







Wark C of E Primary School Nursery & Reception Long Term Plan 2023-2024

Key Code: Nursery Reception

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Favourite Stories & Traditional Tales	Fantasy Worlds	Fantastic Beasts	Minibeasts	Awesome Asia
Quality Texts: <i>Blue Penguin</i> <i>Brave Bear</i> 	Quality Texts: <i>The Elves & The Shoemaker</i> <i>The Magic Porridge Pot</i> <i>Dear Santa</i> 	Quality Texts: Billy's Bucket Biscuit Bear 	Quality Texts: The Gruffalo Bedtime for Monsters 	Quality Texts: Yucky Worms Arrrghh Spider The Very Hungry Caterpillar 	Quality Texts: Pattan's Pumpkin The Magic Paintbrush 
Visits and Visitors					
Welcome to EYFS meeting Forest School with Kielder Messy Church	Forest School with Kielder EYFS Nativity Seven Stories Christmas Show EYs Stay & Play	Forest School with Kielder Messy Church Laing Art Gallery EYFS Coffee Morning Toddler Group	Trip to Kielder Forest to the Gruffalo Trail EYs Stay & Play Toddler Group	Forest School with Kielder Messy Church	Forest School with Kielder EYs Open Morning Whole School Trip to Adventure Valley Sports Day Transition Day
Key Events					
Harvest Festival Halloween Bonfire Night	Diwali Children in Need Remembrance Day Christmas	New Year Chinese New Year Shrove Tuesday Ash Wednesday Valentines Day	Mothers Day Good Friday Easter Sunday World Book Day Holi Festival Ramadan Red Nose Day	St George's Day	Father's Day

Key Vocabulary

<p>Myself, family, parents, same, different, special, friend, body, house, home, job, senses, happy, sad, hot, cold, Wark, bear, egg, chick, autumn</p> <p>Unique, similar, hearing, see/sight, touch, smell, taste, brave, worried, lonely, freeze, melt, Antarctica, United Kingdom, habitats, life cycle</p>	<p>Story, book, page, cover, title, author, illustrator, letter, words, pictures, listening, first, next, last, now, then,</p> <p>Traditional tale, structure, beginning, middle, end, character, setting, narrative, hero, villain, past, present</p>	<p>Bake, pastry, cutter, mix, peel, heat, cool, sea, land, ocean, habitat, float, sink, winter</p> <p>Ingredients, method, recipe, melt, liquid, solid, heat, coral reefs, mudflats, open ocean, pollution, float, sink</p>	<p>Map, left, right, forwards, backwards, forests, fish, birds,</p> <p>Symbol, direction, nocturnal, diurnal, microhabitats, insect, mammal, reptile, amphibian</p>	<p>Spring, earth worm, mud, spider, caterpillar, underground, web, butterfly</p> <p>Minibeast, lifecycle, metamorphosis, caterpillar, tadpole, insect, arachnid, habitat, behaviour, predators wings, horns, antennae, legs, shell, chrysalis, cocoon</p>	<p>Summer, hot, cold, map, holiday, same, different, house, school, shop, flag</p> <p>Asia, India, China, England, UK, continents, countries, globe, atlas, deserts, mountains, forests, cities, villages, climates.</p>
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Prime Areas

Communication & Language

Listening, Attention and Understanding and Speaking

<p>Start to use talk with familiar adults and peers creating sentences in their play Following instructions Answering questions (what, who, where, when) Develop listening skills during story times - focusing on the story and speaker</p>	<p>Use short sentences to explain Listen to stories and songs with interest and engagement Using a wide range of words appropriately and in context</p>	<p>Joining in with familiar stories and rhymes Using different vocabulary including scientific and linked to stories Starting to show understanding of 'why' questions</p>	<p>Respond appropriately when questioned Pose my own simple questions to find out more Develop vocabulary Join in an recall stories with repetition</p>	<p>Take turns to speak in a conversation Explore the use of conjunctions to connect ideas Use language to explain, retell and describe</p>	<p>Respond to a range of question types - particularly link to 'why' questions Express a point of view Develop a wide ranging vocabulary - scientific and descriptive</p>
<p>Following instructions Turn taking Share ideas and thoughts with adults and peers - using talk Understand how to listen carefully and why listening is important during story times Listen to and talk about stories to build familiarity and understanding. Develop social phrases.</p>	<p>Engage in story times Join in with songs and rhymes Listen to and talk about stories and rhymes Ask questions to find out more and to check they understand what has been said to them</p>	<p>Give opinion and share ideas with confidence in different situations Explain what has happened Engage in non-fiction books. Use full sentences to articulate ideas and thoughts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Respond and question Use full sentences to describe events and retell stories Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p>	<p>Discussion with others Predict what might happen next Asking and answering questions Listen attentively and respond to what they hear with relevant question Listen to and talk about stories to build familiarity and understanding. Retell stories. Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use a full vocabulary including technical language Use conjunctions in sentences Express ideas and feelings, using full sentences, including past, present and future forms. Make comments about what they have heard and ask questions to clarify understanding Engage in back and forth interaction with teachers and peers.</p>

Physical Development
Gross and Fine Motor Skills

<p align="center"><i>Real PE</i> Coordination: Footwork Static Balance: One Leg</p>	<p align="center"><i>Real PE</i> Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated Dance with Pippa</p>	<p align="center"><i>Real PE</i> Dynamic Balance: On a Line Static Balance: Stance Swimming Lessons</p>	<p align="center"><i>Real PE</i> Coordination: Ball Skills Counter Balance: With a Partner Swimming Lessons</p>	<p align="center"><i>Real PE</i> Coordination: Sending and Receiving Agility: Reaction/Response</p>	<p align="center"><i>Real PE</i> Agility: Ball Chasing Static Balance: Floor Work</p>
<p>Revise and use fundamental movement skills e.g. run, jump hop</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Develop dominant hand for pencil control</p>	<p>Negotiate space and obstacles safely</p> <p>Use different movement styles to match situations e.g. crawling through tunnels etc.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate strength, balance and coordination and experiment and use different ways of moving- bikes/ scooters etc.</p>	<p>Demonstrate different ways of moving</p> <p>Use of large scale movements and balancing</p> <p>Using one handed tools and equipment</p>	<p>Use a range of small tools effectively- drawing with accuracy</p> <p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Developing a comfortable pencil grip</p>
<p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Revise and use fundamental movement skills</p>	<p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Negotiate space and obstacles safely</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate strength, balance and coordination and experiment and use different ways of moving- bikes/ scooters etc.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate different ways of moving</p>	<p>Use a range of small tools effectively- drawing with accuracy</p>

Personal, Social and Emotional Development
Self Regulation, Managing Self and Building Relationships

<p>Increasingly follow rules independently</p> <p>Develop their sense of community and responsibility</p> <p>Begin to show more confidence in new situations</p> <p>Talk about feelings</p> <p>Begin to understand how others might be feeling</p> <p>Play with other children</p> <p>Talk with others to solve conflicts</p> <p>Begin to manage own personal needs and hygiene e.g. put on coat, zip it up, toileting unaided, washing hands</p>	<p>Select and use resources to achieve a short term goal increasingly showing resilience and perseverance</p> <p>Begin to understand how others might be feeling using words like; happy, sad, angry or worried</p> <p>Use meditation to calm and relax</p> <p>Play together and find own solutions to conflicts</p> <p>Build confidence in social situations</p> <p>Make healthy food and drink choices</p> <p>Make good choices in terms of activity and toothbrushing</p>	<p>Begin to understand how others might be feeling.</p> <p>Talk about their own feelings</p> <p>Increasingly follow rules independently</p> <p>Begin to follow instructions involving 1-2 ideas or actions</p> <p>Make good choices in terms of activity and toothbrushing</p>
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<p>See themselves as a valuable individual Develop their sense of responsibility & membership of a community.</p> <p>Show more confidence in new situations. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Work and play cooperatively and take turns with others. Give focused attention to what the teacher says. Explain the reason for rules - know right from wrong and try to behave accordingly. Develop skills needed to manage the school day e.g. toileting, washing hands etc</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Use meditation to calm and relax. Be confident to try new activities and show independence. Form positive attachments to adults and friendships with peers. Know and talk about the factors that support health and wellbeing; physical activity, tooth brushing, screen time, sleep routine, road safety</p>	<p>Think about the perspectives of others. 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 immediate impulses when appropriate. Show an ability to follow instructions involving 3-4 ideas or actions. Know and talk about the factors that support health and wellbeing; physical activity, tooth brushing, screen time, sleep routine, road safety</p>
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<p>Me and My Relationships</p> <p>All about me! What makes me special? Me and my special people. Who can help me? <i>(Self-regulation)</i></p> <p>Me and my feelings: Different feelings, how to feel with 'not so good feelings', know some self-care techniques.</p> <p>Independence: putting on own coat & shoes</p>	<p>Valuing Differences</p> <p>Celebrating difference: I'm special you're special</p> <p>Showing kindness</p> <p>Being respectful</p> <p>Similarities & differences (homes & families)</p>	<p>Keeping myself safe</p> <p>What's safe to go in my body?</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p>	<p>Being my best</p> <p>Healthy eating Move your body A good night sleep</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> <p>Hand washing</p> <p>Bouncing back when things go wrong: resilience</p> <p>Growth mindset</p>	<p>Rights & Responsibilities</p> <p>Being kind to living creatures</p> <p>Taking care of the environment</p> <p>RSE Scheme of 3 lessons</p> <ul style="list-style-type: none"> • Caring friendships • Being Kind • Families 	<p>Growing & Changing</p> <p>Human life stage, who will I be?</p> <p>Moving on</p>
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Specific Areas

Literacy

Word Reading - including Phonics (Read Write Inc)

<p>Introduce all aspects of phase 1 environmental sounds (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting)</p>	<p>Recap and extend all aspects of phase 1 (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting)</p>	<p>Children hear the same initial sound for words and names of objects. Blend CVC words using oral blending and objects Children to distinguish different sounds</p>	<p>Begin to recognise graphemes (m a s d t p) Identify the initial sound in a word when given a choice. Hear and say the initial sound in words Orally blend CVC words</p>	<p>Begin to recognise graphemes (i n p g o) Identify the initial sound in a word when given a choice Hear and say the initial sound in words Orally blend CVC words</p>	<p>Begin to recognise graphemes (c k u b f e) Identify the initial sound in a word when given a choice Hear and say the initial sound in words Orally blend CVC words</p>
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				To count and clap syllables in their name - To recognise rhyming words (not written-listening)	
<p>Revisit Phase 1 Letters and Sounds</p> <p>Read Write Inc Set 1</p> <p>Orally segment and blend words</p> <p>Identify initial sounds of words</p> <p>Recognise words that rhyme e.g. sat and cat</p> <p>Develop phonological awareness so they can: spot rhymes, count or clap syllables.</p>	<p>Read Write Inc Set 1</p> <p>Identify middle sounds in words</p> <p>Identify end sounds in words</p> <p>Begin to segment words into their single sounds e.g. ca-t for writing</p> <p>Blend sounds together to create words for reading</p>	<p>Read Write Inc Set 1/2</p> <p>Begin to identify when two letters make one sound (digraph)</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read red words matched to phonics programme</p>	<p>Read Write Inc Set 2</p> <p>Begin to read simple captions using their phonics knowledge</p> <p>Re-read familiar books to build up confidence in word reading, fluency and their understanding and enjoyment</p> <p>Read red words matched to phonics programme</p>	<p>Read Write Inc Set 2</p> <p>Read simple sentences using known phonic knowledge</p> <p>Use their finger to point at words when reading</p> <p>Read red words matched to phonics programme</p>	<p>Read Write Inc Set 2</p> <p>Check, confirm and modify own reading</p> <p>Develop fluency and confidence when reading</p> <p>Read sentences containing red words.</p>

Comprehension

<p>Join in with familiar stories, rhymes and songs</p> <p>Answer simple questions about a story which has just been read</p> <p>Know that stories have a title.</p>	<p>Answer simple questions about a story which has just been read</p> <p>Know their favourite story and the reason why</p> <p>Develop their play linked to stories and retelling</p> <p>Name a part of a book e.g. front cover and back cover</p>	<p>Begin to sequence and retell stories linked to pictures they can see</p> <p>Develop more print knowledge e.g. text is read from left to right</p>	<p>Begin to sequence and retell stories</p> <p>Use story language in their play</p> <p>Open the front cover in a book and turn pages carefully</p>	<p>Acquire and use new vocabulary</p> <p>Talk about what happens at the beginning, middle and end of a story</p> <p>Recognise my own name</p>	<p>Recall and make links between what they have read to them and their own first hand experiences</p> <p>Retell familiar stories</p>
<p>Listen to stories, songs and rhymes with increasing attention and recall</p> <p>Begin to relate what happens in stories to what has happened in my own experience</p>	<p>Use new vocabulary when discussing stories, non-fiction, rhymes and poems during role play</p> <p>Retell stories / narratives using your own vocabulary and drawing upon some key phrases from quality text.</p> <p>Use the structure of well-known stories to invent new narratives</p>	<p>Describe events in familiar stories and predict events</p> <p>Anticipate key events in a story</p> <p>Locate the title and blurb in a story</p>	<p>Learn new words and ask about their meaning.</p> <p>Draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts</p>	<p>I know that a full stop completes one whole sentence</p> <p>I know that a capital letter begins a new sentence.</p> <p>Use and understand new vocabulary</p>	<p>Retell familiar stories using story language</p> <p>Infer the meaning of new vocabulary using the surrounding text to support</p>

Writing

<p>Develop their mark making and begin to identify their marks e.g. patterns and shapes</p> <p>Begin to show interest in letters - particularly in their own name</p>	<p>Begin to form the first letter in their name and others as appropriate</p> <p>Develop some print knowledge e.g. print has meaning; it is made up of letters and words, we read English text from left to right and from top to bottom.</p>	<p>To begin to show some emergent mark making including some letters</p> <p>Develop use of fine motor skills</p>	<p>To be able to write some letters from their name</p> <p>Fine motor skills linked to mark making</p> <p>Using story vocabulary in play</p>	<p>To produce emergent writing using initial sounds</p> <p>Acquiring and using new vocabulary</p>	<p>To write their own name forming some letters correctly</p> <p>Sequence and retell event and stories</p>
<p>Practise writing their name with good pencil control (may still be developed)</p> <p>Identify and write some initial sounds</p> <p>Notice some print eg a familiar logo or letters from their name.</p> <p>Enjoy drawing freely.</p> <p>Make marks which they give meaning to.</p>	<p>Write simple CVC words / labels</p> <p>Read and begin to write red words matched to phonics programme</p> <p>Write some or all of their name.</p>	<p>To begin to write CVCC words</p> <p>To write red words matched to phonics programme.</p>	<p>To begin to write red words</p> <p>To begin to write simple captions using finger spaces and their learnt phonics knowledge</p>	<p>Form lower-case and capital letters correctly</p> <p>To spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write simple sentences using phonics knowledge</p> <p>To use finger spaces between words.</p> <p>To write red words matched to phonics programme</p>	<p>To write all previously taught red words</p> <p>To show awareness of basic punctuation capital letter and full stops when writing sentences</p> <p>To write short sentences with known letter-sound correspondences</p> <p>Re-read what they have written to check it makes sense</p> <p>Explore different genres eg writing a recipe, a list, a postcard.</p>

Mathematics
Mastering Number & White Rose Maths

<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p>	<p>Experiment with their own symbols and marks</p> <p>Link numerals and amounts to 3</p> <p>Count to 3</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p>	<p>Make comparisons between objects related to size, height and length</p> <p>Capacity - full, empty, half full</p> <p>Make comparisons between quantities</p> <p>Say one number name for each item</p> <p>See 3 in different ways (through different</p>	<p>Patterns</p> <p>Create and extend ABAB patterns using everyday objects e.g. pine cones, leaves</p> <p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p> <p>Begin to find one more/ one less</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Solve real world problems</p> <p>Begin to use mathematical vocabulary more/fewer heavy/light tall/short</p> <p>Experiment with own symbols and marks</p> <p>Identify, explain, continue and create patterns</p>
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<p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>Discuss routes and locations-positional language</p>	<p>manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p>			<p>Sequence events using time language e.g. first, next, then</p>
<p>Subitising Subitising within 3 Subitise objects and sounds</p> <p>Counting, ordinality and cardinality Focus on counting skills</p> <p>Composition Explore how all numbers are made of 1s Focus on composition of 3 and 4</p> <p>Comparison Comparison of sets -'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i></p> <p>Shape, Space & Measure Compare size, mass & capacity Explore, copy and create simple patterns</p>	<p>Counting, ordinality and cardinality Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p> <p>Composition Explore the concept of 'whole' and 'part' Focus on the composition of 3,4 and 5</p> <p>Comparison Comparison of sets - by matching Use the language of comparison: <i>more than, fewer than, and equal number</i></p> <p>Shape, Space & Measure Circles & Triangles Shapes with 4 sides</p>	<p>Subitising Subitise within 5 focusing on die patterns Match numerals to quantities within 5</p> <p>Counting, ordinality and cardinality Counting - focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number</p> <p>Composition Focus on 5 Focus on 6 and 7 as '5 and a bit'</p> <p>Compare sets and use language of comparison: <i>more than, fewer than, an equal number</i></p> <p>Make unequal sets equal</p> <p>Shape, Space & Measure Explore and compare mass & capacity Explore & Compare length & height Order & sequence time</p>	<p>Counting, ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers</p> <p>Comparison Focus on ordering of numbers to 8 Use language of <i>less than</i></p> <p>Composition Focus on 7 Doubles - explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers</p> <p>Shape, Space & Measure Explore 3D Shapes</p>	<p>Counting, ordinality and cardinality Counting - larger sets and things that cannot be seen</p> <p>Subitising Subitising - to 6, including in structured arrangements</p> <p>Composition Composition - '5 and a bit' Composition - of 10</p> <p>Comparison Comparison - linked to ordinality Play track games</p> <p>Shape, Space & Measure Manipulate, compose & decompose 2D shapes</p>	<p>Subitising Subitise to 5 Introduce to rekenrek</p> <p>Review and assess Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p> <p>Shape, Space & Measure Visualise, build & map</p>

Understanding the World

<p>Begin to make sense of my own life- story and family's history. Sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.</p> <p>Draw information from a simple map. Identify the UK and Antarctica on a map. Talk about the differences.</p> <p>Follow simple directions e.g., up, down, left, right, forwards, backwards..</p> <p>Understand the key features of the life cycle of a penguin.</p> <p>Experiment with making changes to materials - freezing/ melting.</p>	<p>Talk about different occupations and the clothes they wear; police officers, fire fighters, builders, nurses etc.</p> <p>Material experiment - which material would make the best pair of wellies?</p> <p>Follow instructions to make porridge.</p>	<p>Talk about the changes I notice to the ingredients when making biscuits / melting chocolate.</p> <p>Name a variety of animals that live in the sea and use simple language to describe some of their features.</p> <p>Begin to understand the need to respect and care for our oceans and the animals that live in it.</p> <p>Explore water - floating and sinking.</p>	<p>Examine animals to find out more about them.</p> <p>Use simple language to describe animals and their habitats.</p> <p>Use my senses to explore different animals.</p> <p>Know that the pictures and symbols on a map tells us about the features and places there are.</p>	<p>Examine plants to find out more about them.</p> <p>Use simple language to describe plants.</p> <p>Use my senses to explore different plants.</p> <p>Understand that living things need to be cared for and treated with respect.</p> <p>Describe some natural features that I can see and feel during different seasons, including different weather.</p> <p>I can plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p>	<p>Know that different countries have different homes. Explain key features of my home and the homes of others.</p> <p>Compare daily life for children in the UK and Asia</p> <p>Use a map to identify; trees, rivers, mountains and houses.</p>
<p>Talk about members of their family and the relationship to them e.g. Mum, Dad. Sequence family members according to their age and explain their key differences.</p> <p>Understand what makes you unique - similarities and differences in relation to their friends.</p> <p>Draw information from a simple map. Identify where Antarctica is on the globe / world map and compare in</p>	<p>Talk about fashions/shoes over time; clothes/shoes for different role in society</p> <p>Compare clothes for different occupations/cultures/religion</p> <p>Materials experiment - which material would make the best pair of wellies?</p> <p>Compare different materials - Which pot keeps porridge the warmest?</p> <p>Changing states of matter - Turning oats into porridge.</p>	<p>Use a wide range of vocabulary to describe the changing of ingredients when baking biscuits/ melting chocolate/ making icing, e.g., melt, liquid, solid, heat etc.</p> <p>Compare the features of animals that live on the land and in the sea.</p> <p>Explore the different habitats in the ocean e.g, coral reefs, mudflats & open ocean.</p>	<p>Use a range of vocabulary to compare features of different woodland animals.</p> <p>Name and describe nocturnal and diurnal animals</p> <p>Explain where a range of animals live. Describe their habitats and some microhabitats.</p> <p>Draw and create my own maps using objects, and or/ pictures and symbols.</p>	<p>Explain a range of life cycles; butterflies and sunflowers. .</p> <p>Explain what plants need to survive and grow healthily. Use scientific vocabulary to describe the parts of a plant; stem, leaves, flower, roots</p> <p>Show care and respect for living things and the environment in which they live in (forest school).</p> <p>Use scientific vocabulary to classify minibeasts; legs, antennas, arachnids, insects.</p>	<p>Compare different types of homes in UK and China.</p> <p>Use photos, maps, books and my own experiences to compare Asia to the UK.</p> <p>Use a map to identify the UK, land and sea.</p> <p>Compare and say what is the same/different about a country's physical or human geography.</p> <p>Compare daily life in the</p>

<p>relation to where they live and where their families are from.</p> <p>Recognise some environments that are different to the one in which they live. Compare penguins & bears habitats.</p> <p>Experiment with making changes to materials - freezing/ melting.</p> <p>Sequence the life cycle of a penguin.</p>		<p>Understand the importance of looking after our oceans and the animals that live in it.</p> <p>Explore water - floating & sinking. Predict which objects will float and which objects will sink. Record observations.</p>		<p>Describe how the seasons can affect the natural world and how things grow.</p>	<p>UK with China.</p>
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<p>God/ Creation: Why is God so Important to Christians? Harvest/Harvest Festival The Creation Story</p>	<p>Incarnation – Why do Christians Perform Nativity Plays at Christmas? What makes every single person unique and precious? Jesus Christmas/nativity story Hinduism - Diwali</p>	<p>Which places are special and why? Christianity (Churches)</p>	<p>Salvation (Digging Deeper): Why do Christians put a cross in an Easter garden? & How can we help others when they need it? Easter Lent</p>	<p>Islam: Who are Muslims and how do they live? Eid al-Fitr</p>	<p>God/Creation: How can we care for our wonderful world?</p>
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Expressive Arts and Design

<p>Music Express - Beat Songs:</p> <p>Explore Vincent Van Goh's 'Starry Night' and create images in the same style.</p> <p>Provide opportunities for the children to explore tonal range to create their own icy pictures. Mix colours to create the sea, ice and sky.</p> <p>Art & Design based skills Colour identification</p>	<p>Music Express - Rhythm Songs:</p> <p>Observe and draw leaves found in the forest garden.</p> <p>Leaf printing with fabric and hammers.</p> <p>Art & Design based skills Drawing with accuracy</p>	<p>Music Express - Pitch Songs:</p> <p>Make and paint biscuit bears from salt dough or clay.</p> <p>Using icing to decorate biscuits.</p> <p>Art & Design based skills Primary colours</p>	<p>Music Express - Beat Songs:</p> <p>Use recycled materials to create a monster - explore how to join materials together</p> <p>Art & Design based skills Joining materials together</p>	<p>Music Express - Rhythm Songs:</p> <p>Make worm sock puppets with brown socks, practise sewing skills using buttons for eyes.</p> <p>Create a 3D web using string & lollipop sticks</p> <p>Art & Design based skills Exploring the use of textures</p>	<p>Music Express - Pitch Songs:</p> <p>Explore</p> <p>Create own landscape paintings inspired by Frane Lessac's illustrations.</p> <p>Art & Design based skills Consolidation of skills and</p>
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Colour mixing	<i>Selecting tools for a purpose</i>	Colour mixing with intent			depth
<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p>	<p>Make use of props and materials in the role play area to re-create well-known stories</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Perform songs and stories</p>	<p>Develop own designs and select materials</p> <p>Create and adapt designs</p>	<p>Perform poems, songs and stories</p> <p>Invent and adapt stories through their role play and small world play</p>	<p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and explain my use of materials and design</p>
<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p>	<p>Invent and adapt stories through their role play and small world play</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Perform songs and stories</p>	<p>Develop own designs and select materials</p> <p>Create and adapt designs</p>	<p>Perform poems, songs and stories</p> <p>Invent and adapt stories through their role play and small world play</p>	<p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and explain my use of materials and design</p>