

Whole School Curriculum Long Term Plan EYFS

Early Years	Nursery Autumn	Reception Autumn	Nursery Spring	Reception Spring	Nursery Summer	Reception Summer
Enquiry question <i>(RC, ML)</i>	What makes me, me?	How do our lives change?	Look UP, Look DOWN – what is all around?	Where do our travels take us?	Do all pictures tell a story?	Where can we see Art in our lives?
Enquiry driver	Understanding the World: People, culture and communities	Understanding the World: People, culture and communities	Understanding the World: The Natural World	Understanding the World: The Natural World	Expressive Arts and Design	Expressive Arts and Design
Enquiry enhancers	Expressive Arts and Design	D&T	Expressive Arts and Design D&T	Expressive Arts and Design UTW – History D&T	UTW - History	Literacy, UTW – Geography D&T
Discrete subjects	Maths Phonics – Little Wandle	Maths – White Rose Phonics – Little Wandle Reading – Little Wandle PD – PE lesson UTW – Science	Maths Phonics – Little Wandle	Maths – White Rose Phonics – Little Wandle Reading – Little Wandle PD – PE lesson UTW – Science	Maths Phonics - Little Wandle	Maths – White Rose Phonics – Little Wandle Reading – Little Wand;e PD – PE lesson UTW – Science
Rationale for enquiry <i>(RC, ML)</i>	<p>This enquiry has been chosen because we want our children to develop a love for themselves and know why they are important. We want them to gain understanding that people are different and we should celebrate this.</p>	<p>We know that in our surrounding community there are low levels of education, skills and training as well as high levels of unemployment. Building on previous learning in Nursery, our children will be provided with opportunities to communicate with their teachers and peers in more depth about who they are and the people in their family. This supports our children to understand that all families are not the same and promote cultural diversity and equality for all (Stanhope Primary catchment is made up of 71% White British families).</p> <p>This enquiry will enable pupils to look in depth at celebrations compared to the past which provides the foundation to future learning in history in years 1, 2, 3 and 5.</p>	<p>Our school catchment is represented by 71% White British families, with 52% having no religion and 7% of families providing no information in relation to religion. Our enquiry will enable our children to understand that people are different and we should celebrate this. This supports us to develop an inclusive school family community from the beginning of our children's journey through Stanhope Primary and Nursery School.</p> <p>This enquiry will build on from the autumn term providing continued opportunities to develop love and celebration of self, whilst introducing children to other countries in the world.</p>	<p>Building on previous learning (where children in Reception were developing an understanding that all families are not the same and promoting cultural diversity) this enquiry will continue to provide an understanding and awareness of the differences amongst ourselves and our community. Through the exposure to life beyond our town and opportunities to learn about the way in which others live, our children will begin to look at how significant people of the past have impacted on the world in which we live today.</p> <p>This supports our children to continue to develop our school values and experience the diverse world in which they live.</p>	<p>We know that our children need to learn and remember the best knowledge of the world and be given opportunities to experience the diverse world in which they live. Through this enquiry, our children will have the opportunity to study abstract art and artists, using their knowledge of art techniques and approaches to create their own pieces. This enquiry will support the continued development and extension of our children's vocabulary to enable them to achieve success throughout the curriculum and wider world.</p>	<p>Due to low levels of education, skills and training in the surrounding community and over quarter of our families accessing Pupil Premium funding (27%), we understand that our children may not have opportunities to broaden their experiences of the diverse world in which they live. Through this enquiry, our children will be able to build on the introduction of fine art from the previous term and study fine art through sculpture and the artist Michelangelo. We will also broaden our children's experiences of different types of art including Illustrators, alongside sculpting. This enquiry will also support our children to appreciate and take responsibility for their natural environment, continuing to embed our school values.</p>
Key content choices (e.g. significant people, events etc) <i>(RC, EC, ML)</i>	<p>UTW – (History) - <b>Grandparents</b></p> <p>UTW - (Geography)- school, church, shops, roads, paths, houses, farms, garages, walking by a river, picking up litter, recycling, Magnifying glasses, spotter sheets</p> <p>EAD - primary colours, materials, Guiseppe Arcimboldo, fruit and vegetables</p> <p>PSED – Families and Friendships, Safe Relationships, Respecting Ourselves and Others</p> <p>RE – birthday, Christmas, special events, special people, special places</p> <p>Science - brushing teeth, using the toilet, washing and drying their hands thoroughly, carrots, apple, banana, pears and water at snack time</p>	<p>UTW – (History) – <b>Grandparents</b> having memories of times when things looked different to today, compare Christmas, goose fayre, bonfire night to past and present. Know and use the vocabulary parents, aunts, uncles and grandparents.</p> <p>UTW – (Geography) - school, church, shops, roads, paths, houses, post office, bus stops, café, restaurant, police station, library, seasonal changes</p> <p>EAD - Rich Perotta, Marvel Comics. Make a moving fire work, Catherine wheel or rocket, materials card, cardboard, paper, coloured and shiny material, sticking, gluing and taping.</p> <p>PSED – Families and Friendships, Safe Relationships, Respecting Ourselves and Others</p> <p>RE – special – stories, people, times and places, belonging, Diwali, Christmas, Eid, church, mosque, synagogue, gurdwara, hindu temple, harvest, hannukah, sukkot,</p> <p>Science - owls, fox, squirrel, regular physical activity, healthy eating, having a good sleep routine, <b>routine of brushing teeth</b>, adding water to sand, wood, metal, glass, plastic, pushing and pulling, twisting and turning playdough.</p> <p>Music- Singing position, hand signals for pitch, teach days of the week song, build on F1 bank of songs to include poems, Christmas performance and <b>keeping a steady beat</b></p>	<p>UTW – (Geography)- <b>UK, Italy, Brazil, Gedling</b>, picking up litter, recycling</p> <p>EAD - Andy Goldsworthy, natural materials</p> <p>PSED – Belonging to a Community, Media</p> <p>Literacy and Digital Resilience, Money and Work</p> <p>RE - special times, special places, Easter</p> <p>Science - woodlouse, snail, slug, worm, trees, dandelions, daisies, rock, stone, soil, bark, leaves, wood, petals, heart beats faster, sweating, panting, frogs, daffodil bulbs, cress seeds, grow, move, light, dark, rough, smooth</p>	<p>UTW (History) – <b>Michelangelo</b></p> <p>UTW – (Geography) - <b>England; London is the capital city, Nottingham, River Trent, rainforests – Brazil, mountains – Italy, housing, weather, landscape, food – Italy and Brazil, seasonal changes</b></p> <p>EAD - Jock Kinneir and Margaret Calvert, road signs, Michelangelo</p> <p>PSED – Belonging to a Community, Media</p> <p>Literacy and Digital Resilience, Money and Work</p> <p>RE – stories and people are special and why, Easter</p> <p>Science – frogs, ice in the water tray, baking; combing ingredients; turning bread into toast</p>	<p>UTW – (History) - <b>The pencil, grandparents, parents, aunties, uncles, siblings, birthdays, Christmas, starting nursery, Chinese New Year</b></p> <p>EAD - Jackson Pollock</p> <p>PSED – Physical Health and Well-Being, Growing and Changing, Keeping Safe</p> <p>RE – belonging to Nursery, caring for environment, birthdays</p> <p>Science - wood, metal, plastic, push, pull, stretch, twist, toys, games, TV, oven, toaster, kettle, drum, guitar, TV, toys, computers, sunny, raining, cloudy, full, empty, long, short, fast, slow</p>	<p>UTW – (History) - <b>local miner, mining, Gedling art</b></p> <p>UTW – (Geography)- <b>Gedling Country Park, seasonal changes</b></p> <p>EAD - primary and secondary colours, Michelangelo, Axel Scheffler</p> <p>PSED – Physical Health and Well-Being, Growing and Changing, Keeping Safe</p> <p>RE – belonging, caring for Earth and Living Things, birthdays</p> <p>Science - weather, seasons, travelling in cars, littering, recycling, plug, battery</p>
Hook	All about me bags to fill with items and photos that are important to them.	Grandparents to visit school and answer questions about the past prepared by the children and share artefacts from the past.	Mini beast hotel development	Explore our local area around Gedling taking picture of key features to bring back to the classroom and grate a map of our local environment.	Katy Halford illustrator visit .	Rubbish left all around the unit in large groups and children need to discuss what to do with it, why is it there?

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	Family Tree to hang photos on throughout the year-include teacher and Tas family photos  Parent work showcase					Parent challenge set over the easter holidays to make something out of recycled materials. Bring parents in to discuss what they had made.
<b>Experts and Experiences</b> <i>(RC, EC, PO)</i>	Grandparents visiting school Dentist visit	Grandparents Staff from the care home to come in and provide information about how the children can plan an effective performance for their residents	Growing sunflowers in school and at home (progress updates)	London- Paddington bear making marmalade sandwiches. Italy- make pizzas.  Walk around the local town of Gedling to observe the changes that have happened over time- comparing Gedling now with images of the past.	Katy Halford illustrator  Online Art Gallery Tour	Gedling Country Park Trip to a recycling point Someone from the council to talk to the children about recycling
<b>Authentic Outcome</b> <i>(RC, EC, PCH, ML, PO)</i>	Grandparents stay and play -write invitations	Nativity performance	Mini-beast garden	Travel Documentary	QR code bedtime stories for home and within reading garden Create part of their own story (story box)	Children display their artwork in Stanhope Art exhibition.
<b>School's Curriculum Vision</b>	LIFE	LIFE	LIFE	LIFE	LIFE	LIFE
<b>Assessment opportunities &amp; retrieval practices</b> <i>(ML)</i>	<ul style="list-style-type: none"><li>- Learning Journey books</li><li>- Provision</li><li>- Display boards</li><li>- Observations of children</li><li>- Professional conversations</li></ul> Vocabulary used through the driver to be continued in the provision through daily reflection	<ul style="list-style-type: none"><li>- Learning Journey, writing &amp; maths books</li><li>- Provision</li><li>- Display boards</li><li>- Observations of children</li><li>- Professional conversations – including Phase PPA</li><li>- Phonics assessment</li><li>- Check points</li><li>- Leitner model</li></ul> Vocabulary used through the driver to be continued in the provision through daily reflection	<ul style="list-style-type: none"><li>- Learning Journey books</li><li>- Provision</li><li>- Display boards</li><li>- Observations of children</li><li>- Professional conversations</li></ul> Vocabulary used through the driver to be continued in the provision through daily reflection	<ul style="list-style-type: none"><li>- Learning Journey, writing &amp; maths books</li><li>- Provision</li><li>- Display boards</li><li>- Observations of children</li><li>- Professional conversations</li><li>- Phonics assessment</li><li>- Check points</li><li>- Leitner model</li></ul> Vocabulary used through the driver to be continued in the provision through daily reflection	<ul style="list-style-type: none"><li>- Learning Journey books</li><li>- Provision</li><li>- Display boards</li><li>- Observations of children</li><li>- Professional conversations</li></ul> Vocabulary used through the driver to be continued in the provision through daily reflection	<ul style="list-style-type: none"><li>- Learning Journey, writing &amp; maths books</li><li>- Provision</li><li>- Display boards</li><li>- Observations of children</li><li>- Professional conversations</li><li>- Phonics assessment</li><li>- Check points</li><li>- Leitner model</li></ul> Vocabulary used through the driver to be continued in the provision through daily reflection
<b>Key Texts</b> <i>(ML)</i>	What Makes Me A Me? By Ben Faulks A letter from your teacher by Shannon Olsen There's only one you by Kathryn Heling Monty the Manatee by Natalie Pritchard Kindness is my Superpower by Alicia Ortego When I Grow Up by Tim Minchin Kippers Birthday by Mick Inkpen A handful of Buttons by Carmen Parets Luque The Sour Grape by Jory John	All are welcome: Alexandra Penfold Night at the Fair: Donald Crews Peepo!: Janet and Alan Ahlberg Very Hungry Caterpillar: Eric Carle Starting School: Janet and Allan Ahlberg North wind doth blow- Poem Jolly Christmas Postman: Janet and Allan Ahlberg Remember remember the fifth of November- deborah Webb	Tiny, perfect things- M.H Clark Tidy – Emily Gravett Bug hotel – Libby Walden Trouble with tadpoles A Seed in Need – Sam Godwin The Train Ride Children's first Atlas- Miles Kelly publishing 10 Things I can do to Help my World – Melanie Walsh	The smartest Giant In Town: Axel Scheffler and Julia Donaldson We are Britain: Benjamin Zephaniah Paddington's Guide to London: Michael Bond Tadpoles promise: Jean Willis From my Window: Otávio Júnior Brazil: Susie Brooks Along the Tapagos: Fernando Vilela Great Britan for kids: Baby Professor Olivia Goes to Venice: Ian Falconer Take Me Back to Itally: Baby Professor The little Red Hen makes Pizza: Philemon Sturges Celebrations and Festival: Claire Grace		Tidy Looking after our planet Bog baby See inside- recycling and rubbish Greta and the giants Daffodils- William Wandsworth I wondered lonely as a cloud-poem  Somebody swallowed Stanley The snail and the whale Clean up What a waste The mess that we made There's a rang-tang in my bedroom Animals and deforestation Michael Recycle David Attenborough- little people, big dreams
<b>Communication and Language</b>  <b>(Re-Visited every term to store in the long term memory)</b>	<ul style="list-style-type: none"><li>- Enjoy listening to storied and can remember much of what happened.</li><li>- Pay attention to more that one thing at a time.</li><li>- Use a wider range of vocabulary.</li><li>- Understand a question or instruction that has two parts.</li><li>- Understand why questions.</li><li>- Sing a large repertoire of songs .</li><li>- Know many rhymes, be able to talk about familiar books and be able to tell a long story.</li></ul>	<ul style="list-style-type: none"><li>- Understand how to listen carefully and why listening is important.</li><li>- Learn new vocabulary.</li><li>- Use new vocabulary through the day.</li><li>- Ask questions to find out more and to check they understand what has been said to them.</li><li>- Articulate their ideas and thoughts in well-formed sentences.</li><li>- Connect one idea or action to another using a range or connectives.</li><li>- Describe events in some detail.</li></ul>	<ul style="list-style-type: none"><li>- Enjoy listening to stories and can remember much of what happened.</li><li>- Pay attention to more that one thing at a time.</li><li>- Use a wider range of vocabulary.</li><li>- Understand a question or instruction that has two parts.</li><li>- Understand why questions.</li><li>- Sing a large repertoire of songs.</li><li>- Know many rhymes, be able to talk about familiar books and be able to tell a long story.</li></ul>	<ul style="list-style-type: none"><li>- Understand how to listen carefully and why listening is important.</li><li>- Learn new vocabulary.</li><li>- Use new vocabulary through the day.</li><li>- Ask questions to find out more and to check they understand what has been said to them.</li><li>- Articulate their ideas and thoughts in well-formed sentences.</li><li>- Connect one idea or action to another using a range or connectives.</li><li>- Describe events in some detail.</li></ul>	<ul style="list-style-type: none"><li>- Enjoy listening to storied and can remember much of what happened.</li><li>- Pay attention to more that one thing at a time.</li><li>- Use a wider range of vocabulary.</li><li>- Understand a question or instruction that has two parts.</li><li>- Understand why questions.</li><li>- Sing a large repertoire of songs .</li></ul>	<ul style="list-style-type: none"><li>- Understand how to listen carefully and why listening is important.</li><li>- Learn new vocabulary.</li><li>- Use new vocabulary through the day.</li><li>- Ask questions to find out more and to check they understand what has been said to them.</li><li>- Articulate their ideas and thoughts in well-formed sentences.</li><li>- Connect one idea or action to another using a range or connectives.</li></ul>

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	<ul style="list-style-type: none"><li>- Develop their communication but may have problems with irregular tenses and plurals.</li><li>- Develop pronunciation but may have problems saying some sounds and multi-syllabic.</li><li>- Use longer sentences of four to six words.</li><li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>- Start a conversation with an adult or a friend and continue it for many turns.</li><li>- Use talk to organise themselves and their play.</li></ul>	<ul style="list-style-type: none"><li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>- Develop social phrases.</li><li>- Engage in storytimes.</li><li>- Listen to and talk about stories to build familiarity and understanding.</li><li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>- Use new vocabulary in different contexts.</li><li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>- Learn rhymes, poems and songs.</li><li>- Engage in non-fiction books.</li><li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>	<ul style="list-style-type: none"><li>- Develop their communication but may have problems with irregular tenses and plurals.</li><li>- Develop pronunciation but may have problems saying some sounds and multi-syllabic.</li><li>- Use longer sentences of four to six words.</li><li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>- Start a conversation with an adult or a friend and continue it for many turns.</li><li>- Use talk to organise themselves and their play.</li></ul>	<ul style="list-style-type: none"><li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>- Develop social phrases.</li><li>- Engage in storytimes.</li><li>- Listen to and talk about stories to build familiarity and understanding.</li><li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>- Use new vocabulary in different contexts.</li><li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>- Learn rhymes, poems and songs.</li><li>- Engage in non-fiction books.</li><li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>	<ul style="list-style-type: none"><li>- Know many rhymes, be able to talk about familiar books and be able to tell a long story.</li><li>- Develop their communication but may have problems with irregular tenses and plurals.</li><li>- Develop pronunciation but may have problems saying some sounds and multi-syllabic.</li><li>- Use longer sentences of four to six words.</li><li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>- Start a conversation with an adult or a friend and continue it for many turns.</li><li>- Use talk to organise themselves and their play.</li></ul>	<ul style="list-style-type: none"><li>- Describe events in some detail.</li><li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>- Develop social phrases.</li><li>- Engage in storytimes.</li><li>- Listen to and talk about stories to build familiarity and understanding.</li><li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>- Use new vocabulary in different contexts.</li><li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>- Learn rhymes, poems and songs.</li><li>- Engage in non-fiction books.</li><li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li><b><u>FINAL ASSESSMENT – ELG - C&amp;L LISTENING, ATTENTION AND UNDERSTANDING</u></b></li><li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li><li>- Make comments about what they have heard and ask questions to clarify their understanding.</li><li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peer.</li><li><b><u>FINAL ASSESSMENT – ELG - C&amp;L SPEAKING</u></b></li><li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>
<b>Personal, Social and Emotional Development (PSHE)</b>	<p><b><u>Families and Friendships</u></b></p> <p>PSHEN.24 know who is special in their lives</p> <p>PSHEN.25 know who their close friends are</p> <p>PSHEN.26 know the people that make up their family</p> <p>PSHEN.27 know how to play with one or more other children, extending and elaborating play ideas</p> <p>PSHEN.28 know how to develop friendships with other children.</p> <p>PSHEN.29 know how to seek out others to share experiences</p> <p>PSHEN.30 know friends might feel and think different things, and that is ok</p> <p><b><u>Safe Relationships</u></b></p> <p>PSHEN.33 know that some things are private, e.g. toileting</p> <p>PSHEN.34 know that their key worker will listen to worries, and act on them</p> <p><b><u>Respecting Ourselves and Others</u></b></p>	<p><b><u>PSHER.5</u></b> know the importance of brushing our teeth</p> <p>PSHER.26 know how to recreate what they have learnt about social interactions with close adults, in their play and relationships with others</p> <p>PSHER.27 know that all families are not the same (marriage &amp; civil partnerships, sexual orientation, race, sex, religion).</p> <p>PSHER.28 know how to be a good friend and demonstrate this through play</p> <p>PSHER.29 know how to build constructive and respectful relationships</p> <p>PSHER.30 know how to support their friend if they are feeling unhappy</p> <p>PSHER.31 know how to show empathy and concerns to people who are special to them, e.g. may offer a child a toy they like.</p> <p>PSHEN.33 know that some things are private, e.g. toileting</p> <p>PSHEN.34 know that their key worker will listen to worries, and act on them</p>	<p><b><u>Physical Health and Mental Well-being</u></b></p> <p>SHEN.1 know how to make healthy food choices during snack time</p> <p>PSHEN.12 know there are healthy and unhealthy foods</p> <p>PSHEN.4 know when we may sleep, e.g. nap time, bedtime</p> <p>PSHEN.5 know how to look after our teeth</p> <p>PSHEN.6 know when they need to go to the toilet</p> <p>PSHEN.7 Know how to hand wash</p> <p>PSHEN.8 know to wear a hat when it is sunny</p> <p>PSHEN.9 know how to recognise their feelings using gestures and simple words, like “happy”, “sad”, “angry” or “worried”</p> <p>PSHEN.10 know when you may need help</p> <p>PSHEN.11 know what makes you happy</p> <p>PSHEN.12 know likes and dislikes</p> <p>PSHEN.13 know who can help</p> <p><b><u>Money and Work</u></b></p>	<p>PSHER.39 know how to follow simple rules and understand why they are important.</p> <p>PSHER.40 know they are part of a community</p> <p>PSHER.41 know how to ask questions about differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on</p> <p>PSHER.42 know that money is needed to buy items in a shop</p> <p>PSHER.43 know and explore, through play, differences in jobs</p>	<p><b><u>Keeping Safe</u></b></p> <p>PSHEN.19 know adults should help to keep us safe</p> <p>PSHEN.20 know there are somethings we should not touch</p> <p>PSHEN.21 know that we cross the road with a familiar adult</p> <p>PSHEN.22 know some strangers are safe and others are not, e.g. policeman, unknown adult</p> <p>PSHEN.23 know not to put unknown objects in their mouth</p>	<p>PSHER.1 know the importance of healthy food choices</p> <p>PSHER.2 know how to make some simple healthy food choices</p> <p>PSHER.3 know that moving our bodies can keep us healthy</p> <p>PSHER.4 know when and why we have bedtime_</p> <p><b><u>PSHER.5</u></b> know the importance of brushing our teeth</p> <p>PSHER.6 know how to manage their own needs, e.g. toileting_</p> <p>PSHER.7 know how to hand wash and explain the importance of this</p> <p>PSHER.8 know that different clothes protect us from the weather_</p> <p>PSHER.9 know and see themselves as a valuable individual</p> <p>PSHER.10 know the name of a range of feelings_</p>

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	<p>PSHEN.27 know how to play with one or more other children, extending and elaborating play ideas</p> <p>PSHEN.31 know to look for a supportive adult for help in resolving conflict with peers</p> <p>PSHEN.32 know actions have consequences</p> <p>PSHEN.35 know how to cooperate with familiar people, e.g. turn taking</p> <p>PSHEN.36 know how others might be feeling.</p> <p><b>Growing and Changing</b></p> <p>PSHEN.14 knows their own name</p> <p>PSHEN.15 knows how to talk about themselves, sharing feelings and experiences with a familiar adult</p> <p>PSHEN.16 know how to show confidence in new social situations, e.g. coming into Nursery.</p> <p>PSHEN.17 know and develop appropriate ways of being assertive</p> <p>PSHEN.18 know simple parts of the body, through song and rhyme, e.g. head, shoulders, knees and toes</p> <p><b>Belonging to a Community</b></p> <p>PSHEN.37 know how to follow simple rules, without adult reminders</p> <p>PSHEN.38 know they have responsibilities in Nursery</p> <p>PSHEN.39 know that there are differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on</p>	<p>PSHER.35 know that an adult should be present when on the internet</p> <p>PSHER.32 know choices may impact on others, e.g. taking a toy from a friend</p> <p>PSHER.36 know what kind and unkind behaviour is and how this can affect others</p> <p>PSHER.37 know how to express feelings</p> <p>PSHER.38 know how to respect other people's needs, wants and behaviour.</p>	<p>PSHEN.40 know how to use money to buy objects, in imaginative play</p> <p>PSHEN.41 know and explore, through play, that people have jobs</p>			<p>PSHER.11 know how to seek adult support and articulate their wants and needs.</p> <p>PSHER.12 know what makes you happy when feeling sad.</p> <p>PSHER.13 know how different situations make us feel.</p> <p>PSHER.14 know how my friend is feeling.</p> <p>PSHER.15 know to return to a familiar adult to gain emotional support and practical help in different situations.</p> <p>PSHER.16 know what they can do well and what they are getting better at</p> <p>PSHER.17 know how to show resilience and perseverance in the face of challenge</p> <p>PSHER.18 know the names of different body parts we can see, representing these in drawings and painting</p> <p>PSHER. 19 know that people may look similar or different due to their specific features, e.g. hair, size and shape of nose (race, age, disability, sex)</p> <p>PSHER.20 know and understand why adults should help to keep us safe</p> <p>PSHER.21 know and can name things we should not touch</p> <p>PSHER.22 know why it is important to be safe near the road</p> <p>PSHER.23 know what to do if worried or scared</p> <p>PSHER.24 know not to take any medicines without an adult</p> <p>PSHER.25 know that smoking is harmful</p> <p><b>FINAL ASSESSMENT – ELG - Self-Regulation</b></p> <p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>FINAL ASSESSMENT – ELG- Managing Self</b></p> <p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>FINAL ASSESSMENT – ELG - Building Relationships</b></p> <p>- Work and play cooperatively and take turns with others;</p> <p>- Form positive attachments to adults and friendships with peers;</p> <p>- Show sensitivity to their own and to others' needs.</p>
<b>Physical Development (inc. PE)</b>	<p><b>PE - Autumn 1</b></p> <p>PEN.6 know how to throw a ball with increasing force and accuracy</p> <p>PEN. 7 know how to catch a large ball by using two hands and their chest to trap it</p>	<p><b>PE - Autumn 1</b></p> <p>PER.7 know how to throw, catch, kick, pass and strike a ball</p> <p>PER.8 know how to throw a ball with aim, demonstrating increasing control</p>	<p><b>PE - Spring 1</b></p> <p>PEN.2 know how to skip and hop on one leg</p> <p>PEN.3 know how to stand on one leg and hold a pose for a game like musical statues</p>	<p><b>PE - Spring 1</b></p> <p>PER.3 know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance</p>	<p><b>PE - Summer 1</b></p> <p>PEN.12 know how to run safely on whole foot</p> <p>PEN.13 know how to walk, run and climb on different levels and surfaces</p>	<p><b>PE - Summer 1</b></p> <p>PER.12 know how to run in different directions</p>



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<div>Development Matters</div>	<div><p>PEN.9 know how to show balance and some control (e.g. throwing a ball, riding a trike)</p><p><b>PE - Autumn 2</b></p><p>PEN.1 know how to go up steps and stairs, or climb apparatus, using alternate feet, maintaining balance and stability</p><p>PEN.17 know how to move in response to music or rhythms heard (stamping feet, jumping, twisting, turning, kneeling, shaking)</p></div> <div><ul style="list-style-type: none"><li>- Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li><li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>- Use a comfortable grip with good control when holding pens and pencils.</li><li>- Show a preference for a dominant hand.</li><li>- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li></ul></div>	<div><p>PER.9 know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it</p><p><b>PE - Autumn 2</b></p><p>PER.1 know how to copy a simple sequence</p><p>PER.2 know how to travel with confidence and skill around, under, over and through balancing and climbing equipment</p><p>PER.15 know how to copy a short, repetitive dance pattern</p></div> <div><ul style="list-style-type: none"><li>- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li><li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li></ul></div>	<div><p>PEN.4 know how to maintain balance using hands and body to stabilise</p><p>PEN.5 know how to copy movements in a simple sequence (e.g. heads, shoulders, knees and toes)</p><p><b>PE - Spring 2</b></p><p>PEN.8 know how to kick a stationary ball with either foot</p><p>PEN.11 know how to listen and follow one simple instruction in a game (stop, go, freeze)</p><p>PEN.14 know how to jump up into the air with both feet leaving the floor</p><p>PEN.15 know how to jump forward a small distance</p></div> <div><ul style="list-style-type: none"><li>- Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>- Start taking part in some group activities which they make up for themselves, or in teams.</li><li>- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li><li>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li><li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>- Use a comfortable grip with good control when holding pens and pencils.</li><li>- Show a preference for a dominant hand.</li><li>- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li></ul></div>	<div><p>PER.4 know how to move fluently, in a variety of movements, with developing control and grace</p><p>PER.5 know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p><p>PER.6 know how to combine different movements to make a simple sequence</p><p><b>PE - Spring 2</b></p><p>PER.11 know how to listen and follow two simple instructions in a game</p><p>PER.13 know how to jump up into the air and maintain balance</p></div> <div><ul style="list-style-type: none"><li>- Progress towards a more fluent style of moving, with developing control and grace.</li><li>- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li></ul></div>	<div><p>PEN.16 know how to follow adult-led instructions about moving safely (walk, look up, find a space)</p><p>PEN.18 know how to take turns and share resources when playing games, with adult support</p><p><b>PE - Summer 2</b></p><p>PEN.6 know how to throw a ball with increasing force and accuracy</p><p>PEN. 7 know how to catch a large ball by using two hands and their chest to trap it</p><p>PEN.9 know how to show balance and some control (e.g. throwing a ball, riding a trike)</p><p>PEN.10 know how to run taking into account spatial awareness, adjusting speed to avoid obstacles</p><p>PEN.19 know that we breathe faster during exercise</p></div> <div><ul style="list-style-type: none"><li>- Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>- Start taking part in some group activities which they make up for themselves, or in teams.</li><li>- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li><li>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li><li>- Use one-handed tools and equipment, for example, making snips in paper with scissors</li><li>- Use a comfortable grip with good control when holding pens and pencils.</li><li>- Show a preference for a dominant hand.</li><li>- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li></ul></div>	<div><p>PER.14 know how to follow adult-led instructions about moving safely and understand the reasons why</p><p>PER.16 know how to take turns and share resources when playing games</p><p><b>PE - Summer 2</b></p><p>PER.10 know how to adjust speed or change direction to avoid obstacles when playing games with other children</p><p>PER.17 know that our heart beats faster during exercise</p></div> <div><ul style="list-style-type: none"><li>- Progress towards a more fluent style of moving, with developing control and grace.</li><li>- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li></ul><p><b>FINAL ASSESSMENT – ELG PHYSICAL GROSS MOTOR SKILLS</b></p><ul style="list-style-type: none"><li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>- Demonstrate strength, balance and coordination when playing.</li><li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul><p><b>FINAL ASSESSMENT – ELG PHYSICAL FINE MOTOR SKILLS</b></p><ul style="list-style-type: none"><li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li><li>- Begin to show accuracy and care when drawing.</li></ul></div>
<div>Literacy</div> <div>(Refer to Flying High Partnership Literacy Checkpoints)</div>	<div><p>- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing.</p><p>- Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sounds.</p><p>- Engage in extended conversations about stories, learning new vocabulary.</p><p>- Use some of their print and letter knowledge in their early writing.</p><p>- Write some or all of their name.</p><p>- Write some letters accurately.</p></div>	<div><p>- Read individual letters by saying the sounds for them.</p><p>- Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.</p><p>- Read some letter groups that each represent one sound and say sounds for them.</p><p>- Read a few common exception words matched to the school’s phonic programme.</p><p>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p><p>- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p><p>- Form lower-case and capital letters correctly.</p><p>- Spell words by identifying the sounds and then writing the sound with letter/s.</p></div>	<div><p>- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing.</p><p>- Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sounds.</p><p>- Engage in extended conversations about stories, learning new vocabulary.</p><p>- Use some of their print and letter knowledge in their early writing.</p><p>- Write some or all of their name.</p><p>- Write some letters accurately.</p></div>	<div><p>- Read individual letters by saying the sounds for them.</p><p>- Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.</p><p>- Read some letter groups that each represent one sound and say sounds for them.</p><p>- Read a few common exception words matched to the school’s phonic programme.</p><p>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p><p>- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p></div>	<div><p>- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing.</p><p>- Develop their phonological awareness so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sounds.</p><p>- Engage in extended conversations about stories, learning new vocabulary.</p><p>- Use some of their print and letter knowledge in their early writing.</p><p>- Write some or all of their name.</p><p>- Write some letters accurately.</p></div>	<div><p>- Read individual letters by saying the sounds for them.</p><p>- Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.</p><p>- Read some letter groups that each represent one sound and say sounds for them.</p><p>- Read a few common exception words matched to the school’s phonic programme.</p><p>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p><p>- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p></div>

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		<div>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.</div>		<div>- Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.</div>		<div>- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. <b>FINAL ASSESSMENT - Comprehension ELG</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <b>FINAL ASSESSMENT – Word Reading ELG</b> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>FINAL ASSESSMENT – Writing ELG</b> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others.</div>
<div>Mathematics  NCTEM – Mastering Number</div>	<div><b>AUT 1</b> - Baseline - Number Rhymes - Patterns – Identifying and Sequencing <b>Aut 2</b> - Subitise to 1 - Link numeral 1 to 1 object - Making 1 of things - Compare amounts using lots/more/same - Explore properties of 2D and 3D shapes - Name and identify a circle</div>	<div><b>Aut 1</b> - Subitise to 3 and 4 - 1:1 counting - Understanding cardinality - Building numbers out of 1s - Make own numbers to 4 - Understand that sets can be compared based on a range of attributes - Use more than and fewer than - Circles and triangles - Pattern – Copy and create simple patterns - Spatial awareness – Positional language <b>Aut 2</b> - Subitise within 5 - Cardinality of 5 - Whole and parts - Composition of numbers to 5 - Compare by looking, subitising and matching - Shapes with 4 sides (squares/rectangles) - Recognise shape of everyday items - Build own shapes - Pattern – notice and correct simple pattern</div>	<div><b>Spr 1</b> -Revisit 2D shapes -Making groups -subitising 1-3 -Comparing groups (more &amp; less) -Revisiting number - 1,2,3, 4 &amp; 5 (Guided by assessment) -Linking number to quantity 1-5 <b>Spr 2</b> - Counting principle-cardinality -Building with 3D shapes (exposure to 3D) exploring spatial reasoning -Positional Language -Familiar routes -Capacity- full/empty -Revisit-subitising</div>	<div><b>Spr 1</b> - Subitise within 5, exploring patterns, showing one more - Verbal counting to 20 and beyond - Cardinality of numbers between 5 and 10 - Composition of 5 - Composition of 6 - Numbers within 10 seen as 5 and a bit - Compare using language of comparison - Making equal and unequal - Compare mass <b>Spr 2</b> - Symmetrical patterns linked to doubles - Cardinality of numbers within 10 - Counting patterns beyond 20 - Odd and even numbers - Composition within 10 - Compare numbers and reason about which is more - Positional Language – Familiar route using positional language - Compare capacity</div>	<div><b>Sum 1</b> - Securing 1-5 - Digging deeper 6,7 &amp; 8 -Introducing composition -Digging deeper 9&amp; 10 -Stable-order principle -counting principle <b>Sum2</b> - 2D shapes re-visit -Pattern -Measure-Long/short -Weight-heavy/light -Measure-capacity -positional language-routes -counting beyond 10</div>	<div><b>Sum 1</b> - 1 more/doubles patterns - Identify same but different - Subitising within 10 - Verbal counting beyond 20 - Verbal and object counting - Composition of 10 - Order sets of objects linked to the ordinal number system - Length and height – features of a route - Positional Language <b>Sum2</b> - Consolidation - Pattern – complex patterns - Sharing and Grouping</div>
<div>Mathematics  White Rose</div>	<div><b>Shape, space and measure 1</b><ul style="list-style-type: none"><li>Explore and build with shapes and objects</li></ul><b>Pattern 1</b><ul style="list-style-type: none"><li>Explore repeats</li></ul><b>Pattern 2</b><ul style="list-style-type: none"><li>Join in repeats</li></ul><b>Shape, space and measure 2</b><ul style="list-style-type: none"><li>Explore position and space</li></ul></div>	<div><b>Getting to know you</b><ul style="list-style-type: none"><li>RBA</li><li>Stanhope baseline</li></ul><b>Match, sort &amp; compare</b><ul style="list-style-type: none"><li>Matching</li><li>Sorting</li><li>Comparing</li></ul><b>Talk about measure and patterns</b><ul style="list-style-type: none"><li>Compare size</li></ul></div>	<div><b>Shape, space and measure 3</b><ul style="list-style-type: none"><li>Explore position and routes</li></ul><b>Pattern 3</b><ul style="list-style-type: none"><li>Explore patterns</li></ul><b>Shape, space and measure 4</b><ul style="list-style-type: none"><li>Match, talk, push and pull</li></ul><b>Pattern 4</b><ul style="list-style-type: none"><li>Lead on own repeats</li></ul></div>	<div><b>Mass and capacity</b><ul style="list-style-type: none"><li>Compare mass</li><li>Find a balance</li><li>Explore capacity</li><li>Compare capacity</li></ul><b>Length, height, time</b><ul style="list-style-type: none"><li>Explore length</li><li>Compare length</li><li>Explore height</li></ul></div>	<div><b>Shape, space and measure 5</b><ul style="list-style-type: none"><li>Start to puzzle</li></ul><b>Pattern 5</b><ul style="list-style-type: none"><li>Making patterns together</li></ul><b>Pattern 6</b><ul style="list-style-type: none"><li>My own pattern</li></ul></div>	<div><b>Manipulate, compose and decompose</b><ul style="list-style-type: none"><li>Select shapes for a purpose</li><li>Rotate shapes</li><li>Manipulate shapes</li><li>Explain shape arrangements</li><li>Compose shapes</li><li>Decompose shapes</li><li>Copy 2D shape pictures</li></ul></div>

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		<ul style="list-style-type: none"><li>• Compare mass</li><li>• Compare capacity</li><li>• Simple patterns</li></ul> <p><b>Circles and Triangles</b></p> <ul style="list-style-type: none"><li>• Identify and naming circles and triangles</li><li>• Comparing circles and triangles</li><li>• Shapes in the environment</li><li>• Describing position</li></ul> <p><b>Shapes with 4 sides</b></p> <ul style="list-style-type: none"><li>• Identify and name shapes with 4 sides</li><li>• Combine shapes with 4 sides</li><li>• Shapes in the environment</li><li>• My day and night</li></ul>		<ul style="list-style-type: none"><li>• Compare height</li><li>• Talk about time</li><li>• Order and sequence time</li></ul> <p><b>Explore 3D shapes</b></p> <ul style="list-style-type: none"><li>• Recognise and name 3D shapes</li><li>• Find 2D shapes within 3D shapes</li><li>• Use 3D shapes for tasks</li><li>• 3D shapes in the environment</li><li>• Identify more complex patterns</li><li>• Copy and continue patterns</li><li>• Patterns in the environment</li></ul>		<ul style="list-style-type: none"><li>• Find 2D shapes within 3D shapes</li></ul> <p><b>Visualise, build and map</b></p> <ul style="list-style-type: none"><li>• Identify units of repeating patterns</li><li>• Create own pattern rules</li><li>• Replicate and build scenes and constructions</li><li>• Visualise from different positions</li><li>• Describe positions</li><li>• Give instructions to build</li><li>• Explore mapping</li><li>• Represent maps with models</li><li>• Create own maps from familiar places</li><li>• Create own maps and plans from story situations</li></ul> <p><b>Making connections</b></p> <ul style="list-style-type: none"><li>• Patterns and relationships</li></ul> <p><b>Make connection</b></p> <p><b>FINAL ASSESSMENT – ELG NUMBER</b></p> <p>- Have a deep understanding of number to 10, including the composition of each number</p> <p>- Subitise (recognise quantities without counting) up to 5</p> <p>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG Numerical Patterns</b></p> <p>- Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p><b>FHP Expectation</b></p> <p><b>Shape, Pattern, Space and Measure</b></p> <p>- Compare length, weight and capacity</p> <p>- Build structures by copying pictures (e.g. use instruction diagrams to build a castle using blocks)</p> <p>- Understand and recreate images from someone else's view.</p> <p>- Discuss the features of a route and represent these using marks.</p>
<b>Understanding the World (Geog / Hist / Science / RE)</b>	<p><b>Geography</b></p> <p>NG.4 know the name of different features and objects in their immediate environment (school, church, shops, roads, paths, houses)</p> <p>NG. 5 know that small world opportunities link to real world experiences (e.g. farms, garages, walking by a river) Using our locality</p> <p>NG.6 know how to use questions to find out about the place where they live and the natural world</p> <p>NG. 8 know how their behaviour can affect the environment (picking up litter, recycling)</p> <p>NG.9 know how to use simple observational equipment to support exploration of the natural environment (magnifying glasses, spotter sheets)</p> <p><b>History</b></p>	<p><b>Geography</b></p> <p>RG.4 know and discuss the features of their local environment (school, church, shops, roads, paths, houses, post office, bus stops, café, restaurant, police station, library)</p> <p>RG.7 know that seasons change and the differences between them(Runs throughout the year)</p> <p><b>History</b></p> <p>HR.1 Know about and discuss past events in their own life and in the lives of family members (Grandparents having memories of times when things looked different to today)</p> <p>HR.3 know how to compare and comment on images of familiar situations in the past, particularly in the books they have read/heard (Christmas, Goose Fair,</p>	<p><b>Geography</b></p> <p>NG.1 know there are different countries in the world (UK, Italy, Brazil)</p> <p>NG.2 know there are differences between countries and can talk about these, from experiences or photographs</p> <p>NG.3 know the name of the town in which we live(Gedling near to Nottingham)</p> <p>NG.4 know the name of different features and objects in their immediate environment (school, church, shops, roads, paths, houses)</p> <p>NG.6 know how to use questions to find out about the place where they live and the natural world</p> <p>NG.7 know how to respect and care for the natural environment</p>	<p><b>Geography</b></p> <p>RG.1 know the name of the country we live in. (England; London is the capital city)</p> <p>RG.2 know where the United Kingdom is, located on a world map</p> <p>RG.3 know the name of a nearby city. (Nottingham, River Trent)</p> <p>RG.5 know some environments that are different to the one in which we live. (rainforests – Brazil, mountains – Italy)</p> <p>RG.6 know some similarities and differences between life in this country and life in other countries (housing, weather, landscape, food – Italy and Brazil)</p> <p>RG.8 know that information can be drawn from a simple map</p>	<p><b>Geography</b></p> <p>No new Geography KKPDs are taught during this term. Instead, the Geography sticky knowledge from the previous terms' KKPDs to be recapped and revisited.</p> <p>NG. 5 know that small world opportunities link to real world experiences (e.g. farms, garages, walking by a river) Using our locality</p> <p><b>History</b></p> <p><b>Historical Enquiry</b></p> <p>HN.5 know that stories can tell you about the past (story of Jackson Pollock)</p>	<p><b>Geography</b></p> <p>RG.4 know and discuss the features of their local environment (Gedling Country Park,)</p> <p>RG.7 know that seasons change and the differences between them. (Runs throughout the year)</p> <p><b>History</b></p> <p>HR.5 know about a significant person from the local community (local miner)</p> <p>HR.7 know and discuss past events in the local community (mining)</p> <p>HR.9 know what year we are currently living in</p> <p>HR.11 know the year of their birth</p>



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	<p>HN.1 know about and discuss an event that happened the previous day</p> <p>HN.2 know who is in their family and their place within it (Grandparents being the parents of parents and living longer ago than other family members)</p> <p>HN3. Know about the lives of people who are familiar to them (their family including parents and Grandparents)</p> <p>HN.4 know and talk about significant events, from their own experience (Birthday and Christmas)</p> <p><b>Historical Enquiry</b></p> <p>HN.5 know that stories can tell you about the past</p> <p><b>Chronology</b></p> <p>HN.6 know how old they are and that they get older each year</p> <p>HN.7 know the words today, yesterday, tomorrow, before and after</p> <p><b>Science</b></p> <p><b>Strand: Animals, including humans</b></p> <p>SBN.5 know how to meet own care needs, (e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly)</p> <p>SBN.6 know how to make healthy food and drink choices (e.g. carrots, apple, banana, pears and water at milk time).</p> <p>SBN.7 know how to look after teeth.</p> <p><b>Strand: Seasonal Change</b></p> <p>SPN.7 know the different types of weather, (e.g. sunny, raining, cloudy)</p> <p><b>RE</b></p> <p>REN.1 Know a collection of stories that are special (Christmas and Diwali stories)</p> <p>REN.2 Know who is special to them (close family members)</p> <p>REN.3 Know what times are special to them E.g. birthday, Christmas and harvest (Christian), Eid (Muslims), Hannukah and sukkot (Jews) and Diwali (Hindu)</p> <p>REN.4 Know what places are special to them (Church, mosque, synagogue, gurdwara, Hindu temple, Kingdom)</p> <p>- Talk about what they see, using a wide vocabulary.</p> <p>- Explore how things work.</p> <p>- Continue developing positive attitudes about the differences between people.</p>	<p>Bonfire Night (Democracy), school life)</p> <p>HR.4 know the names of people who are familiar to them and can describe their role (parents, aunts/uncles, grandparents)</p> <p><b>Historical Enquiry</b></p> <p>HR.8 know how to ask simple questions, about images/stories from the past</p> <p><b>Chronology</b></p> <p>HR.9 know what year we are currently living in</p> <p>HR. 10 know the days of the week</p> <p>HR.11 know the year of their birth</p> <p>HR.12 know words ‘older’ and ‘younger’</p> <p><b>Both R.9 and R.11 are re-visited in Summer Term.</b></p> <p><b>Science</b></p> <p><b>Strand: All living things and their habitats</b></p> <p>SBR2know and describe the habitat of familiar woodland animals(link with 3 little bears/owl babies). (owls, fox, squirrel)</p> <p><b>Strand: Animals, including humans</b></p> <p>SBR.5 know and talk about the different factors that support overall health and wellbeing, (e.g. regular physical activity, healthyeating, having a good sleep routine).</p> <p>SBR.6 know the importance of oral hygiene (routine of brushing teeth).</p> <p><b>Strand: Materials and their properties</b></p> <p>SCR.1 know the differences between simple materials and the changes they notice(e.g. adding water to sand)</p> <p>SCR.2 know the name of the everyday materials; wood, metal, glass, plastic</p> <p><b>Strand: Forces</b></p> <p>SPR.1 know a force can have an effect on an object, (e.g. pushing and pulling, twisting and turning playdough)</p> <p><b>R.E</b></p> <p>RER.1 To know which stories are special and why (Christmas and Diwali stories)</p> <p>RER.2 To know which people are special and why (wider family and friends)</p> <p>RER.3 To know what times are special and why birthday, Christmas and harvest (Christian), Eid (Muslims), Hannukah and sukkot (Jews) and Diwali (Hindu)</p> <p>RER.4 To know what places are special and why (Church, mosque, synagogue, gurdwara, Hindu temple, Kingdom)</p> <p>RER.5 To know what it means to belong (in our school community)</p>	<p>NG.8 know how their behaviour can affect the environment (picking up litter, recycling)</p> <p>NG.9 know how to use simple observational equipment to support exploration of the natural environment (magnifying glasses, spotter sheets</p> <p><b>History</b></p> <p>No new History KKPDs are taught during this term.</p> <p>Instead, the History sticky knowledge from the previous terms’ KKPDs to be recapped and revisited.</p> <p><b>Science</b></p> <p><b>Strand: All living things and their habitats</b></p> <p>SBN.1 know the name of some living things that are within the immediate natural environment (woodlouse, snail, slug, worm, trees, dandelions, daisies)</p> <p>SBN.2 know how to observe plants, animals, natural and found objects</p> <p><b>Strand: Animals, including humans</b></p> <p>SBN.4 know how to explore natural materials (rock, stone, soil, bark, leaves, wood, petals), using their senses.</p> <p>SBN.8 know how exercise makes us feel (heart beats faster, sweating, panting)</p> <p>SBN.9 know what an animal is and talk about the life cycle (frogs-use school pond for frogspawn, tadpoles, frogs)</p> <p><b>Strand: Plants</b></p> <p>SBN.10 know what a seed is and that it will turn into a plant (daffodil bulbs, cress seeds)</p> <p>SBN.12 know how to plant a seed</p> <p>SBN.3 know how to care for living things and the environment</p> <p><b>Strand: Scientific attitudes</b></p> <p>WSN.2 know how to use simple scientific vocabulary in their talk (grow, move, light, dark, rough, smooth)</p> <p>WSN.1 know how to talk about what they see.</p> <p><b>Strand: Seasonal Change</b></p> <p>SPN.7 know the different types of weather, (e.g. sunny, raining, cloudy)</p> <p><b>RE</b></p> <p>REN.1 Know a collection of stories that are special (Easter story)</p> <p>REN.3 Know what times are special to them E.g. birthday, Easter (Christian), Eid al-Fitr (Muslims) and Passover (Jews)</p> <p>REN.4 Know what places are special to them (Church, mosque, synagogue, gurdwara, Hindu temple, Kingdom)</p> <p>- Talk about what they see, using a wide vocabulary.</p> <p>- Explore how things work.</p> <p>- Continue developing positive attitudes about the differences between people.</p>	<p>RG.7 know that seasons change and the differences between them. (Runs throughout the year)</p> <p><b>History</b></p> <p>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard</p> <p>HR.6 know about a significant person from the past (Michelangelo)</p> <p>HR.9 know what year we are currently living in</p> <p>HR.11 know the year of their birth</p> <p><b>Science</b></p> <p><b>Strand: Animals, including humans</b></p> <p>SBR.7 know how to describe what they see, hear and feel</p> <p>SBR.8 know, observe and discuss the changes that occur in the life cycle of an animal. (frogs)</p> <p><b>Strand: Plants</b></p> <p>SBR.9 know how to care for a plant, including water and light</p> <p><b>Strand: States of matter</b></p> <p>SCR.3 know some materials can change, (e.g. ice in the water tray, baking; combing ingredients; turning bread into toast)</p> <p><b>Strand: Sound</b></p> <p>SPR.4 know that sounds can have different volumes</p> <p><b>Strand: Scientific attitudes</b></p> <p>WSR.1 know how to ask questions to find out more.</p> <p>WSR.2 know how to articulate ideas in full sentences.</p> <p>WSR.3 know how to use scientific vocabulary in their talk</p> <p><b>Strand: Analysis</b></p> <p>WSR.7 know how to makes simple observations explain why some things occur, and talks about changes</p> <p>WSR.8 know how to describe events in order</p> <p><b>R.E</b></p> <p>RER.1 know which stories are special and why (Easter story)</p> <p>RER.6 know how we can care for the Earth and living things (tadpoles and frogs)</p>	<p><b>Chronology</b></p> <p>HN.7 know the words today, yesterday, tomorrow, before and after (events beyond living memory Jackson Pollock)</p> <p><b>Science</b></p> <p><b>Strand: Materials and their properties</b></p> <p>SCN.1 know the names of some simple materials (wood, metal, plastic)</p> <p>SCN.2 know how to explore collections of materials, with similar and/or different properties.</p> <p><b>Strand: Forces</b></p> <p>SPN.1 know the words; (push, pull, stretch, twist )</p> <p><b>Strand: Light</b></p> <p>SPN.2 know the difference between day and night</p> <p><b>Strand: Electricity</b></p> <p>SPN.3 know some objects need electricity to work (toys, games, TV, oven, toaster, kettle)</p> <p>SPN.4 know how to keep safe around electricity</p> <p><b>Strand: Sound</b></p> <p>SPN.5 know we use our ears for listening</p> <p>SPN.6 know that sounds come from different objects (drum, guitar, TV, toys, computers)</p> <p><b>Strand: Seasonal Change</b></p> <p>SPN.7 know the different types of weather, (e.g. sunny, raining, cloudy)</p> <p><b>Strand: Planning</b></p> <p>WSN.3 know how to ask simple who, what and why questions</p> <p><b>Strand: Analysis</b></p> <p>WSN.4 know how to talk about what is happening</p> <p><b>Strand: Measurements</b></p> <p>WSN.5 know the words; full, empty, long, short, fast, slow</p> <p><b>RE</b></p> <p>REN.5 Know that they belong in Nursery</p> <p>REN.6 Know how we care for our immediate environment, e.g. classroom environment (packing away toys), playground (picking up litter)</p> <p>- Talk about what they see, using a wide vocabulary.</p> <p>- Explore how things work.</p> <p>- Continue developing positive attitudes about the differences between people.</p>	<p><b>Science</b></p> <p><b>Strand: All living things and their habitats</b></p> <p>SBR.1 know and describe similarities and differences in relation to living things</p> <p>SBR.3 know and describe patterns and changes in nature (weather, seasons)</p> <p>SBR.4 know how human actions impact on the environment. (travelling in cars, littering, recycling)</p> <p><b>Strand: Light</b></p> <p>SPR.2 know the sun gives us natural light</p> <p><b>Strand: Electricity</b></p> <p>SPR.3 know different electricity sources, (e.g. plug, battery)</p> <p><b>Strand: Seasonal Change</b></p> <p>SPR.5 know the names of the four seasons</p> <p><b>Strand: Planning</b></p> <p>WSR.4 know how to use and understand questions such as ‘who; why; when; where and how’</p> <p><b>Strand: Observing and measuring during practical activities</b></p> <p>WSR.5 know some simple scientific equipment</p> <p>WSR.6 know some simple ways of recording information, (e.g. weather chart)</p> <p><b>Strand: Measurements</b></p> <p>WSR.9 know the difference between; full, empty, long, short, fast, slow</p> <p><b>RE</b></p> <p>RER.5 know what it means to belong (to the Gedling community)</p> <p>RER.2 know which people are special and why (school staff, clubs and groups)</p> <p><b>FINAL ASSESSMENT – ELG PAST AND PRESENT</b></p> <p>- Talk about the lives of the people around them and their roles in society.</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>PEOPLE, CULTURE AND COMMUNITIES</b></p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>THE WORLD</b></p> <p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- Know some similarities and differences between the natural world around them</p>
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Whole School Curriculum Long Term Plan EYFS

						and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Expressive Arts and Design (Art / DT / Music)</b>	<p><b>Art</b> <b>Strand: Drawing</b> ADN.5 know how to represent a person <b>Strand: Painting</b> ADN.9 know the names of all primary colours <b>Strand: Sculpture</b> ADN.12 know how to explore and select materials, expressing their own ideas <b>Strand: Range of artists, craft makers and designers-Giuseppe Arcrimboldo</b> ADN.17 know what an artist is</p> <p><u>DT (on-going skills)</u> <b>Design</b> DTN.1 know what they are going to make before they make it DTN.2 know how to share what they are doing with their key worker DTN. 3 know how to safely explore a variety of tools <b>Make</b> DTN. 4 know how to explore joining different materials together DTN.5 know how to thread DTN. 6 know what they like about their creation DTN.7 know how to make their creation more stable (e.g. a tower) DTN.12 know how to wash hands before and after eating</p> <p><b>Music</b> <b>Ongoing Skills</b> MN.1 know how to sing, listening to the pitch of another person (singing songs and listening to songs with adults and older children, Hickory Dickory Dock, Incy Wincy) MN.3 know how to remember and perform sequences and patterns of movements which are related to music and rhythm (e.g. heads, shoulders, knees and toes) MN.4 know a repertoire of familiar songs build up a bank of four songs, The Clock goes tick tock and The Wheels on the bus) MN.5 know a range of nursery rhymes off by heart (build up a bank of six nursery rhymes, Old Mother Hubbard, Hickory Dickory Dock, Incy Wincy Spider, Heads, Shoulders, Knees and Toes) <b>Termly</b> MN.6 know how to make different sounds with instruments, (e.g. loud/quiet) (play claves, triangle and hand drum holding and sitting correctly: Can you play the claves with Me) MN.7 know that the way we play an instrument effects the sound it makes (have instruments out for children to experiment making different sounds-on the stage area outside) MN.10 know how to move in time to a piece of music (moving to a piece of music for the Christmas presentation)</p> <p>- Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p><b>Art</b> <b>Strand: Drawing (including different materials)</b> ADR.9 know how to draw a person including facial features ADR.10 know how to draw a detailed figure taking shape, form and perspective into consideration <b>Strand: Painting</b> ADR.17 know how to mix paint to create secondary colours ADR.18 know how to use paint to lighten or darken a colour <b>Strand: Sculpture (including different materials)</b> ADR.23 know how to manipulate materials to create a desired outcome ADR.26 know how to manipulate malleable materials that are both soft or rigid (for example clay, plasticine and dough) <b>Strand: Range of artists, craft makers and designers – Rich Perotta</b> ADR.27 know how to explore and discuss artwork from the past and present ADR.28 know how to create a representation of famous artwork ADR.30 know the similarities between artists and illustrators ADR.29 know who artists are within the local community and wider world and how they inspire others (link with drawing faces Richard Perrotta)</p> <p><b>DT</b> <b>Design</b> DTR.2 know how to discuss what they want to make <b>Make</b> DTR.6 know how to choose the right resources to carry out their own plan. (Make a model of a moving firework- Catherine Wheel or rocket) DTR.9 know how to select the appropriate materials to create a desired aesthetics. (Card, cardboard, paper, coloured and shiny material). DTR.7 know different techniques for joining materials. (Sticking, gluing, taping)</p> <p><b>Music</b> <b>Ongoing Skills</b> MR.1 know how to sing, matching the pitch and following the melody. (Sit up straight and as much as possible stand up when singing. Use hand to show pitch high and low and progressing to 3 notes). MR.2 know how to sing in a group or on their own. (Build on songs from F1 reactivating and encouraging children to sing solos: Months of year: See bank of songs In appendix 1). MR.3 know a variety of rhymes, poems and songs (e.g. nursery rhymes, pop songs, songs from home, songs from TV) (Increase bank of songs from F1 adding poems and asking children to share songs from home).</p>	<p><b>Art</b> <b>Strand: Use colour, pattern, texture, line, form, space and shape</b> ADN.1 know how to hold a pencil demonstrating, using a developmentally appropriate grip ADN.2 know how to effectively make marks on paper ADN.3 know how to use closed shapes with continuous lines ADN.4 know and practice a range of gross motor movements that support the mechanics of drawing <b>Strand: Drawing (including different materials)</b> ADN.6 know how to use drawing to represent ideas ADN.7 know that drawing communicate meaning <b>Strand: Range of artists, craft makers and designers - Andy Goldsworthy</b> ADN.17 know what an artist is</p> <p><b>DT</b> <b>Cooking and Nutrition</b> DTN.9 know what foods they like to eat. (Within the discussion ask about bread and sandwich fillings too.) DTN.10 know there are healthy and unhealthy foods (Within the discussion – explore what bread is healthier and look at fillings e.g. chocolate spread) DTN.11 know how to use a knife and fork when supported by an adult. (Model in role play area, continuous provision and highlight at lunchtimes) DTN.12 know how to wash hands before and after eating DTN.13 know how to combine different ingredients to create a dish with adult support (Making a sandwich – using British, Italian – ciabatta and Brazilian bread – cheese bread)</p> <p><b>Design</b> DTN.1 know what they are going to make before they make it (sandwiches) DTN.2 know how to share what they are doing with their key worker <b>Make</b> DTN. 3 know how to safely explore a variety of tools (knife) DTN. 6 know what they like about their creation</p> <p><b>DT (on-going skills)</b> <b>Design</b> DTN.1 know what they are going to make before they make it DTN.2 know how to share what they are doing with their key worker</p>	<p><b>Art</b> <b>Strand: Use colour, pattern, texture, line, form, space and shape</b> ADR.1 know how to use anti-clockwise movements ADR.2 know how to retrace lines on their own artwork ADR.3 know how to hold a pencil using the tripod grip ADR.4 know how to apply pressure to create different effects ADR.5 know and securely demonstrate a range of gross motor movements, which underpin the mechanics of drawing ADR.6 know how use the space available to make choices in their drawings ADR.7 know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing) ADR.8 know how to create a simple pattern <b>Strand: Drawing (including different materials)</b> ADR.11 know how to use drawing to communicate and express ideas and feelings ADR.12 know and understand the term observational drawing ADR.13 know what is good about their drawing <b>Strand: Range of artists, craft makers and designers – Michelangelo, Jock Kinneir and Margaret Calvert</b> ADR.27 know how to explore and discuss artwork from the past and present</p> <p><b>DT</b> <b>Cooking and Nutrition</b> DTR.12 know the names of well-known fruit and vegetables. (banana, apples, pears, strawberries, carrot, peach, grapes, basil and tomatoes) DTR.13 know how to make some simple healthy food choices. DTR.14 know the importance of healthy food choices. DTR.15 know how to independently use a knife and fork. Model in role play area, continuous provision and highlight at lunchtimes. DTR 16: know how to follow simple hygiene rules, (e.g. washing hands before eating, washing hands before cooking) DTR.17 know how to follow a recipe to combine different ingredients to create a dish with adult support. Fruit smoothies <b>Evaluate</b> DTR.10 know how to evaluate their product using appropriate vocabulary including how they might make it better.</p> <p><b>Music</b> <b>Ongoing Skills</b> MR.1 know how to sing, matching the pitch and following the melody (Sit up straight and as much as possible stand up when singing. Use</p>	<p><b>Art</b> <b>Strand: Painting</b> ADN.8 know paint can be used to capture known experiences ADN.10 know how to explore colour mixing to create different colours. ADN.11 know that different resources can be used for painting <b>Strand: Sculpture (including different materials)</b> ADN.13 know how to make snips in paper using scissors ADN.14 know how to select one-handed tools for different purposes ADN.15 know how to make snips in paper using scissors ADN.16 know how to use a rolling pin to alter the appearance of malleable materials</p> <p><b>Strand: Range of artists, craft makers and designers - Jackson Pollock</b> ADN.17 know what an artist is ADN.18 know artists who are in the local community ADN.19 know how to create a piece of artwork</p> <p><b>DT</b> <b>Design</b> DTN.1 know what they are going to make before they make it. DTN.2 know how to share what they are doing with their key worker <b>Make</b> DTN.3 know how to safely explore a variety of tools (scissors, pencil, crayons, glue) DTN.4 know how to explore joining different materials together (Glue and Sellotape) <b>Evaluate</b> DTN.6 know what they like about their creation <b>Technical Knowledge</b> DTN.8 know how to distinguish between moving and non-moving elements.</p> <p><u>DT (on-going skills)</u> <b>Design</b> DTN.1 know what they are going to make before they make it DTN.2 know how to share what they are doing with their key worker DTN. 3 know how to safely explore a variety of tools <b>Make</b> DTN. 4 know how to explore joining different materials together DTN.5 know how to thread DTN. 6 know what they like about their creation</p>	<p><b>Art</b> <b>Strand: Painting</b> ADR.14 know that paint can be used to capture imagination ADR.15 know how to select colour for purpose ADR.16 know the names of all primary and a wider range of secondary colours ADR.19 know how to use a paintbrush to create a desired effect ADR.20 know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers) <b>Strand: Sculpture (including different materials)</b> ADR.21 know how to effectively and safely use simple tools to change materials ADR.22 know how to use and experiment with a variety of materials and techniques ADR.24 know how to select and explain their choice of materials ADR.25 know how to select, cut, assemble, tear, stick and collage different materials <b>Strand: Range of artists, craft makers and designers – Michelangelo, Axel Scheffler</b> ADR.27 know how to explore and discuss artwork from the past and present ADR.28 know how to create a representation of famous artwork ADR.30 know the similarities between artists and illustrators</p> <p><b>DT</b> <b>Design</b> DTR.1 know what a product is. <b>Picture frames</b> DTR.3 know to discuss problems and how they might be solved as they arise, with an adult. <b>How to display their art work to make it look special,</b> DTR.4 know how to use drawing to create a simple plan. <b>Make</b> DTR.5 know that designs can help shape our thinking before making. DTR.8 know how to thread continuously. <b>Different threading opportunities in continuous provision – using a range of materials inside and outside.</b> DTR.9 know how to select the appropriate materials to create a desired aesthetics. <b>Explore photo frames to display their own art work – natural, card.</b> <b>Evaluate</b> DTR.10 know how to evaluate their product using appropriate vocabulary including how they might make it better. <b>Technical Knowledge</b> DTR.11 know how to select correct materials which allow for movement.</p>

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	<p>- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>- Respond to what they have heard, expressing their thoughts and feelings.</p>	<p><u>Termly</u></p> <p>MR.5 know how to perform songs and rhymes with others (<i>Work towards performance for parents at Christmas</i>).</p> <p>MR.6 know how to play along to the steady beat of a song they are singing or music they are listening to. (<i>Work towards performance for parents at Christmas</i>).</p> <p>MR.7 know how to respond to what they have heard in different ways (e.g. making comments, moving, drawing)</p> <p>MR.8 know how to express how a piece of music makes them feel</p> <p>MR.9 know some basic musical terms such as: pitch – high or low, beat. (<i>Teacher says and acts out sticky knowledge and children imitate e.g. pitch is the high notes the Low Notes and All The Notes in-between- Use videos made by older children on Bitesize</i>).</p> <p>MR.10 know how to engage in music making and dance on their own and in a group</p> <p>- Return to and build on their previous learning, refining ideas and developing their ability to represent them (Lesson Design)</p> <p>- Create collaboratively, sharing ideas, resources and skills.</p> <p>- Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>- Develop storylines in their pretend play.</p> <p>- Watch and talk about dance and performance art, expressing their feelings and responses (PD – PE – Dance)</p>	<p>DTN. 3 know how to safely explore a variety of tools</p> <p><b>Make</b></p> <p>DTN. 4 know how to explore joining different materials together</p> <p>DTN.5 know how to thread</p> <p>DTN. 6 know what they like about their creation</p> <p>DTN.7 know how to make their creation more stable (e.g. a tower)</p> <p>DTN.12 know how to wash hands before and after eating</p> <p><b>Music</b></p> <p><b>Ongoing Skills</b></p> <p>MR.1 know how to sing, listening to the pitch of another person (<i>singing songs and listening to songs with adults and older children: Mary had a little lamb and one, two, three, four, five</i>)</p> <p>MR.3 know how to remember and perform sequences and patterns of movements which are related to music and rhythm (e.g. heads, shoulders, knees and toes)</p> <p>MR.4 know a repertoire of familiar songs (<i>continue to add to the bank of songs, aiming for ten familiar songs</i>)</p> <p>MR.5 know a range of nursery rhymes off by heart (<i>continue to add to the bank of songs aiming for ten familiar nursery rhymes: The north wind shall blow, Humpty Dumpty, Jack and Jill</i>)</p> <p><b>Termly</b></p> <p>MN.2 know how to sing simple songs to self (<i>stage outside with pretend microphone and pictures of songs they could perform</i>)</p> <p>MN.8 know how to create sounds by rubbing, shaking, tapping, striking or blowing (<i>exploring station with a variety of instruments: maracas, drums, claves</i>)</p> <p>MN.10 know how to move in time to a piece of music (<i>build up a bank of circle songs, Around the Mulberry bush, Grand old Duke of York</i>)</p> <p>MN.12 know how to listen with increasing attention to sounds (<i>listening for certain in a piece of music-Music composed by children in KS2; Finlandia by Sibelius</i>)</p> <p>MN.15 know how to tap out simple repeated rhythms using an instrument including their own body (<i>join in the familiar songs, playing the rhythm of the words, clock goes tick tock, days of the week</i>)</p> <p>- Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>- Respond to what they have heard, expressing their thoughts and feelings</p>	<p><i>hand to show pitch high and low and progressing to 3 notes: Hey There Big Bear</i>).</p> <p>MR.2 know how to sing in a group or on their own (<i>Perform singing piece to other year group or for special assembly</i>).</p> <p>MR.3 know a variety of rhymes, poems and songs (e.g. nursery rhymes, pop songs, songs from home, songs from TV) (<i>Increase the bank of songs from F1 adding poems and asking children to share songs from home</i>).</p> <p>MR.6 know how to play along to the steady beat of a song they are singing or music they are listening to (<i>When singing, have groups of children to accompany songs using the steady beat- rotate these groups each song or each session</i>).</p> <p><b>Termly</b></p> <p>MR.4 know how to make music in a range of ways (e.g. plays with sounds creatively)</p> <p>MR.9 know some basic musical terms such as: volume: loud and quiet (<i>Teacher says and acts our sticky knowledge and children imitate e.g. Volume can be as loud as a lion or as quiet as a mouse- Use videos made by older children Bitesize</i>).</p> <p>MR.10 know how to engage in music making and dance on their own and in a group (<i>Partner dances e.g. I Have Lost My Little Partner</i>)</p> <p>MR.11 know how to choose particular instruments / sounds for their own imaginative purposes (<i>Reactivate work from F1 Have Pictures and Instruments In Work Station With A Variety Of Instruments And Record Their Stories With Sounds</i>).</p> <p>R.12 know that nursery rhymes have been taught to their parents, grandparents and beyond.</p> <p>(<i>Encourage parents/grandparents to share songs they learned at school and teach these to children</i>).</p> <p>- Return to and build on their previous learning, refining ideas and developing their ability to represent them (Lesson Design)</p> <p>- Create collaboratively, sharing ideas, resources and skills.</p> <p>- Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>- Develop storylines in their pretend play.</p>	<p>DTN.7 know how to make their creation more stable (e.g. a tower)</p> <p>DTN.12 know how to wash hands before and after eating</p> <p><b>Music</b></p> <p><b>Ongoing Skills</b></p> <p>MR.1 know how to sing, listening to the pitch of another person (<i>encourage parents to come into school to join a music session and sing at home, share songs that parents and Grandparents learnt at school and add these to the bank</i>)</p> <p>MR.3 know how to remember and perform sequences and patterns of movements which are related to music and rhythm (e.g. heads, shoulders, knees and toes) <i>9sing songs and join in moving with adults and their peers</i>.</p> <p>MR.4 know a repertoire of familiar songs (<i>have a song book of 15 familiar songs with pictures and words to use in class and at home: All songs from autumn and spring term</i>)</p> <p>MN.5 know a range of nursery rhymes off by heart. (<i>have a song book of 15 Nursery rhymes with pictures and words to use in class and at home. Al songs from autumn and spring term</i>)</p> <p><b>Termly</b></p> <p>MN.2 know how to sing simple songs to self (<i>encourage children to sing songs to their peers, who would like to sing a solo at the front</i>)</p> <p>MN.9 know that sounds can be different (e.g. quiet, loud, soft, scratchy) (<i>use a variety of untuned percussion to accompany songs when singing. claves, hand drums, maracas, drums</i>)</p> <p>MN.10 know how to move in time to a piece of music ( Use Scarves When Singing and Listening To Music) (<i>use scarves when singing and listening to music</i>)</p> <p>MN.11 know playing instruments can express their feelings and ideas (<i>have pictures of different moods and try to reflect this in their performance sad, happy, sleepy</i>)</p> <p>MN.13 know how to create sounds to accompany stories. (<i>have pictures of instruments in work station with a variety of instruments and record their stories with sounds, Little Raindrop</i>)</p> <p>MN.14 know how to create and use sounds intentionally (<i>see above</i>)</p> <p>- Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>- Respond to what they have heard, expressing their thoughts and feelings</p> <p>- Create their own songs or improvise a song around one they know.</p>	<p>Creating a moving character from Alex Scheffler’s illustrations e.g. <i>holes, treasury tags, staples, split pins</i></p> <p><b>Music</b></p> <p><b>Ongoing Skills</b></p> <p>MR.1 know how to sing, matching the pitch and following the melody (<i>singing songs and listening to songs with adults and older children: Mary had a little lamb and one, two, three, four, five</i>)</p> <p>MR.2 know how to sing in a group or on their own. (<i>Perform singing piece to other year group or for special assembly- soloists if they show willingness or sing in small groups</i>).</p> <p>MR.3 know a variety of rhymes, poems and songs (e.g. nursery rhymes, pop songs, songs from home, songs from TV) (<i>Keep reactivating songs from the bank of songs from F1 and F2 adding poems and asking children to share songs from home- Book of songs and poems goes up to Year 1 which they can continue to add to share some on website</i>)</p> <p>MR.6 know how to play along to the steady beat of a song they are singing or music they are listening to</p> <p><b>Termly</b></p> <p>MR.7 know how to respond to what they have heard in different ways (e.g. making comments, moving, drawing) (<i>Peer Gynt- Hall of the Mountains King</i>).</p> <p>MR.8 know how to express how a piece of music makes them feel</p> <p>MR.9 know some basic musical terms such as: speed: fast and slow (<i>Video hare and the tortoise</i>)</p> <p>MR.10 know how to engage in music making and dance on their own and in a group (<i>Link in with Hall of the Mountain King- Grieg</i>),</p> <p>- Return to and build on their previous learning, refining ideas and developing their ability to represent them (Lesson Design)</p> <p>- Create collaboratively, sharing ideas, resources and skills.</p> <p>- Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>- Develop storylines in their pretend play.</p> <p><b>FINAL ASSESSMENT – ELG</b></p> <p><b>CREATING WITH MATERIALS</b></p> <p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>- Share their creations, explaining the process they have used.</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>BEING IMAGINATIVE AND EXPRESSIVE</b></p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>- Sing a range of well-known nursery rhymes and songs.</p>
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Whole School Curriculum Long Term Plan EYFS

						- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Computing	<b>Strand: Creating programs</b> CN.1 know how to complete a simple program on an electronic device, (e.g. iPad, Beebot) <b>Strand: Safe use</b> CN.4 know that an adult must be present when using the internet <a href="https://www.childnet.com/resources/digiduck-stories/">https://www.childnet.com/resources/digiduck-stories/</a>	<b>Strand: Creating programs</b> CR.1 know how to complete a simple program on a computer <b>Strand: Reasoning</b> CR.2 know that information can be retrieved from technological devices and the internet <b>Strand: Safe use</b> CR.5 know how to use the internet, with adult supervision, to find and retrieve information of interest to them <a href="https://www.childnet.com/resources/digiduck-stories/">https://www.childnet.com/resources/digiduck-stories/</a>	<b>Strand: Using technology</b> CN.2 know how to acquire basic skills in turning on and operating some ICT equipment <b>Strand: Safe use</b> CN.4 know that an adult must be present when using the internet <a href="https://www.childnet.com/resources/smartie-the-penguin/">https://www.childnet.com/resources/smartie-the-penguin/</a>	<b>Strand: Using technology</b> CR.3 know how to access, understand and interact with a range of technologies, developing digital literacy skills <b>Strand: Safe use</b> CR.5 know how to use the internet, with adult supervision, to find and retrieve information of interest to them	<b>Strand: Creating programs</b> CN.1 know how to complete a simple program on an electronic device, (e.g. iPad, Beebot) <b>Strand: Using technology</b> CN.3 know how to operate simple equipment, (e.g. turn on CD player, use a remote control, navigate touch-capable technology with support)  <b>Revisit Safe Use and online safety KCPDs</b> through Smartie the Penguin, Digiduck stories and scenarios cards	<b>Strand: Using technology</b> CR.3 Know how to access, understand and interact with a range of technologies, developing digital literacy skills. CR.4 know how to create content such as a video recording, stories, and/or draw a picture on screen  <b>Revisit Safe Use and online safety KCPDs</b>
Languages				MFLEY.1 know how to answer the register in TL (e.g., good morning..) MFLEY.2 know how to say hello and goodbye in TL		MFLEY.3 know simple TL vocabulary by joining in with the repetitive parts of a story / song MFLEY.4 know familiar songs, with actions, translated into TL MFLEY.5 know how to substitute words from TL, by joining in with the repetitive parts of a story / song MFLEY.6 know that a variety of languages are spoken in the UK