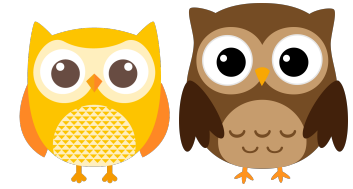


Broomhill First School
Long Term Planning
EYFS: Cycle 2



Aim:
Every Child Flourishes

Values:
 • connection • creativity • courage • curiosity

School Rules:
 • we care about ourselves • we care about each other • we care about our school

Motto:
Together We Succeed

Whole School Curriculum Questions:

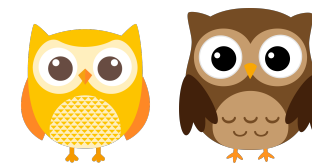
- *What makes us human?* • *How can we be our best selves?* • *How can we change the world for the better?* • *How do we express ourselves?*

Our EYFS Curriculum Goals:

To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.	To become an Independent Individual who can follow our school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.	To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.	To become a Talented Tool User who can hold a pencil effectively, use a range of tools (e.g. scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.
To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)	To become a Wow Writer who can write with a purpose, write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.	To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.	To become a Compassionate Citizen who can show curiosity about the world around them, understand how to read and draw a simple map, understand some similarities and differences between places.	To become a Exceptional Explorer who can help to look after their community and care for the environment, know some reasons why our community is special and have an awareness of other people's cultures and beliefs.
To become a Super Scientist who can use their senses to observe and explore changes in the natural world and begin to use early scientific language to make predictions and ask questions.	To become an Heroic Historian who can reflect back on their own experiences, use stories and artefacts to understand some differences between times and recognise some famous individuals from the past.	To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.	To become a Budding Baker who can showcase their culinary skills through cooking and baking, builds a knowledge of food and healthy choices, observes changes.



Broomhill First School Long Term Planning EYFS: Cycle 2



	Autumn 1 7 weeks Sept – Oct	Autumn 2 7 weeks Nov – Dec	Spring 1 7 weeks Jan - Feb	Spring 2 6 weeks Feb – April	Summer 1 5 weeks April - May	Summer 2 6 weeks June - July
Topic	Me and My Community Where do I live?	Marvellous Machines How does it work?	Dangerous Dinosaurs Do dinosaurs still exist?	Superheroes Who is your hero?	Ready, Steady ,Grow What can I grow?	On the Beach Who lives in a rock pool?
School/World Events	Training day Baseline Assessments Parents' Evenings Be Who You Are Day Harvest Assembly Diwali Halloween	Bonfire Night Remembrance Day Children in Need Anti-bullying Week Odd Sock Day Christmas Performances Christmas Party Christmas Stay and Play Termly Assessment	Training Day Chinese New Year Safer Internet Day Valentine's Day	World Book Day Parents' Evenings Shrove Tuesday St David's Day St Patrick's Day Mother's Day Easter St George's Day Termly Assessment	Northumberland Day Ramadan Begins Summer Fair EYFS Profile Assessments	Father's Day Ramadan Ends Sports Day Transition Day 100% Attendance Reward Reports to parents EYFS Profile Assessments
Engage	Walk in the local area	Trip to a local garage Christmas Pantomime trip	Trip to Hancock Museum Walk-a-saurus dinosaur in school	Visit from fire fighters/police/ambulance	Farm Visit Garden Centre Visit.	Beach Schools session with Mudlarks/Plessey Woods trip Live Caterpillars to observe Link with Seabirds class to find out about the coast.
Parent Link	Welcome to Reception Meeting (Introduction to ELS phonics, writing and maths) Homework begins Weekly Home Challenges/ Talking time activities Parents' Evening	Christmas Play Carols Around the Tree Invention Showcase Book Start story pack Weekly Home Challenges/ Talking time activities	Info about staying safe online Weekly Home Challenges/ Talking time activities	World Book Day Celebration Parents' Evening Weekly Home Challenges/ Talking time activities	Healthy Living Themed Curriculum Day Weekly Home Challenges/ Talking time activities	Outdoor/Forest School Stay and Play Session Weekly Home Challenges/ Talking time activities Preparation for Year 1 Meeting with new class teacher Reports
Community Link	Community Jobs	Wreath Making Workshop Christmas Fair	Police Assembly for Online Safety	Emergency Services Visit	Summer Fair	Family picnic Community art project with local artists at The Old Bath House
Contextual Safeguarding	Adults in school keep us safe Valuing every member of our community	Forest School Fire Safety	Online Safety	Safe Strangers Road Safety	Valuing every member of our community	Water Safety (the coast) Safety in the sun

Texts	<p>The Lion and the Mouse – Aesop’s fables Once there were giants – Martin Waddell The Baby’s Catalogue Families, families, families Lost and Found – Oliver Jeffers The Family Book</p>	<p>What do Machines do all day? – Jo Nelson Machine Poems – Jill Bennett Car, car, truck, jeep - by Katrina Charman No-Bot, the Robot with No Bottom! by Sue Hendra and Paul Linnet Rosie Revere, Engineer by Andrea Beaty</p>	<p>If I had a dinosaur - Gabby Dawnay Dear Dinosaur by Chae Strathie Cave Baby by Julia Donaldson Harry and the Bucketful of Dinosaurs</p>	<p>Supertato – Sue Hendra Traction Man – Mini Grey Harry and the Robots Michael Recycle George saves the world Eliot the Midnight Superhero</p>	<p>Jack and the Beanstalk Jasper’s Beanstalk Handa’s Surprise – Eileen Browne Pass the Jam, Jim – Kaye Umansky Don’t forget the bacon – Pat Hutchins Mr Gumpy’s outing – John Burningham Recipes Planting and growing instructions</p>	<p>Come away from the water, Shirley by John Burningham By the Sea (Nature Walks) – Clare Collison Somebody Swallowed Stanley – Sarah Roberts Welcome to the Rockpool – Ruth Owen</p>
Reading Spine Texts	<p>The Rainbow Fish by Marcus Pfister Colin and Lee, Carrot and Pea by Morag Hood Enemy Pie by Derek Munson Last Stop on Market Street Be Who You Are People who help us</p> <p>Rhymes: A Sailor Went to Sea (clapping) Row, Row, Row Your Boat (rounds)</p>	<p>Mr Gumpy’s Outing Naughty Bus Mrs Armitage on Wheels No-Bot the Robot’s New Bottom! by Sue Hendra and Paul Linnet The Robot and the Bluebird by David Lucas Robo-Babies by Laura Gallagher Harry and the Robots by Ian Whybrow</p> <p>Rhymes: The Wheels on the bus</p>	<p>Dinosaur Roar! by Henrietta Stickland Tyrannosaurus Drip by Julia Donaldson Dear Dinosaur: T. Rex on tour by Chae Strathie Little Kids First Big Book of Dinosaurs by Catherine D Hughes Dinosaurs Love Underpants</p> <p>Rhymes: 5 little dinosaurs</p>	<p>Rapunzel Puss in Boots The Princess and the Pea The Magic Porridge Pot The Emperor’s New Clothes On the Way Home Beware of the Bears Three Wolves and the Big Bad Pig Mr Wolf’s Pancakes Zog</p> <p>Rhymes: Hot Cross Buns 5 Currant buns As I was going to St. Ives (riddle)</p>	<p>Farmer Duck – Martin Waddell I will not EVER eat a tomato Six Dinner Sid Biscuit Bear Each Peach Pear Plum Giraffe’s Can’t Dance Oliver’s Vegetables Oliver’s Fruit Salad Handa’s Hen</p> <p>Rhymes: The Muffin Man (singing game) Oranges and Lemons (singing game)</p>	<p>On the seashore Rainbow Fish Sharing a shell Pirates Love Underpants Ten Little Pirates</p> <p>Rhymes: A sailor went to sea, sea, sea (clapping game) She sells sea shells (tongue twister)</p>
Literacy - ELS Phonics	<p>Nursery: Phase 1</p> <hr/> <p>Reception: Phase 2</p> <ul style="list-style-type: none"> /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ l, the, no /g/ /o/ /c/ /k/ put, of, is /ck/ /e/ /u/ /r/ pull /h/ /b/ /f/ /ff/ /l/ /ll/ /ss/ as, his <hr/> <p>Phase 2 Oral Blending Sounding out and blending with 23 new grapheme-phoneme correspondences 12 new harder to read and spell words</p>	<p>Nursery: Phase 1</p> <hr/> <p>Reception: Phase 3</p> <ul style="list-style-type: none"> /j/ /v/ /w/ /x/ he, she, buses /y/ /z/ /zz/ /qu/ /ch/ we, me, be /sh/ /th/ /ng/ /nk/ push /ai/ /ee/ /igh/ /oa/ was, her -es (where there is no change to the root word) my, you <hr/> <p>Revise Phase 2</p> <p>Phase 3 Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words</p>	<p>Nursery: Phase 1</p> <hr/> <p>Reception: Phase 3</p> <ul style="list-style-type: none"> /oo/ too, look, down, now, my /ar/ /ur/ /ool /or/ they, all, are /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/ ball, tall when, what <hr/> <p>Revise and Apply Phases 2 and 3</p>	<p>Nursery: Phase 1</p> <hr/> <p>Reception: Phase 3-4 (adjacent consonants)</p> <ul style="list-style-type: none"> said, so, have were, out, like some, come, there little, one, do children, love <hr/> <p>Revise and Apply Phases 2 and 3</p>	<p>Nursery: Phase 1 – Focus on oral blending and segmenting</p> <hr/> <p>Reception: Phase 4</p> <ul style="list-style-type: none"> CVCC -ed /ed/ -ed /t/ -ed /d/ CCCVC CCCVC -er -est <hr/> <p>Revise and Apply Phases 2 and 3</p> <p>Phase 4 Oral blending No new GPCs No new HRS words Word Structures – cvcc, ccvc, ccvcc, cccvcc Suffixes</p>	<p>Nursery: Phase 2: Introduction of first GPCs.</p> <hr/> <p>Reception: Phase 5</p> <p>Alternative spelling GPC Split digraphs</p> <p>oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very</p> <hr/> <p>Introduction to Phase 5 20 new GPCs 16 new HRS words</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication & Language</p>	<ul style="list-style-type: none"> Built upon in all learning opportunities. During small group or one to one discussions, ask questions to find out more and understand what has been said to them. Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities. Listen carefully in a range of situations and aware of the importance of listening. 	<ul style="list-style-type: none"> Built upon in all learning opportunities. During small group or one to one discussions, ask questions to find out more and understand what has been said to them. Use technology to record their work and ideas. Explain that digital technology is used in the home and at school for communication. Ask to use digital devices to create work in a safe and responsible way. Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. Listen carefully to instructions. Ask a relevant scientific question to find out more, explain how things work and why they might happen. Input simple instructions to technological toys, including floor robots and onscreen sprites. 	<ul style="list-style-type: none"> Built upon in all learning opportunities. Talk about things that people do on digital devices, such as playing games, communicating with others and watching online videos. Listen carefully in a range of situations and is aware of the importance of listening. 	<ul style="list-style-type: none"> Built upon in all learning opportunities. Talk about someone who is brave Listen to and understand instructions to cross the road safely. Listen carefully in a range of situations and aware of the importance of listening. Show an understanding of the meanings of new words by using them in discussion and role play situations. 	<ul style="list-style-type: none"> Built upon in all learning opportunities. Offer explanations of why things might happen, making use of recently introduced vocabulary. Ask a relevant scientific question to find out more, explain how things work and why they might happen. 	<ul style="list-style-type: none"> Built upon in all learning opportunities. Express ideas and feelings about their experiences in full sentences with present and future tenses. Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary</p>	<p>aunt, choice, community, cousin, doctor, emergency services, family, firefighters, friend, grandparents, help, keyworkers, listen, nurse, paramedics, police, rules, share, uncle</p>	<p>aeroplane, battery, boat, bus, car, device, digger, electric, engine, helicopter, instructions, lorry, machine, magnet, magnetic, mechanic, metal, robot, torch, toy, transport, vehicle</p>	<p>carnivore, crocodile, dinosaur, diplodocus, extinct, fossil, herbivore, insect, paleontologist, prehistoric, reptile, shark, stegosaurus, triceratops, turtle, tyrannosaurus, velociraptor</p>	<p>brave, costume, courageous, dangerous, emergency services, evil, fly, helpful, hero, invisible, side kick, transform, wicked, x-ray vision</p>	<p>air, animal calf, cow, drink, eat, exercise, far, food, grow, healthy, lamb, money, plant, seed, sheep, shop, sunlight, warmth, water</p>	<p>animal, beach, coast, coastline, crab, driftwood, environment, jellyfish, limpet, litter, mussel, pebble, plant, pool, recycle, rock, rope, sand, seashore, seaweed, shell, spade, starfish, treasure, water, whelk</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p>Jigsaw PSHE 3-5 Being Me in My World</p> <ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<p>Jigsaw PSHE 3-5 Celebrating Difference</p> <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<p>Jigsaw PSHE 3-5 Dreams and Goals</p> <ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<p>Jigsaw PSHE 3-5 Healthy Me</p> <ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<p>Jigsaw PSHE 3-5 Relationships</p> <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<p>Jigsaw PSHE 3-5 Changing Me</p> <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Physical Development	<p>Complete PE: EYFS Dance - Ourselves</p> <ul style="list-style-type: none"> • Moving in sequence • Responding in movement to words and music • Moving with props and contrasting tempos • Creating their own movements • Exploring opposites and creating simple movement sequences 	<p>Complete PE: EYFS Locomotion - Walking</p> <ul style="list-style-type: none"> • Explore/develop walking • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game 	<p>Complete PE: EYFS Dance - Dinosaurs</p> <ul style="list-style-type: none"> • Moving with control • Adding movements together • Responding to rhythm in character • Adding expression to our characters' (dinosaur) movements • Performing with a partner • Exploring relationships 	<p>Complete PE: EYFS Gymnastics - Moving</p> <ul style="list-style-type: none"> • Explore moving and making shapes using different body parts • Explore moving in different directions • Explore big and small ways of moving and making shapes • Moving in pairs • Creating shapes in pairs 	<p>Complete PE: EYFS Ball Skills – Hands 2</p> <ul style="list-style-type: none"> • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching 	<p>Complete PE: EYFS Attack v Defence – Games for Understanding</p> <ul style="list-style-type: none"> • Taking turns • Keeping the score • Understanding and playing by the rules • Avoiding a defender • Preventing an attacker from scoring • Applying attacking and defending into a game • <i>Pupils can travel/move with confidence</i>
	<p>Additional Gross motor skills Outdoor Provision Outdoor Education/ Forest School</p>	<p>Additional Gross Motor Skills: Outdoor Provision Outdoor Education/ Forest School Dance: Robots theme</p>	<p>Additional Gross Motor Skills: Outdoor Provision Outdoor Education/ Forest School Gymnastics - Using apparatus (dinosaur hunt) Dance: Volcano themed</p>	<p>Additional Gross Motor Skills: Outdoor Provision Outdoor Education/ Forest School Yoga – Cosmic Kids</p>	<p>Additional Gross Motor Skills: Outdoor Provision Outdoor Education/ Forest School Multiskills</p>	<p>Additional Gross Motor Skills: Outdoor Provision Outdoor Education/ Forest School Athletics & Sports Day</p>
	<p>Fine motor activities across the unit – e.g. play dough, threading, tweezers, small toys Dough disco</p>	<p>Fine motor activities across the unit – e.g. play dough robots, sorting nuts and bolts, twisting screws and screwdrivers.</p>	<p>Fine motor activities across the unit – e.g. play dough dinosaur prints, small world dinosaurs, peg the stegosaurus</p>	<p>Fine motor activities across the unit – e.g. squeezing liquid droppers to make magical potions, play dough</p>	<p>Fine motor activities across the unit – e.g. threading African necklaces, cutting animal stripes, play dough</p>	<p>Fine motor activities across the unit – e.g. sorting seeds, snipping herbs, cutting flower shapes, play dough</p>

Mathematics	<p>Number: White Rose Maths – Unit: Getting to Know you</p> <p>Unit: Just like Me</p> <ul style="list-style-type: none"> Match and sort Compare amounts <p>Shape Space & Measures: White Rose Unit: Just like Me</p> <ul style="list-style-type: none"> Exploring Pattern <p>NCETM Mastering Number Training</p> <p>Subitising</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<p>NCETM Mastering Number Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. <p>Composition</p> <ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including ‘more than’ and ‘fewer than’ Compare sets ‘just by looking’. <p>Shape Space & Measures: White Rose Unit: Its Me, 1, 2, 3 Circles and triangles Compare mass</p>	<p>NCETM Mastering Number Subitising</p> <ul style="list-style-type: none"> subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. <p>Comparison</p> <ul style="list-style-type: none"> compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. <p>Shape Space & Measures: White Rose Unit: Light and Dark Time Sequencing Day and Night</p> <p>Unit: It’s me 1,2,3 Positional Language – Where is teddy hiding?</p>	<p>NCETM Mastering Number Subitising</p> <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and ‘1 more’ continue to match arrangements to finger patterns. <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. <p>Composition</p> <ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of ‘5 and a bit’. <p>Comparison</p> <ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. <p>Shape Space & Measures: White Rose Length and height Time</p>	<p>NCETM Mastering Number Subitising</p> <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’. <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system. <p>Shape Space & Measures: White Rose</p> <p>Unit: Light and Dark Squares and Rectangles Shape Hunt Shape pictures</p>	<p>NCETM Mastering Number Subitising</p> <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. <p>Composition</p> <ul style="list-style-type: none"> explore the composition of 10. <p>Comparison</p> <ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system. <p>Shape Space & Measures: White Rose Compare capacity 3D shapes Pattern</p>
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<p>Geography <i>The local area</i></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Take photographs, draw simple picture maps and collect simple data during fieldwork activities. Describe how they can look after their environment. Name and talk about man-made features in the local environment, including shops, houses, streets and parks. Make and use simple maps in their play to represent places and journeys, real and imagined. <p>History – Past and Present <i>Families (present)</i> <i>Enquiry Question: Who is in my family?</i></p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Talk about the different occupations that familiar adults and members of their community have. <p>Science – The Natural World <i>Humans (Changes and Growing)</i></p> <ul style="list-style-type: none"> Recognise and discuss how they have changed from when they were babies. <p>RE– People, Culture and Communities</p> <ul style="list-style-type: none"> Know that all families are special and unique. Understand that some places are special to members of the community (our houses, the church, the water tower, the beach). 	<p>History – Past and Present <i>Machines and Transport</i> <i>Enquiry Question: How has transport changed?</i></p> <ul style="list-style-type: none"> Compare machines then and now (transport through the ages) Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. <p>Remembrance Day Talk about someone you know who is brave.</p> <p>Science - Machines <i>Materials including changing materials, Electricity, Light, Sound</i></p> <ul style="list-style-type: none"> Ask or answer a simple scientific question. Explore how things work. Recognise a machine as a man-made device. Identify parts of a machine (e.g. a car). Identify products that use electricity to make them work. Play with and explore battery-powered toys and models. Explore and describe electrical and non-electrical light sources. <p>RE – People, Culture and Communities <i>Christmas</i></p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Science – The Natural World <i>Dinosaurs</i> <i>Animals excluding humans</i></p> <ul style="list-style-type: none"> Ask a relevant scientific question to find out more, explain how things work and why they might happen. Know some facts about dinosaurs. Make a shadow bigger or smaller using toys, play equipment and a light source – dinosaur silhouettes. Explore the natural world around them Begin to understand the concepts of freezing and melting. Observe a volcano experiment. Represent scientific observations by mark making, drawing or creating simple charts and tables. <p>History – Past and Present <i>Dinosaurs (past)</i> <i>Enquiry Question: Do dinosaurs still exist?</i></p> <ul style="list-style-type: none"> Recognise that dinosaurs lived in the past Compare human life in the past (Cave life) <p>Geography <i>Volcanic landscapes</i></p> <ul style="list-style-type: none"> Recognise some natural features of landscapes – volcanoes, rocks Make a dinosaur island map <p>RE – People, Culture and Communities <i>Chinese New Year</i></p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Science – The Natural World <i>Materials including changing materials</i> <i>Forces - Magnetism</i></p> <ul style="list-style-type: none"> Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. <p>Seasonal Changes</p> <ul style="list-style-type: none"> Understand the changing seasons on the natural world around them (Spring). <p>RE – People, Culture and Communities <i>Celebrating Easter</i></p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Geography <i>Life in other countries</i></p> <ul style="list-style-type: none"> Recognise that some environments are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. <p>Science – The Natural World <i>Changes and Growing</i> <i>Animals excluding humans</i></p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world (growing plants). Describe observable features of different types of plants and trees. Describe some ways that plants or animals should be cared for in order for them to survive. With support, observe, record and talk about materials and living things. Explore the natural world around them (farming) Observe and describe living things and their habitats within the local environment (farms). <p>History – Past and Present <i>Past events</i></p> <ul style="list-style-type: none"> Put familiar events in chronological order, using pictures and discussion (recount farm trip). 	<p>Science – The Natural World <i>Seaside Environments</i> <i>Animals, excluding humans</i> <i>Living things and their habitats</i></p> <ul style="list-style-type: none"> Explore the natural world around them (seaside) Describe what they see, hear and feel whilst outside. Learn about sea creatures Learn about seabirds (link to KS2 class name) Make observations about animals. <p>Materials including changing materials, Forces</p> <ul style="list-style-type: none"> Be familiar with basic scientific concepts such as floating, sinking, experimentation Make predictions <p>Geography <i>Coastal Environments</i></p> <ul style="list-style-type: none"> Talk about features of their immediate environment. Make and use simple maps in their play to represent places and journeys, real and imagined (treasure map) Identify ways to care for our environment. Take part in recycling to reduce ocean pollution. <p>RE – People, Culture and Communities <i>Christian Bible stories</i></p> <ul style="list-style-type: none"> Jonah and the Whale Noah's Ark
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<p>Music Nursery rhymes:</p> <ul style="list-style-type: none"> Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. <p>Art / DT / Construction Drawing: Self portraits using charcoal pencils (Da Vinci)</p> <ul style="list-style-type: none"> Select appropriate tools and media to draw with. Make different types of line including thick, thin, straight, zigzag, curvy and dotted. <p>Painting: Friendship Rainbow Collage: Decorate a photo frame</p> <ul style="list-style-type: none"> Cut, tear, fold and stick a range of papers and fabrics. <p>Transient art faces with loose parts</p> <p>Village play, roads, vehicles Tools and designing linked to jobs</p> <p>Role play Home Corner School Teddy bear hospital</p> <p>Food Technology/Cooking Opportunities Helpful hands cookies</p>	<p>Music Percussion Instruments:</p> <ul style="list-style-type: none"> Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices. <p>Singing:</p> <ul style="list-style-type: none"> Remember and sing well-known rhymes and songs in a small group. Make up new verses for familiar rhymes (transport themed) Perform at Christmas <p>Robot Dancing:</p> <ul style="list-style-type: none"> Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. <p>Art / DT / Construction Digital Art – Photography</p> <ul style="list-style-type: none"> Use age-appropriate software to create images and record sounds and videos. <p>Machine Art with nuts and bolts</p> <ul style="list-style-type: none"> Create art in different ways on a theme, to express their ideas and feelings. <p>Play dough Robots</p> <ul style="list-style-type: none"> Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. <p>Drawing Machines</p> <ul style="list-style-type: none"> Select appropriate tools and media to draw with. <p>Design and Build: Cogs and Gears Kits</p> <ul style="list-style-type: none"> Construct simple structures and models using a range of materials. <p>Christmas cards Christmas decorations</p> <p>Role play Mechanics Garage Invention Centre Gadget workshop Construction vehicles Santa's workshop</p> <p>Food Technology/Cooking Opportunities Gingerbread Men Reindeer Dust</p>	<p>Music Singing: Dinosaur rhymes</p> <p>Dance: Move like a dinosaur in response to music.</p> <ul style="list-style-type: none"> Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. <p>Art / DT / Construction Printing – Salt dough fossils Ammonite art (snail-like fossils)</p> <p>Drawing: Draw dinosaurs</p> <p>Collage: Dinosaur collage with mixed media</p> <p>Painting: Cave paintings on textured sandpaper/stone.</p> <p>Design and Build: Moving Part Dinosaurs</p> <ul style="list-style-type: none"> Choose and explore appropriate tools for simple practical tasks. <p>Role play Small world dinosaurs Dinosaur island – large scale construction</p> <ul style="list-style-type: none"> Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. <p>Food Technology/Cooking Opportunities Chinese Noodles</p>	<p>Music Singing: Easter rhymes</p> <p>Art / DT / Construction Painting: Superhero logos</p> <p>Drawing: Observational drawings of daffodils/tulips</p> <p>Design and build: A trap for the Evil Pea (Supertato story)</p> <p>Role play Superhero Headquarters Fitness Gym</p> <p>Food Technology/Cooking Opportunities</p>	<p>Music Percussion Instruments: Make seed shaker instruments African Drumming</p> <p>Art / DT / Construction</p> <p>Textiles: African patterns on fabric</p> <p>Sculpture: Vegetable Sculptures</p> <p>Printing: Vegetable Patterns</p> <p>Painting: Colour wheels and circles linked to tractors Artist: Kandinsky</p> <p>Role play Farm Shop Dairy Ice cream parlour Farm Vehicles and machinery</p> <p>Food Technology/Cooking Opportunities Carrot cake Milkshake Vegetable soup Freshly baked bread Make butter from cream</p>	<p>Music Calming ocean sounds Pirate shanties</p> <p>Art / DT / Construction Community project with local artists at the Bath House linked to coastal art.</p> <p>Painting: Wax resist fish Make sea creatures</p> <p>Transient art: Seashells and pebbles</p> <p>Design and Build: Ships</p> <p>Design and Build: Sand Castles (link back to work done in fairy tales topic about castles).</p> <p>Role play Pirate ship Seaside holiday Under the sea deep divers</p> <p>Food Technology/Cooking Opportunities Summer fruit/Blueberry muffins Beach cupcakes Sea snail Pinwheels</p>
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