



## Reception Long Term Plan

In Early Years we follow children’s interests and ideas. We endeavour to make learning active, hands on, memorable and fun. We explore seasonal changes and celebrations through stories, songs, exploration and real-life experiences. We use Talk 4 Writing as to tool to develop language, story structure, imagination and writing.

|                                     | <b>Term 1</b>   | <b>Term 2</b>   | <b>Term 3</b>   | <b>Term 4</b>   | <b>Term 5</b>  | <b>Term 6</b>   |
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| <b>Topic</b>                        | <b>All about me</b>   | <b>Light and dark</b>   | <b>Journeys</b>   | <b>Jungles</b>  | <b>Once upon a time</b>  | <b>Living and Growing</b>   |
| <b>Sub topics and Key Questions</b> | <i>What is a family?</i><br>Healthy me<br>My family<br>Farm   | <i>Can you lose your shadow?</i><br>Space<br>Aliens<br>Woodland<br>Hibernation  | <i>How does a boat float?</i><br>Pirates<br>Superheroes<br>Desert regions   | <i>What is a rainforest?</i><br>On safari<br>Dinosaurs<br>Volcanoes<br>Conservation   | <i>What is your magic power?</i><br>Mythical creatures<br>Kings, Queens and Knights<br>Fantasy<br>Arctic regions   | <i>How does your garden grow?</i><br>Minibeasts<br>Lifecycles<br>Plants<br>Coast  |
| <b>Possible texts</b>               | The little red hen  | Owl babies<br>Stick man   | The Gingerbread man<br>Duck in a truck  | Monkey puzzle<br>Little Monkey  | Billy Goats Gruff<br>Goldilocks and the three bears  | Jack and the beanstalk<br>The very hungry caterpillar   |
| <b>Context</b>                      | This term we will be focussing on settling the children in to their new environment and supporting them to build friendships and their confidence. We will provide children with opportunities to talk about themselves, their families and their experiences, things that are familiar to them. Through learning about different types of families and backgrounds. We will learn to be accepting of all and learn about how we are unique. We will explore the local environment and build a sense of community as a class and within the school. | This term we will focus on developing children’s independence and self-confidence. We will celebrate a range of festivals-Diwali, Bonfire Night and Christmas to help celebrate all our differences and reinforce sense of self and belonging in term 1. We will think about the relationship between light and dark and explore shadows and how they change. We will think about night time and learn about nocturnal animals and their habitats, we will also have a go at recreating Van Gogh’s Starry Night painting. | We will use the story ‘The Gingerbread man’ to prompt ideas of different ways of travelling. We will use STEM as a prompt for problem-solving and developing lines of enquiry, predicting, testing, observing, planning and recording. We will discuss modes of transport including old, new, real and fictional. We will explore shape and materials while constructing our own vehicles. We will use a range of technology for different purposes, to communicate, record and research. We will talk about the impact of travel on the environment. | We will discuss places such as forests and jungles and their key features including whether. We will explore patterns in nature and in our environment and think about how environments vary. We will learn about exotic animals and their habitats comparing to what we learnt in term 2. We will think about how animals move and explore this through dance. We will become explorers and research geographical and historical themes. We will think about what we can do to help the environment. | This term we will be developing out writing and independence in writing sentences. We will share ‘The Billy Goats Gruff’ and explore magical creatures. We will develop our problem-solving skills as we explore materials to create bridges, testing and recording our creations building on prior knowledge in term 3. We will look at the animation artist Brittney Lee using our imaginations to design a magical creature bringing them to life using technology. | This term we will explore how humans, animals and plants change and grow over time, building on what we have learnt this year. We will learn about what these things need to grow and will experiment with plants to explore how different conditions affect them. We will also look at similarities and differences between different plants and animals and how these features or habitats help them survive. We will be consolidating all styles of writing and preparing children for transition to year 1. |



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| <b>Visits and visitors</b>  | Baker ( <i>link to LRH – baking bread</i> )<br>Farm   | Owl visit ( <i>link to Owl Babies text</i> )<br>Walk to post box ( <i>writing for a purpose – Christmas letters</i> )  | High street visit ( <i>recall where we live from All About Me; link to cities/towns/villages in UW</i> )   | Jungle Jonathan ( <i>recall farm animals from T1 and nocturnal animals from T2; link to jungle topic</i> )   | Library visit ( <i>recall visiting school library; instil love of reading; link to fairy tales topic</i> ) | Seaside visit   |
| <b>Special celebrations</b> | Rosh Hashanah<br>Diwali<br>Halloween  | <i>Recall celebrations from previous term/s</i><br>Christmas<br>Hannukah   | <i>Recall celebrations from previous term/s</i><br>Chinese new year ( <i>recall light and dark topic and New Year celebrations from Jan</i> )              | <i>Recall celebrations from previous term/s</i><br>Easter ( <i>recall Jesus from Christmas story</i> )<br>Holi<br>Mother’s day ( <i>recall family in All About Me T1</i> ) | <i>Recall celebrations from previous term/s</i><br>Ramadan<br>Eid ul Fitr                                  | <i>Recall celebrations from previous term/s</i><br>Father’s day ( <i>recall family in All About Me T1</i> )<br>World Ocean Day  |
| <b>Experiences</b>          | Make bread ( <i>link to LRH key text and senses from All About Me topic; STEM – science of changing states</i> )<br>Afternoon tea with parents (eat the bread we make)<br>Farm visit  | Nativity performance ( <i>C+L; link to RE and retelling stories</i> )  | Invention making ( <i>STEM – engineering – think, design, build, test, improve</i> )   | Easter bonnet parade and tea with parents ( <i>recall celebrations from previous terms; links to RE</i> )<br>Jungle Jonathan   | Library visit<br>Goats visit?  | Planting and growing veg ( <i>recall planting bulbs in T2 in forest school, tasting vegetables in T1 senses</i> )<br>Caterpillars<br>Teddy bears picnic with nursery children<br>Sports day ( <i>recall being healthy from Jigsaw; sports techniques from PE</i> )<br>Transition activities |
| <b>Jigsaw</b>               | <i>Being me in my world</i>   | <i>Celebrating difference</i>  | <i>Dreams and Goals</i>  | <i>Healthy me</i>  | <i>Relationships</i>   | <i>Changing me (which includes SRE)</i>   |
| <b>PSED</b>                 | <b>All aspects of Personal, Social and Emotional development underpin our EYFS curriculum. Learning outcomes are ongoing across the year. Children are continuously monitored and any concerns are addressed.</b>                                     |  |  |  |  |   |
|                             | Making friends and building constructive and respectful relationships<br>Identify feelings<br>Learning school/ class rules<br>Trying new things   | Express feelings<br>Conflict resolution<br>Asking questions<br>Taking turns<br>Awareness of boundaries<br>Talking about themselves positively and as a valuable individual | Consider the feelings of others<br>Moderate their own feelings<br>Manage their own needs<br>Sharing<br>Explaining<br>Sharing ideas<br>Negotiating problems | Sharing<br>Explaining<br>Compromise<br>Sensitivity to others<br>Solving problems<br>Working as a team  | Resolutions<br>Consider the perspective of others<br>Taking turns<br>Boundaries<br>Working together        | Preparing for year one  |
| <b>CL</b>                   | <b>Communication and Language is ongoing and underpins all aspects of the EYFS curriculum. Learning Outcomes are an ongoing focus and linked to all aspects of learning. Children are continuously monitored and any concerns/gaps are addressed.</b> |  |  |  |  |   |
|                             | Listen to stories, rhymes and songs with attention and recall<br><br>Hear new vocabulary  | Listen with increased attention and recall and understands why listening is important<br><br>Talk about stories to build familiarity and understanding                     | Listen with attention begin to respond appropriately<br><br>Engages with story times<br><br>Engage with non-fiction books                                  | Maintain attention<br><br>Follow more complex instructions<br><br>Use new vocabulary throughout the day  | Two-channelled attention<br><br>Retell past event in correct order with increasing detail                  | Listen attentively in a range of situations<br><br>Give their attention to what others say and respond appropriately  |



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|          |             | <p>Join in with repeated refrains and anticipate key events and phrases in story time</p> <p>Follow 1 step instructions</p> <p>Ask who, what, where, when questions to find out more</p> <p>Retell simple past event</p> | <p>Learn new vocabulary</p> <p>Follow simple instructions</p> <p>Begin to understand how and why</p> <p>Connect ideas or actions with simple connectives (and, or, but)</p> <p>Use a range of tenses</p> | <p>Follow 2 step instructions</p> <p>Learn more complex topic-specific vocabulary</p> <p>Retell a story as exact repetition (talk for writing imitate)</p> <p>Pay attention to rhyme and rhythm in rhymes and songs</p> <p>Ask how and why questions to find out more</p> <p>Use some range of tenses some of which are accurate</p> <p>Retell simple past event in correct order</p> <p>Use talk to work out problems</p> | <p>Listen to and talk about non-fiction</p> <p>Connect ideas or actions with a range of connectives (including because)</p> <p>Use talk to organise thinking and explain how things work and why they might happen</p> <p>Ask a range of questions to check that they understand what has been said to them</p> | <p>Retell a story as exact repetition and some of their own words</p> <p>Learn rhymes, poems and songs</p> <p>Respond to how and why questions</p> <p>Express themselves effectively sticking to main theme or intention using well-formed sentences</p> | <p>Use new vocabulary in different contexts</p> <p>Follow instructions involving several ideas or actions</p> <p>Answer 'how' and 'why' questions about stories or events</p> <p>Use past, present and future forms accurately</p> <p>Express themselves effectively</p> <p>Develop their own narratives</p> |
| PD       | Gross Motor | <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Catch a large ball</p>   | <p>Negotiate spatial awareness and travel with confidence</p> <p>Move freely in a range of ways</p> <p>Begin to move rhythmically</p>  | <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment</p>   | <p>Travel with coordination and control</p> <p>Combine movements with ease and fluency</p>  | <p>Travel with coordination and control</p> <p>Use core muscle strength to achieve a good posture.</p> <p>Begin to combine movements</p>   | <p>Travel with confidence, skill and consideration for others</p>  |
|          | Fine Motor  | <p>Hold pencils and pens between thumb and two fingers, no longer using whole-hand grasp</p> <p>Copy some letters from their name</p>  | <p>Write their name</p> <p>Use one-handed tools and equipment</p> <p>Hold pencil near point between first two fingers and thumb and uses it with good control</p>  | <p>Use one-handed tools with precision</p> <p>Form lower case and upper case letters correctly</p>   | <p>Begin to show accuracy and care when drawing</p>   | <p>Begin to use pre-cursive handwriting</p>  | <p>Begin to use pre-cursive handwriting</p>  |
| T4W text |             | The Little Red Hen   | Owl Babies   | The Gingerbread Man  | Little Monkey   | The Three Billy Goats Gruff  | Jack and the Beanstalk   |



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| Literacy | Comprehension    | Looks at books independently and handles with care<br><br>Can recognise own name<br><br>Joins in with repeated phrases and rhymes<br><br>Enjoys rhyming and rhythmic activities.<br><br>Hear initial sounds | Retell main parts of the story<br><br>Begin to predict what will happen in stories with support<br><br>Answer simple retrieval questions<br><br>Can recognise rhyme   | Retell story using vocabulary and language from the text<br><br>Make predictions about what will happen in the story when prompted<br><br>Answer more complex retrieval questions<br><br>Can continue a rhyming string | Retell the story using own language<br><br>Offer predictions about what will happen in the story<br><br>Begin to answer inferential questions<br><br>Compare fiction and non-fiction texts  | Offer appropriate predictions for what will happen next in the story<br><br>Answer a range of questions and begin to ask questions for clarification         | Begin to explain predictions using the pictures in the story, words in the text and their own experience<br><br>Ask and answer questions about what they're reading<br><br>Can read simple sentences |
|          | Word reading     | Orally blend and segment<br><br>Begin phase 2 phonics<br><br>Recognise name   | Use phonic knowledge to begin to segment and blend simple CVC words to read.<br><br>Recognise phase 2 sounds, high frequency words and tricky words<br><br>Begin to recognise the lowercase alphabet letters and upper case letters in their name | Use phonic knowledge to read simple captions.<br><br>Recognise phase 2 and some phase 3 sounds, high frequency words and tricky words<br><br>Recall the alphabet song<br><br>Links sounds with letter name             | Use phonics knowledge to read simple sentences<br><br>Recognise phase 2 and 3 sounds, high frequency words and tricky words<br>Begin to recognise and read phase 4 blends<br><br>Know the alphabet<br><br>Begin to link lowercase and uppercase letters | Read a range of texts that are appropriate to their phonological level.<br><br>Read a range of high frequency words.<br>Read words containing phase 4 blends | Use phonics knowledge to decode words effectively<br><br>Recognise some phase 5 sounds and know that there are alternative spellings for sounds they already know.                                   |
|          | Reading strategy | Use reading strategy- eagle eye for pictures in stories for support   | Use reading strategy repetition and initial sounds –stretchy snake  | Reading strategy- chunky monkey and Skippy frog  | Reading strategy- flip the dolphin  | Use a range of reading strategies  | Use a range of reading strategies  |



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|  | <b>Writing</b>  | <p>Give meaning to the marks they make</p> <p>Begin to use some letters in writing</p> <p>Verbally identify initial sounds which they may begin to use in their writing</p> <p>Create labels and record for a purpose</p> <p>Begin name writing</p> <p>Practise handwriting patterns to support lowercase letter formation</p>   | <p>Have a go at writing high frequency words</p> <p>Use phonic knowledge to write simple words</p> <p>Write initial sounds to match meanings of their marks</p> <p>Begin to write sounds in a correct sequence</p> <p>Write their name</p> <p>Write labels and lists.</p> <p>Begin to form lowercase letters correctly</p>   | <p>Use phonic knowledge to write simple sentences including finger spaces</p> <p>Write a range of high frequency words</p> <p>Write labels, lists, letter, simple captions and sentences.</p> <p>Form lowercase letters correctly</p> <p>Begin to form capital letters correctly</p>  | <p>Write a simple description of characters, items or environments.</p> <p>Write simple sentences and spell words phonetically correct and spell known high frequency words.</p> <p>Write letters, lists, recipes, descriptions, sentences, captions and simple stories.</p> <p>Reread what has been written to check what it says.</p> <p>Begin to form lowercase letters using pre-cursive formation</p>  | <p>Write simple short stories and use key vocabulary.</p> <p>Understand key features of text.</p> <p>Write simple captions that can be read by themselves and others.</p> <p>Spell high frequency words correctly and other words phonetically correct.</p> <p>Reread what has been written and correct with support</p> <p>Begin to use pre-cursive letter formation in writing</p>   | <p>Write sentences using full stops, capital letters and finger spaces.</p> <p>Use key features of text and write for different purposes – write simple stories, descriptions, letters, recipes, lists etc.</p> <p>Reread what has been written and spot mistakes, begin to correct them</p> <p>Form most letters using the pre-cursive letter formation regularly</p> |
| <p><b>Maths</b></p> <p><b>Number</b></p> <p><b>Cardinality and counting</b></p> <p><b>Comparison</b></p> <p><b>Composition</b></p> | <p>Recite numbers to 10 by rote.</p> <p>1:1 correspondence when counting the same object 0-5, different objects 0-5, things and things that can't be seen.</p> <p>Count to give or collect an amount of something 0-5</p> <p>Subitise 1-3 when arranged regularly</p> <p>Recognise numerals 0-5</p> <p>Separates objects and recognises amount is still the same 0-5</p> <p>Look at small groups of objects (up to 5) which has more, which has less, which have the same</p> | <p>Recite numbers to 20 by rote.</p> <p>1:1 correspondence when counting the same object 0-10, different objects 0-10, things that can't be seen 0-10 and things that can't be moved 0-5</p> <p>Count to collect an amount of something 0-10</p> <p>Count to move along a track 0-6</p> <p>Subitise 1-6</p> <p>Recognise numerals 0-10</p> <p>Match numeral to quantity 0-10</p> <p>Separates objects and recognises amount is still the same 0-10</p> <p>Use language 'more', 'less' and 'fewer' comparing two groups</p> | <p>Recite numbers to 20 by rote forwards and backwards from different starting points.</p> <p>1:1 correspondence with objects up to 20 and objects that can't be moved 0-10</p> <p>Count to move along a track 0-10</p> <p>Recognise numerals 0-15</p> <p>Match numeral to quantity 0-15</p> <p>Represent numbers 0-10 using fingers and resources</p> <p>Change unequal groups into equal groups e.g. 5 and 3 into 4 and 4</p> <p>Recognise the number before and the next number to correct mislabelling</p> | <p>Recite numbers to 30 by rote forwards and backwards.</p> <p>Recognise numerals 0-20</p> <p>Represent numbers 0-20 using resources</p> <p>Recognise numbers that are far apart, near to and next to each other</p> <p>Find one more and one less in a variety of ways</p> <p>Order numbers 0-10</p> <p>Partition numbers into two pairs of numbers 0-10 using addition and subtraction language</p> <p>Begin to recognise double numbers</p> <p>Partition numbers into more than two groups</p> | <p>Recite numbers to 30 by rote, forwards and backwards from different starting points.</p> <p>Able to count on or backwards from any given number 0-20.</p> <p>Can recognise numbers 0-20 and understand their values of which is higher/lower.</p> <p>Order numbers 0-20</p> <p>Recall some number bonds to 10 and double facts</p> <p>Add and subtract using resources to combine two groups</p> <p>Partition numbers into two equal groups</p> <p>Begin to recognise odd and even numbers</p> | <p>Recite numbers beyond 30.</p> <p>Estimate number of objects in a group with increasing accuracy</p> <p>Can recognise numbers to 20 or higher and order them.</p> <p>Find one more or one less than any given number</p> <p>Recall some number bonds to 10 and double facts</p> <p>Add and subtract using resources to combine two groups or to count forward/back on a number track and mentally</p> <p>Recognise and discuss odd and even numbers</p> <p>Combine equal groups of 2, 5 and 10</p> |  |



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|   |   | <p>Explain unfair sharing</p> <p>Know one more or one less when giving or taking away an object</p> <p>Begin to identify smaller numbers with a number (0-5) e.g. 3 numicon is a 1 and a 2</p> <p>Begin to partition objects into two groups that can be recombined to make the total</p>  | <p>Predict one more and one less in stories, rhymes and songs</p> <p>Identify smaller numbers within a number (0-10)</p> <p>Partition numbers into two pairs of numbers 0-5 beginning to use addition and subtraction language</p>  | <p>Recall number bonds for numbers up to 5.</p>   | <p>Begin to combine equal groups of 2, 5 and 10</p>  |  |
| <p><b>Maths</b></p> <p><b>Numerical Patterns</b></p> <p><b>Shape and Space</b></p> <p><b>Patterns</b></p> <p><b>Measures</b></p> <p><b>Money</b></p> <p><b>Time</b></p> | <p>Construct with shapes</p> <p>Complete puzzles</p> <p>Make complete circuits with a train track</p> <p>Understand positional language to locate an object</p> <p>Continue AB pattern</p> <p>Copy an AB pattern</p> <p>Use different language for specific attributes linked to length, weight, capacity</p> | <p>Use positional language to describe an object's location or to direct another's actions</p> <p>Develop shape awareness by constructing with structured and unstructured materials</p> <p>Name some 2D shapes</p> <p>Make own AB pattern</p> <p>Spot errors in AB patterns</p> <p>Identify unit of repeat</p> <p>Compare amounts of continuous quantities – longer, taller, shorter, heavier, lighter</p> <p>Use money language spontaneously in play</p> <p>Use time language spontaneously in play</p> | <p>Name 2D shapes</p> <p>Name some 3D shapes</p> <p>Identify similarities between shapes</p> <p>Continue ABC pattern</p> <p>Continue a pattern that ends mid-unit</p> <p>Make own ABB and ABC patterns</p> <p>Use awareness of comparison in estimating and predicting – making the right size bed for teddy etc.</p> <p>Recognise coins 1p 2p 5p and 10p</p> <p>Understand order and sequences of time</p> <p>Recall days of the week in order</p> | <p>Represent shapes by drawing plans and maps</p> <p>Understand language around capacity</p> <p>Order 2 objects by capacity</p> <p>Spot error in ABB pattern</p> <p>Symbolise unit structure of pattern</p> <p>Generalise pattern to another context or mode</p> <p>Compare indirectly – which container will fill the tray more quickly</p> <p>Make small amounts using known coins</p> <p>Recognise o'clock times linked to activities in the classroom</p> <p>Aware of short periods of time e.g. 1 minute, 3 minute and 5 minutes through use of timers</p> | <p>Can identify a shape from its properties</p> <p>Can use positional language to describe their relative position</p> <p>Make a repeating pattern around a square</p> <p>Make a pattern around a border with a fixed number of spaces</p> <p>Spot patterns around us</p> <p>Recognise relationship between size and number of units – estimation station; how many biscuits will you be able to cut?</p> <p>Begin to recall months of the year</p> <p>Recognise o'clock and half past times</p> | <p>Use correct mathematical language including name and properties for 2D and 3D shapes</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> |



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| <p>UW</p> | <p>Past and Present</p> | <p><b><u>My family</u></b><br/>           Talk about who is in their family<br/><br/>           Talk about their family's jobs<br/><br/>           Recognise that some families are different to their own<br/><br/>           Recognise that some families are similar to their own.<br/><br/>           Share experiences from special family times such as birthdays, weddings etc. (<i>own birthday links to maths – significant numbers</i>)<br/><br/>           Understand how we are all different and what makes us unique to develop our sense of self.</p> | <p><b><u>Space Travel</u></b><br/>           Look at space travel – where did we first visit, where can we visit now, where will we visit in the future<br/><br/>           Talk about change – how have space man suits changed over time<br/><br/>           Use time language to understand present, past and future events</p> | <p><b><u>Transport</u></b><br/>           Identify and talk about old and new transport and how transport has changed over time. (<i>Recall and develop past and present language from T2; link future language to inventors changing and developing ideas - STEM</i>)<br/><br/> <b>Discuss the impact of travel on our environment – promote cycling, walking, scooting</b><br/><br/>           Study famous current inventors (e.g. Steve Jobs) and understand what an inventor does. Chn will then become inventors make own transport (<i>STEM – engineering – think, design, build, test, improve</i>)</p> | <p><b><u>Dinosaurs</u></b><br/><br/>           Compare dinosaurs to animals now e.g. fish, birds, reptiles<br/><br/>           Compare dinosaur location to locations now – what is similar what is different</p> | <p><b><u>Kings and queens</u></b><br/>           Present royal family – Queen Elizabeth II and the line of succession<br/>           Link royal family to own family (recall family in T1)<br/><br/>           Compare how kings and queens' lives are different to ours in past and present context (<i>Recall and develop past and present language used in T2, 3 and 4</i>)<br/><br/>           Past royal families – Queen Elizabeth I, King Henry VIII – how are they the same as our queen, how are they different<br/><br/>           Compare fictional kings and queens to our current royal family</p> | <p><b><u>Seaside and Holidays</u></b><br/>           Discuss going on holiday and going to the beach – use past language correctly<br/><br/>           Look at holidays in the past – where did people used to go on holiday?<br/><br/>           Describe what the seaside used to be like.<br/><br/>           Compare to the seaside today – what is the same? What is different?</p> |
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|  | <p>People, Culture and Communities</p> | <p><b><u>The local area</u></b><br/>Describe features of their own immediate environment – school, their house, the estate</p> <p>Look at different built up areas – town, village, city</p> <p>Talk about special places in our environment – our house, school, shop, grandparent’s house, church etc.</p> <p>Talk about how we look after our environment – look at the Forest School area, the ponds on the estate</p> | <p><b><u>The forest/ woodlands</u></b><br/><i>Recall where they live from T1 All About Me – compare with forest/woodland Recall forest school</i></p> <p>Describe features of the forest/ woodland area.</p> <p>Compare woodlands to our immediate environment</p> <p>Discuss how we can look after the woodland areas – what do we need to do when we visit?</p> <p>Maps – look at map of local area – where are the woods?</p> <p>Map of UK – name the four countries. What are they like?</p> | <p><b><u>Desert</u></b><br/><i>Recall own environment from T1 in All About Me; recall woodland location from T2</i></p> <p>Recognise key features of deserts (<i>STEM – technology – use Google Maps to visit different locations</i>)</p> <p>Compare similarities and differences of the environments we’ve looked at so far (<i>Recall high street visit – how does our town look different to the other places we visit on Google Maps</i>)</p> <p>Look at location on world map</p> <p><i>What key features are in that environment? Who lives there? What is the weather like? How is it the same/different to where we live?</i></p> | <p><b><u>Jungle</u></b><br/><i>Recall different environments that we have learned about across the T1, 2 and 3</i></p> <p>Look at location on world map</p> <p>Describe key features</p> <p>Compare weather from a jungle to where we live</p> <p>Compare features of a jungle environment to local (<i>recall own environment T1</i>)</p> <p>Talk about ways to look after the jungle and the animals that live there - conservation</p> <p><i>What animals lives there? What does it look like? What is the weather like? How is it the same/ different to other places?</i></p> | <p><b><u>Arctic</u></b><br/>Look at location – compare to previous locations</p> <p>Look at weather – how is that different to here? (<i>STEM – science</i>) <i>Recall the different locations that we learned about in T3 – how might the weather be different in different places. Recall jungle and different animals from T4 – how is the weather in the jungle, how does it affect the animals?</i></p> <p>Look at how the Arctic has changed – how can we look after the animals and their habitat?</p> <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons.</p> <p>Create maps of our imaginary places in stories linked to topic (<i>Recall maps that we have seen in previous topics – treasure maps, local area maps, UK maps, world maps</i>) <i>STEM – technology – Beebot maps – how can the Beebot visit different places?</i></p> <p><i>How do we know? What are the features? Who lives there? What does it look like? What is the weather like? What animals would live there?</i></p> | <p><b><u>Coast</u></b><br/><i>Recall map making for last term – fairy tale maps; recall UK maps and local area maps from T3</i></p> <p>Understand we live in a world with different environments</p> <p>Describe key features of the environment.</p> <p>Compare to other environments from previous terms. (<i>Recall comparing different environments in T1, 2, 3 and 4</i>)</p> <p>Compare to coast environments around the world</p> <p>Map skills within our local area.</p> <p>Use prior knowledge to discuss city, seaside, forest, desert, jungle etc?</p> <p>Talk about ways to look after the environment</p> |
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|  |  | <p><b>Judaism (Rosh Hashanah + Yom Kippur)</b><br/>Beliefs, celebrations and food</p> | <p><b>Hinduism (Diwali – Sikh too)</b><br/>Icons, celebrations and food</p> <p>(Day of the Dead<br/>Hanukkah (<i>Recall Rosh Hashanah and Yom Kippur</i>)<br/>Christmas)</p> <p><i>Recall celebrations and festivals from previous term/s</i></p> | <p><b>Buddhism</b><br/>Stories, celebrations and food</p> <p>(Chinese New Year<br/>Shrove Tuesday, Lent (<i>Recall Christianity – Christmas</i>))</p> <p><i>Recall celebrations and festivals from previous term/s</i></p> | <p><b>Christianity (Easter)</b><br/>Beliefs, celebrations and food<br/>(<i>Recall Christianity – Christmas, Shrove Tuesday, Lent</i>)<br/>Compare and contrast 2 family traditions Holi festival and Easter (<i>Recall special celebrations that we have learned about in T1, 2 and 3; link to RE</i>)</p> <p>(Holi)</p> <p><i>Recall celebrations and festivals from previous term/s</i></p> | <p><b>Islam (Ramadan + Eid al Fitr)</b><br/>Celebrations, festivals and food</p> <p>(Wesak – <i>Recall Buddhism T3</i>)</p> <p><i>Recall celebrations and festivals from previous term/s</i></p> | <p><b>Sikhism</b><br/>Celebrations, festivals and food<br/>(<i>Recall Diwali T2</i>)</p> <p><i>Recall celebrations and festivals from previous term/s</i></p> |
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|  | <b>The Natural World</b> | <p><b><u>Human body and sense</u></b><br/>Identify and name, the basic parts of the human body</p> <p>Identify which part of body is associated with which sense</p> <p>Talk about how senses help us</p> <p>Experiment with different sense through sensory boxes, tasting, listening walks and games.</p> <p><b><u>Local environment</u></b><br/>Look at weather, Autumn</p> | <p><b><u>Forest</u></b><br/>Discuss animals that live in the woodland – learn about nocturnal and diurnal animals, their features and habitats (<i>Recall and compare to farm animals T1</i>)</p> <p>Discuss change in seasons – what is the same , what is different</p> <p>Recycling – talk about why we recycle, how we recycle in school</p> <p><b><u>Shadows</u></b><br/>Understand how shadows are formed and explore how shadows change.</p> <p>Understand different sources of light and how they can be used.</p> <p>Use our knowledge of senses to find out how these are affected by light and dark (<i>Recall senses T1</i>)</p> | <p><b><u>Materials</u></b><br/>Begin to understand properties and name some materials through experiments (<i>Recall building houses with different materials T1</i>)</p> <p>Explore and predict how different items sink and float and why this may be</p> <p>Explore how things move on different surfaces</p> <p>Use language for force</p> <p>Look at how materials can change – ice melts, cake goes hard, paper burns</p> | <p><b><u>TRISCIENCE</u></b><br/><b><u>Animals</u></b><br/>Identify and name a variety of animals (<i>Recall animals learned during T1 and 2</i>)</p> <p>Can talk about jungle animals (<i>STEM – science</i>) How are they adapted for the jungle/rainforest?</p> <p>Understand different animals live in different habitats and how their habitat helps them survive (<i>Recall animals learned in T1 and 2</i>)</p> <p>Compare habitats of animals in local area and jungles (<i>Recall habitats and own local environment from T1, 2 and 3</i>)</p> | <p><b><u>Arctic</u></b><br/>Describe animals that live in Arctic regions. How are they adapted?</p> <p>Revisit materials – what materials would we need if we were travelling to an Arctic environment? (<i>Recall materials from T3</i>)</p> <p>Make choices linked to their properties – which is the best material for teddy’s outfit to the arctic? (<i>Recall predicting from T3</i>)</p> | <p><b><u>Life cycles</u></b><br/>Understand how humans, plants and animals change as they grow (<i>Link to History; recall All About Me T1 – how have they changed since beginning of year – since babies?</i>)</p> <p>Sequence life cycles of humans, animals and plants (<i>Recall history time language for past/present/future</i>)</p> <p>Observe caterpillars as they grow and explain how they change over time and why. Talk about the environment we need – why do we have flowers around school?</p> <p><b><u>Plants</u></b><br/>Identify and describe the basic structure of flowers (<i>Recall plants that we have looked at in T2 (daffodil bulbs; T3 daffodils and tulips; other plants during forest school)</i>)</p> <p>Can explain what plants need to grow (<i>Recall from planting bulbs during forest school</i>)</p> |
|  | <b>Technology</b>        | <p>Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p>  | <p>Operate simple equipment (<i>Recall technological toys from T1</i>)</p> <p>Know that information can be retrieved from computers</p>  | <p>Recognise and name different technology</p> <p>Use IWB independently</p>   | <p>Complete a simple program on a computer or tablet.</p>  | <p>Use computer hardware to interact with age-appropriate computer software</p>  | <p>Recognise technology used for home and school</p> <p>Select and use technology for purpose (<i>Recall which technology has been used for which purpose in the previous terms</i>)</p>  |



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| <b>EAD</b><br><b>Creating with Materials</b><br><b>Being Imaginative and Expressive</b> | <p>Engage in imaginative role-play based on own first-hand experiences.</p> <p>Build stories around toys</p> <p>Create movement in response to music, sings familiar songs or makes up own</p> <p>Explore resources</p> <p>Explore colour</p>   | <p>Express through a range of media, such as music, dance and paint and other materials or words</p> <p>Use variety of construction materials</p> <p>Use range of tools</p> <p>Join construction pieces together to build and balance</p>   | <p>Create simple representations of events, people and objects</p> <p>Use colour for purpose</p> <p>Understand what happens when they mix colours</p> <p>Understand purpose for tools</p>   | <p>Create a storyline or narrative in their play</p> <p>Construct or create with a purpose in mind</p> <p>Use tools appropriately to create</p>   | <p>Act out a narrative with others</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using</p>   | <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>  |
|   | <p>Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>We will introduce the children to a range of different materials and tools to explore. We will study the female artist Frida Kahlo who creates self-portraits. We will discuss and develop our opinions on different pieces of art. Children will create self and family portraits through different medias.</p> <p>Children will have access to materials and different media which they can use in role play to represent their own ideas. Adults will support development of language through role play linked to home and their own experiences.</p> | <p>We will look at the artist Vincent van Gogh and show a range of his work again discussing and developing our opinions on different pieces of art. We will focus on the art work a starry night and sunflowers talking about the concepts of bright and dark colours in art. We will then explore creating light and dark art work.</p> <p>Children will be encouraged to explore and represent their own ideas and to build on their own experiences and vocabulary through role play.</p> | <p>We will introduce primary colours and experiment with mixing colours to make secondary. We will introduce the artist Kandinsky and look at a range of his work. We will recap the idea of bright and dark colours and move on to learn about the concept of warm and cool colours. We will create our own Kandinsky art work through mixing colours. We will explore music and instruments and how these can be played and changed.</p> <p>We will explore movement in response to music and create dances – exploring Chinese dragon dance.</p> | <p>We will explore art work by Henri Rousseau artist who paints jungle pictures. We will discuss what we like about his work and how it is the same/ different to other artists / his pieces. We will create Jungle collages using knowledge of colours through different medias.</p> <p>We will continue to build on children's experiences through role play and provide opportunities for children to represent their own ideas and explore concepts and feelings through role play.</p> | <p>We will look at female artist Britany Lee who designed the animation character Elsa. Linking with our topic once upon a time the children will design their own cartoon character. They will create animation movies using the stop motion app incorporating technology and EAD.</p> <p>We will use role play to act out our own and others stories, using music and materials to support and represent our ideas. We will explore music from different times and places as well as instruments.</p> | <p>We will recap what we have learnt throughout the year including warm, cool, bright and dark colours. We will discuss how we have created art through different medias e.g: junk modelling, paint, crayon etc. Linked to our topic growth we will look at the artist Giuseppe Arcimboldo and how he creates art through vegetables.</p> <p>Through dance, music, role play and other media children will be confident in exploring and representing their own experiences and ideas.</p> |