

EYFS Oak Tree Long Term Plan/Curriculum Overview

	Being a Scientist		Being a technologist		Being an Environmentalist	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me!	Let's Celebrate!	Dragons and Dinosaurs	Once Upon a Time	Amazing Animals! (Farm, Food and Growing)	Fun at the Seaside
Focus Topics	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Light and Dark Autumn	real or make-believe mountains/ivers and lakes	The Little Red Hen The Magic Porridge Pot Signs of Spring Fantasy creatures The Great Outdoors Recycling	Farm Healthy Eating Growing Life Cycles Animals around the world Animal patterns Habitats	Underwater worlds Travel Transport
'Wow' moments / Key Events	Transition Birthdays Forest Schools	Remembrance Day Diwali Guy Fawkes/Bonfire Night Nativity Christmas	Winter Walk Valentines Day Pancake Day Chinese New Year - Food tasting	World Book Day Mother's Day Easter St George's Day Easter Egg Hunt	Farm visit Caterpillar transformation	Transition Healthy Eating Week World Environment Day Sports Day
Talk through stories/texts	My Hair The tiger and the wise man Only one you – Linda Kraws What makes me a me -Ben Faulks My skin and your skin I want a friend – Tony Ross Marvellous me	Zim Zam Zoom James Carter poems Seasons Come seasons go – Patricia Hagarty Hats of Faith We are all welcome	The Same but Different by Molly Potter Zog – Julia Donaldson Zog and the Flying Doctors – Julia Donaldson There is no Dragon in this Story – by Lou Carter Dragon Post – Emma Yarlett Dear Dinosaur – Chaie Strathie	In the Castle – Anna Milbourne The Knight who said No!! -Lucy Rowland Shout – little poems that roar The Water Princess – Georgie Badiel The King's Shopping – June Crebbin The Queens Knickers – Nicholas Allan The Knight Who Wouldn't Fight – Helen Docherty	The Tiny Seed – Eric Carl First Facts – Bugs Jaspers Beanstalk- Nick Butterworth Baby Beluga Dear Greenpeace Rosie's Walk Pat Hutchins The Bog Baby – Jean Willis Lola Plants a Garden – Anna Mc Quinn	Specs for Rex – Yasmin Ismail Tiddler Julia Donaldson The Sea Saw by John Percival Somebody Swallowed Stanley by Sarah Roberts What a Waste by Jess French Traditional Tales The Lighthouse Keepers Lunch

	Brown Bear, Brown Bear					
Other Key Texts	Handa's Surprise Little Red Hen Nursery Rhymes	Owl Babies Golden Domes and Silver Lanterns by Helen Khan Can't You Sleep Little Bear How to Catch a Star – Oliver Jeffers Traditional tales Goldilocks and the Three Bears Little Red Riding Hood	How to Catch a Dragon by Caryl Hart Dinosaurs Love Underpants – Claire Freedman Traditional Tales George and the Dragon	The Katha Chest by Radhiah Chowdhury In my Mosque – by M O Yoksel Freddie and the Fairy – Julia Donaldson Traditional tale The Three Billy Goats Gruff	Lost and found – Oliver Jeffers Farmer Duck – Martin Waddall A Squash and a Squeeze – Julia Donaldson Fruits – a Caribbean counting poem by Valerie Bloom Traditional tales Jack and the Beanstalk The Ant and the Grasshopper	Billy's Bucket by Kes Gray Lucy and Tom by Shirley Hughes Sharing a Shell by Julia Donaldson Traditional Tales The Lighthouse Keeper's Lunch
Literacy – Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Information leaflets about animals in the garden/plants	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives

	<p>book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Enjoys an increasing range of books. Actions to retell the story. Story Maps.</p>	<p>recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>and growing. World Book Day Activities. Timeline of how plants grow.</p>		<p>information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
Word Reading	<p>Linking sounds to letters. Phonic Sounds: Little Wandle whole class. Reading: Initial sounds, oral blending, CVC sounds. Find ways of reciting the current new sound throughout the day. Reciting known stories, listening to stories with attention and recall. Read books with lots of rhyme. Encourage children to start joining in with the rhymes/ Encourage fluency when reading a known sentence. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by sound-blending. Phonic Sounds: RWI Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Enjoys listening to and joining in with stories. Uses language from stories. Understands that print carries a message. Understands that print is read left to right and top to bottom. Makes attempts to read and write. Identifies familiar signs and labels. Participates in rhyming games. Can count or clap syllables. Recognises initial sounds. Says the sounds for individual letters. Introducing di-graphs. Phonic Sounds: RWI Differentiated groups / Ditties. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become</p>	<p>Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Reads simple phrases and sentences. Enjoys a range of books. Knows that information can be retrieved from books. Retells simple stories. Can describe settings, events and characters in some detail. Uses vocabulary they have heard in books. Is developing phonological awareness. Shows familiarity with rhyming and beginning sounds. Reads some high-frequency words. Is beginning to blend and segment sounds. Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing</p>	<p>Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

			familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.		capital letters and lower case letters.	
Literacy – writing	Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Makes distinct marks that look like letters and that are separated from each other. Writes some actual letters, especially the letters in their name. May try different kinds of writing, e.g. writing a list or a greeting card. Use initial sounds to label characters / images. Writing messages. Practising correct letter formation	Writing CVC words. Name writing. Labelling using initial sounds. Retelling stories in writing area. Sequencing the story. Practising correct letter formation	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation Writing for a variety of purposes. Holds pencil correctly and is beginning to form letters accurately. Knows the sounds letters make and is beginning to spell words based on how they sound. Labels pictures with a few words and later on begins to write simple sentences with correct grammar.	Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation	Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Maths – following White Rose EYFS	Mathematical experiences: Counting rhymes and songs.	Numbers within 6: Number bonds to 5. Count up to six objects. One more	Numbers within 10: Number bonds to 10. Count up to ten objects. Represent, order and	Numbers within 20: Count up to 10 objects. Represent, order and explore	Addition and subtraction within 20: Addition as counting on and subtraction as	Have a deep understanding of number to 10, including the composition of each

	<p>Classifying objects based on one attribute. Matching equal and unequal sets.</p> <p>Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives.</p> <p>Number recognition.</p> <p>2D Shape recognition. Pattern and early number: Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting.</p> <p>Recognise numbers in the environment. A number every week 'Number of the week'.</p>	<p>and one fewer. Order numbers 1 to 6.</p> <p>Conservation of numbers within six.</p> <p>Addition and subtraction within 6: Explore zero.</p> <p>Addition and subtraction to 6.</p> <p>Measures: Estimate, order compare, discuss and explore capacity, weight and lengths. Shape and Sorting: Describe, and sort 2-D & 3- D shapes. Describe position. Calendar and Time: Days of the Week. Seasons. Sequencing daily events.</p>	<p>explore numbers to ten. One more or fewer, one greater or less. Subitising to 5. Odd numbers and even numbers. Addition and subtraction within 10: Explore addition as counting on and subtraction as taking away. Numbers within 15: Count up to 15 objects and recognise different representations. Order and explore numbers to 15. One more and one fewer.</p>	<p>numbers to 20. One more and one fewer. Odd numbers and even numbers.</p> <p>Grouping and Sharing: Counting and sharing in equal groups.</p> <p>Grouping into fives and tens. Relationship between grouping and sharing. Doubling and halving: Doubling. Halving. The relationship between them.</p>	<p>taking away within 20. Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Shape and Pattern: Describe and sort 2-D and 3-D shapes.</p> <p>Recognise, complete and create patterns.</p> <p>Money: Coin recognition and values.</p> <p>Combinations to total 20p. Change from 10p.</p> <p>Measures: Describe capacities. Compare volumes. Compare weights. Estimate, compare and order lengths.</p>	<p>number. Begin to have a depth of numbers within 20: Verbally count beyond 20. Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards.</p> <p>Numbers beyond 20: One more one less. Estimate and counting. Grouping and sharing. Odd numbers and even numbers. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>
communication and language	<p>Settling in activities and carpet times.</p> <p>Nursery rhymes.</p> <p>Adults modelling language throughout the day</p> <p>"Thank you!" "Good morning!" "How are you?" "Please could you pass me...?"</p> <p>Individual speech assessment. Talk Boost</p>	<p>Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs.</p> <p>Listening to stories and developing vocabulary. Good listening skills.</p> <p>Sharing weekend news.</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary.</p> <p>Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions...</p> <p>Sharing Christmas holiday news</p>	<p>Sustained focus when listening to a story.</p> <p>Describing events in detail using connectives.</p> <p>Understanding and using question words such as what, where, who... Sharing weekend news.</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play.</p> <p>Make up their own stories with beginning, middle and end. Sharing Easter holiday news.</p>	<p>Able to talk about own abilities in positive way.</p> <p>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. Make comments about what they have heard and ask questions to clarify their understanding. Holding</p>

						<p>conversation in back and forth exchanges with adults and peers.</p> <p>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. Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p>
Physical Development	<p>Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting</p>	<p>Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.</p>	<p>Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.</p>	<p>Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce</p>	<p>Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.</p>	<p>Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	Fine Motor	Fine Motor: Daily name/CVC writing	Fine Motor: Daily name/CVC writing	Fine Motor: Daily name/CVC writing	Fine Motor: Daily name/CVC/sentence	Fine Motor: Holding a pencil effectively in

	<p>Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip</p>	<p>activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p>activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p>	<p>preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p>
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait 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. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>					
	<p>Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.</p>	<p>Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an</p>	<p>Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples</p>	<p>Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take</p>	<p>Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day. Winning and losing. Changing me - Look how far I've come! 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</p>

		emotion and how they dealt with it.	of how others might feel in particular scenarios.	turns, wait politely, tidy up after ourselves and so on.		accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					
Understanding the World Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.	Past and Present Learning Journeys given to parents at the end of Summer term when children visit – photos added by parents of family activities Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Look at maps	Past and Present Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to continue to draw maps	Past and Present Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Knights and Princesses in the castle.	Past and Present	Past and Present Role –play – garden centre.	Past and Present Exploring the seaside now and in the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
	People, Culture and Communities Describing their environment around them. Can	People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play –	Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant	Maps of the farmyard and developing maps of the local area.	People, Culture and Communities Describing their local habitat and a contrasting country. What are the similarities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts

	<p>they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.</p>	<p>Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p>	<p>cultural events: Pancake Day Easter Mother’s Day People, Culture and Communities Maps of the farmyard and developing maps of the local area. People, Culture and Communities Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa Describe</p>		<p>and differences? Exploring Africa</p>	<p>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. 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>
	<p>The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants. Forest Schools</p>	<p>The Natural World Exploring light and dark. How can we see in the dark? Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p>The Natural World Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments.</p>	<p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>The Natural World Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars.</p>	<p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. 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. Understand some important processes and changes in the natural world around them, including conservation of the sea. .</p>

Expressive Arts and Design	Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.	Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divali	Creating with Materials: Winter pictures and scenes. Chinese New Year - lanterns	Creating with Materials: Spring pictures. Flower artwork.	Creating with Materials: Farm pictures Healthy Eating collages. African Art	Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. 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.
Expressive Arts and Design	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Winter songs. Chinese New Year songs.	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs. Role-play – home scene.	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards.	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – under the sea. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate –
Music Charanga	Me!	Nativity and Harvest	Everyone!	My Stories!	Big Bear Funk!	Our World
RE	How do people celebrate birthdays? What happens in a place of worship? Who is God? What is the Bible – stories in the Bible	How do we celebrate Christmas? What do these symbols mean? Recognise some religious words.	Visit our local church Talk about Baptism What ceremonies have you taken part in?	Talk about sacred texts Talk about The Creation – raise questions	Talk about other religious beliefs – Muslim/Jewish Talk about what matters to them or is of value.	What is right or wrong. What do we mean by true?

Assessment	Speech Assessment Talk Boost In-house baseline data National Reception Baseline Assessment (RBA) Pupil Asset Parent/pupil meeting – settling in.					
------------	---	--	--	--	--	--