories chosen for this		be in next year? Our	technologically				George and the Dragon
Reception? explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) Location of our school and the local area My route to school; what Communities with transport for long explorer; The South Pole, the challenges of his journey People, Culture and Communities (Geography) People, Culture and Communities (Geography) Communities (Geography) Astronauts and Astronomers; including route to school; what with transport for long Mae Jaimeson, Tim Grown where we live? People, Culture and Communities (Geography) Communities (Geography) Farming in our local area; what crops are grown where we live? Royal Family, stories chosen for this		school year – what will	advanced transport				
People, Culture and Communities (Geography) Location of our school and the local area My route to school; what People, the challenges of his journey People, Culture and Communities (Geography) Location of our school area and contrasted with transport for long People, Culture and Communities (Geography) Communities (Geography) Astronauts and Astronomers; including route to school; what with transport for long People, Culture and Communities (Geography) Communities (Geography) Farming in our local area; what crops are grown where we live? Royal Family, stories chosen for this		we do this year in	Ernest Shackleton the				
People, Culture and Communities (Geography) Location of our school and the local area My route to school; what With transport for long People, Culture and Communities (Geography) People, Culture and Communities (Geography) People, Culture and Communities (Geography) (Geography) (Geography) Astronauts and Astronomers; including area; what crops are grown where we live? People, Culture and Communities (Geography) (Geography) (Geography) Transport in our local area and contrasted with transport for long Mae Jaimeson, Tim grown where we live? People, Culture and Communities (Geography) The UK The Monarchy; Queen Elizabeth II, the feature in the key stories chosen for this		Reception?	explorer; The South				
People, Culture and Communities (Geography)People, Culture and Communities (Geography)Communities (Geography)Communities (Geography)Communities (Geography)Coate the places that area; what crops are grown where we live?People, Culture and Communities (Geography)Communities (Geography)Communities (Geography)			Pole, the challenges of				
Communities (Geography) Location of our school and the local area My route to school; what Communities (Geography) Communities (Geography) Communities (Geography) Astronauts and Astronomers; including route to school; what Communities (Geography) Astronauts and Astronomers; including route to school; what Communities (Geography) Farming in our local area; what crops are grown where we live? Royal Family, Scommunities (Geography) The UK The Monarchy; Queen Elizabeth II, the grown where we live?			his journey				
(Geography)(Geography)(Geography)(Geography)(Geography)(Geography)(Geography)(Geography)(Geography)(Geography)(The UK The Monarchy; area; what crops are grown where we live?Locate the places that queen Elizabeth II, the grown where we live?		People, Culture and	People, Culture and	People, Culture and	People, Culture and	People, Culture and	People, Culture and
Location of our school and the local area My route to school; what Transport in our local area made contrasted with transport for long Transport in our local Astronauts and Astronauts an		Communities	Communities	Communities	Communities	Communities	Communities
and the local area My area and contrasted route to school; what with transport for long Mae Jaimeson, Tim grown where we live? Astronomers; including area; what crops are grown where we live? Royal Family, stories chosen for this		(Geography)	(Geography)	(Geography)	(Geography)	(Geography)	(Geography)
route to school; what with transport for long Mae Jaimeson, Tim grown where we live? Royal Family, stories chosen for this		Location of our school	Transport in our local	Astronauts and	Farming in our local	The UK The Monarchy;	Locate the places that
		and the local area My	area and contrasted	Astronomers; including	area; what crops are	Queen Elizabeth II, the	feature in the key
do I pass? Do I take journeys- children's Peak, Caroline Hershel. Identify fruit and Buckingham Palace, topic. Oral storytelling		route to school; what	with transport for long	Mae Jaimeson, Tim	grown where we live?	Royal Family,	stories chosen for this
		do I pass? Do I take	journeys- children's	Peak, Caroline Hershel.	Identify fruit and	Buckingham Palace,	topic. Oral storytelling

	Long I	erm Pian 2023-202	4 - Reception		
transport? What do we	experience of transport.		vegetables that can be	Windsor Castle.	as part of culture; how
like about our local	Road Safety – how we		grown locally, or within	Countries around the	we pass on stories
area? What would we	travel safely. How		the local region.	world that have Queen	within our families and
change? Community;	people from different		Identify where the fruit	Elizabeth as their	communities. Ask an
this means the people	cultures travel; the tuk		and vegetables we eat	monarch including;	elderly relative to come
who feature in our lives,	tuk in Bangkok,		come from. Including	Canada, Jamaica, New	in and tell the children a
our school is an	gondolas in Venice,		but not limited to:	Zealand, Australia and	story.
important part of our	Felucca in Egypt, Dog		Oranges: Spain	more. The Union Flag of	
community, friends,	Sled in Norway.		Bananas: Central	The United Kingdom,	
families, religious			America Lemons: South	flags from countries the	
communities, people			Africa Pineapples: Costa	children have	
with shared interests			Rica	connections to.	
e.g. hobbies. People					
who help us in our					
community; including					
but not limited to					
teachers, doctors and					
nurses, firefighters,					
police.					
The Natural World	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World
(Science)	(Science)	(Science)	(Science)	(Science)	(Science)
The human body: Facial	Air transport	Our planet Earth, land	Growing and changing;	Seasons of the Year:	Seasons of the Year:
features, body parts,	Water transport	and sea, plants and	how people change as	Summer. Signs of	Summer. How we stay
the senses Seasons of	Seasons of the year:	animals, weather,	they grow, how animals	summer; flowers,	safe in the sun;
the year; Autumn.	Winter.	gravity. The moon, the	change as they grow.	warmer days, light	sunscreen, hats,
Deciduous and	Animal hibernation,	sun, the planets in our	Life cycles of a butterfly	evenings, butterflies,	sunglasses. Safety
evergreen trees.	why do some animals	solar system, space	and/or frog. Identify	bees, birds.Design a	around water. Changing
Observing leaves using	hibernate?	travel, astronauts.	and draw the following	garden for the Queen;	state of matter; Why do
magnifying glasses,	How do other animals	Seasons of the year:	animals and their	what could we grow?	our ice lollies melt?
leaves changing colour.	survive winter?	Spring. The first signs of	babies including but not	What would we	
Forces: push, pull, twist	Transport in the winter;	spring; snowdrops,	limited to: Sheep and	include? Sketch some	
	snow ploughs, gritting	cherry blossom, buds	Lamb Cows and Calf	ideas and write about	
	roads, snow tyres.	and flowers, birds	Horse and foal Butterfly	the design.	
	Changing state of		and Caterpillar Frog and		

		Long	errir Flan 2025-202	- Reception		
		matter; frost and ice-	nesting, bees, lighter	tadpole Dog and puppy		
		looking closely at ice,	evenings	Cat and kitten Plants;		
		what happens when it		how they grow from		
		warms? Why can we		seeds and bulbs. What		
		see our breath when it		plants need to grow.		
		is cold?		Identify parts of plants		
				including roots, stem		
				and leaves. Identify		
				trees and plants		
				growing locally on the		
				school grounds or in		
				local parks. Draw		
				pictures of local plants.		
Expressive Arts	Exploring colour.	Colour and the seasons.	Exploring line. Taking a	Exploring what we can	Animals in art. A study	People in art. Looking at
and Design	Painting with primary	Exploring which colours	line for a walk. Creating	see in the world around	of Rousseau's "Tiger in	Degas' ballerinas.
	colours.	show us different	drip paintings like	us. Studying how Van	a Tropical Storm".	Practising drawing
	Mixing secondary	seasons. A study of	Jackson Pollock.	Gogh used different	Painting real fish with	people. Creating clay
	colours.	Pissarro's season	Creating pictures like	marks to draw still life.	ink and wax resist.	sculptures of "Miro-
	A study of Miro.	paintings. Cutting:	Hundertwasser using	Looking at Lowry and	Instrumental Activities	like" people. Fashion:
	Painting: portraits	snowflake design	spirals and curved lines.	drawing our own	Composer: Louis	experimenting with
	Rhythm, Pulse and	Singing in a group	Puppets: Chinese New	houses and	Armstrong Music and	fabric to design a
	Sound Composer:	(Christmas	Year	"matchstick" people.	dance sessions: link to	suitable piece of sports
	Wolfgang Amadeus	Performances)	Bloom app on iPad to	Using the architecture	Carnival of the Animals	wear
	Mozart, Allegro from A	Composer: Sergei	create repeating	of Hundertwasser to	Composer: Paul Dukas,	Instrumental activities:
	Little Night Music.	Prokofiev, Peter and the	patterns of music	inspire us to draw	The Sorcerer's	Composition: using
	Miro's work	Wolf	Playing with Sounds:	imaginary houses.	Apprentice	percussion instruments
		Pissarro's seasons	Pitch Listening to and	Design: making a boat	Van Gogh's Sunflowers	Composer: G.F. Handel
		paintings	responding to Holst's	that floats and another		Degas' Ballet Dancer
		F 2 Q2	Planet Suite Composer:	vehicle that moves with		- 0
			Englebert Humperdinck,	wheels Create: Easter		
			Hansel and Gretel	bonnets		
			Jackson Pollock	Playing with Sounds:		
				Singing Games including		
				call and response		
				can and response		

		Lowry's houses and	
		architecture of	
		Hunderwasser	

Fundahura anta	Family Day Bring in a picture of	Bonfire food tasting Indian food tasting	Trip to the library Chinese New Year Food	Easter baking Visit/set up a garden	Kings and Queens dress up day	Performance from Corby Cube
Enrichments Opportunities	your family	Making Diwali objects	tasting	centre	Royal tea party	Transition – Visits to
	Autumn walk	Christmas baking	Visit to space centre		Hatching ducks/chicks	school/new classroom
		Christmas performance				
	Home Visits	Christmas Play	Maths Workshop	Parents Evening	Family Friday	Sports Day
	Stay and Play sessions	Poppy Display	Family Friday	World Book Day	Reading Morning	Family Friday
	Parents Evening	Christmas Crafts	Phonics Morning	Family Friday	Reader of the week bag	Reading Morning
Parental	Phonics/reading	Celebration Assembly	Reading Morning	Easter Crafts	WOW Moments	Reader of the week bag
Engagement	workshop	Reader of the week bag	Reader of the week bag	Reading Morning	Phonics Morning	WOW Moments
	WOW Moments	WOW Moments	WOW Moments	Reader of the week bag		
				WOW Moments		