

# Thorns Primary School

## Early Years Foundation Stage

### Long-Term Curriculum Overview



At [Thorns Primary School](#), we want every child to be 'safe, happy and learning.'



We pride ourselves on building strong partnerships with parents, families and children ensuring that every individual feels valued. We teach all areas of our EYFS curriculum to a high standard and support our children to make accelerated progress throughout their experience placing strong emphasis on the prime areas of learning: communication and language; physical development; personal, social and emotional development.

Every child is treated as a unique individual and are committed to the development of 'the whole' child.

We want children to enter Year One as happy, self-assured, independent learners with a confidence to know they can achieve anything if they have a 'can do' attitude.

Our school values, whole-school curriculum drivers and Behaviour Charter helps to support all of the above as part of our commitment to 'The Thorns Way'.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Theme</b>	<b>All about Me</b>	<b>Tales and Celebrations</b>	<b>What is a Superhero?</b>	<b>Amazing Animals</b>	<b>Come Outside</b>	<b>Ocean Adventure</b>
<i>These themes may change based on children's interests and fascinations.</i>	My Family Growing up – How have I changed? Generations. Relationships- Who is special to me? My School Local places	Autumn Traditional Tales Halloween Bonfire Night Diwali Celebrations around the world Christmas	Winter Arctic Lost and Found/ Penguins Chinese New Year People who help us Local heroes Significant historical figures Fire / Police/ Nurse/ Dentist	Spring Continents Animals around the world. Contrasting locations- Jungle/ Savannah/ Africa/ Australia. Pancake Day Easter Mother's Day/ Carers	Plants & Flowers/ planting beans/seeds Andy Goldsworthy Sculpture Mini beasts Life cycles- Frog/butterfly/plant/sunflowers Local Area – Where do I live? Pond dip	Summer Rock pools & Sea life Oceans & Pollution Mermaids/ Pirates Boats/ Ships through time. Caring for the Environment Seaside Day
<b>Communication and Language</b>	<i>Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.</i>	Listen in familiar & new situations. <i>Engage in story times.</i> Maintain attention in new situations. <i>Ask questions to find out more and to check they understand what has been said to them.</i> Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Develop social phrases</i>	Listen attentively in a range of situations. Maintain attention during appropriate activity. <i>Engage in non-fiction books.</i> Consider the listener and take turns. <i>Use talk to organise/stand for something else in play.</i> Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i> <i>Begin to connect one idea or action to another using a range of connectives.</i> Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i> Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i> Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	<ul style="list-style-type: none"> <li>Listening, Attention and Understanding</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>				
	<ul style="list-style-type: none"> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li></li> </ul>				

<p><b>Personal, Social and Emotional Development</b></p>	<p>Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.</p>	<p>Able to identify and moderate own feelings. See themselves as unique and valued individuals. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p>
<p><b>JIGSAW Theme</b></p> 	<p><b>JIGSAW: BEING ME IN MY WORLD</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p><b>JIGSAW: CELEBRATING DIFFERENCE</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p><b>JIGSAW: DREAMS AND GOALS</b> Perseverance Setting goals Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p><b>JIGSAW: HEALTHY ME</b> healthy Me Exercise Healthy food Sleep Keeping clean Safety</p>	<p><b>JIGSAW: RELATIONSHIPS</b> Family life Friendships Breaking friendships Falling out Dealing with unkindness Being a good friend</p>	<p><b>JIGSAW: CHANGING ME</b> <i>Respecting my body</i> Growing up Growth and change Fun and fears Celebration</p>
<p><b>Physical Development (Fine/ Gross Motor Skills)</b></p>  <p><b>'Succeed in PE'</b> (Scheme- From Spring Term)</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					

**Literacy**



**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

**Comprehension:** Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.

**Comprehension:** Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).

**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.

**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

**Comprehension:** Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.

**Literacy- Reading**

**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.

**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.

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**Word Readings:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

**Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

**Phonics**

**Little Wandle Letters and Sounds Revised**



**LW Progression**  
Phase 2 graphemes  
s a t p i n m d g o c k c k e u r h b f  
**New tricky words:**  
is I the  
  
Phase 1/2  
Hear general sound discrimination, identify rhythm, rhyme, and alliteration and be able to orally blend and segment simple words.

**LW Progression**  
**Phase 2** graphemes  
New tricky words ff ll ss j v w x y z zz  
qu ch sh th ng nk  
**New tricky words:**  
put\* pull\* full\* as and has his her go no to into she push\* he of we me be  
  
• words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags)

**LW Progression**  
**Phase 3** graphemes  
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words  
**New tricky words:**  
was you they my by all are sure pure  
  
Consolidate skills as in Autumn 2.

**LW Progression**  
**Phase 3** graphemes  
Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end  
Review all taught so far  
**No new tricky words**

**LW Progression**  
**Phase 4 Short vowels:** with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est  
**New tricky words:**  
said so have like some come love do were here little says there when what one out toda

**LW Progression**  
**Phase 4 graphemes:** Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words  
**No new tricky words:** Review all taught so far

**Literacy – Writing**

**Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.

**Composition:** Use talk to organise describe events and experiences.

**Spelling:** Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.

**Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.

**Emergent writing:** Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.

**Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

**Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name.

**Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space.

**Emergent writing:** Use appropriate letters for initial sounds.

**Composition:** Orally compose a sentence and hold it in memory before attempting to write it.

**Spelling:** Spell to write VC and CVC words independently using Phase 2 graphemes.

**Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

**Emergent writing:** Build words using letter sounds in writing.

**Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

**Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.

**Handwriting:** Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.

**Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

**Composition:** Write a simple sentence with a full stop.

**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

**Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

**Emergent writing:** Show awareness of the different audience for writing.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop

**Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.

**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences.


Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

**Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

*Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)*

**Handwriting**

( to be formally recorded from Spring Term into books)

<p><b>Mathematics</b></p> <p><b>WRM &amp; Mastering number</b></p> <p>Ongoing throughout the year</p>	<p>Count objects, actions, and sounds. Subitise</p> <p>Matching. Sorting &amp; Comparing Comparing amounts Comparing size, mass &amp; capacity Exploring pattern - making simple.</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <p>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <p>Introducing zero Comparing numbers to 5 Composition of 5</p> <p>Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height, Time</p>	<p>Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10</p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <p>Number 10 and beyond—subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10</p> <p>Adding more Taking away Number bonds Shape – spatial reasoning</p> <p>Doubling Sharing and grouping Even and odd Patterns and relationships</p>							
<p>Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers.</p>		<p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>		<p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>										
<p><b>Understanding the World</b></p> 	<p><b>Chronology:</b> Talk about members of their immediate family and the relationship to them. <b>Name and describe people who are familiar to them.</b></p>	<p><b>Chronology:</b> use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p><b>Enquiry:</b> Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p><b>Comment on images of familiar situations in the past.</b></p>	<p><b>Chronology:</b> Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Visitors in key/ significant role.</p> <p><b>Enquiry:</b> Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist</p>	<p><b>Chronology:</b> Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p><b>Enquiry: Comment on images of familiar situations in the past.</b> Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. (transport-vehicles through time)</p>	<p><b>Chronology:</b> Recount an event, orally, pictorial and/or with captions.</p> <p><b>Enquiry:</b> Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p><b>Chronology:</b> Order experiences in relation to themselves and others, including stories.</p> <p><b>Enquiry: Comment on images of familiar situations in the past.</b> Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. (Pirates/ ships or boats/ toys)</p>								
<p>Begin to develop a sense of <b>continuity and change</b> by being able <b>to compare and contrast characters from stories throughout the year, including figures from the past.</b> Using Little People, Big Dreams books.</p>								<p>Science</p>	<p>Talk about similarities, differences, pattern and change in relation to people</p> <p>Simple life cycle of a human- changes as they grow from a baby.</p> <p>Talk about and use senses to investigate different materials around the school groups. E.g use senses to describe basic materials / brick/ grass/ wood/ glass windows.</p>	<p>Talk about changes they can see in autumn.</p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons</b></p> <p>Local environment- senses in the natural world. Walk around school grounds.</p>	<p>Talk about changes they can see in winter.</p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons</b></p> <p>Changes of state- Ice/ water/ steam/ Solid/ liquid jelly. Super senses- Human 5 senses/ Healthy diet. Forces- magnetic or not? Light/ dark/ translucent.</p>	<p>Talk about changes they can see in spring.</p> <p>Name and describe different animals. (</p> <p><b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in</b></p>	<p>Name and describe some plants and animal's children are likely to see, encouraging children to recognise familiar plants and animals whilst outside Know how to care for the natural environment and all living things</p> <p>Name and describe different plants and animals. (focus on growing and mini-beasts).</p>	<p>Talk about changes they can see in summer.</p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons</b></p> <p>Talk about similarities and differences in relation to sea creatures</p> <p>Sort objects which float or sink</p>
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RE				<b>class. (Jungle/ savannah/rainforest)</b> Know how to care for the natural environment and all living things		
	<b>Respect:</b> Themselves, special things in their own lives.  Talk about and describe features of their own family, talk about families in other countries across the world.	<b>Respect:</b> <i>Recognise that people have different beliefs and celebrate special times in different ways.</i>	<b>Respect:</b> Understand the value of being curious Think about finding out about people within their own community and in other countries – special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	<b>Respect:</b> Animals and know how to care for an animal/pets/ environments  <i>Recognise some similarities and differences between life in this country and life in other countries.</i>	<b>Respect:</b> Animals and know how to care for an animal/living things/ plants/ environment.	<b>Respect:</b> <i>Understand that some places are special to members of their community.</i>
	<b>Discovery R.E Special People</b> Key Question: What makes people special?	<b>Discovery R.E Christmas</b> Key Question: What is Christmas?	<b>Discovery R.E Celebrations</b> Key question: How do people celebrate?	<b>Discovery R.E Easter</b> Key question: What is Easter?	<b>Discovery R.E Special Books/ Sacred Texts</b> Key question: What can we learn from stories?	<b>Discovery R.E Special Places</b> Key Question: What makes a place special?
	<b>Mapping:</b> Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.	<b>Mapping:</b> Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.  <b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre	<b>Mapping:</b> Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - <b>Recognise some environments that are different to the one in which they live e.g., Antarctica.</b>  <b>Enquiry:</b> Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.	<b>Mapping:</b> Complete a simple BeeBot program using a grid map or carpet squares.  Identify on a map - <b>Recognise some environments that are different to the one in which they live e.g., Africa/ Australia.</b>  <b>Enquiry</b> - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre.	<b>Mapping:</b> <b>Draw information from a simple map</b> and identify landmarks of our local area walk.  <b>Enquiry:</b> Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.  Understand the key features of the life cycle of a plant or animal.	<b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)  <b>Enquiry:</b> Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites. Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)
Geography	<b>Communication:</b> Comment on what they notice about the environment where they live and <b>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</b>					
	<b>Observation:</b> <b>Explore the natural world around them</b> by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					

Expressive Arts and Design	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>- Loose parts</li> </ul> <p>Explore and play with a wide range of media and materials.</p> <p>Begin to mix colour, use different resources and materials to make models for stories we have read. e.g. Three Little Pigs/</p> <p>Create self- portraits, children to select tools and materials. (Mono-chrome only)</p> <p>Portrait skills – drawing themselves, observational work, papier mache</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>- Collage</li> </ul> <p>Children will know how to make 2D collages.</p> <p>Children will explore and create simple collages in the style of Alma Thomas.</p> <p>Collage linked with - Going on a Bear Hunt.</p> <p>Collage owls/ texture materials to create art.</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>- Patterns and Printing</li> </ul> <p>Children will know how to mould clay.</p> <p>Children will explore patterns and repeating shapes for printing.</p> <p>Experiment with printing use a range of objects</p> <p>Design and make prints for superhero cape and mask.</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>- Colour mixing</li> </ul> <p>African art- selecting colours and media.</p> <p>Aboriginal art- explore colour and dotting techniques.</p> <p>Use salt dough/ clay</p> <p>Indian Elephant sketches.</p> <p>Direct observational art- sketches/ painting of spring growth</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>- Sculpture</li> </ul> <p>Children will explore different media to create sculpture using, recycled, natural or man-made materials.</p> <p>Observational art work/ sketches/ painting of spring growth/ summer plants and flowers.</p> <p>Artwork/ sculpture linked with Eric Carle.</p> <p>Artwork inspired by Gustav Klimt- outdoors</p>	<p>Creating with Materials</p> <p>Painting</p> <p>Children will know how to make different shades of the same colour. (Underwater pictures)</p> <p>Children will know how to use and mix watercolour paints.</p> <p>Beach Hut shades of colour</p> <p>Sand/ Rainbow fish collage large scale weaving</p>
Artist/ Designer/ Musician to inspire	<b>Artist/ Designer – Hannah Bullen- Ryner/</b> Jackson Pollock (collaborative work)	<b>Artist/ Designer – Alma Thomas,</b> Yayoi Kusama, Piet Mondrian, Kandinsky	<b>Artist/ Designer– Roy Lichenstein/ Andy Warhol</b>	<b>Artist/ Designer – Georgia O’Keefe/ Henri Rousseau</b> Saint- Saens- Carnival of the Animals	<b>Artist/ Designer – Saloua Choucair, Andy Goldsworthy, Gustav Klimt</b>	<b>Artist/ Designer – Van Gogh</b>
Additional EAD opportunities	Seasonal art: Autumn	Diwali Firework art Remembrance Christmas decorations/ Christmas crafts/ calendar.  *Christmas songs for Nativity	Seasonal art: Winter Chinese New Year Valentine’s Day Holi	Seasonal art: Spring Mother’s Day crafts. Easter Crafts  *Easter/ Spring Songs Mother’s Day/ Carer’s Songs for assembly.	St George’s Day Islamic Art- Eid Queen’s Jubilee- God Save the Queen/ national anthem	Seasonal art Summer Father’s Day Crafts  *Father’s Day Summer Songs
	<p><b>Charanga Songs:</b> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p><b>Develop storylines in their pretend play.</b></p>	<p><b>Charanga Songs:</b> I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p>	<p><b>Charanga Songs:</b> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You’re Happy and You Know It Head, Shoulders, Knees and Toes</p> <p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p>	<p><b>Charanga Songs:</b> Old Macdonald Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p><b>Create collaboratively sharing ideas, resources, and skills.</b></p>	<p><b>Charanga Songs:</b> Big Bear Funk Incy Wincy Spider Mary, Mary</p> <p><b>Listen attentively, move to, and talk about music, expressing their feelings and responses.</b></p>	<p><b>Charanga Songs: Reflect, Rewind &amp; Replay:</b> Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses.</b></p>
<p align="center"><b>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</b> <b>Explore and engage in music making and dance, performing solo or in groups.</b> Singing – well known nursery rhymes, familiar songs and chants.</p>						