**St Richard's VC Academy**

# EYFS LTP

**How has our curriculum been planned?**

The LTP sets out what we want our pupils to learn during their time in the EYFS. The content is consistent with the educational programmes set out in the EYFS Framework. It has been sequenced and planned with the support of documents such as: Development Matters 2020, Pie Corbett's Talk for Writing - suggested texts for EYFS, PLAN Science, The Primary Science Teaching Trust, as well as using information taken from the Historical Association, Geographical Association, NASEN, ICAN

The overarching aims for each half term, are planned out. These are returned to and built upon through the Medium / short term plans, as well as practitioners in the moment planning / daily interactions.

The curriculum is ambitions, but also takes into account pupils starting points and ensures a strong emphasis on the Prime Areas of Learning, throughout the year, to ensure we meet the needs of all pupils.

Provision planning and curriculum planning is strongly based on research taken from: the EPPSE project, SEED Project, The EEF early years Toolkit, ECERS-E by Kathy Sylva, Iram Siraj and Brenda Targgart, STEW, F Laevers, I CAN, AKLAN – See Section 2 for further information on pedagogy and provision.

Targeted interventions are used to support our pupils with specific needs. Our careful / flexible planning allows practitioners to be reflective and responsive to individuals and their learning journeys; whilst not losing sight of aiming high for every pupil.

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| **Overarching Theme Let's…** | **Let's find out, all about me.** | **Let's celebrate.** | **Let's find out, about some amazing animals.** | **Let's explore, how things change and grow.** | **Let's find out, how we can travel and who we can visit.** | **Let's find out, how we can travel and where we can go.** |
| **Enquiries** | NEW BEGINNINGS / GETTING TO KNOW ONE ANOTHER AND OURSELVES/WHO IS IMPORTANT TO ME/HOW DO WE MAKE PEOPLE WELCOME/MY SPECIAL NAME | UNDERSTANDING WHAT WE ENJOY/ HOW DO PEOPLE CELEBRATE/ FRIENDSHIP /SHARING/ CHANGES IN MATERIALS AND SEASONS | WHERE DO DIFFERENT ANIMALS LIVE? WHAT ANIMALS CAN I SEE? HOW DO ANIMALS CHANGE OVER TIME? | PLANTING/GARDENING /SPRING/CHANGES/ LOOKING AFTER OUR WORLD | WHO LIVES NEAR US AND WHO LIVES FAR AWAY? WHO DO I VISIT? HOW DO I GET THERE? HOW CAN I BE A GOOD FRIEND/NEIGHBOUR? WHAT'S THE SEASON? | WHAT'S THE SEASON NOW AND NEXT? WHERE DO I LIVE? HOW DO PEOPLE GET TO DIFFERENT PLACES? HOW HAS TRANSPORT CHANGED? |
| **Significant Cultural Events** | Starting School, Birthdays, Harvest, Hull Fair (WB 11th Oct) | Bonfire Night, Remembrance Day Divali, Birthdays, Channukah, Christmas | Chinese New Year, Valentine's Day | Pancake Day, Easter Mother's Day | Ramadan/Eid | Jubilee, Birthdays, Sports Day, Moving up… Transition |

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| **Key Stories / books + Books to support understanding and making connections** | ***Stickman***<br>All kinds of people<br>One day, so many ways<br>Let's make faces<br>Hair love<br>Only one you<br>Funnybones<br>The Tiger who came to tea<br>Pumpkin soup<br>Peace at last<br><br>**All kinds of people**<br>**Love makes a family**<br>**Brush Brush Brush** | **The Little Red Hen**<br>Rosie's Walk<br>The gingerbread man<br>Kipper's birthday<br>Snore<br>Whatever Next<br>The Nativity<br>Owl Babies<br>Good Night Moon<br><br>**Autumn**<br>**Greta and the Giants** | **The Hungry Caterpillar**<br>The Three Little Pigs<br>Dear Zoo<br>Whatever Next<br>Open very carefully…<br>The Gruffalo<br>How loud is a lion?<br>There was an old lady who swallowed a fly<br><br>**Which food will you choose?**<br>**Resting and Sleeping** | **Jack and the Beanstalk**<br>**Jasper's Beanstalk**<br>Mr Wolves' Pancakes<br>Each peach, pear, plum<br>Titch<br>This is our house<br><br>**A Seed in Need**<br>**The Life cycle of the Seed**<br>**Spring**<br>**Egg Hunt**<br>**Odd Egg**<br>**Eating Well** | **Mrs Armitage on Wheels**<br>**The Train Ride**<br>We're going on a Bear Hunt<br>Mr Gumpy's Outing<br>Bear on a bike<br>The Jolly Postman<br>Goldilocks and the 3 bears<br>Who sank the boat?<br><br>**Going to the Dentist** | **Mrs Armitage on Wheels**<br>**The Journey Home from Grandpa's**<br>Handa's surprise<br>The 100 decker bus<br>You can't take an elephant on the bus<br>The three Billy goat's gruff<br>Duck in a truck<br><br>**Summer**<br>**Why should I brush my teeth** |
| **Key Songs and Rhymes** | **Head Shoulders Knees and Toes,**<br>**Twinkle twinkle, I looked in the mirror**<br>**Wind the Bobbin Up**<br>**Two Little Dicky Birds sitting on a Wall**<br>**Find out prior knowledge**<br><br>Harvest Festival Samba | **Humpty Dumpty**<br>**One Little Elephant went out to Play**<br>**Old MacDonald had a farm**<br>Who stole my chickens and my hens?<br>5 little speckled frogs<br>Away in a Manger<br>Little Donkey<br>Five Little Monkeys Jumping on the Bed<br>Nativity songs<br>**Plus previous** | **Five Little Men in a Flying Saucer**<br>Up the tall white candle stick,<br>When Goldilocks went tp the house of the bears..<br>Ten in a Bed<br>**Plus previous** | **Polly Put the Kettle on**<br>Ten little Monkeys jumping on the bed<br>Five currant buns in a baker's shop<br>Old MacDonald had a farm<br>Down on Grandpas farm<br>**Plus previous** | **Five Little Speckled Frogs**<br>**5 little ducks**<br>**Pussy cat pussy cat where have you been?**<br>Ten Green Bottles<br>The wheels on the bus<br>**Plus previous** | **Recapping previous Rhymes**<br>**I like to eat apples and bananas**<br>Row, row, row your boat<br>**Plus previous** |
| **PSED** | | | | | | |
| | This half term we will be learning to see ourselves as a valuable individual and building relationships with others. We will be learning how to | This half term we will continue to make positive relationships with our peers and talk about our feelings. | This half term we will begin to consider the feelings of others and express our feelings and opinions more confidently. | This half term we will show resilience and perseverance in the face of challenge by developing problem solving skills. | This half term we will learn more about how to be a good friend and neighbour. | This half term we will be working together to care for each other and the world around us. We will be exploring how to show care and respect to each |

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| | express our feelings socially and emotionally. | | | | | other and the world around us.<br>During summer term we will use 10:10 resources to introduce age appropriate Relationships and sex education. |
| **Physical** | Through the year FS2 have dedicated PE time in the Gym. During this time they develop | | | | | |
| | We will learn different movement skills such as rolling, jumping, running, hopping and skipping. We will also learn to start and stop when moving around.<br>We will be exploring about the importance of good dental hygiene. | We will be doing lots of activities to improve our fine motor skills and trying hard to form letters correctly. We will be developing our climbing and activities to develop our shoulder movements. We will be discussing healthy eating and making good choices. | We will begin to develop a range of skills such as: rolling, crawling, walking, jumping, hopping, skipping, and climbing. We will be discussing what sensible screen time looks like. | We will be focusing on working together as a team. We will be exploring ball skills and be further developing our confidence and accuracy. | We will explore and develop our sense of balance and how to move in different ways developing more control and grace.<br>We will be focusing on healthy eating and how to make healthy choices. | We will be exploring how to make healthy choices. We will be further exploring and developing our overall body strength, coordination and agility. |
| **Communication and Language** | | | | | | |
| | We will learn how to communicate with each other, express our needs, taking turns to listen and talk as well as using new vocabulary. | We will explore and learn how to ask and answer simple questions. We will develop our speaking skills to talk using full sentences. | We will be trying to add more detail when talking about an event, using newly learnt vocabulary. | We will learn lots of new vocabulary and use it when we are discussing what we have discovered. We will describe events that have happened. | We will explore and learn how to express our opinion and ideas. We will begin to or fully demonstrate awareness of the listener and their needs. | We will further explore questions. We will explore asking and answering questions. We will explore how to share with others what we have learnt / understood. We will describe events that have happened. |
| **T4W** | **Stickman** | **The Little Red Hen** | **The Hungry Caterpillar** | **Jack and the Beanstalk**<br>**Jasper's Beanstaalk** | **Mrs Armitage on Wheels**<br>**The Train Ride** | **Mrs Armitage on Wheels/Mr Gumpy's Outing**<br>**The Journey Home from Grandpa's** |
| **T4W Outcome** | **3-4** Make and describe marks<br>**Rec** Oral retelling Draw images, make and describe marks/write initial sounds. | **3-4** Make and describe marks<br>**Rec** Oral retelling<br>Oral retelling, draw images and write captions for retell | **3-4** Make and describe marks<br>**Rec** Oral retelling, draw images and write captions<br>Innovation and write a caption | **3-4** Make and describe marks<br>**Rec** Oral retelling, draw images and write captions<br>Innovation and write a caption | **3-4** Make and describe marks<br>**Rec** : Retell/innovate the story – short sentences. | **3-4 Make and describe marks**<br>**Rec**: Retell/innovate the story – short sentences. |
| **T4W Vocab** | **Key Vocabulary**<br>**From story** | **Key Vocabulary:**<br>From story: Animal names, wheat, tall, strong, flour, mill, bake. | Key Vocabulary:<br>Days of week, Egg, caterpillar, hungry, plums, pickle, salami, | **Key Vocabulary:**<br>Rake, soil, plant, root, stem, leaf, giant, harp, goose, Easter | **Key vocabulary:**<br>Jubilee, queen, royal, crown, throne, tunnel, hill, | **Key Vocabulary:**<br>Track, journey, shiny, tractor, truck<br>**Ambitious Vocabulary:** |

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| | Family, you, me, myself, friend, class, tree, home, stick.<br>**High frequency**<br>Weather, sunny, cloudy, rainy, windy, season, autumn, welcome, church, Baptism<br>**Ambitious Vocabulary:**<br>Weather words (see synonym sheet) | Celebration, Christmas, party, decorate/decoration<br>**Ambitious Vocabulary:**<br>Coop, Channukah, Menorah, Advent, | watermelon, fat, cocoon, butterfly, change, First, then, next, after that, finally<br>Ambitious Vocabulary:<br>Transform - Changed in a strange and surprising way, Life cycle – stages of life/ how a living thing changes, unfold, pupa, | **Ambitious Vocab:**<br>Germinate, | blossom, invitation, Good News,<br>**Ambitious Vocabulary:**<br>Carriage, stabilisers, saddle, neighbour, Handle bars, Pentecost | Canal, barge, transition, |
| **Other forms of Writing in addition to T4W** | Label a self portrait linked<br>Label family portrait / picture of their house<br>Instructions Text: simple class activities, e.g. how<br>to do something;<br>how to get from<br>one place to<br>another | Maps. Draw and label Hen's journey in the story | Information poster about healthy/unhealthy food choices | Instructions Text: how to plant a seed. | Information Text:<br>Write sentence/word to describe changes they have noticed in Spring<br><br>Instruction Posters for our new classroom<br><br>Letter of invitation inviting parents/carers to opening of our new classroom. | Recount:<br>Text: trip to East Park – family fun day<br><br>Observational drawings – labelling of a bicycle |
| **Literacy**<br> | | | | | | |
| | We will be learning to use our phonic knowledge to write for a purpose such as labelling pictures and writing instructions | We will be learning to use our phonic knowledge to write for a purpose such as making lists and labelling pictures, making maps and writing invitations | We will be learning to use our phonic knowledge and mark making to write for a purpose such as making lists and posters about healthy food choices | We will be learning to use our phonic knowledge and mark making to write for a purpose such as writing instructions and simple stories | We will be learning to use our phonic knowledge and mark making to write for a purpose such as information leaflets, writing letters and posters | We will be learning to use our phonic knowledge and mark making to write for a purpose such as writing a recount of an event and telling a story |
| **Reading opportunities Word reading** | **RWINC systematic teaching of reading – followed with fidelity**<br>**Daily story-time / planned books / T4W/ 1:1 reading / Book Sharing Time / Books throughout the provision** | | | | | |
| **COMPREHENSION** | Retell stories in the correct sequence, draw on language patterns of stories.<br>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.<br>Suggest how an unfamiliar story read aloud to them might end.<br>Give a simple opinion on a book they have read, when prompted.<br>Recognise repetition of words or phrases in a short passage of text.<br>Play influenced by experience of books<br>Innovate a well-known story with support.<br>Retell stories in the correct sequence, draw on language patterns of stories. | | | | | |

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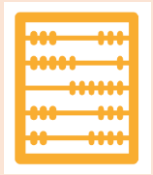
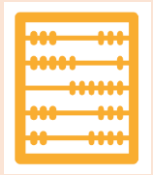
| | With prompting, show understanding of many common words and phrases in a story that is read aloud to them.<br>Suggest how an unfamiliar story read aloud to them might end.<br>Give a simple opinion on a book they have read, when prompted.<br>Recognise repetition of words or phrases in a short passage of text.<br>Play influenced by experience of books<br>Innovate a well-known story with support. | | | | | |
| **Maths Number Nursery**<br>  <br>**(more details on daily discreet planning - NCETM)** | Number names to 5<br>1-1 correspondence to 3<br>Counting irregular arrangements<br>Count out from a larger group to 3<br>Subitising to 3<br>Match number 1 2 3 to correct amounts<br>Recognise that amounts don't change if it has just been rearranged to 3<br>Exploring patterns<br>Exploring shapes and arrangements | Recognise groups with more and less objects – use language more than, fewer than to 3<br>Recognise when two or more groups have the same number of things to 3<br>Compare two amounts that are close in size<br>Compare two amounts that are further away in size<br>Exploring patterns<br>Exploring shapes and arrangements<br>Exploring size and comparisons | Number names to 10<br>1-1 Correspondence to 5<br>Recognise smaller numbers in bigger groups<br>Counting back from 5<br>Children need opportunities to explore a range of ways to partition a whole number – making a total<br>Explore how numbers can be partitioned in different ways<br>Recall number bonds to 3<br>Select and manipulate shapes<br>Compose and decompose shapes<br>Understand position through words alone<br><br>Select shapes appropriately and combine shapes to make new ones | Number names to 10<br>1-1 correspondence to 3<br>Counting irregular arrangements<br>Count out from a larger group to 3<br>Subitising to 3<br>Match number 1 2 3 to correct amounts<br>Recognise that amounts don't change if it has just been rearranged to 3<br><br>Counting irregular arrangements<br>Count out from a larger group to 3<br>Subitising to 3<br>Match number 1 2 3 to correct amounts<br>Recognise that amounts don't change if it has just been rearranged to 3<br>Recognise one more one less than to 3 | Number Names to 20<br>1-1 Correspondence to 5<br>Counting irregular arrangements<br>Count out from a larger group to 5<br>Subitising to 5<br>Match number 1 2 3 to correct amounts<br>Recognise that amounts don't change if it has just been rearranged to 5<br>Recognise one more one less than up to 5<br><br>Select shapes appropriately and combine shapes to make new ones<br>Notice repeating patterns<br>Extend and create and abab pattern<br>Begin to describe a sequence of events<br>Make comparisons between objects relating to size, length, weight and capacity | Number Names to 20<br>1-1 Correspondence to 5<br>Counting irregular arrangements<br>Count out from a larger group to 5<br>Subitising to 5<br>Match number 1 2 3 to correct amounts<br>Recognise that amounts don't change if it has just been rearranged to 5<br>Recognise one more one less than to 5<br><br>Notice repeating patterns<br>Extend and create and abab pattern<br>Begin to describe a sequence of events<br>Make comparisons between objects relating to size, length, weight and capacity |
| **Maths Number FS2**<br>  <br>**(more details on daily discreet planning - NCETM)** | 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.<br>We will use the language of comparison, including 'more than' and 'fewer than'. To | 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 set can be matched to one in the other set, they contain the same number and are equal amounts. | 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 matching, identifying when sets are equal.<br><br>See Separate LTP for Maths | 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 'howmanyness' of a number, and its position in the number system. | 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 to count and when groups can be subitised.<br><br>See Separate LTP for Maths | 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.<br><br>See Separate LTP for Maths |

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| | compare sets 'just by looking'.<br><br>See Separate LTP for Maths | See Separate LTP for Maths | | See Separate LTP for Maths | | |
| **Maths**<br>**Shape, Space and Measure** | Exploring shape and space<br>Routines: Day / Night<br>Passing of time<br>Compose and decompose shapes<br>Understand position through words alone | Language for properties of shapes<br>Compose and decompose shapes so that children recognise a shape can have other shapes within it | Compare Length / Height<br>Mass Capacity<br>Compose and decompose shapes<br>Understand position through words alone | Comparing shapes – properties of shapes<br>3d shapes / 2d shapes<br>Select rotate and manipulate shapes to develop spaitial reasoning skills | Patterns and Groupings<br>Make comparisons between objects relating to size, length, weight and capacity<br>Continue, copy and create repeating patterns | Patterns and relationships<br>Use of shape, space – use of mathematical vocabulary<br>Compose and decompose shapes so that children recognise a shape can have other shapes within it |
| **Knowledge and understanding of the world** | | | | | | |
| | This half term we will notice specific features about ourselves and how we have changed over time. We will look at similarities and differences between us. We will look at who is in our family and identify differences between families and begin to understand differences in routines, customs and cultures between families. | This half term We will notice and explore how the world around us can change. We will also notice and explore materials that can change (including making bread). We will have opportunity to make a map of the Red Hen's journey around the farm.We will be exploring, planning and enjoying a variety of celebrations. | We will discover and begin to describe the differences in habitats and climates in which animals live. | We will notice and explore change over time especially in the context of living things. Make predictions and test our thoughts and ideas in relation to growing things (plants) | We will notice and explore changes that happen with the natural world round us, We will explore ways to plan, test and reflect on our ideas (raincoat for Mrs Armitage).<br>We will have opportunity to explore/notice and comment on how objects have changed over time (bicycles and telephones) | We will notice explore the natural world around us and changes that happen. We will find out ways in which we can look after the world around us. |
| **Science and enquiry** | **ALL ABOUT ME**<br>**FINDING OUT ABOUT**<br>**Learn about the life cycles of humans**<br>**•Learn about how to take care of themselves** **•Describe people who are familiar to them**<br>**•Learn about how to take care of themselves**<br>To notice and describe faces<br>To know that we change as we grow up<br>To name body parts. | **HARVEST / COOKING**<br>**•Explore the surrounding natural environment**<br>**•Explore natural objects from the surrounding environment**<br>**•Combine and mix ingredients**<br>**•Change materials by heating and cooling, including cooking**<br>To describe the properties of different materials<br>How to make observations and take measurements<br>Materials can change (sand mixtures / jelly) | **HUNGRY CATERPILLAR**<br>**• Learn about the life cycles of animals**<br>**Deepen their understanding of how living things may grow / change**<br><br>•Explore the animals in the surrounding natural environment<br>•Name and describe animals that live in different habitats.<br><br>**To develop an awareness that some foods are** | **GROWING PLANTS**<br>**To name / describe parts of a plant**<br>**Deepen their understanding of how living things may grow / change**<br>**Make predictions and perform simple tests about best conditions for growing plants**<br><br>**EASTER NESTS**<br>**•Combine and mix ingredients** | **VEHICLES**<br>**•Feel forces**<br>**•Explore how things work**<br>**•Explore how objects/materials are affected by forces**<br>**•Explore how to change how things work**<br>**To use your senses to observe**<br>**That to apply a force can changes the shape/speed of an object**<br><br>**•Play and explore outside in all seasons and in different weather** | **BRIDGES**<br>**•Explore a range of materials**<br>**•Shape and join materials**<br>**•Explore a range of materials, including natural materials**<br>**•Make objects from different materials, including natural materials**<br>**How to build strong bridges.**<br><br>**Simple physical properties of an object** |

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| | To know that we are similar (have the same body parts) and different (heights)<br><br>**•Play and explore outside in all seasons and in different weather**<br>**•Observe living things throughout the year** | How to use different senses to make observations<br>The shapes of some objects can be changed by squashing, bending, twisting and stretching<br>How to make observations and take measurements; some materials are stronger than others<br>What balloons can do<br><br>**FESTIVAL OF LIGHTS / CHRISTMAS LIGHTS ETC**<br>**Explore light sources**<br>**•Shine light on or through different materials**<br>**•Explore shadows**<br>**•Explore rainbows**<br>**•Identify electrical devices**<br>**•Use battery-powered devices**<br><br>**•Play and explore outside in all seasons and in different weather**<br>**•Observe living things throughout the year.** | **healthy and others are not as healthy**<br><br>**•Play and explore outside in all seasons and in different weather**<br>**•Observe living things throughout the year** | **•Change materials by heating and cooling, including cooking**<br>**•Observe, measure and record how materials change when heated and cooled**<br>**•Compare how materials change over time and in different**<br><br>**•Play and explore outside in all seasons and in different weather**<br>**•Observe living things throughout the year** | **•Observe living things throughout the year** | **Performing simple tests on properties of some materials (raincoat for Mrs Armitage)**<br><br>**•Play and explore outside in all seasons and in different weather**<br>**•Observe living things throughout the year** |
| **The Natural World** | | | | | | |
| | **To Learn:**<br>To notice their immediate environment, make observations and describe what they see<br>They describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>To look after their immediate environment and | **To Learn**<br>To explore the natural world around them, making observations and drawing pictures of animals and plants /trees.<br>To understand some important processes and changes in the natural world around them, - seasons | **To Learn:**<br>They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *This could be in reference to climate around the world – drawing on the knowledge of the families in our school* | **To learn**:<br>That as the season changes we see physical changes in the environment.<br>About maps and finding the best route to get from one place to another in a familiar environment | **To Learn**<br>How they can look after living things in their immediate locality<br>To notice the living things in their immediate locality | **To learn**<br>About their local community and what they have in their locality<br>To know where they can get what they need in their local community<br>To explore the impact of people in their community |

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| | begin to understand why this is important | | | | | |
| **People, culture and communities** | | | | | | |
| | **To Learn:**<br>To talk about members of their immediate family and community | **To learn**:<br>To describe the celebrations they have.<br>To celebrate together, planning, preparing and celebrating to support understanding of celebrations.<br>To 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<br>This could be in reference to different ways of celebrating / celebrations<br>Celebrate and experience Harvest Festival, Christmas New Year<br>Find our and explore celebrations of DIVALI, Bonfire Night | **To learn**<br>To 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<br>To celebrate and experience Chinese New Year | **To Learn:**<br>About some of the different jobs and roles people have in our communities (linking to the book and planning /building structures)<br>To celebrate and experience Pancake Day and Easter | **To learn**<br>The different roles in our community. To explore what help they have had from people in their lives past and present<br>To talk about where they have been in their local community – past and present | **To learn**<br>To plan a visit to East Park<br>About the natural world around us and who is helping to look after it? What is their role? What do they do? How can we help? What can we do at home and school?<br>Celebrate sports day<br><br>To celebrate transition to a new school year – celebrate their successes – reflecting on what they have done |
| **Understanding of past and present** | **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?**<br>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.<br>**These units will help develop their historical understanding by supporting understanding of:**<br>Changes over time<br>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.<br>Understanding the past through settings, characters and events encountered in books read in class and storytelling. | | | | | |
| **Coverage in response to chronological events that happen throughout the year / when appropriate within the LTP** | **How have I changed since I was a baby?**<br>**AUT 1**<br>**What are our favourite celebrations each year? Why do we wear different clothes during the year?**<br>**Throughout the year**<br>**There are certain key ideas that are important for children of all ages and abilities to acquire, namely:**<br>▪ Time passes in sequential order.<br>▪ There is key vocabulary associated with the passage of time.<br>▪ Time changes us all.<br><br>**Older children within our EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by:**<br>▪ Having more independence in exploring artefacts (Compare and notice difference between pictures of old and new bicycles during summer term, compare and notice difference between old and new telephones in the role play area) and using them in their own imaginative play.<br>▪ Being able to sequence stories. | | | | | |

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| | ▪ Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others. | | | | | |
| **EAD** | Charanga music programme is ongoing through the year, developing and building on music skills and knowledge. Children have access to role play area through the year, developing their imagination and recreating experiences. Continuous provision provides opportunity to develop skills manipulating malleable materials, using different 2D media to make representations and explore colour mixing and making and combining 2D and 3D materials for different effects/purposes. | | | | | |
| | We will be working creatively by expressing ourselves using drawing, painting and collage materials. We will also be learning how to plan, do and review when designing something with a purpose in mind. | We will be continuing to work creatively by expressing ourselves using drawing, painting and collage materials. We will learn new songs and make our own music to accompany them. | We will be further developing storylines into our imaginative play, using small world toys and role play props. | We will create music to accompany our story. | We will explore further how rhythm, dynamics, melody and pitch can change the feelings music provokes. We will explore role play and dance and how these can be used to express emotions. Develop a car wash and garage role play area, with the children's contributions. | We will be further developing storylines into our imaginative play, using small world toys and role play props. We will use our creative and shared thinking to find a way for Mrs Armitage to cross the river without getting wet. We will select resources and materials to test our ideas and reflect on the outcome. |
| **EAD projects** to build on knowledge and apply previous learning – building on what they know as they move through the school **ART FOCUS** | Printing with small blocks<br>Drawing simple things from memory<br>Makes a model using playdough<br>Experiments with clay<br>Use glue sticks and spatulas independently to make a collage<br>Create self portrait<br>Make family picture<br>Colour Mixing experiences following Kandinsky | | Combining media and exploring texture – developing our collage skills – Picasso focus | | Observational drawing of a bicycle- develop self and peer critique to refine and improve finished picture.<br><br>Using clay to make a pinch pot for Father's day(or any family member)<br><br>Develop awareness of shape and position by creating a whole picture from a half picture (draw the other half of your face, when given a photo of half your face)<br>Look at artist representations of Pentecost- use 2D and 3D materials to make own representations of what happened at Pentecost. | |
| **EAD projects** to build on knowledge and apply previous learning – building on what they know as they move through the school **DT FOCUS** | Design and make a 3D Christmas scene on a paper plate. | | Design, make and evaluate a fruit kebab | | Investigate different types of bridge (looking at pictures) Make a bridge in the classroom strong enough to hold Mrs Armitage (opportunity for collaborative working and working on a large scale. Develop peer critique and evaluation skills to refine and improve structure.<br><br>Develop ideas with the children about how we will develop a role play garage and car wash area outdoors, choosing and combing objects for a specific purpose. | |

# RE Long Term Plan

**St Richard's VC Academy**

| Topic | | Prior Learning | Vocab | Possible Questions | Scripture | Explore | Reveal | Respond |
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| Myself | Domestic Church Family | Will have experience of being in a family. | myself . name .Christian . first name . family name . class name . precious . parent . God . love . loving . prayer | . Why am I Precious? . How do I know God loves me? | Isaiah 43:1-2 Psalm 131 | The importance of my name. | God know and loves me and each one by my name. | Acquire the skills of assimilation, celebration and application of the previous. |
| Welcome | Baptism / Confirmation Belonging | Children will have experience of belonging to a family and class. | welcome . welcomed . belong . school . class . Baptism . baptise . water . candle . family . priest . white . garment . godparents . font | How do we show people that they are welcomed? | Colossians 3:12 | What it is to welcome and be welcomed. | Baptism: a welcome to God's family. | Acquire the skills of assimilation, celebration and application of the previous. |
| Birthday | Advent / Christmas Loving | Children will have the experience of celebrating birthdays at home | birthday . waiting . wreath . celebrate . Christmas . Advent . Jesus . Mary . Joseph . swaddling clothes . manger . crib . shepherds . wise men | Why do we celebrate birthdays? Why do we receive presents on Jesus' birthday? | Luke 2: 8-20 Luke 2: 4-7 Matthew 2: 1-12 | What a birthday is; waiting for a birthday. | Advent: looking forward to Christmas, the birthday of Jesus. | Acquire the skills of assimilation, celebration and application of the previous. |

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| Celebrating | Local Church Community | Children will have experienced celebrations at home. | Church • priest • celebrate • celebrating • Parish family • family • community • celebration • party • memory • Father • altar • Temple • parish | What is a celebration?<br>Why do people celebrate?<br>Can you celebrate on your own? | Luke 2: 22b | What a celebration is. | How the parish family celebrate. | Acquire the skills of assimilation, celebration and application of the previous. |
| Gathering | Eucharist Relating | Experience of activities that are good to do together. | Welcome • blessing • listen • pray, Mass • sing, gather • together • alone • Lectern • "The Lord be with you." "And with your spirit." | What things are better done together?<br>Why are they better with others | Mark 10: 13,14,16 | How and why people gather together. | The joy of gathering together to celebrate at Mass. | Acquire the skills of assimilation, celebration and application of the previous. |
| Growing | Lent / Easter Giving | The ways in which we grow and that Lent is a time to grow more like Jesus and look forward to Easter. | Grow • spring • different • Lent • Good Friday •cross • Easter Sunday | How do things grow?<br>What do things need to grow?<br>How do I grow 'Inside'? | John 13: 34-36<br>John 19: 25-27<br>Acts 2: 23-24<br>Luke 2: 51-52 | Spring is a time when things begin to grow | Lent – a time to grow in love to be more like Jesus and to look forward to Easter | Acquire the skills of assimilation, celebration and application of the previous. |
| Good News | Pentecost / Serving Good News | That everyone has good news, and that Pentecost is the celebration of the Good News of Jesus. | good news • share • Good News • Pentecost • promise • Holy Spirit • Easter • alleluia | What is Good News?<br>Who is the Holy Spirit? | Acts 2: 1-4 | That everyone has Good News to | Pentecost: the celebration of the Good News of Jesus | Acquire the skills of assimilation, celebration and application of the previous. |

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| Friends | Reconciliation – Inter-relating | We can make friends and Jesus had good friends | Friend • happy • sad • love • make up • kind • gentle • loving • sorry • Jesus • forgive • change • rule • understanding • new start • friendship • forgive • change | Who are your friends?<br>Why are they your friends?<br>Are you anyone's friend? | Mark 6: 7, 30-32<br>John 13: 34<br>John 13: 34-35 | We can make friends | Jesus had good friends; what Jesus tells us about friendship | Acquire the skills of assimilation, celebration and application of the previous. |
| Our World | Universal Church World | We live in a diverse world | World • wonder • wonderful • care • love • share • work/play • together | The wonder of the world<br>Who made the world?<br>How can I take care of the world? | Genesis 1: 3, 9, 20, 24–26, | What we love and wonder about our world. | God gave us this wonderful world. | Acquire the skills of assimilation, celebration and application of the previous. |