

Walkeringham Primary School Long Term Plan EYFS 2024-2025

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme	My Family		Wild Weather		Super Safari		Once upon a time		On the Move		People who help us	
Key Texts and Writing Stimulus (Drawing Club)	Not Now Bernard by David Mckee Three Billy Goats Gruff (Traditional Tale) Wacky Races (Past Video) Room on the Broom by Julia Donaldson		Jack and the Beanstalk (Traditional Tale) Mr Benn – Zookeeper (Past Video) We're Going on a Bear Hunt by Michael Rosen Little Red Hen (Traditional Tale) Popeye (Past Video) Superworm by Julia Donaldson The Magic Porridge Pot (Traditional Tale)		The Hairy Toe by Daniel Postgate The Gingerbread Man (Traditional Tale) Trapdoor – breakfast (Past Video) A Dark, Dark Tale by Ruth Brown Goldilocks (Traditional Tale) Pink Panther – Pink house (Past Video)		What's in the Witches Kitchen by Nick Sharratt Chicken Licken (Traditional Tale) Roadrunner (Past Video) Pirate Pete by Nick Sharratt The Three Little Pigs (Traditional Tale)		Penguin by Polly Dunbar Hansel and Gretel (Traditional Tale) Bat Fink – The short circuit case (Past Video) Would you rather...? By John Burningham White Hen and the Fox (Traditional Tale) The Magic Roundabout – Bubbles (Past Video)		The Giant Jam Sandwich by John Vernon Lord Little Red Riding Hood (Traditional Tale) Willo' the Wisp – The thoughts of Moog (Past Video) Rosie's Walk by Pat Hutchins Enormous Turnip (Traditional Tale) Captain Pugwash – Monster Ahoy (Past Video)	
Visits/Visitors	Visit to Southmoor Lodge – Halloween Party		Weather walk in different weathers (rain, snow, sun, wind)		Trip to a zoo or farm		Fairy tale dress up day Visit to Gainsborough Old Hall		Visit to school from different vehicles		PCSO, Fire Fighter, Health Care staff visit	
Themed days/ weeks	Black History Month Rosh Hashanah		Bonfire Night Remembrance Day Diwali Christmas		Chinese New Year Shrove Tuesday Valentine's Day		Mother's Day Easter		VE Day International Nurses' Day		Father's Day	
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times, rhyme time and songs. Maintain attention in whole class/groups. Follow simple instructions.	Understand 'why' questions. Use simple sentences. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations.	Ask questions to find out more and to check they understand what has been said to them. Follow more complex instructions. Start a conversation with peers and familiar adults.	Listen attentively in a range of situations. Maintain attention during appropriate activity.	Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts.	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action	Listen and understand instructions while busy with another task. Understand how, why, where questions.	Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	ELG Nursery: Shows the physical attributes of a good listener Can remember the sequence of a story Will follow an instruction with little support	ELG Reception: Listen and respond with relevant questions, comments, or actions. Make comments and clarify thinking with questions. Retell stories; some as exact

								to another using a range of connectives.				repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Reception core vocabulary – Everyday words Hello bye please thank you happy sad angry excited toilet water colour names playdough sand inside outside cloakroom peg drawer/tray whiteboard rubber teacher
Personal, Social and Emotional Development	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
	Knowing there are rules Starting to make friends Starting to turn take and share with others	Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule Build constructive and respectful relationships	Knowing that we have different feelings and beginning to communicate their needs to adults Talking about their parents or carers	Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Express their feelings and consider the feelings of others Begin to understand how other might be feeling	Getting dressed and help from adults when needed Showing self confidence	Show resilience and perseverance in the face of challenge Manage their own needs Ask questions to find out more and to check they understand what has been said to them Listen to and talk about selected non-	Working towards cooperative play	See themselves as a valuable Individual Use talk to help work out problems and organise thinking and activities Explain how things work and why they may happen	More aware of others around them and the need to take account of others around them Has some accountability for their actions Shows interest in other children's play and may start to observe with interest and join in the game	Begins to understand how others might be feeling, to show empathy Increased confidence and resilience and this can include supporting peers	ELG Nursery: Self-Regulation Starts to show responsibility for their own feelings and their own play. ELG Nursery: Managing Self Able to manage a task seeing it through from	ELG: Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly Set and work towards

		<p>Think about the perspectives of others</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>		<p>Talk about members of their immediate family and community</p>		<p>fiction to develop a deep familiarity with new knowledge and vocabulary</p>				<p>Starts to understand the needs of other children and their own feelings</p>	<p>beginning to end. Showing independence in their choices. ELG Nursery: Building Relationships Joins in with others' play.</p>	<p>simple 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 or actions</p> <p>ELG: Managing Self 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 basic hygiene and personal needs, including dressing, going to the toilet and</p>
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												<p>understanding the importance of healthy food choices</p> <p>ELG: Building Relationships Work and play collaboratively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and other's needs</p> <p>PSED Reception core vocabulary Behaviour goal resilience cooperate rules try succeed teamwork healthy unhealthy germs soap diet exercise share take turns caring concentrate proud independent</p>
	Relationships: I am me		Living in the Wider World: Reach for the Stars		Relationships: Being a TEAM		Health and Wellbeing: How can I be safe?		Relationships: Very Important People		Health and Wellbeing: My Body	
Physical Development	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception

<p>Fine motor Starts to move smaller equipment with one or two hands.</p> <p>Controls smaller objects with more proficiency. Passes things from one hand to another.</p> <ul style="list-style-type: none"> • Daily signing in • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, painting, threading</p> <p>Gross motor Shows some control over their body.</p> <p>Shows increasing control when moving around.</p> <ul style="list-style-type: none"> • Phonics daily games • Outside time: assault course, small apparatus, bikes, hoops, skipping • Sports coach weekly and GetSet4PE – Fundamental Skills • Gardening 	<p>Fine motor Children use Five finger grasps when colouring in/mark making</p> <p>Uses threading equipment with Control Uses large paint brush</p> <p>Use large scale simple construction to create simple models</p> <ul style="list-style-type: none"> • Handwriting • Daily signing in • Shared, guided and independent writing • Daily Phonics • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Runs and jumps confidently landing safely on two feet</p> <p>Moves in a variety of ways such as skipping, slithering and shuffling</p>	<p>Fine motor Controls their movements by stopping their limbs</p> <p>Uses equipment to move things like water</p> <ul style="list-style-type: none"> • Daily signing in • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Can walk at a speed set by an adult</p> <p>Participates in tidying up moving something to the correct place</p> <p>Is aware and follows</p> <ul style="list-style-type: none"> • Phonics daily games • Outside time: assault course, small apparatus, bikes, hoops, skipping • Sports coach weekly and GetSet4PE – Dance 	<p>Fine motor Uses/holds scissors correctly</p> <p>Using a knife and fork with support/ modelling by an Adult</p> <p>Can squeeze, roll and pinch playdough showing a good pincer grip</p> <p>Beginning to draw people (head with legs)</p> <p>Gives meaning to marks they have made</p> <p>Some lower-case letters are formed correctly</p> <ul style="list-style-type: none"> • Handwriting • Daily signing in • Shared, guided and independent writing • Daily Phonics • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Is aware and follows safety of not running in unsafe locations</p>	<p>Fine motor Makes marks using crayons</p> <p>Uses a range of tools and equipment.</p> <ul style="list-style-type: none"> • Daily signing in • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Controls equipment more capably by moving items to the right part of their body</p> <p>Controls their body by moving around safely</p> <p>Can use their strength to move from one thing to another</p> <ul style="list-style-type: none"> • Phonics daily games • Outside time: course, small apparatus, bikes, hoops, skipping • Sports coach weekly & 	<p>Fine motor Tripod grasp used</p> <p>Uses smaller scale threading equipment with control (beads)</p> <p>Uses smaller construction toys like Lego to make models</p> <p>Using a knife and fork to cut softer foods</p> <p>Use a hole punch</p> <p>Drawings include squares, rectangles, circles, crosses and letters</p> <p>When drawing people's details emerging such as fingers, arms and trunk</p> <p>Majority of letters are recognisable, and the majority correctly formed</p> <ul style="list-style-type: none"> • Handwriting • Daily signing in • Shared, guided and independent writing weekly • Phonics daily • Model making • Construction • Threading • Baking • Water play • Mud kitchen 	<p>Fine motor Uses a range of tools and equipment with some control</p> <p>Starts to recognise the changes they can make using tools and equipment</p> <ul style="list-style-type: none"> • Daily signing in • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, painting, threading</p> <p>Gross motor Shows some control over their choice of tools</p> <p>Shows increasing development of control over trickier tools, e.g. a flag, a spade</p> <p>Starts to control the body to work with others</p> <ul style="list-style-type: none"> • Phonics daily games • Outside time: course, small apparatus, bikes, hoops, skipping • Sports coach weekly & 	<p>Fine motor Tripod used in most cases</p> <p>Gaining Confidence in using a knife and fork to cut up own food</p> <p>Joins using hole punches and split pins</p> <p>Can use glue sticks and twist the end when needed</p> <p>Begins to show control when colouring and painting</p> <ul style="list-style-type: none"> • Handwriting • Daily signing in • Shared, guided and independent writing weekly • Phonics daily • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Skilfully and confidently: rolls,</p>	<p>Fine motor skills ELG Shows more fine motor control with tools</p> <p>Shows finer control with smaller tools whilst still needing some help with tricky things like buttons</p> <p>Be more in control of the tools being used, e.g., can make some more controlled marks with crayons and pencils</p> <p>Gross motor skills ELG Shows good control in large movements like changing direction when running</p> <p>Begins to control smaller tools</p> <ul style="list-style-type: none"> • Outside time: course, small apparatus, bikes, hoops, skipping weekly & GetSet4PE Outdoor Games <p>Demonstrate strength, balance and co-ordination when playing</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Fine motor skills ELG Shows more fine motor control with tools</p> <p>Shows finer control with smaller tools whilst still needing some help with tricky things like buttons</p> <p>Be more in control of the tools being used, e.g., can make some more controlled marks with crayons and pencils</p> <p>Gross motor skills ELG Negotiates space and obstacles safely, with consideration for themselves and others</p> <p>Begins to control smaller tools</p> <ul style="list-style-type: none"> • Outside time: course, small apparatus, bikes, hoops, skipping weekly & GetSet4PE Athletics <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Fine motor skills ELG Shows more fine motor control with tools</p> <p>Shows finer control with smaller tools whilst still needing some help with tricky things like buttons</p> <p>Be more in control of the tools being used, e.g., can make some more controlled marks with crayons and pencils</p> <p>Gross motor skills ELG Negotiates space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and co-ordination when playing</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Fine motor skills ELG Shows more fine motor control with tools</p> <p>Shows finer control with smaller tools whilst still needing some help with tricky things like buttons</p> <p>Be more in control of the tools being used, e.g., can make some more controlled marks with crayons and pencils</p> <p>Gross motor skills ELG Negotiates space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and co-ordination when playing</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Fine motor skills ELG Shows more fine motor control with 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	<ul style="list-style-type: none"> • Parachute games 	<p>Can copy simple dance moves and gestures (like tip and toe around the room)</p> <p>Safely uses equipment in the playground. For example, the slide or monkey bars</p> <p>Can sit crossed legged on the carpet Can throw and kick a ball</p> <ul style="list-style-type: none"> • Outside time: assault course, small apparatus, bikes, hoops, skipping • Sports coach weekly & GetSet4PE – Fundamental Skills • Gardening • Kite flying • Parachute games 	<ul style="list-style-type: none"> • Gardening • Parachute games 	<p>Negotiates obstacles when running in a large space</p> <p>Can move body parts in response to music (stamping and clapping)</p> <p>Balances on one foot and can hop confidently</p> <p>Balances on blocks and planks confidently</p> <p>Can catch a large ball</p> <p>Can throw a soft ball into a bucket</p> <ul style="list-style-type: none"> • Outside time: assault course, small apparatus, bikes, hoops, skipping • Sports coach weekly & GetSet4PE – Dance • Gardening • Kite flying • Parachute games 	<p>GetSet4PE Target Games</p> <ul style="list-style-type: none"> • Gardening • Kite flying • Parachute games 	<p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Adjusts speed and direction when in chasing games</p> <p>Travels skilfully and safely on around, over and through the climbing frame</p> <p>Can start to express feelings using music</p> <p>Can throw a large ball with increased control – to a friend</p> <p>Can hold a small ball (ping pong) on a spoon with increasing control</p> <p>Balances when using climbing equipment</p> <ul style="list-style-type: none"> • Outside time: course, small apparatus, bikes, hoops, skipping • Sports coach weekly & GetSet4PE Target Games • Gardening • Kite flying • Parachute games 	<p>GetSet4PE Ball Skills</p> <ul style="list-style-type: none"> • Gardening • Kite flying • Parachute games 	<p>crawls, jumps, hops, skips and climbs</p> <p>Can start to respond and move their bodies to faster and slower music</p> <p>Beginning to catch a small ball (tennis ball)</p> <p>Skilfully throws/kicks a large Ball</p> <p>Can self-balance when walking across a PE bench</p> <ul style="list-style-type: none"> • Outside time: course, small apparatus, bikes, hoops, skipping • Sports coach weekly & GetSet4PE Ball Skills • Gardening • Kite flying • Parachute games 		<ul style="list-style-type: none"> • Outside time: course, small apparatus, bikes, hoops, skipping • Sports coach weekly & GetSet4PE Outdoor Games 		<ul style="list-style-type: none"> • Outside time: course, small apparatus, bikes, hoops, skipping • Sports coach weekly & GetSet4PE Striking and Fielding
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Literacy	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Phonics Little Wandle	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 2 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 4 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 4 Weekly handwriting 3 reading sessions weekly
	Engages with books in some way Enjoys the experience of sharing a story Engages with songs/rhymes and books in some way Shows an interest in words, books, print and songs Children show an interest in writing and watch adults as they write Children point to the words in a book	Name writing Giving meaning to marks Matching pictures to initial sounds Matching pictures to words Spell words by identifying sounds and then writing the sound with letters (range depending on ability) Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year	Begins to engage with literacy resources in their own way Engages with words, books, print and songs more independently during their play Children can talk about the picture in a book and know it is related to the writing Mark making with a range of Tools Shows engagement with stories by participating in some way Shows particular interest in stories or parts of stories	Listening to and hearing sounds in CVC words Identifying sounds on a grapheme chart Beginning to form letters correctly by finding and recording the correct graphemes Shared writes with adults (start sentence writing) Listening to familiar stories and able to recall facts Reading words/phrases through sound- blending Handwriting – linked to letters in name and to taught phonics letter sounds Whole class reading and 1:1 throughout the year	Beginning to make links between what they can hear and what they can see Begins to understand that print/words carry meaning Pays close attention to stories and rhymes when prompted Listens intently most of the time and shows some listening skills Mark making inside and Outside Shows more control in a range of tools Points in sequence to several objects.	Continue to write CVC words, using sound mat to find and record the correct letters (including digraphs and trigraphs) Learning to write short sentences, using a capital letter and full stop (through range of shared/modelled write experiences) Read phrases/sentences Read some common exception Words Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year.	Identifies environmental sounds and can copy/repeat some Identifies instrumental sounds and can copy/repeat some Mark making and drawing with a range of tools and equipment Can say what their marks mean Likes to read a book with an Adult Will talk about the pictures and what is happening. Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year.	Continue to write CVC words, using sound mat to find and record the correct letters (including digraphs and trigraphs) Learning to write short sentences, using a capital letter and full stop (through range of shared/modelled write experiences) Read phrases/sentences Read some common exception Words Handwriting – linked to letters in name and to taught phonics letter- sounds Whole class reading and 1:1 throughout the year	Knows where to find the story on the page Can identify some signage in the classroom Explores different ways of making sounds with their bodies, sings songs and rhymes independently Hears initial sound phonemes and applies knowledge to alliteration Shows consideration when mark making of Starts to take their time changing their tool as the marks progress Can copy with increasing control Read phrases/sente nces which include digraphs and trigraphs	Continue to write CVC words, using grapheme chart to find and record the correct letters (including digraphs and trigraphs) Beginning to write CVCC and CCVC words Write short sentences, using a capital letter and full-stop (through range of shared/modell ed write experiences) Reread what they have written Read phrases/sente nces which include digraphs and trigraphs	ELG Nursery: Can talk about the characters in a Story Can talk about the story events in simple terms Explores and creates sound words Claps syllables in words Reads some meaningful key words and can orally segment and blend words Starts to make shapes that are recognisable as pre-letter shapes Can start to write name as a shape Read phrases/sente nces which include digraphs and trigraphs	ELG Reception: Continue to write CVC words, using sound mat to find and record the correct letters (including digraphs and trigraphs) Beginning to write CVCC and CCVC words Write short sentences, using a capital letter and full-stop (through range of shared/modell ed write experiences) Re-read what they have written Read phrases/sente nces which include digraphs and trigraphs

											<p>Read some common exception words</p> <p>Handwriting – linked to letters in name and to taught phonics letter sounds</p> <p>Whole class reading and 1:1 throughout the year</p>	<p>Read some common exception words</p> <p>Handwriting – linked to letters in name and to taught phonics letter- sounds</p> <p>Whole class reading and 1:1 throughout the year</p> <p>Literacy Reception Core Vocabulary Book front/back cover page turn pencil fast slow loud quiet rhyme character event setting blend segment sentence full stop capital letter finger spaces grapheme phoneme digraph trigraph letter beginning middle end blurb title page fiction non-fiction question mark author illustrator exclamation mark question</p>
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Mathematics White Rose Maths	Nursery More than, fewer than, same Explore and build with shapes and objects Explore Repeats Hear and say number names	Reception Match, Sort and Compare Talk about measure and patterns	Nursery Begin to order number names I see 1,2,3 Join in with repeats Explore position and space	Reception It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Nursery Show me 1,2,3 Move and label 1,2,3 Explore position and routes Explore Patterns	Reception Alive in 5 Mass and Capacity Growing 6,7,8	Nursery Take and give 1,2,3 Match, talk, push and pull Talk about dots Compare and sort collections	Reception Length, Height and Time Building 9 and 10 Explore 3D Shapes	Nursery Lead on own repeats Start to puzzle Making patterns together Make games and actions	Reception To 20 and beyond How many now? Manipulate, compose and decompose	Nursery Show me 5 My own patterns Shop at 1,2,3,4,5 Match, sort, compare	Reception Sharing and grouping Visualise, build and map Make Connections
Understanding the World	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
	Children notice what is happening around them and start to show curiosity about the changes that may happen to the environment Children know there are different ways to move from one place to another Know things are used in different ways (e.g. a ball for rolling or throwing, a toy car for pushing)	Can talk about their own family and the people around them describing features about them Know features of their own Environment Notice features of the immediate environment Start to talk about the passages in time and understand significant events in their own timeline	Children look at photographs of themselves and can identify themselves. Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Children show they are noticing changes by pointing to things that are different and acknowledging when things are different.	Know some features of a different environment and what makes it different. Start to talk about changes like the weather. Start to understand events outside their own timeline.	Children start to see when things are the same and show a curiosity when things are the different. Children talk about their own family. Uses all their senses in hands-on exploration of natural materials.	Start to understand similarity. Know some features of a different environment and what makes it different. Talk about events of personal significance.	Children start to be curious about the people around them. They show interest in characters in stories and people in school. Children notice differences in story books etc. Children start to explore the environment around them.	Show that there are different and significant celebrations. Show some understanding of difference. Know there are locations beyond their own and that these are represented in different ways. Start to show curiosity and wonder when involved in investigations.	ELG Nursery Past and Present Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features. Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features ELG Nursery People, Culture and Communities Makes connections between the features of their family and other families.	ELG Past and Present Talk about the lives of the people around them and their roles in society Reception Core Vocabulary Time new old young before after now past present future similar/similarities different/differences first then next finally yesterday ELG People, Culture and Communities Explain some similarities and differences between life in	ELG Nursery Past and Present Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features. Children show an interest in the people in their family and can tell some simple facts about their family. ELG Nursery People, Culture and Communities They recognise some families have similar features	ELG Past and Present Talk about the lives of the people around them and their roles in society Reception Core Vocabulary Time new old young before after now past present future similar/similarities different/differences first then next finally yesterday ELG People, Culture and Communities Explain some similarities and differences between life in

									<p>Knows simple features of their own environment.</p> <p>ELG Nursery Natural World Children start to notice when things have changes with support from an adult.</p> <p>Children start to understand they can influence their environment and make changes to the space around them.</p>	<p>this country and other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate)</p> <p>Reception core vocabulary England United Kingdom (UK) London school home church shop park hospital town country holiday world map Artic Antarctica forest/woodland jungle/rainforest desert ocean/sea Earth library car truck lorry van bus train aeroplane police car ambulance boat maps countries transport travel journey building house flat bungalow cottage castle road path motorway rivers canal farm</p>	<p>and Communities Makes connections between the features of their family and other families.</p> <p>Knows simple features of their own environment.</p> <p>ELG Nursery Natural World Children start to notice when things have changes with support from an adult.</p> <p>Children start to understand they can influence their environment and make changes to the space around them.</p>	<p>this country and other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate)</p> <p>Reception core vocabulary England United Kingdom (UK) London school home church shop park hospital town country holiday world map Artic Antarctica forest/woodland jungle/rainforest desert ocean/sea Earth library car truck lorry van bus train aeroplane police car ambulance boat maps countries transport travel journey building house flat bungalow cottage castle road path motorway rivers canal farm</p>
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										<p>ELG: Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Reception Core Vocabulary Cow duck sheep horse pig cat dog lion tiger giraffe hippopotamus elephant crocodile fish octopus whale dolphin dinosaur weather sunny cloudy rainy windy icy snowy foggy cold warm stormy plant stem root leaf petal flower grow seed bulb light dark living not living seasons world land sea ocean environment globe space planets pollution recycle litter materials plastic metal float sink beach seaside mountains</p>	<p>ELG: Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Reception Core Vocabulary Cow duck sheep horse pig cat dog lion tiger giraffe hippopotamus elephant crocodile fish octopus whale dolphin dinosaur weather sunny cloudy rainy windy icy snowy foggy cold warm stormy plant stem root leaf petal flower grow seed bulb light dark living not living seasons world land sea ocean environment globe space planets pollution recycle litter materials plastic metal float sink beach seaside mountains</p>
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Expressive Arts and Design	RE Who am I? Harvest Which Stories are special and why?		Re Diwali Christmas Which people are special and why?		RE Who are you? Which places are special and why?		Re Who are you? Easter What times are special and why?		Re Who is God? Belonging: who are we and how do we belong?		RE Who is God? Our wonderful world: how can we care for living things and the earth?	
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
<p>Begins to move to music (babbling/makes sounds to simple songs)</p> <p>Listens to music and makes sounds along with the music</p> <p>With support and guidance is interested in using larger writing tools for larger mark making</p> <p>Experiences of child's interest</p> <ul style="list-style-type: none"> Mixed media collage faces Portraits Sponge printing Clay faces Sketching a friend Threading a face/person Creating pictures or collages of themselves, friends, family and Community Making hand and footprints using paint 	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play</p> <p>Explore colour and colour mixing</p> <p>Sing a range of well-known nursery rhymes and songs</p> <ul style="list-style-type: none"> Mixed media collage faces Portraits Smelly blossom trees Sponge printing Clay faces Sketching a friend Threading a face/person Creating pictures or collages of themselves, friends, family and Community Making hand and footprints using paint Making fingerprints using ink pads Music: Charanga - Me 	<p>Moves and interacts to music</p> <p>Claps with adults to the music</p> <p>Shows interest in mark marking large and sometimes small scale</p> <ul style="list-style-type: none"> Clay divas-thumb pots/coil pots Mixed media Ravana face Lanterns making Rangoli patterns paint, pasta and beans, chalk, felts Dancing to Bollywood music Christmas decoration activities Charanga – My stories Christmas production 	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Clay divas-thumb pots/coil pots Mixed media Ravana face Lanterns making Rangoli patterns paint, pasta and beans, chalk, felts Dancing to Bollywood music Christmas decoration activities Charanga – My stories Christmas 	<p>Sings and makes sounds</p> <p>Enjoys making sounds with musical instruments, moving to music</p> <p>Begins to make deliberate lines and circles</p> <ul style="list-style-type: none"> We will be learning about Chinese New Year celebrations and creating artwork around this celebration. Life cycles of caterpillars and frogs. Butterfly symmetry painting. Painting numbers Threading a number 3 Sponge printing 0-5 Acting out the story Charanga – Everyone! 	<p>Explore and engage in music making and dance, performing solo or in a group</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Join different materials and explore different textures</p> <ul style="list-style-type: none"> We will be learning about Chinese New Year celebrations and creating artwork around this celebration. Life cycles of caterpillars and frogs. Butterfly symmetry 	<p>Enjoys making sounds with musical instruments whilst moving to music</p> <p>Likes listening to music and responds to songs and music</p> <p>Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper</p> <ul style="list-style-type: none"> We will be looking at nature and the changing seasons. observational drawing of plants/seeds. Food technology linked to plants. Charanga – Our World 	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Join different materials and explore different textures</p> <ul style="list-style-type: none"> We will be looking at nature and the changing seasons. observational drawing of plants/seeds. Food technology linked to plants. Charanga – Our World 	<p>ELG Nursery: Creating with materials</p> <p>Experimentation of marks and mark-making using colour, texture and senses.</p> <p>More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.</p> <p>ELG Nursery: Being imaginative and expressive</p> <p>Shows a preference for types and methods of expression and shows more control when expressing themselves.</p> <p>Imaginatively plays with small world and in the role play developing ideas and scenarios.</p> <p>Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse.</p> <ul style="list-style-type: none"> Charanga – Big Bear Funk 	<p>ELG Reception: Creating with materials</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>ELG Reception: Being imaginative and expressive</p> <p>Invent, adapt and recount narratives and</p>	<p>ELG Nursery: Creating with materials</p> <p>Experimentation of marks and mark-making using colour, texture and senses.</p> <p>More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.</p> <p>ELG Nursery: Being imaginative and expressive</p> <p>Shows a preference for types and methods of expression and shows more control when expressing themselves.</p> <p>Imaginatively plays with small world and in the role play developing ideas and scenarios.</p>	<p>ELG Reception: Creating with materials</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>ELG Reception: Being imaginative and expressive</p> <p>Invent, adapt and recount narratives and</p>	

	<ul style="list-style-type: none"> • Making fingerprints using ink pads • Music: Charanga - Me 					<p>painting. Painting numbers</p> <ul style="list-style-type: none"> • Threading a number 3 • Sponge printing 0-5 • Acting out the story • Charanga – Everyone! 				<p>stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time to the music (when appropriate)</p> <ul style="list-style-type: none"> • Charanga – Big Bear Funk 	<p>Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse.</p> <ul style="list-style-type: none"> • Charanga – Reflect, Rewind and Replay 	<p>stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time to the music (when appropriate)</p> <ul style="list-style-type: none"> • Charanga – Reflect, Rewind and Replay
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