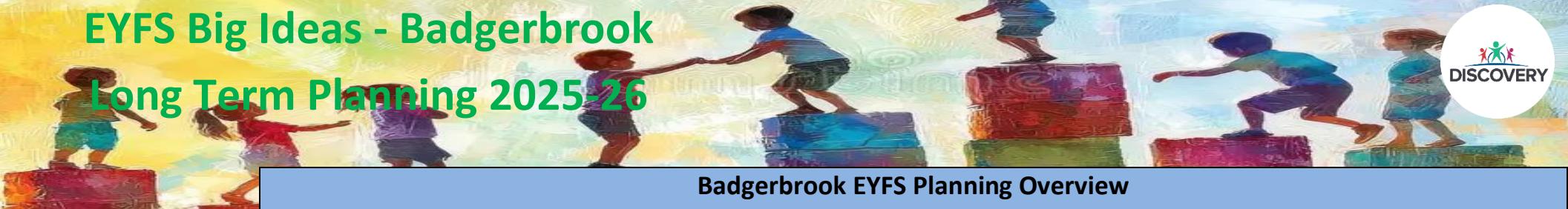


EYFS Big Ideas - Badgerbrook

Long Term Planning 2025-26



Badgerbrook EYFS Planning Overview			
Topic title	Autumn	Spring	Summer
Purpose	All About Me & Autumn Adventure	Our World & How We Care for it	Journeys & Traditional Tales
	<p>Autumn 1: To share about their own families and home life. To think about our bodies and what they need to stay healthy. To build friendships with others and understand how to treat others with respect. To explore harvest time and farming through the story the Little Red Hen. To develop comprehension and communication skills through listening to stories and nursery rhymes and changing them to make them our own, describing pictures and sharing about familiar experiences. To hear and write the initial sounds in words and begin to read and write CVC words.</p> <p>Autumn 2: To become confident in segmenting and blending sounds, in order to read and write CVC words. To improve and widen our understanding of the world by learning about British wildlife, seasonal changes during autumn time, and what can be found in the nights sky. To discover colours and learn about the Artist Mondrian. To explore celebrations which take place at this time of the year, comparing how they are celebrated and sharing our own experiences.</p>	<p>Spring 1 and 2: To explore similarities and differences between the UK and other regions of the world. To use this vocabulary to orally compare life in our county and other counties. To discover the local area and follow a simple map around Whetstone. To explore Chinese New Year and how it is celebrated. To develop knowledge of different types of animals and how they are adapted to suit their climate. To explore some negative effects on the environment such as littering, and how we can care for our local environment. To plant seeds and care for growing plants, developing an understanding of the key features a plant lifecycle. To read and write captions containing set 1 and 2 sounds, and red words taught so far. To perfect letter formation of lower-case letters.</p>	<p>Summer 1: To explore modes of transport from the past and present, using their understanding of the world to describe where they could take us. To talk about the differences between materials and changes they notice, exploring concepts such as floating and sinking. To write short sentences using capital letters, finger spaces and full stops.</p> <p>Summer 2: To talk about the past in contrast to the present using pictures, characters and stories. To speak in longer sentences using conjunctions. To develop use of describing words, expanding the children's vocabulary. To write multiple sentences using our writing rules, aiming to do so independently. To perfect letter formation of capital letters.</p>
British Values			
Visit/ experience linked to the topic	Autumn walk around the school environment	African drumming/music session in school?	Fairy tale dress up day Summer 1 farm trip

Overall outcome for topic (showcase)	Oracy: to share about a celebration they have taken part in and the significance of this. To perform Christmas songs Nativity in front of an audience.	To create a habitat in our outdoor space for a minibeast. To develop our EYFS garden. To perform a dragon dance around the school	To perform a class assembly to parents and the school.			
Parental involvement	Phonics meeting Christmas crafts	Grandparents' day to help with gardening	Sports Day			
Key Texts for story times	<ul style="list-style-type: none"> -Colour Monster Goes to School -I'm Too Small for School -Alfie & the Big Boys -The Worrysaurus -Elmer -Mega Magic Hair Swap -The Koala Who Could -Ruby's Worry -Meesha Makes Friends -Puffin Peter -Paperdolls -Hair Love -Grandpa's Magic Slippers -Full, Full, Full of Love -Supertato -The Runaway Pea -Non-fiction books about going to the doctors and dentist -Oliver's Vegetables -A Squash and a Squeeze -Farmer Duck Rosie's walk The Little Red Hen Giraffes can't dance 	<ul style="list-style-type: none"> -Little Goose's Autumn -Squirrel's Autumn Search -Dipal's Diwali Rama and Sita -The Witches Kitchen -Room on the Broom -After Storm the Storm -Oliver's Wood -Wow Said the Owl Owl Babies -Going on a Bear hunt -Bear Snores On -Whatever Next -Laura's Star -Peace at Last -Goodnight Harry -Space Shuttle Blasts Off -Charlie & the Cheese Monster -Where's the Moon? -Look Up -The Sea of Tranquillity Mouse paint Christmas Nativity story 	<ul style="list-style-type: none"> -Cave Baby -Stone Age Boy -Lost and Found -Polar Bear Child -Polar Skater -Polar animal non-fiction books -Mr. Wrinkles -The Lion Inside -Pardon said the Giraffe -Trunk Trouble -Handa's Surprise -Handa's Hen -Giraffe's Can't Dance -The Selfish Crocodile -Billy's Bucket -Commotion in the Ocean -The Whale Who Wanted More -Little Whale's Song The Chinese New Year Race 	<ul style="list-style-type: none"> -Jellyfish are Disgusting -Sharing a Shell -House for a Hermit Crab -Rainbow Fish -What do we like and dislike about our Earth -Here we are -Spring non-fiction books -One Springy Day -Non-fiction books about deserts -Alan's Big Scary Teeth -Little Monkey -The Skipping Rope Snake -Monkey Puzzle -Everybody loves butterflies -Are you a ladybird? -Superworm -The Very Lazy Ladybird -Caterpillar's wish -The Very Hungry Caterpillar -Non-fiction books – Butterfly lifecycle 	<ul style="list-style-type: none"> -Penguin on Holiday -Ted's Big Adventures -Schnitzel Von Krum -Six D.S Highland Adventure -The Train Ride -Sammy Goes Flying -Pip and Posey Beach day -Steam train non-fiction books Oi! Get off our Train -The Runaway Train -Dear Zoo -The Zoo Vet -Zoo animal non-fiction books -On a Pirate Ship -The Night Pirates -Portside Pirates -Henry's Pirate Surprise -Pirate Pool -Captain Pike -Pirates in Underpants -Peepo 	<ul style="list-style-type: none"> -Jack and the Beanstalk -Fairy Tale Forest book -The Smartest Giant in Town -Giant on holiday -The Gingerbread Man -The Wishing Dish -The Ugly Duckling -The Three Little Pigs -Keep Out Bears About -The Elves and the Shoemaker -Dragon stories in different cultures -The Kissed that Missed -The Dragon & the Nibblesome Knight -Dragon Stew -The Four Dragons -The Princess & the Dragon -Cinderella -The Queen's Hat -The Mega Magic Teacher Swap
Phonics	RWI T4W units					

	<ul style="list-style-type: none"> Teach set 1 sounds Learning to blend Practise handwriting Use the starting strong tracker to bridge gaps Assessment at the end of the first half term 	<ul style="list-style-type: none"> Use the RWI portal to help split children into the correct groups Practise blending and making words Writing CVC words Practising handwriting Start reading Red Ditty books Assessment at the end of Spring term 	<ul style="list-style-type: none"> Use the RWI portal to assess the children Split into groups that match their assessment Start green, purple/pink books Continue to oral blend, word time and writing words and phrases
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Red Words that occur in each book	<p>Red books</p> <p>Put The I No My For He Was To We All Of</p>	<p>Green books</p> <p>Put The I No My For He Was Of of To Baby To be We Your you said are</p>	<p>Purple books</p> <p>Put The I No My Me He Go Your So Of to You Be Are</p>	<p>Pink books</p> <p>Put The Ive No My Like He We Your Said You Be All Are Call Go Her Me She Want some</p>
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English	Key English texts Autumn 1	Key English texts Autumn 2	Key English texts Spring 1	Key English texts Spring 2	Key English texts Summer 1	Key English texts Summer 2
	<ul style="list-style-type: none"> All kinds of people Handful of buttons Elmer Nursery rhymes Re-do own nursery rhymes The little Red Hen 	<ul style="list-style-type: none"> Rama and Sita story Non-fiction bonfire night After the storm Bear Hunt The Gruffalo The nativity story 	<ul style="list-style-type: none"> Non-fiction Whetstone Non-fiction Africa Anna Hibiscus The race story (Chinese New Year) 	<ul style="list-style-type: none"> Non-fiction-spring The tiny seed Sam plants a sunflower Non-fiction book from a seed to a sunflower The hungry caterpillar Non-fiction caterpillar/butterfly 	<ul style="list-style-type: none"> Non-fiction transport now and then The Train ride Rosie's walk What the ladybird heard Non-fiction farm (trip to farm) 	<ul style="list-style-type: none"> The gingerbread man The Three Little Pigs Goldilocks Jack and the beanstalk The princess and the dragon

	<ul style="list-style-type: none"> • Oliver's vegetables 		<ul style="list-style-type: none"> • Non-fiction under the sea • Fidgety fish 			
Key Literacy skills	<ul style="list-style-type: none"> • Name writing • Shows preference to dominant hand • Draws pre-writing shapes • Uses a comfortable pencil grip 	<ul style="list-style-type: none"> • Hear and writes initial sounds • Independently segments sound in words to write CVC word • With support begins to write a simple phrase • Begins to form some lower case letters correctly 	<ul style="list-style-type: none"> • Writes phonetically decodable words • Introduce sentence writing using capital letters and full stops • Spells red words correctly that have been taught. 	<ul style="list-style-type: none"> • Orally rehearse and write a simple caption • Writes more letters correctly • Begin to use apply capital letter, finger spaces and full stops to their writing. • Writes a range of red words correctly. 	<ul style="list-style-type: none"> • Writes a series of simple sentences using a capital letter, finger space and full stop. • Spell words with more than one syllable • Begins to re-read their sentence to check. • Most letters to be formed correctly 	<ul style="list-style-type: none"> • Independently write a series of simple sentences using a capital letter, finger space and full stop. • Spell words with more than one syllable • Begins to re-read their sentence to check. • Most letters to be formed correctly
Traditional rhymes	Hickory Dickory Dock Twinkle Twinkle Little Star Once I Caught A Fish Alive This Old Man Five Little Ducks Five Little Speckled Frogs The Wheels On The Bus Pat a Cake One, Two, Buckle My Shoe	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat Hot Cross Buns Humpty Dumpty She'll Be Coming Round The Mountain Five Little Men In A Flying Saucer	Wind the Bobbin Up Rock a Bye Baby Five Little Monkeys Heads, Shoulders, Knees and Toes If You're Happy And You Know It It's Raining, It's Pouring Pussy Cat, Pussy Cat Sing A Song Of Sixpence	The Grand Old Duke of York I'm a Little Teapot Little Bo Peep Little Miss Muffet London Bridge Hey Diddle Diddle Ring O'Roses Here We Go Round The Mulberry Bush	Little Boy Blue Mary Had A Little Lamb Mary, Mary, Quite Contrary Little Tommy Tucker Pop Goes The Weasel Old Mother Hubbard Wee Willy Winkie Two Little Dickie Birds Polly Put The Kettle On	Jack be nimble Jack and Jill See Saw, Margery Daw Simple Simon Three Blind Mice Frere Jaques There Was An Old Woman Who Lived in A Shoe
	NCETM					
Mathematics	Autumn term Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will		Spring term Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when		Summer term Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting	

	explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.	two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.	strategies. They will secure knowledge of number facts through varied practice.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene large scale movements for writing. Upper body strength and core control to encourage good posture and sitting positions. Scissor skills. Developing a comfortable pencil grip.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Scissor skills. Developing a comfortable pencil grip and using a pencil with increased control</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop skill and control when balancing, showing spatial awareness and agility when moving on equipment. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop an awareness of being healthy with healthy foods. Understand the need for a variety of foods.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Weekly PE sessions that are taught through the Getset4PE.</p>					
Art and Design	<p>Art and Design is taught within the continuous provision. We use Kapow to help plan fun, hands-on activities in a developmentally appropriate way. The Kapow scheme helps children to strengthen key skills and explore new techniques and ideas. The scheme also links to relevant outcomes and the Early Learning Goals from the Development Matters (EYFS Statutory Framework) making it easy to ensure the children build the basic skills ready for Year 1.</p>					
PSHE/RSE	<p>PSHE is an important part of our curriculum. We use Kapow to teach lessons each week, but we are consistently teaching the silks taught through Kapow in the continuous provision to ensure children develop the appropriate skills ready to move into Year 1.</p>					
	Autumn 1- All About Me					
	Personal, Social and Emotional Development & Communication and Language <u>Early Learning Goal Focus</u>	Understanding of the World <u>Early Learning Goal Focus</u> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. 	Expressive Arts and Design <u>Early Learning Goal Focus</u> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Sing a range of well-known nursery rhymes and songs. 			

<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards 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. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • Understand the reason for rules and know right from wrong. • See themselves as a valuable individual. • Build Constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Understand how to listen carefully and know why listening is important. • Learn new vocabulary to describe body and feelings. • Engage in story time. • Develop social phrases. • Describe events in some detail. • Understand how to toilet independently and why we wash out hands 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special -Discuss why we go to school? What do we learn? • Compare and contrast characters from stories • My Body, Your Body – inclusion and diversity • Name and describe people who are familiar to them • Share about members of immediate family • Explore different types of families and understand that differences are okay • Explore map of local area – school, shops, houses • Learn about farming and harvest time – where does our food come from 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • Name common colours • Create self-portrait looking carefully at facial features and using a range of materials • Join in singing traditional rhymes and songs • Draw and label immediate family • Make lolly stick houses with family • Make a collage of healthy food • Act in the home corner role play – look after babies • Paint using large brushes - Little Red Hen • Print with cotton buds to decorate autumn tree outline
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Autumn 2- Autumn Adventure

<p>Personal, Social and Emotional Development</p> <p><u>Early Learning Goal Focus</u></p> <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. • Work and play cooperatively and take turns with others. 	<p>Understanding of the World</p> <p><u>Early Learning Goal Focus</u></p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p><u>Early Learning Goal Focus</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher.
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	<ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Granular Knowledge:</u></p> <ul style="list-style-type: none"> • Use new vocabulary about celebrations • Use new vocabulary about woodland animals • Share and talk about celebrations • Listen and engage in PSED Story: The Squirrels Who Squabbled – importance of sharing • Learn about Anti Bullying week – how should we treat others? What should we do if we see bullying? • Listen and engage in PSED story: Can't you sleep Little Bear – how could we reassure the baby bear? • Listen and engage in PSED Story: The Noisy Night – address bedtime concerns • Understanding the importance of sleep – share bedtime routines 	<p><u>Granular Knowledge:</u></p> <ul style="list-style-type: none"> • Identify some signs of winter • Explore freezing and cooling with ice • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. • RE: Diwali – recognise that people have different beliefs and celebrate special times differently • Researching owls and nocturnal animals using the internet • Understanding why animals hibernate and other ways they survive in the cold. • Where do bears live in the world? Explore using Google Maps • Sorting day and night time activities • Looking and theorising about the night sky • Learn about Astronauts jobs • RE: Christianity – -Why is Christmas special for Christians? • Why is the word 'God' so important to Christians? 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><u>Granular Knowledge:</u></p> <ul style="list-style-type: none"> • Mould clay diva lamps • Toilet roll firework pictures • Use chalk to create firework art • Act in park keeper role play, look after animals • Create tissue paper Poppies for Remembrance Day • Develop cutting skills – start intervention for those who are struggling. • Colour mixing leaf tree art • Create own Mondrian artwork • Sing a range of songs/nativity in front of an audience for the Christmas production • Act in Christmas wrapping station role play • Make Christmas cards and decorations
<h2>Spring 1- Our World</h2>			
<p>Personal, Social and Emotional Development</p> <p><u>Early Learning Goal Focus</u></p> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. • 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. • 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. 		<p>Understanding of the World</p> <p><u>Early Learning Goal Focus</u></p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, 	<p>Expressive Arts and Design</p> <p><u>Early Learning Goal Focus</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><u>Granular Knowledge:</u></p>

	<p>Granular Knowledge</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Grow in independence and know how to look after their body. • Listen to and talk about stories to build familiarity and understanding. • PSHE: Show resilience and perseverance in the face of a challenge. Story: Lion Inside – how we can be brave/overcoming fears • PSHE: Show resilience and perseverance in the face of a challenge. Story: Giraffes can't Dance 'I can...' – also link to growth mindset 	<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Granular Knowledge</p> <ul style="list-style-type: none"> • Use Google Earth to explore oceans • Learn about Chinese New Year and how it's celebrated • Learn the names of African animals • Draw comparisons of life in Africa and the UK • Identify the UK on the world map – use Google Earth to explore the world • Use a simple map to explore Whetstone • Learn about sea creatures and their habitats <ul style="list-style-type: none"> • Act in the explorer role play using maps, clipboards, binoculars, compass • Observational drawings of animals • Use water colours for Savannah painting • Explore African music and use instruments to recreate • Make Chinese Dragon masks • Collage paper plate fish • Flag collage • Instruments to create a piece of music for under the sea
	<h2>Spring 2- How we protect our world</h2>	
	<p>Personal, Social and Emotional Development</p> <p>Early Learning Goal Focus</p> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. • 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. • 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. <p>Understanding of the World</p> <p>Early Learning Goal Focus</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. <p>Expressive Arts and Design</p> <p>Early Learning Goal Focus</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. 	

	<p>Granular Knowledge</p> <ul style="list-style-type: none"> Find solutions to conflicts and rivalries. PSHE Story: The Whale Who Wanted More – what are we grateful for? Do we need more or want more? PSHE Story: Rainbow fish – kindness to others Develop their sense of responsibility and membership of a community. How we can look after our local area – make littering posters PSHE: Safety: What to do if you are lost – link to Monkey Puzzle – describing your parents Develop their sense of responsibility and membership of a community. How we can look after our planet – make posters about how to help the environment PSHE story: The Selfish Crocodile Find solutions to conflicts and rivalries. To engage and talk about non-fiction books to deepen knowledge and vocabulary. 	<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Granular Knowledge</p> <ul style="list-style-type: none"> Look for signs of spring Learn about plastic pollution in oceans. Relate to littering in the UK and effect on wildlife Learn vocabulary to name parts of a plant British Values: Mother's day RE: Celebrating Easter and importance for Christians Classify minibeasts Learn about the caterpillar/butterfly lifecycle What is growing in our outdoor area? How can we look after the plants? Observational drawings of plants and flowers 	<p>Granular Knowledge</p> <ul style="list-style-type: none"> Cut out petals to make flowers Create recycling collage Print using pom-poms to painting easter eggs Make Mother's Day cards Accurately colour plants Observational drawings of daffodils Broccoli blossom trees Fork tulip paintings Paint summer flowers Act in garden centre role play – use till and plant props Learn about the artist Casa Tomada and make our own sculpture of minibeasts
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Summer 1- Journeys

	<p>Personal, Social and Emotional Development</p> <p>Early Learning Goal Focus</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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 	<p>Understanding of the World</p> <p>Early Learning Goal Focus</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>Granular Knowledge</p>	<p>Expressive Arts and Design</p> <p>Early Learning Goal Focus</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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	<p>conjunctions, with modelling and support from their teacher.</p> <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • PSHE: The colour Monster: Introduce the zones, identify emotions related to each zone, share strategies to get back to 'green', sort scenarios between red and yellow problems. Create class toolbox. • Practise speaking longer sentences joined by conjunctions 'In the past... but now...' • Practise extending sentences to support writing task 'If I had wings, I would/could...' • Learn rhymes, poems and song. • Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • RE: Eid al-Fitr – how is it celebrated? Is this similar or different to other celebrations we've learnt about? • British values: St George's Day • Learn new vocabulary for transport old and new • Look at maps - Where could different types of transport take us? • Floating and sinking experiment with different materials • Learn about farm animals • RE: Which stories are special and why – children to share their favourite stories –Intro bible and Qur'an, explain that they are important to Christians and Muslims • Explore how transport, houses, toys and technology has changed over the years. 	<ul style="list-style-type: none"> • <u>Granular Knowledge</u> • Draw a picture from memory of their Easter holiday experience • Paint a scene from a farm • Make junk model boats – what will they need to float? Describe what they used to make it and why • Explore Kandinsky's artwork using pastels, chalks and pens.
Summer 2- Traditional Tales			
	<p>Personal, Social and Emotional Development</p> <p><u>Early Learning Goal Focus</u></p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • 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 teacher. <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • Use new vocabulary in different contexts. • 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 why they might happen • Have a positive attitude towards change and are prepared for the transition to Year 1. Prepare for 	<p>Understanding of the World</p> <p><u>Early Learning Goal Focus</u></p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • Gingerbread man eating experiment • Gingerbread man hunt around school • Exploring materials for the 3 Little Pigs • Heavy and light experiment (wolf) • British values: Father's Day – what do the important men in our lives do for us? How can we say thank you? • What are royal families? Learn key vocab and recall knowledge of UK royal family. 	<p>Expressive Arts and Design</p> <p><u>Early Learning Goal Focus</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • Use fairytale character puppets to act out stories learnt in class. • Bake and decorate gingerbread men • Make Father's day cards • Design and make 3 Little Pig houses from lollipop sticks • Fairy tale dress up day • Draw favourite memory of foundation • Adapt a traditional tale to make up a new tale.

	<p>this change by sharing feelings and referring to the Colour Monster</p> <ul style="list-style-type: none"> • PHSE: How to keep fit and well. Exercising and spending time outside. • PSHE: Think about the perspectives of others. – link to sports day. 		
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Term	Topic	Objectives
Autumn 1	<p>All about me</p> <p>History-Past and present ELG</p> <p>Geography and Science- The Natural World ELG</p>	<p>History My past, present, future</p> <ul style="list-style-type: none"> • Know who my family members are from the past and present and be able to talk about them by looking at photographs. • Know that the future is time to come. • Know about past and present events in their own lives and the lives of family members. <p>Geography</p> <ul style="list-style-type: none"> • To use maps of the local area + google earth to explore our community. • To know about the environment, they are learning in and navigate around the school <p>Science</p> <ul style="list-style-type: none"> • My Body Know the parts of the body including head, shoulders, arms, legs, stomach, back, hands, fingers, feet, knee, toes, elbow, wrist, neck, chest, ankle, shin. • Know the following facial features - face, nose, ears, forehead, eyes, cheeks, chin, mouth. Know the following internal organs - brain (where we think), lungs (fill up with air when we breath), heart (pumps blood around our bodies). • My 5 senses Know the five senses - touch, taste, smell, sight, hearing. Know that senses are the way we learn about the world. Know that some people do not have all 5 senses and must learn about the world with the other senses e.g. someone who is deaf or blind.
Autumn 2	<p>Autumn adventure</p> <p>Science/R.E</p> <p>People, culture and communities ELG (Diwali) The Natural World ELG</p>	<p>Science</p> <ul style="list-style-type: none"> • Light and shadows (linked to Diwali – festival of light) • Know that light enables us to see Know that darkness is the absence of light Know that the following are natural sources of light - Sun Know that the following are man-made sources of light - Lightbulb, television screen Know that a source is where the light begins or comes from. • Know that a shadow occurs when the light is blocked. Know explore making different shadows with your hand/puppets in torchlight/sunlight (shadow paintings on playground) • Winter Link to Seasonal changes: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p>R.E.</p>

		<ul style="list-style-type: none"> • Diwali Links 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. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Autumn 2	History Remembrance around the world History People, culture and communities ELG Past & Present ELG	History <ul style="list-style-type: none"> • Remembrance Sunday- Know that Remembrance Day is on the 11th November every year • Know that it is an event that commemorates the end of World War 1, which ended on 'the 11th hour of the 11th day of the 11th month' in 1918. • Know that we remember the people who have died in wars on Remembrance Sunday. • Know that the poppy is used as a symbol of the day because they grew on the battlefields after World War 1 when many people died over a hundred years ago. • Know that a poppy is a red flower. • Know that paper poppies are sold every year in the weeks before Remembrance Sunday to raise money for soldiers and families of soldiers. • Know that people also hold a two-minute silence to think about those who died.
Spring 1	Our World Science/ Geography/R.E. The Natural World ELG People, culture and communities ELG (Chinese New Year)	Science <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • To make observations of animals and plants and explain why some things occur and talk about changes. • To identify and name a variety of common animals. R.E. <ul style="list-style-type: none"> • Chinese New Year Links 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. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Geography- <ul style="list-style-type: none"> • Use google maps, globe and big floor map to explore where China is • Find out how you get to China • How long does it take to get to China? • Does a village in China look the same as our village?
Spring 2	How we care for it History Science The Natural World ELG Past and Present ELG	Science <ul style="list-style-type: none"> • Link to dinosaur facts- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. History <ul style="list-style-type: none"> • To have an awareness of events beyond living memory that are significant nationally or globally.

		<ul style="list-style-type: none"> • To show an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. <p>R.E.</p> <ul style="list-style-type: none"> • Easter Links Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Summer 1	Journeys History/Science	<p>History</p> <ul style="list-style-type: none"> • Look at transport old and new • How was transport invented cars/buses/trains • Who invented transport? • How has transport developed over the years <p>Science</p> <ul style="list-style-type: none"> • Looking at different materials and whether they can float or sink. • Discover why certain materials float and some sink • Look at misconceptions e.g. do bigger and heavier objects always sink?
Summer 2	Traditional tales History Past and present ELG	<p>History</p> <ul style="list-style-type: none"> • To have an awareness of events beyond living memory that are significant nationally or globally. • To show an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. • 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. <p>R.E.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.