

EYFS Long Term Progression Plan and Curriculum Coverage



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Year A 2022-2023

Year B 2023-2024

How has our curriculum been planned?

In designing the revised curriculum for our EYFS children we have embraced the seven key features of effective practice...

- We want the best for every child, and realise all children deserve to have an equal chance of success.
- We pride ourselves on providing consistent and high-quality care for our children in the enabling environment and through adult interactions.
- Our curriculum Long Term Plan covers everything the children need to know overtime in a carefully sequenced plan from the beginning of Nursery to the end of Reception.
- We understand effective pedagogy is a mix of different approaches and that children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- We continually assess our children as we teach and play alongside them using our knowledge of child development. We check what children have learnt and where children are not on-track, give extra support.
- Our team recognises the importance of providing children with the skills to develop Self-regulation and executive function. We use Characteristics of effective learning to support our planning.
- Our partnership with our parents is key to our children being able to thrive in the early years. We recognise that parents have a significant impact on their child's learning and strive to support them in as many ways as we can.


Our curriculum is based on the Revised Development Matters document which gives statements for the typical development of children.

Our flexible Short Term Planning is drawn from our ambitious Long Term Curriculum Plan and Curriculum Coverage document and allows our skilful practitioners to be reflective and responsive to individual children, their unique starting points, interests and their learning journeys.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme Let's...	Let's find out, all about me	Let's celebrate!	Let's explore different materials	Let's go on a journey	Let's find out, what's growing outside	Let's wonder about what's next
Enquiries	NEW BEGINNINGS / GETTING TO KNOW OURSELVES AND EACH OTHER	UNDERSTANDING WHAT WE ENJOY/ HOW WE HAVE CHANGED/OTHER CULTURAL CELEBRATIONS	OBSERVING/TESTING/PROBLEM SOLVING/JOINING/CHANGING MATERIALS	OBSERVING/ TESTING /PROBLEM SOLVING / WORKING TOGETHER WHAT'S THE SEASON NOW?	PLANTING/GARDENING /SPRING/CHANGES/ LIFE CYCLES/LOOKING AFTER OUR WORLD	JOBS/SUMMER/GETTING READY FOR CHANGE (TRANSITION TO Y1/F2 AND FOR NEW STARTERS)
Significant Cultural Events and Key Experiences	Starting School, TRIP to city Farm (Year A)	Bonfire Night, Remembrance Day Divali, Birthdays, Eid, Channukah, Christmas Perform Nativity (Year A and B) Trip to pantomime (Year A and B) Visit from North Yorks Owl Experience (Year B)	Chinese New Year, Valentine's Day, Shrove Tuesday, Beginning of Lent, Ash Wednesday Trip to Densholme Farm through Children's University (Year B)	Easter Mother's Day Trip to local bakery to buy gingerbread man (Year A)	Ramadan/Eid Live caterpillars (Year A) Visit from Beekeepers (Year B)	Birthdays, Sports Day, Moving up... Transition Trip to East Riding Forest School site (Year A and B) Visit from police, nurse, firefighters

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	F1 Self-regulation <ul style="list-style-type: none"> Becoming more outgoing with unfamiliar people, in the safe context of their setting Managing Self <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community Building Relationships <ul style="list-style-type: none"> Begin to understand how other's might be feeling 		F1 Self-regulation <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Managing Self <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important Building Relationships <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas 		F1 Self-regulation <ul style="list-style-type: none"> Show more confidence in new social situations Managing Self <ul style="list-style-type: none"> Do not always need an adult to remind them of a rule Building Relationships <ul style="list-style-type: none"> Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can be Spider-Man in the game and suggest other ideas 	
	F2 Self-regulation <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally Managing Self		F2 Self-regulation <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Managing Self <ul style="list-style-type: none"> Manage their own needs Building Relationships		F2 Self-regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly 	

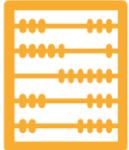
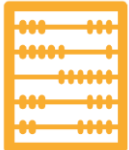
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none">• See themselves as a valuable individual Building Relationships• Build constructive and respectful relationships		<ul style="list-style-type: none">• Express their feelings and consider the feelings of others		<ul style="list-style-type: none">• Set and work towards goals, being able to wait for what they want and control their immediate impulses when appropriate• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas and or actions Managing Self <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge• Explain the reasons for rules, know right from wrong and try to behave accordingly• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Building Relationships <ul style="list-style-type: none">• Work and play cooperatively and take turns with others• Form positive attachments to adults and friendship with peers• Show sensitivity to their own and other’s needs	
 <p>Physical</p>	F1 Gross Motor <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, bikes and trikes)• Use large muscle movements to wave flags, streamers, paint and make marks Fine Motor <ul style="list-style-type: none">• Start to eat independently and learning how to use a knife and fork• Be increasingly independent as they get dressed and undressed, e.g putting coats on and doing up zips	F1 Gross Motor <ul style="list-style-type: none">• (Team Games) Collaborate with others to manage large items, such as moving large blocks out of the shed• Start taking part in group activities which they make up for themselves, or in teams• Choose the right resources to carry out their plan safely• (Dance) Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Fine Motor <ul style="list-style-type: none">• Use a comfortable grip with good control when holding pens and pencils• Use one-handed tools and equipment, e.g., making snips in paper with scissors.• Be increasingly independent in meeting their own care needs	F1 Gross Motor <ul style="list-style-type: none">• Ball Skills• Skip, hop, stand on one leg and hold a pose for a game like musical statues• (Gymnastics) Match their developing physical skills to tasks and activities in the setting e.g. crawl, walk or run across a plank.• Climb up apparatus, using alternate feet Fine Motor <ul style="list-style-type: none">• Show preference for a dominant hand• Make healthy choices about food, drink, activity and toothbrushing			
	F2 Gross Motor <p>Combine different movements with ease and fluency</p> <ul style="list-style-type: none">• Further develop and refine a range of ball skills including, throwing, catching, kicking and passing	F2 Gross Motor <ul style="list-style-type: none">• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	F2 Gross Motor <ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others• Demonstrate strength, balance and co-ordination			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills e.g. rolling, crawling, jumping etc Fine Motor <ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving with developing control and grace Develop overall body strength, coordination, balance and agility needed to engage successfully with PE sessions Fine Motor <ul style="list-style-type: none"> Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor 	<ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Fine Motor <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all areas Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing 			
Communication and Language 	F1 Listening and Attention <ul style="list-style-type: none"> Start to build a repertoire of rhymes and songs Enjoy listening to longer stories Speaking <ul style="list-style-type: none"> Develop communication but may continue to have problems with irregular tenses and plurals Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh and multi-syllabic words such as 'hippopotamus' 	F1 Listening and Attention <ul style="list-style-type: none"> Use a wider range of vocabulary Remember much of what happens in a longer story Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" Speaking <ul style="list-style-type: none"> Use longer sentences of four to six words Talk about familiar books Start a conversation with an adult or a friend Use talk to organise themselves and their play 	F1 Listening and Attention <ul style="list-style-type: none"> Understand 'why' questions, like "Why did the caterpillar get so fat?" Pay attention to more than one thing at a time, which can be difficult Speaking <ul style="list-style-type: none"> Know many rhymes To be able to tell a long story 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 Continue a conversation for many turns 			
	F2 Listening and Attention <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Engage in story time Listen to and talk about stories to build familiarity and understanding Use new vocabulary in different contexts Learn rhymes, poems, and songs Speaking <ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary through the day Describe events in some detail Develop social phrases e.g. Good morning – how are you? 	F2 Listening and Attention <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound Engage in non-fiction books Speaking <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen 	F2 Listening and Attention <ul style="list-style-type: none"> 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 Make comments about what they have heard and ask questions to clarify their understanding Hold a conversation when engaged in back-and-forth exchanges with their peers and teachers Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teachers. 			
T4W Text (2 year cycle)	A. Rosie's Walk B. The Little Red Hen	A. The Enormous Turnip B. Magic Porridge Pot F2	A. We're going on a bear hunt	A. Gingerbread man B. Mr Gumpy's Outing F2	A. The Hungry Caterpillar	A. Little Red Riding Hood F2 Dear Zoo F1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A Year B		Owl Babies F1	B. The 3 Little Pigs	Train Ride F1	B. Jack and the Beanstalk F2 Jasper and the Beanstalk F1	B. The 3 Billy Goats Gruff
T4W Age related expectations- linked to literacy and speaking (development matters)	F1 Enjoy listening to longer stories and can remember much of what happens. Name the different parts of a book Make and describe marks Listen to and talk about stories to build familiarity and understanding. F2 Read some individual letters by saying the sounds for them (following the RWI programme) Begin to form some lower case and upper case letters correctly		F1 Be able to talk about familiar books, and be able to tell a long story. Use some print/mark making to convey meaning F2 Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Make phonetically plausible attempts at writing words and captions.		F1 Be able to talk about familiar books, and be able to tell a long story, naming characters and identifying the setting.. Make and describe marks, begin to use initial sounds in writing (for children joining FS2 in Sep) F2 Use new vocabulary in different contexts. Retell and innovate the story. Write short sentences using phonetically plausible spelling.	
Key Vocab From Text and wider curriculum	Key Vocabulary: From Text Year A and B Year A Positional language, over, under, through, on, next to, across, around, yard. Pond, mill, flour, haystack, beehive, cart, hen, chicken, fox, frog, goat, rake Ambitious Vocabulary: Cunning, devious, adventurous Year B Animal names, Wheat, grind, bake, knead, mill, lazy, tall, strong, Ambitious Vocabulary: Cunning, jealous, selfish, humdrum. Weather words F2 see synonym weather sheet. F1 basic weather words, eg sunny, cloudy.	Key Vocabulary: From Text Year A and B Animal and character names, turnip, enormous, pull, pulled First, then, next, finally, Night, day, moon, owl, tree, branch, owl, magic, porridge, tiny, poor, wept, hungry, pot, boil, halt Ambitious Vocabulary: Enormous, vast, unmanageable, relief, feast, Nocturnal, diurnal, hunting, prey, predator, dusk, overjoyed, overflowed, oozed Weather words and body parts (see Autumn 1) Autumn, Change, Bulbs, Plant, Compost, trowel, conker, acorn, pine cone. Winter Christmas, festival, celebration, Hannukah, Menorah, Divali, Diva,	Key Vocabulary: From Text Year A and B house, straw, sticks, bricks, strong, weak, blow, puff, ladder, climb, bear, cave, day, night, grass, wood, river, snow, scared Ambitious Vocabulary: structurally sound, sturdy, ravenous, petrified Snack time words (naming fruit/veg) delicious, crunchy, soft, sweet, juicy, hard, crunchy, colour names.	Key Vocabulary: From Text Year A and B Gingerbread, animal names, kitchen equipment e.g. rolling pin, oven, run, quickly, fast, faster, eat, Mare, foal, gaggle of geese, Tunnel, farm, boat, river, Ambitious Vocab: Devour: Eat quickly. Naïve: trust people they shouldn't. Strutting, canoe Spring, shoot, bud, blossom Continue with weather words and snack time words from previous terms	Key Vocabulary: From Text Year A and B Ambitious Vocabulary: Days of week, Egg, caterpillar, hungry, plums, pickle, salami, watermelon, fat, cocoon, butterfly, change, First, then, next, after that, finally, water, rake, beanstalk, giant Ambitious Vocabulary: Transform - Changed in a strange and surprising way, Life cycle – stages of life/ how a living thing changes, unfold, pupa, ogre, pauper Continue with weather words and snack time words from previous terms	Key Vocabulary: From Text Year A and B Character names, woods, trees, looming, wild, flowers in bloom, sweetest fruit, sharp, pointed, fierce, First, then, next, after that, finally, zoo, pet, bridge Ambitious Vocabulary: Ugglesome: Horrible and scary. Ferocious Devour Continue with weather words and snack time words from previous terms

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Body parts F1 link to head shoulders song F2 include neck, elbow, ankle, wrist, shin, shoulder, hip					
Additional Key Stories/ books To be shared	FS1 Fiction Maisy goes to nursery Where's Spot Shark in the Park Hug Brown bear, Brown bear Where oh where are Rosie's Chicks? FS2 Fiction Starting School The Gruffalo Somebody Swallowed Stanley Rocket Girl Hair Love Chicken Licken Non-Fiction Brush Brush Brush Goodbye Summer, hello Autumn What can you see in Autumn?	FS1 Fiction Hairy Maclary from Donaldson's dairy Goodnight Moon FS2 Fiction The Tiger who came to tea Pumpkin Soup Good Night Moon Stick Man Birthdays Non-Fiction Goodbye Autumn, Hello Winter. What can you see in Winter? The Nativity (various versions)	FS1 Fiction Pants Blue Penguin Calm Down Boris Peace at Last Can't you sleep little bear FS2 Fiction Six Dinner Sid On the way home Shh Whatever Next! Lost and Found Can't you sleep little bear Non-Fiction Winter Which Food will you Choose?	FS1 Fiction Ketchup on your cornflakes Oi Frog (series of books) Chocolate Mousse for Greedy Goose The runaway Chapati FS2 Fiction Mrs Armitage Duck in a Truck Mr Gumpy's Motor Car When Julian was a mermaid Non- Fiction Goodbye Winter, hello Spring Seed in Need Egg Hunt Odd Egg Eating Well What can you see in Spring? Cars, cars, cars Easter Stories (various bible retellings)	FS1 Fiction 10 Little Rubber Ducks (Eric Carle) 10 Tiny Tadpoles Come on Daisy! FS2 Fiction The Bad Tempered Ladybird This is our House Non- Fiction I am the Seed That Grew the Tree Snails Worms Bug Hotel The Life cycle of the Seed Butterflies- life cycle Going to the Dentist Staying Healthy	FS1 Fiction You Choose Each Peach Pear Plum How loud is a lion? FS2 Fiction Commotion in the Ocean Handa's Surprise Oliver's Vegetables Oliver's Fruit Salad Supertato Non-Fiction Goodbye Spring, Hello Summer Summer Why should I brush my teeth?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 Key Songs and Rhymes	Head Shoulders Knees and Toes, Twinkle twinkle Wind the Bobbin Up Two Little Dicky Birds sitting on a Wall It's good to be me, it's good to be you (linked to Black History Week) One, two, three, four, five, once I caught a fish alive 5 little men in a flying saucer Hop little bunnies One Little Elephant went out to Play Find out prior knowledge	Humpty Dumpty 5 Wonky bicycles 5 little speckled frogs Incy Wincy Spider Away in a Manger Little Donkey Five Little Monkeys Jumping on the Bed Nativity songs Havest Festival Samba Cauliflowers Fireworks song Plus previous	Up the tall white candle stick, When Goldilocks went tp the house of the bears.. Ten in a Bed Zoom, zoom, zoom, we're going to the Moon Plus previous	Ten little Monkeys jumping on the bed Baa, Baa black sheep Five currant buns in a baker's shop Old MacDonald had a farm Down on Grandpas farm Plus previous	10 fat suasages 5 little ducks 5 firefighters You can't catch me There was an old woman... Ten Green Bottles Plus previous	Who's That knocking on the window (chance for solo performance) Plus recap of all previous
F2 specific adult supported writing opportunities (in addition to all Continuous Provision, T4W and RWI writing opportunities)	Making signs to ask people to stay away from the planted bulbs. Making lists of friends names.	Writing posters and invitations for Nativity play. Writing Baptism cards and lists of items needed for new baby (RE link)	Thank you letter to Densholme Farm.	Sun safety signs and posters for around the school.	Diary of bean growing or caterpillar metamorphosis	Recount of trip to East Riding Forest School Label drawing of musical instrument following Music Caravan experience
Reading opportunities	RWINC systematic teaching of reading – followed with fidelity Daily story-time / planned books / T4W/ 1:1 reading / Book Sharing Time / Books throughout the provision					
Comprehension Activities to be incorporated during T4W, story time and through Continuous Provision	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Support and provoke play influenced by experience of books Innovate a well-known story with support. Retell stories in the correct sequence, draw on language patterns of stories.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p>					
Maths Number Nursery 	<p>Number names to 5</p> <p>1-1 correspondence to 3</p> <p>Counting irregular arrangements</p> <p>Count out from a larger group to 3</p> <p>Subitising to 3</p> <p>Match number 1 2 3 to correct amounts</p> <p>Recognise that amounts don't change if it has just been rearranged to 3</p>	<p>Recognise groups with more and less objects – use language more than, fewer than to 3</p> <p>Recognise when two or more groups have the same number of things to 3</p> <p>Exploring patterns</p> <p>Exploring shapes and arrangements</p> <p>Exploring size and comparisons</p>	<p>Number names to 10</p> <p>1-1 Correspondence to 5</p> <p>Recognise smaller numbers in bigger groups</p> <p>Counting back from 5</p> <p>Children need opportunities to explore a range of ways to partition a whole number – making a total</p> <p>Explore how numbers can be partitioned in different ways</p> <p>Recall number bonds to 3</p> <p>Select and manipulate shapes</p> <p>Compose and decompose shapes</p> <p>Understand position through words alone</p>	<p>Number names to 10</p> <p>1-1 correspondence to 3</p> <p>Counting irregular arrangements</p> <p>Count out from a larger group to 3</p> <p>Subitising to 3</p> <p>Match number 1 2 3 to correct amounts</p> <p>Recognise that amounts don't change if it has just been rearranged to 3</p> <p>Counting irregular arrangements</p> <p>Count out from a larger group to 3</p> <p>Subitising to 3</p> <p>Match number 1 2 3 to correct amounts</p> <p>Recognise that amounts don't change if it has just been rearranged to 3</p> <p>Recognise one more one less than to 3</p>	<p>Number Names to 20</p> <p>1-1 Correspondence to 5</p> <p>Counting irregular arrangements</p> <p>Count out from a larger group to 5</p> <p>Subitising to 5</p> <p>Match number 1 2 3 to correct amounts</p> <p>Recognise that amounts don't change if it has just been rearranged to 5</p> <p>Recognise one more one less than up to 5</p>	<p>Number Names to 20</p> <p>1-2 Correspondence to 5</p> <p>Counting irregular arrangements</p> <p>Count out from a larger group to 5</p> <p>Subitising to 5</p> <p>Match number 1 2 3 to correct amounts</p> <p>Recognise that amounts don't change if it has just been rearranged to 5</p> <p>Recognise one more one less than to 5</p>
Maths Number FS2 	<p>This half term we will be learning to finish and create different patterns and learn about the numbers 0-4, understanding what the value of those numbers means.</p>	<p>This half term we will continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. We will compare sets by matching, seeing that when every object in a</p>	<p>This half term we will increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. We will continue to compare sets by</p>	<p>This half term we will explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. compare numbers, reasoning about which is more, using both an understanding of the</p>	<p>This half term we will subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. We will be encouraged to identify when it is appropriate</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(more details on daily discreet planning - NCETM)	We will use the language of comparison, including 'more than' and 'fewer than'. To compare sets 'just by looking'.	set can be matched to one in the other set, they contain the same number and are equal amounts.	matching, identifying when sets are equal.	'howmanyness' of a number, and its position in the number system.	to count and when groups can be subitised.	
Maths Pattern	<p>F1- Make and complete ABAB patterns. Notice and begin to predict key times in the school day using the visual timetable</p> <p>F2- Make and complete ABCABC patterns Use language of time linked to school day- before lunch, after PE</p>	<p>F1 – continue opportunities for create and identify repeating ABA patterns in real life scenarios, boy girl, long hair short hair, paperback hardback etc</p> <p>F2- Talk about seasonal change incorporating vocabulary to do with temperature and change in daylight.</p>	<p>F1- to be able to say what will come next in an abab pattern</p> <p>F2- To be able to say what will come next in an abba or abcabc pattern</p>	<p>F1- be able to use the visual timetable in the classroom to predict what is going to happen next</p> <p>F2- Talk about seasonal change incorporating vocabulary to do with temperature and change in daylight. Use language of time with increasing accuracy; later, yesterday, tomorrow, a long time ago</p>	<p>F1 and 2- Explore concept of symmetry through work on butterflies and ladybirds. F2- to be able to articulate why something is symmetrical</p>	<p>F1- notice and create abab patterns</p> <p>F2- notice and create abcabc and abbabb patterns. Be able to identify and correct a fault in a pattern</p>
Maths Shape and Measure	<p>F1- Understand position using words and gestures Explore shape and arrangements using natural found materials</p> <p>F2 – Understand position through words alone Create named shapes and spirals using natural found materials</p>	<p>F1 and F2 Compose and decompose shapes so that children recognise a shape can have other shapes within it (link to Christmas tree triangles and washi tape activity)</p> <p>F1- Compare two amounts that are close in size. (Height, length)</p> <p>F2- Compare two amounts that are further away in size.</p>	<p>F1- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p> <p>F2- Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>F1 -Combine shapes to make new ones</p> <p>F2- begin to make increasingly accurate measurement predictions and test – explicitly teach common misconceptions around the need for both objects to be compared from the same point for accuracy</p>	<p>F1 and F2- note changes to bean stalk/sunflower as they are growing. Encourage accurate comparison from F2 and correct use of comparative language from F1</p>	<p>F1- Choose from a variety of boxes, which is the best fit for an animal to be sent back to the zoo (dear zoo link)</p> <p>F2 – Able to make predictions and test them about which container will hold the most</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Compare 3 amounts of different size (height, length) Use balance weights to say when one bucket is heavier/lighter than the other				
<p>Understanding the World</p>  <p>The Natural World</p>	<p>F1- to use positional language to create their own route around the school grounds- link to Rosie's Walk/the little red hen.</p> <p>F2 – to create simple map to describe Rosie's Walk/ route little red hen takes</p> <p>F2- with support programme a simple beebot to follow a predetermined route around a map (link to Rosie's Walk/little red hen)</p>	<p>F1- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore conker shells, conkers, rake autumn leaves and sort Autumn leaves according to different characteristics</p> <p>F2- begin to understand the effects of the changing seasons around them. Go on Autumn walks and model language related to seasonal change. Share texts and educational videos relating to seasonal change. Collect natural found resources relating to Autumn to create collage. Describe what they see hear and smell</p>	<p>F1- with support retell the story of the 3 little pigs/ we're going on a bear hunt, using 2 D and 3 D maps</p> <p>F2- Make 2D and 3D maps to support their retelling of the stories of the 3 little pigs. We're going on a bear hunt</p>	<p>F1- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see and hear, using a wide vocabulary, bud, leaf, bird song, blossom- Use ipads with the children so they can document (photograph) signs of Spring as we go for a walk around the school grounds.</p> <p>F2- understand the effects of the changing seasons around them. Using non fiction texts and spring walk children notice and comment on seasonal changes.</p> <p>F1 and F2- Year A Walk to local bakery to buy gingerbread man. Noticing local landmarks along the way</p>	<p>F1- Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>F2 - Explore the natural world around them. Make predictions and diaries about the growth of their plant/ metamorphosis of butterfly. Look at non-fiction texts to learn about life cycles of hen and frog.</p> <p>F1 and F2- will both have the experience of growing and caring for a plant from a seed and from a bulb each year. During cycle A all children will experience watching the metamorphosis of a caterpillar.</p>	<p>F1 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Using texts of dear zoo, How loud is a lion, Handa's surprise look at different animals in the world and ask wondering questions about where they might be found.</p> <p>F2- Recognise some similarities and differences between life in this country and life in other countries. Using the texts Handa's surprise and Oliver's vegetables ask the children to comment and notice changes in the environments and the food collected by the children in both books.</p>




St Richard's VC Academy



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			outside using appropriate vocabulary/		F2 create map of journey to bakers shop, include landmarks such as traffic lights, pub, chip shop, entrance to allotments. Joining materials using glue, paper clips (link to DT week)		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Understanding the World</p>  <p>Science/enquiries</p>	<p>F1 and F2– name body parts as described in Key Vocab section</p>	<p>Changing materials-cooking</p> <p>F1- Talk about the differences between materials and changes they notice. Making Turnip and vegetable soup, help children to notice and use vocabulary related to changes that have occurred (hot, soft, thick)</p> <p>F2 – ask the children to make predictions about what will happen to the vegetables as they cook</p>	<p>Materials and their properties</p> <p>F1- Talk about the differences between materials and changes they notice. Point out ice to the children. Ask wonder questions about where it came from, how it got there, what will happen to it</p> <p>F2- encourage the children to make predictions and support them in setting up simple experiments about where and when ice might form and where and when ice might melt. Discuss properties of the materials used in the 3 pigs house. Support children to conduct simple experiment as to which material is most weatherproof and encourage them to make predictions and provide simple explanations for results</p>	<p>F1- Explore and talk about different forces they can feel.</p> <p>F2 -make predictions about the impact of simple forces on everyday objects. Link with boat in Mr Gumpy's outing</p> <p>F1 to explore what objects will sink a variety of different boats in the water area</p> <p>F2- with support, to make the strongest boat they can from given materials and test it with marbles in the water tray area.</p> <p>F1- Talk about the differences between materials and changes they notice. Making gingerbread men help children to notice change in states of materials.</p> <p>F2 – help children to make predictions and describe changes in states of materials when making gingerbread men</p>	<p>Learn about the life cycles of animals and plants (see above)</p>	<p>Year B- Bridges Enquiry-linked to Billy Goats Gruff (see EAD)</p>

<p>Understanding the World</p> 	<p>F1- Continue developing positive attitudes about the differences between people. RE link. Names of our friends, naming body parts, how are we the same?</p> <p>F2- Talk about members of their immediate family and community. Name and describe people who are familiar to them. RE link.</p> <p>Whole School Focus- Black History Week- Talk about differences, what makes us the same, different. Use book focus, including Hair Love, Rocket Girl</p> <p>Local interest- Hull Fair week</p>	<p>F1- Continue developing positive attitudes about the differences between people. Hear about different celebrations in different cultures.</p> <p>F2- Recognise that people have different beliefs and celebrate special times in different ways. Children to experience different celebrations through texts, video, food, decorations- looking for similarities and differences between different cultural celebrations.</p>	<p>To celebrate and experience Chinese New Year and to experience shrove Tuesday, Ash Wednesday and the start of Lent (see Autumn 2)</p>	<p>F1 and F2- Year A Walk to local bakery to buy gingerbread man. Noticing local landmarks along the way F2 create map of journey to bakers shop, include landmarks such as traffic lights, pub, chip shop, entrance to allotments</p>		<p>F1- Show interest in different occupations. Visit from firefighters, police, nurse. F2- Name and describe people who are familiar to them. Learn the names and meet of Y1 teachers and staff. Discuss different jobs/occupations that people have. What do people do? Who helps us in different situations? Visit from firefighters, police, nurse F1 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Using texts of dear zoo, How loud is a lion, Handa's surprise look at different animals in the world and ask wondering questions about where they might be found.</p> <p>F2- Recognise some similarities and differences between life in this country and life in other countries. Using the texts Handa's surprise and Oliver's vegetables ask the children to comment and notice changes in the</p>
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People and Communities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						environments and the food collected by the children in both books.
Understanding of past and present	<p>1. How have I changed since I was a baby? 2. Why do we wear different clothes during the year? 3. What are our favourite celebrations each year?</p> <p>Coverage of these three units should be covered across the year to link with the cross curricular nature of the EYFS and to support pupils understanding of chronology and passing of time e.g. seasons as they change.</p> <p>These units will help develop their historical understanding by supporting understanding of:</p> <p>Changes over time</p> <p>Talking about the lives of the people around them and their roles in society. Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read class.</p> <p>Understanding the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Children will develop their understanding and ability to communicate about their recent chronology through the use of a class time line which is referred to throughout the year</p> <p>Age related expectations</p> <p>F1 - Begin to make sense of their own life-story and family's history.</p> <p>F2- Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>					
Coverage in response to chronological events that happen throughout the year / when appropriate within the LTP	<p>How have I changed since I was a baby? What are our favourite celebrations each year? Why do we wear different clothes during the year?</p> <p>There are certain key ideas that are important for children of all ages and abilities to acquire, namely:</p> <ul style="list-style-type: none"> Time passes in sequential order. There is key vocabulary associated with the passage of time. Time changes us all. <p>Some children in FS2 will be able to demonstrate a more in-depth understanding of understanding of past and present by:</p> <ul style="list-style-type: none"> Having more independence in exploring artefacts and using them in their own imaginative play. Being able to sequence stories. Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others. 					
EAD 	<p>F1</p> <ul style="list-style-type: none"> (Art) Name & Explore colour • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Explore objects to print with • (Music) Listen with increased attention to sounds • (Music) Sing entire nursery rhymes 		<p>F1</p> <ul style="list-style-type: none"> (A) Explore colour mixing • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Join different materials and explore different textures • (Music) Respond to what they have heard, expressing their thoughts and feelings • (Music) Sing the pitch of a tone sung by another person • (Music) Sing the 		<p>F1</p> <ul style="list-style-type: none"> (A) Develop their own ideas and then decide on the materials used to express them. • Show different emotions in their drawings and/or paintings • (Music) Create their own songs, or improvise a song around one they already know • (Music) Play instruments with increasing control to express their feelings and ideas 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			melodic shape of familiar songs and begin to repeat rhythms			
	F2 • (A) Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing, painting and collage and print • (M) Listen attentively, move to and talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody	F2 (A) Return to and build on their previous learning, refining ideas and developing their ability to represent them for drawing, painting and collage and print • (A) Create collaboratively sharing ideas, resources and skills for drawing, painting and collage and print • (M) Watch and talk about dance and performance art, expressing their feelings and responses • (M) Explore and engage in music making and dance, performing solo or in groups			F2 • (A) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function for drawing, painting and collage and print • (A) Share their creations, explaining the process they have used for drawing, painting and collage and print and sculpture • (M) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to music	
EAD projects linked to F1 and F2 expectations- to build on knowledge and apply previous learning – building on what they know and making links with wider curriculum	Printing with small blocks- rosie's walk map, fireworks/Hull fair pictures Printing with Autumn leaves- naming autumnal colours Using Autumnal leaves to make collages Using found materials outside to create sculptures in the style of Andy Goldsworthy Drawing simple things from memory (hen, fox) Make a model using playdough (birthday cake) Experiment with air dry clay, adding texture for decoration (Christmas decoration) Introducing junk modelling, (making windmills using split pins). Learning and joining in with songs for Nativity play. Performing Nativity Play on stage to an audience	Printing- experimenting with textures to recreate variety of materials from 3 pigs houses/ Going on a Bear Hunt stories. Watch Chinese dragon dance and make movements in response to Chinese music and dragon mask. Opportunities to work collaboratively on dragon dance and to create dragon dance. Create own story characters (paper bag puppets, drawing and sticking F1) and masks (drawing, sticking and cutting/shaping F2 combining a variety of materials for retelling of gingerbread man/ Mr Gumpy's Outing			F2- learn and perform a song with verses and chorus for 'graduation ceremony' adding untuned percussion to enhance the performance. Self portraits – for new classrooms – both painting and drawing Listen and respond to Music Caravan performance Observational drawing (pencil) of musical instrument in response to Music Caravan performance	
Whole School EAD Initiatives	Art week Drawing – Andy Goldsworthy (line, shape, circles and spirals) F2 using pencils of various 'softness' F1 using finger as drawing tool on IWB DT Week Weaving experience, developing skills in weaving wool, twine, string F1 – wrapping wool, thread etc around a cardboard form F2- threading and weaving wool, twine etc in and out of holes and gaps	Art Week 1- Painting- Colour mixing teddy bear gallery 2- Collage – Matisse FS2 'drawing with scissors' F1- to choose, combine and stick from a variety of prepared shapes and colours DT Week- F1 – make a fruit butterfly F2- design and make a symmetrical fruit butterfly			Art Week Sculpture- Ewan Henderson FS2 to shape and mould a hollow pot shape F1 to create a textured shape DT Week Year A F1 – Make a container for Little Red Riding Hood to carry her food to Grandma F2 – Design and make a container which opens and is easily carried, for Little Red Riding Hood to carry her food to Grandma's	



St Richard's VC Academy



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Music Showcase Trip to Pantomime				DT Week Year B F1 to be supported to use a variety of construction kits and found materials to make simple bridges and check their strength F2 – To be supported to use trial and error and previous knowledge to make a bridge indoors to carry 10 compare bears between 2 chairs and outdoors to carry 5 children between 2 crates Music Caravan	