

# Charles Darwin Community Primary School EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Myself and My Family	Three Little Pigs Christmas	Our Community	Growing and Changing	All Creatures Great and Small	Holidays
<b>CULTURAL CAPITAL</b>						
<b>Visitors in</b>	PCSO- road safety/firework safety Canal and River Trust	Theresa Hartford Church Pantomime	People Who Help us visits: nurse, lollipop lady, dentist, library, police, ambulance, fire fighters	Engineers for Science Week	Grandparents with old teddies	Doctor/school nurse and PCSO for summer safety
<b>Visits out</b>	Autumn walk	Visit to Blakemere	Walk around Castle: shops, Walk up Darwin Street	Visit to Bunbury Mill	Verdin Park	Visit to local beach
<b>Being part of a school community</b>	Hello Yellow Buddies Jeans for Genes Harvest Festival	Christmas crafts Christmas performance Children in Need Anti-bullying week Book Fair	Litter pick Great bird watch	Science Week Easter crafts Bonnet parade	Sports Day	Singing afternoon
<b>First Hand Experiences</b>	Taking part in the Harvest Festival	Taking part in a nativity play. Christmas Crafts morning Christmas celebrations	Chinese New Year celebrations Shrove Tuesday - pancakes	Eid-al-Fitr celebrations Easter Crafts morning Science week	Dinosaur week Teddy bears picnic	Taking part in end of year reception assembly
<b>Involving families</b>	Parents meeting Parents evenings	Stay and Play morning Open afternoon Family learning – phonics and playdoh, First Aid Christmas crafts	Stay and Play morning	Easter crafts Bonnet parade	Sports day	Singing afternoon Class assembly



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Communication and Language							
<b>Prior Learning</b>	<p>Enjoy listening to longer stories, talk about familiar books and tell a long story.            Start to pay attention more to more than one thing and develop a wider range of vocabulary.            Begin to understand a question or instruction that has 2 parts.            Know many songs and rhymes.            Develop their communication and pronunciation of sounds.            Use multisyllabic words and longer sentences of 4-6 words.            Start and continue a conversation and express a point of view to debate with an adult or friend.            Use talk to organise themselves and their play.</p>						
Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	IMPACT
<b>Listening, attention and understanding</b>	<p>Turn to listen to friends or Teacher</p> <p>Listen to and then follow an Instruction</p> <p>Remember and join in with rhymes and stories they like</p> <p>Follow a story with props and pictures</p> <p>See some similarities and differences between people</p>	<p>Find the right tool for a job</p> <p>Follow instructions using Prepositions</p> <p>Respond to a string of requests one after another (not quickly)</p> <p>Ask and respond to questions</p> <p>Show interest in the lives of other people or events</p> <p>Talk about family routines and special occasions</p>	<p>Ask questions about their favourite books</p> <p>Choose a book or game that might be different from their friends and say why</p> <p>Play and listen to their friends at the same time</p> <p>Laugh at funny rhymes and jokes</p>	<p>Listen to a whole story and comment on what is happening</p> <p>Understand how to listen carefully and why listening is important</p> <p>Learn rhymes, poems and songs</p> <p>Respond quickly to a series of instructions</p>	<p>Engage in story times</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Remember key points from a story told without props or pictures</p>	<p>Have a conversation and respond to other children's opinions</p> <p>Engage in non fiction books</p>	<p><b>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;</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding;</b></p> <p><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></p>
<b>Speaking</b>	Start to link simple sentences	Explain in simple sentences,	Explore new vocabulary, sounds and intonation	Use language to create imaginary	Describe events in some detail	Articulate ideas and thoughts in well formed sentences	<b>Participate in small group, class and one-to-one</b>



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	Engage in imaginary role play sometimes building stories around toys and objects	including ordering, stating what happened and what might happen Use tense, intonation and rhythm to enhance meaning  Use vocabulary to express imaginary events in play	Play alongside other children engaged in the same type of imaginary play  Use sentences that are well formed  Use new vocabulary through the day	events, storylines and themes and sustain imaginary play situations expressing themselves to friends and adults  Ask questions to find out more and to check they understand what has been said to them	Use some social phrases Retell a story, once they have developed a deep familiarity with the text some as exact repetition and some in their own words  Use vocabulary in different contexts	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen	<b>discussions, offering their own ideas, using recently introduced vocabulary;</b>  <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</b>
<b>Vocabulary</b>	<b>Listen, vocabulary, question (what, where, when, why, who, how), talk, sentence, song, rhyme, poem, non-fiction book, conversation, discussion, connectives (e.g. and, because, next, them, first, last)</b>						



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## Personal, Social and Emotional Development

<b>Prior learning</b>	<p>Select and use activities and resources, with help when needed.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. and show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Begin to find solutions to conflicts and rivalries by talking and understand gradually how others might be feeling.</p> <p>Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive.</p> <p>Talk about their feelings and be increasingly independent in meeting their own care needs and begin to make healthy choices about food, drink and toothbrushing.</p>
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## Progression in Knowledge

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELGs
<b>Self regulation</b>	<p>Talk about their feelings.</p> <p>Introduce the zones of regulation linking it to the feeling work above.</p>	<p>Begin to identify and moderate their own feelings socially and emotionally</p>	<p>Develop their ability to identify and moderate their own feelings socially and emotionally.</p>	<p>Develop their ability to identify and moderate their own feelings socially and emotionally.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p>	<p><b>-Show an understanding</b> of their own feelings and those of others and begin to <b>regulate</b> their behaviour accordingly</p>
	<p>Begin to understand classroom expectations and simple routines.</p> <p>Begin to follow simple adult instructions with support.</p> <p>Start recognising their own wants and needs.</p> <p>Begin to take turns in simple games or activities with adult support.</p>	<p>Recognise and name emotions; learn about waiting and sharing.</p> <p>Express some basic feelings (happy, sad, cross).</p> <p>Begin to understand that others have feelings too.</p> <p>Begin to wait for short periods (e.g., taking turns, snack time).</p> <p>Use adult support to manage frustration or disappointment.</p>	<p>Introduce goal-setting through play and daily routines.</p> <p>Begin to choose a task and stay focused for a short time.</p> <p>Talk about what they would like to achieve ("I want to build a big tower").</p> <p>Start to accept small boundaries ("I can have a turn after my friend").</p> <p>Adults model and narrate waiting and self-control.</p>	<p>Begin to show self-regulation in familiar settings.</p> <p>Follow agreed rules with reminders.</p> <p>Begin to wait for longer turns or rewards.</p> <p>Start to use simple strategies to manage emotions (deep breaths, asking for help).</p> <p>Begin to talk about what helps them to concentrate or stay calm.</p>	<p>Show Increased persistence and emotional control.</p> <p>Choose own goals or activities and work towards completing them.</p> <p>Wait appropriately with occasional reminders.</p> <p>Begin to show pride in achieving goals.</p> <p>Can recover from minor setbacks and try again with encouragement.</p>	<p>Apply self-regulation and goal-setting skills across contexts.</p> <p>Can set and work towards simple goals independently.</p> <p>Wait patiently and takes turns without reminders.</p> <p>Control immediate impulses in familiar situations.</p> <p>Manage emotions and behaviour to achieve what they set out to do.</p>	<p><b>-Set</b> and work towards <b>simple goals</b>, being able to <b>wait</b> for what they want and <b>control</b> their immediate <b>impulses</b> when appropriate.</p>
	<p>Settle in, learn to listen and respond in simple situations.</p> <p>Begin to listen to familiar adults in small group or 1:1 situations.</p>	<p>Listen for key words and respond to short, familiar phrases.</p> <p>Follow one-step instructions without visual cues in familiar</p>	<p>Extend listening and understanding during short tasks.</p> <p>Follow two-step instructions with visual or verbal support ("Get</p>	<p>Sustain attention and understand increasingly complex language.</p> <p>Listen for longer periods during story or group discussion.</p>	<p>Develop independent listening and comprehension in varied contexts.</p> <p>Listen attentively without reminders in most familiar situations.</p>	<p>Give focused attention to what the teacher says, even when busy with another task.</p> <p>Respond appropriately to instructions involving several ideas or actions.</p>	<p>Give <b>focused attention</b> to what the teacher says, <b>responding appropriately</b> even when engaged in activity, and show an ability to <b>follow</b></p>



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	<p>Respond to name and simple one-step instructions ("Hang up your coat").</p> <p>Start to look towards the speaker and notice when someone is talking.</p>	<p>routines ("Line up", "Wash your hands").</p> <p>Begin to focus for short periods in group times or stories.</p> <p>Use adult prompts to maintain attention.</p> <p>Answer simple questions about what they have heard.</p>	<p>your coat and sit on the carpet").</p> <p>Maintain attention during short stories or carpet sessions.</p> <p>Start to listen while engaged in simple activities (e.g., building while listening to teacher).</p> <p>Begin to recall key points from what they've heard.</p>	<p>Respond appropriately to questions and comments about what they've heard.</p> <p>Follow two or three-part instructions with adult modelling.</p> <p>Shift attention between an activity and an adult's voice when prompted.</p>	<p>Follow instructions with several steps independently.</p> <p>Respond thoughtfully to questions, demonstrating understanding.</p> <p>Maintain attention while engaged in hands-on activity (e.g., listening to new instructions while painting).</p>	<p>Listen and contribute meaningfully to discussions and activities.</p> <p>Adjust behaviour or actions in response to spoken directions without reminders.</p>	<p><b>instructions</b> involving several ideas or actions.</p>
Managing self	<p>Begin to separate from main caregiver with support and encouragement.</p> <p>Explore new environments when an adult is nearby for reassurance.</p> <p>Try familiar activities with adult guidance.</p>	<p>Show curiosity and interest in a wider range of activities.</p> <p>Try simple new tasks when encouraged by adults or peers.</p> <p>Begin to express feelings about what they find easy or difficult.</p>	<p>Choose activities independently from familiar options.</p> <p>Persist for short periods when tasks become slightly challenging.</p> <p>Accept help and guidance from adults to achieve success.</p>	<p>Show willingness to try unfamiliar activities or materials.</p> <p>Begin to manage small setbacks (e.g. mistakes or waiting turns) with support.</p> <p>Use positive language about their own efforts ("I can try again").</p>	<p>Try new or more complex tasks without needing adult reassurance.</p> <p>Stay motivated when initial attempts don't work.</p> <p>Begin to talk about strategies they use to solve problems or keep trying.</p>	<p>Confidently choose and engage in a range of activities, familiar and new.</p> <p>Show persistence and determination to complete challenging tasks.</p> <p>Demonstrate independence, resilience, and perseverance in the face of difficulty</p>	<p>Be <b>confident</b> to try new activities and <b>show independence, resilience and perseverance</b> in the face of challenge.</p>
	<p>Begin to recognise simple class routines and expectations.</p> <p>Respond positively to adult reminders about behaviour.</p> <p>Understand that some actions can upset or help others</p>	<p>Follow familiar rules and routines with support.</p> <p>Know what behaviour is expected in different parts of the setting (e.g. carpet time, tidy-up time).</p> <p>Begin to talk about what is kind or unkind behaviour.</p>	<p>Talk about classroom rules and why they help everyone feel safe and happy.</p> <p>Start to manage own behaviour with fewer reminders.</p> <p>Recognise when they or others have broken a rule and how to make things better.</p>	<p>Understand that rules help people play and work together fairly.</p> <p>Begin to make independent choices that reflect right and wrong.</p> <p>Take responsibility for small actions (e.g. apologising, helping to fix a problem).</p>	<p>Explain in simple terms why certain behaviours are right or wrong.</p> <p>Reflect on their own actions and how these affect others.</p> <p>Try to make amends or suggest fair solutions in conflicts.</p>	<p>Clearly explain the reasons for classroom and school rules.</p> <p>Show an understanding of fairness, honesty, and respect for others.</p> <p>Behaves= appropriately without adult reminders and try to do the right thing even when no one is watching.</p>	<p><b>Explain the reasons</b> for rules, know <b>right from wrong</b> and <b>try to behave accordingly</b>.</p>
	<p>Begin to recognise basic hygiene needs (e.g. washing hands, toileting).</p>	<p>Go to the toilet independently most of the time.</p>	<p>Manage most personal hygiene needs independently.</p>	<p>Maintain hygiene routines throughout the day without reminders.</p>	<p>Take responsibility for self-care (washing, toileting, clothing).</p>	<p>Fully manage hygiene, toileting, and dressing independently.</p>	<p>Manage their <b>own basic hygiene and personal needs</b>, including dressing, going to the toilet and</p>



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	<p>Start to communicate toileting needs to adults.</p> <p>Try to put on coat, shoes, or apron with support.</p> <p>Talk about food preferences and start to notice when they are hungry or thirsty.</p>	<p>Wash and dry hands after toileting or messy play with reminders.</p> <p>Put on coat independently</p> <p>Start to identify foods that are 'healthy' or 'sometimes foods.'</p>	<p>Begin to understand that hygiene helps prevent illness.</p> <p>Put on high vis independently</p> <p>Talk about foods that help their bodies grow and stay strong.</p>	<p>Choose healthy snacks and drinks with adult discussion.</p> <p>Understand the importance of cleanliness for health.</p>	<p>Talk about healthy lifestyles, rest, and physical activity.</p> <p>Begin to make independent, healthy food and drink choices.</p> <p>Recognise when they need a rest or to drink water.</p>	<p>Make independent choices showing understanding of health and wellbeing.</p> <p>Explain why hygiene and healthy eating are important.</p> <p>Demonstrate readiness for Year 1 routines.</p>	<p>understanding the importance of healthy food choices</p>
<b>Building Relationships</b>	<p>Form warm relationships with key adults in the setting.</p> <p>Begin to play alongside other children in shared spaces. Watch peers and may join in with adult support.</p> <p>Learn about classroom routines and how to share resources.</p>	<p>Play cooperatively in small groups with adult guidance.</p> <p>Begin to share and take turns with support and reminders.</p> <p>Start to name friends and shows preference for certain playmates.</p> <p>Seek comfort and reassurance from familiar adults.</p>	<p>Join in shared play, following simple group rules or roles.</p> <p>Start to negotiate roles or share ideas in imaginative play.</p> <p>Show early empathy (e.g. checking on a friend who is upset).</p> <p>Manage small disagreements with adult help.</p>	<p>Play cooperatively over longer periods, taking turns more independently.</p> <p>Begin to solve simple conflicts through talk or compromise.</p> <p>Demonstrate care and concern for peers and adults.</p> <p>Form stable friendships and enjoy shared play themes.</p>	<p>Understand that actions affect others and show ability to make amends.</p> <p>Support peers Talk about what makes a good friend and how to be kind. Rely less on adults to manage turn-taking and friendship issues.</p>	<p>Maintain positive friendships and support peers.</p> <p>Form secure relationships with adults and respond to guidance positively.</p> <p>Demonstrate emotional maturity and readiness for Year 1 social settings.</p>	<p><b>Work and play cooperatively and take turns</b> with others.</p>
	<p>Form secure relationships with key adults in the setting.</p> <p>Seek comfort and reassurance from familiar adults when needed.</p> <p>Begin to play alongside others, showing awareness of peers.</p> <p>Watch others and imitate their play actions.</p>	<p>Build familiarity and trust with a wider range of adults (teachers, support staff).</p> <p>Respond positively to adults' guidance and praise.</p> <p>Begin to share toys or space with peers with adult support.</p> <p>Show enjoyment in playing near and with other children.</p>	<p>Engage in shared play and simple cooperative games.</p> <p>Start to choose to play with particular peers.</p> <p>Express preferences for certain friends or play partners.</p> <p>Use words or gestures to invite others into play.</p>	<p>Show care and concern for friends and familiar adults.</p> <p>Talk about their friends and what they enjoy doing together.</p> <p>Begin to negotiate and solve minor friendship issues with support.</p> <p>Demonstrate understanding that actions can affect others' feelings.</p>	<p>Maintain friendships over time, playing cooperatively and resolving conflicts with less adult help.</p> <p>Demonstrate loyalty and kindness in friendships.</p> <p>Build trust and confidence with a range of adults.</p> <p>Recognise when others are upset and offer comfort or support.</p>	<p>Demonstrate empathy, kindness and cooperation in relationships.</p> <p>Show confidence to seek help or share achievements with trusted adults.</p> <p>Transition smoothly to new adults or settings (Year 1).</p>	<p>Form <b>positive attachments to adults and friendships with peers.</b></p>



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	<p>Begin to recognise and name basic feelings (happy, sad, tired).</p> <p>Seek comfort or reassurance from familiar adults when upset.</p> <p>Start to show awareness of own needs (hunger, rest, personal space).</p> <p>Watch how adults respond to emotions.</p>	<p>Notice and respond when others are upset or hurt.</p> <p>Begin to show empathy (e.g. offering a toy or a kind word).</p> <p>Understand that other people have different preferences or feelings.</p> <p>Learn positive ways to gain attention or express needs.</p>	<p>Begin to manage own feelings with adult support (calming, using language to express emotions).</p> <p>Recognise when they need help and seek it appropriately.</p> <p>Start to accept when things don't go their way.</p> <p>Show some control over impulses in shared spaces or play.</p>	<p>Identify when others might need help and take simple steps to support them.</p> <p>Begin to offer comfort or kind gestures without being prompted.</p> <p>Manage small conflicts or disappointments with support.</p> <p>Start to express pride in achievements while respecting others' feelings.</p>	<p>Recognise a range of feelings in themselves and others.</p> <p>Talk about how to make people feel better or how to solve problems kindly.</p> <p>Reflect on behaviour and understand its impact on others.</p> <p>Manage transitions and changes calmly with adult reassurance.</p>	<p>Consistently show care, empathy, and understanding towards others.</p> <p>Demonstrate self-awareness — can recognise their own needs and emotions.</p> <p>Adjust behaviour to respond sensitively to different social situations.</p> <p>Understand and respects that others may think or feel differently.</p>	<p><b>Show sensitivity to their own and to others' needs.</b></p>
<b>Curriculum Map</b>							
<b>PSED</b>	<p>Getting to know each other</p> <p>School routines and rules</p> <p>Looking after myself</p>	<p>Road Safety</p> <p>Rail Safety</p> <p>Water Safety</p> <p>Online Safety</p>	<p>Healthy bodies - exercise and eating</p> <p>Oral Health</p>	<p>Online safety and Screen Time</p>	<p>Key Stage 1 playground rules</p> <p>Hydration</p>	<p>Sun safety</p>	
<b>My Happy Mind</b>	<p><u>Meet your brain.</u> To know where their brain is in their body and what it looks like.</p> <p>To know how our brain helps us to control our body, manage our emotions and help solve problems.</p> <p>To know the 3 main parts of the brain and how they work together.</p> <p>To know that Happy Breathing helps our entire body, including our brain, to relax.</p>	<p><u>Celebrate.</u> To know what character strengths are and how they make us unique and special.</p> <p>To know about the five character strengths and what they mean.</p> <p>To know the best way to learn more about your strengths is to notice them.</p> <p>To know that our strengths are like super powers and when we use them it helps us to be our best and feel happy.</p>	<p><u>Appreciate</u> To know what appreciate means, what types of things we appreciate and how we show appreciation.</p> <p>To know that you can appreciate others, experiences and themselves and not just material things.</p> <p>To know that showing gratitude can make us feel good.</p>	<p><u>Relate</u> To know that relates means to get along with others and understand another person and that they can relate with family, friends and teachers in different ways.</p> <p>To know how their character strengths help them get along with others and learn that it is okay that we are all different.</p> <p>To know what active listening is. What 'Stop, understand and consider' means and think about how this</p>	<p><u>Engage</u> To know what engage means.</p> <p>To know what types of things they can engage in.</p> <p>To know that when they engage in something and feel happy, they can do the activity better.</p> <p>To know that they can set goals, sometimes these can be to do with learning, and other times they are to do with a hobby.</p>	<p>Use all of the knowledge from My Happy Mind sessions to support emotional regulation</p>	



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		To know that it is nice to tell other people when they use their strengths as it makes them feel good.		can help them with friendship issues.  To know that happy breathing can help them if they have big emotions when falling out with friends.			
<b>No Outsiders</b>	Understand that all families are different.  You Choose by Nick Sharratt	Celebrate my family.  Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt	Make friends with someone different.  Blue Chameleon by Emily Gravett	Understand that it's okay to like different things.  The Family Book by Todd Parr	Say what I think.  Mommy Mamma and Me by Leslea Newman and Carol Thompson		
<b>British Values</b>	<u>What it is to be British.</u> Powerpoint	<u>Mutual respect</u> Floss the Wobbly Flamingo by Joanne Moore	<u>Rule of Law</u> But Why Can't I? by Sue Graves	<u>Individual Liberty</u> Children Who Changed the World by Marcia Williams	<u>Mutual respect/Tolerance</u> The Only Way is Badger by Stella J Jones	<u>Democracy</u> Video clip <a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zts6p4j">https://www.bbc.co.uk/teach/class-clips-video/articles/zts6p4j</a>	



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## Personal, Social and Emotional Development

<b>Prior learning</b>	<p>Develop their movements, balancing, riding and ball skills. Go upstairs/steps using alternative feet. Skip, hop, stand on one leg and hold a pose. Use large-muscle movements. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which re related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Use one-handed tools and equipment, use a comfortable grip with good control when holding pens and pencils. Show a dominant hand. Be increasingly independent as they get dressed and undressed.</p>
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## Progression in Knowledge

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELGs
<b>Gross Motor</b>	<p>Stand momentarily on one foot when shown.</p> <p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Vary the speed in which they move.</p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Travel with confidence and skill around, under, over and through climbing equipment.</p> <p>Pull themselves up using their own body strength.</p> <p>Move safely using apparatus.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Travel with confidence and skill around, under, over and through balancing equipment.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• Rolling</li> <li>• Crawling</li> <li>• Walking</li> <li>• Jumping</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Climbing</li> </ul> <p>Combine different movements with ease and fluency.</p>	<p>Catch a large ball.</p> <p>Show increasing control over an object in pushing, patting, throwing, bouncing or catching it.</p>	<p>Use their foot to kick.</p> <p>Show increasing control over a ball when kicking and dribbling it.</p>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>



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<b>Fine Motor</b>	Use a <b>pincer grasp</b> .  Begin to show a preference for a dominant hand.  Begin to use a chunky pencil and paintbrush	Use a <b>pincer grasp</b>  Show a preference for a dominant hand.  Use a chunky pencil and paintbrush confidently	Use a <b>Static tripod grasp</b>  Begin to use thinner pencils for drawing and writing.  Begin to use thinner paintbrushes.	Use a <b>Static tripod grasp</b>  Use thinner pencils for drawing and writing.  Use thinner paintbrushes.	Use a <b>Secure dynamic tripod grasp</b>  Use thinner pencils for drawing and writing.  Use thinner paintbrushes.	Use a <b>Secure dynamic tripod grasp</b>  Use thinner pencils for drawing and writing confidently.  Use thinner paintbrushes confidently.	<b>ELG: Fine Motor Skills</b> 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; Begin to show accuracy and care when drawing.
<b>Cutlery</b>	Use a <b>fork</b> to spear soft foods (banana, pasta)  Hold spoon correctly (whole hand or emerging grip)	Begin to use a <b>knife to spread</b> soft foods (butter, jam)  Hold fork to stabilise food	Use a <b>knife to spread</b> soft foods (butter, jam)  Hold fork to stabilise food  Understand basic cutlery safety	Use <b>knife and fork together</b> to cut soft foods  Maintain correct grip with both hands	Use <b>knife and fork together</b> to cut soft foods  Maintain correct grip with both hands	Use <b>knife and fork together</b> to cut harder foods  Maintain correct grip with both hands	
<b>Scissors</b>	Explore scissors safely (open/close action) Use spring or loop scissors  Develop hand strength with tweezers, peg boards, dough	Cut on paper strips (no turning required)  Begin to hold paper with non-cutting hand	Cut between two lines (road cutting)  Use standard scissors	Practise rotating paper with helper hand  Improved grip and posture	Use wavy and zigzag scissors	Use wavy and zigzag scissors	
<b>Curriculum Map</b>							
<b>Whole class PE Units (Complete PE)</b>	<b>Learning through Play : Playing through games</b>	<b>Locomotion : Jumping</b>	<b>Locomotion : Walking</b>	<b>Ball Skills : Hands</b>	<b>Attack v Defence : Games For Understanding</b>	<b>Ball Skills : Rackets Bats Balls and Balloons</b>	
	I know... How to explore different ways of playing with equipment.  how to use my	I can... explore jumping, in different directions, at different speeds and different levels.	I can...  explore walking using different body parts in different directions, at	I can...  explore different ways of throwing a beanbag.  start to learn why we	I know... why it is important to take turns when playing a game.	I can... explore different ways of keeping a balloon up in the air.  explore different ways	



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	<p>imagination as I explore using different pieces of equipment, on their own and with a partner.</p> <p>why we need to play with equipment safely.</p>		<p>different levels and at different speeds.</p>	<p>need to aim when we are throwing.</p>		<p>to use my hands (pushes and hits) and feet (kicks) to keep the balloon up in the air without it touching the floor.</p> <p>understand why I need to direct the balloon upwards with control to keep it in the air.</p>	
	<b>Health and Wellbeing</b>	<b>Ball Skills : Hands : Hands 1</b>	<b>Gymnastics : High, Low, Over, Under : High, Low, Over, Under</b>	<b>Gymnastics : Moving</b>	<b>Ball Skills : Feet</b>	<b>Dance : Dinosaurs</b>	
	<p>I know... what we mean by exercise and why it is so important.</p>	<p>I know/can... explore different ways of pushing a ball.</p> <p>learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p>	<p>I know... 'champion gymnastics' by moving in a high way and explore making high shapes.</p>	<p>I can... explore what happens when I kick a ball using different parts of my feet.</p> <p>begin to understand how we control a ball</p>	<p>I can... explore different movements using different parts of the body.</p> <p>create movements as 'big' dinosaurs.</p>		
<b>Vocabulary</b>	<p>Core, clockwise, anti-clockwise, tripod grip, isolate, forwards, balance, midline, vertical, wobble, backwards, muscles, strong, symmetrical, stable, sideways, co-ordinate, stamina, alternating, straight, large, top, bottom, upper, lower, small, tracking, left, right, across, together, stretch, pose, fitness, exercise, healthy, pincer grip, repeat, mobility, practise, manipulate, physical, unhealthy, next, control.</p>						



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Literacy								
Prior learning	Engage in <b>extended conversations about story</b> . <b>Understand the five key concepts about print:</b>		Develop their <b>phonological awareness</b> , so that they can:		Use some of their <b>print and letter knowledge</b> in early writing.			
	<ul style="list-style-type: none"> <li>print has <b>meaning</b></li> <li>print can have <b>different purposes</b></li> <li>we read English text from <b>left to right and from top to bottom</b></li> <li>the names of the <b>different parts of a book</b></li> <li><b>page sequencing</b></li> </ul>		<ul style="list-style-type: none"> <li><b>spot and suggest rhymes</b></li> <li><b>count or clap syllables</b> in a word</li> <li><b>recognise words with the same initial sound</b>, such as money and mother</li> </ul>		Write some <b>letters accurately</b> .			
Progression in Knowledge								
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELGs	
READING								
Vocabulary	Discuss word meanings and link new words to known words.		Use new vocabulary introduced by the teacher when read in a book.		Use and understand vocabulary that has been introduced through a book applying it during role play and across the classroom environment both internally and externally.			<b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
Inference	Make basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.		Make rational anticipations of key events in the story through inferences.		Answer questions about the text that require them to 'read beyond the text' e.g. Why do you think?			
Prediction	Make simple predictions from the story based on, previously read stories and their own life experiences.		Predict key events in the story either before the story is read or during reading the story		Explain predictions and justify why they may happen.			
Explaining	Explain what has been read to them in their own words.		Express their ideas and views about the characters and events in the story.		Express their ideas and views about the characters and events in the story and give reasons.			
Retrieval	Understand that pictures offer many clues as to what has happened or will happen in a text.		Recognise characters, events, titles, images and key information in a text.		Recognise the difference between non-fiction and fiction texts. Retrieve information by finding key words in the text.			
Sequencing	Can orally re-tell a story in their own words.		Can sequence a simple 3-5 part story-remembering key events		Can sequence a class story remembering some details and key events including story specific vocabulary too.			
Phonics	<b>Phase 2</b> Read individual letters by saying the sounds for them Begin to blend sounds into words	<b>Phase 2</b> Read individual letters by saying the sounds for them Begin to blend sounds into words Read a few common exception words. Read simple phrases Read some letter groups that each represent one sound	<b>Phase 3</b> Read individual letters by saying the sounds for them Begin to blend sounds into words Read a few common exception words. Read simple phrases and sentences Read some letter groups that each represent one sound	<b>Phase 3</b> Read individual letters by saying the sounds for them Blend sounds into words Read a few common exception words. Read simple phrases and sentences Read some letter groups that each represent one sound	<b>Phase 4</b> Read individual letters by saying the sounds for them Blend sounds into words Read a few common exception words. Read simple phrases and sentences Read some letter groups that each represent one sound	<b>Phase 4</b> Read individual letters by saying the sounds for them Blend sounds into words Read some common exception words. Read simple phrases and sentences Read some letter groups that each represent one sound	<b>Word Reading</b> 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	









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		and say sounds for them	and say sounds for them	and say sounds for them Demonstrate understanding of what has been read to them	and say sounds for them Demonstrate understanding of what has been read to them	and say sounds for them Demonstrate understanding of what has been read to them	that are consistent with their phonic knowledge, including some common exception words.
<b>Vocabulary</b>	blend, segment, word, phoneme, grapheme, match, sort, repeat, tricky word, spell	digraph, trigraph Speedy sounds, sound talk	Sort, match	Sentence, full stop			
	Text, fiction, non-fiction, book, fairy tale, author. Illustrator, character, story, retell, title, imagination, blurb, library, list,	Rhyme, rhythm, setting, contents, memorise, index, contents page, , information, question mark, fact,	adventure	beginning, middle, end, opinion	adjectives		
	peace 'at last' hour tired nocturnal pretending cuckoo leaky refrigerator believe owl hedgehog uncomfortable peeped alarm clock yawn	teeny tiny beware chuckled giggled reached cheered squealed excitedly warning growling snout bellowed yelped scurried chattered roared trembled clattered galloped beady eyes shivered leaped straw field brickyard whiskers chimney pot cottage forest	journey adventure creep creek shortcut crooked knobbly gnarly clambered pokey pointy scratchy, scratchy vines chuckled flippy, whippy slimy slippy, slidey gloomy scary, starey pish posh! panic glowed fearsome frightful	false alarm warnings pelican attic barrel bobbing villager rusty special trudged yelled silently harbour gangplank captain crew ashore narrow marched growled welcome skull and crossbones	beyond lava flow herbivore carnivore omnivore graze beware lookout termite emergency beast lurks enormous explore fear jaws muffled survived shrugged palaeontologist	beloved tatty perfect pounded tumble curiously battered company returned replace locket shoals shimmering hitched guide concerned dock harbour	
<b>WRITING</b>							
<b>Oracy</b>	Oral retelling of story.	Oral retelling of story.	Oral retelling using a story map for support.	Orally retell the story.	Orally retell the story with a clear beginning, middle and end.	Orally retell the story with a clear beginning, middle and end.	<b>Composition</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others.
<b>Composition</b>	Draw images and write labels to represent the story giving meaning to their marks.	Draw a plan and label using initial letter.	Make a story map and write labels and captions  Write short sentences with known letter-sound correspondences	Write short sentences with known letter-sound correspondences using a capital letter and full stop.  Reread what they have written to check that it makes sense.	Write short sentences with known letter-sound correspondences using a capital letter and full stop.  Reread what they have written to check that it makes sense.	Rewrite the story.  Write short sentences with known letter-sound correspondences using a capital letter and full stop.  Reread what they have written to check that it makes sense.	



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					Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others.	
<b>Spelling</b>	Attempts to write their name.  Begin to spell words by identifying the sounds and then writing the sound with letter/		Write their name.  Spell words by identifying the sounds and then writing the sound with letter/s		Write their name with correct formation of letters.  Spell words by identifying the sounds and then writing the sound with letter/s		<b>Transcription</b>  <b>Write recognisable letters, most of which are correctly formed</b>
<b>Hand eye coordination for handwriting</b>	<b>Squiggle Me into a Writer Dances:</b> m, a, s, d, t, i, n, p, g, c/o, k, b	<b>Squiggle Me into a Writer Dances:</b> f, e, l, h, r/j, v/w/z/x, y, q/u, sh, ch, th,				Squiggle Me into Numbers  Numbers 1 – 10	
<b>Pre-writing shapes and strokes into letter formation</b>	LW book 1 patterns Lesson organisation Option 1	LW book 1 patterns Option 1	LW book 2 lower case letters Option 2	LW book 2 lower case letters Option 2	LW book 4 digraphs and trigraphs Option 3	LW book 3 capital letters Option 4	
<b>Grip development</b>  <b>Hand and finger strength and dexterity</b>	<b>Five finger grip and Pincer grip</b> 	<b>Pincer grip</b> 	<b>Static tripod grasp</b>  Static tripod grasp	<b>Static tripod grasp</b> 	<b>Secure dynamic tripod grasp</b> 	<b>Secure dynamic tripod grasp</b> 	
<b>Paper</b>	Unlined paper LW Workbook 1	Unlined paper LW Workbook 1	Lined paper (10mm) LW Workbook 2	Lined paper (10mm) LW Workbook 2	Lined paper (10mm) LW Workbook 4	Introduce handwriting lines that Y 1 use LW Workbook 3	
<b>Vocabulary</b>	Letter, capital letters up, down, left, right, clockwise, anti-clockwise, side to side	cvc word up, down, left, right, clockwise, anti-clockwise, side to side	Finger space, phrase Grip, form, formation, hold, pressure, movement	Sentence, full stop		lined, on the line, above the line, below the line	
<b>CURRICULUM MAP</b>							
<b>Core Text</b>	Peace at Last by Jill Murphy	The Three Little Pigs by Mara Alperin	Let's all Creep through Crocodile Creek by Jonny Lambert	The Journey Home by Emma Levey	Gigantosaurus by Jonny Duddon	The Sea Saw by Tom Percival	



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<p><b>Terrific Ten</b></p> <p><b>Literacy at the core of the Curriculum</b></p>	<p><b>Starting School</b> Billy and the Big New School By Catherine &amp; Laurence Anholt I am too Absolutely Small School By Laurn Child</p> <p><b>Families and Homes</b> Home by Carson Ellis TFunny Bones By Janet &amp; Allan Ahlberg My Mum By Anthony Browne Grandma Loves Me So Much By Trish Cooke</p> <p><b>Woodland Animals</b> Goldilocks and the three bears by Lauren Child We're Going on a Bear Hunt By Michael Rosen Owl Babies By Martin Waddell</p>	<p><b>Traditional Tales</b> The Three Little Pigs from Revolting Rhymes by Roald Dahl The Three Little Wolves and The Big Bad Pig by Eugene Trivizas There's a pig up my nose by John Dougherty Little Red Riding Hood by Mara Alperin Superwolf By Helen Docherty The Gingerbread Man By Mairi Mackinnon The Three Little Pigs by Mara Alperin The Three Ninja Pigs by Corey Rosen Schwartz</p> <p><b>Christmas</b> The Nutcracker By Jmaie French Six Dinner Sid By Inga Moore</p>	<p><b>Animals in other countries</b> Find me a Tiger by Lynley Dodd The Selfish Crocodile by Faustin Charles Elmer and Wilbur By David McKee Elmer By David McKee All Aboard for the Bobo Road by Stephen Davies</p> <p>Jack and the Beanstalk By Barbara Vagnozzi Hairy Maclary from Donaldson Dairy By Lynley Dodd Tasty Poems By Jill Bennett Follow Me By Ellie Sandall Nature Trail By Benjamin Zephaniah Hansel and Gretel By Ronne Randall The Runaway Pea By Kjartan Poskitt</p>	<p><b>Animal Journeys</b> Hattie Peck by Carson Ellis The Way Back Home by Oliver Jeffers The Rainbow Fish By Marcus Pfister The Little Red Hen</p> <p>Machine Poems By Jill Bennett The Great Big Enormous Turnip By Jackie Andrews Each Peach Pear Plum By Janet &amp; Allan Ahlberg What Will I be By Frances Stickley Guess What I'll be By Axworthy Anni</p>	<p><b>Dinosaurs</b> Dinosaur Roar by Paul and Henrietta Strickland Katie and the Dinosaurs by Usbourne Harry and the Bucketful of Dinosaurs By Ian Whybrow Dinosaur that Popped a Planet By Tom Fletcher &amp; Dougie Poynter</p> <p>How big is a Million? By Anna Milbourne Volcanoes by Usborne Beginners Once Upon A Unicorn Horn By Beatrice Blue The Mixed By Arree Chung Quiet By Tom Percival &amp; Richard Jones</p> <p>Oi Frog By Kes Gray &amp; Jim Field Old MacDonald Had A Farm By Michael Rosen How to Catch a Star By Oliver Jeffers</p>	<p><b>Teddies</b> The Teddy Robber by Ian Beck Where's my Teddy? By Jez Alborough That rabbit belongs to Emill Brown by Cressida Cowell</p> <p>Under the same sky by Britta Teckentrup Tig and Tog The discovery By Sally Garland Pirates Love Underpants By Claire Freedman and Ben Cort Rumble in the Jungle By Giles Andreae &amp; David Wojtowycz Pip and Egg By Alex Latimer &amp; David Litchfield</p>	
	<p><b>PSED</b> <b>Whatever Next</b> by Jill Murphy <b>Lullabyhullabaloo</b> by Mick Inkpen <b>Ways to say I love you</b> by Madeleine Cook and Fiona Lee <b>Barbara throws a Wobbler</b> by Nadia Shireen</p>	<p><b>PSED</b> <b>Super Duper You</b> by Sophy Henn <b>Very First Questions and Answers: What are feelings?</b> By Katie Daynes and Christine Pym <b>Mommy Mamma and Me</b> by Leslea Newman and Carol Thompson</p>	<p><b>PSED</b> <b>The Invisible</b> by Tom Percival <b>Find your Happy</b> by Emily Coxhead <b>Blue Chameleon</b> by Emily Gravett <b>But Why Can't I?</b> by Sue Graves</p>	<p><b>PSED</b> <b>Heads, Shoulders, Knees and Toes</b> by Skye Silver, Mariana Ruix Johnson and Chris Mears <b>The Heart of a Giant</b> by Hollie Hughes and Anna Wilson <b>Red Rockets and Rainbow Jelly</b> by</p>	<p><b>PSED</b> <b>The Rabbit Listened</b> by Cori Doerrfled <b>Fair Share</b> by Pippa Goodhart and Anna Doherty <b>You Choose</b> by Nick Sharratt <b>The Only Way is Badger</b> by Stella J Jones</p>	<p><b>PSED</b> <b>The Hueys in it Wasn't me</b> by Oliver Jeffers <b>Blue Monster Wants it all</b> by Jeanne Willis and Jenni Desmond <b>The Love in my Heart</b> By Tom Bugbird <b>The Kindest Red</b> By Ibtihaj Muammad &amp; SK Ali</p>	



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	<p><b>The Family Book</b> by Todd Parr</p>	<p><b>Floss the Wobbly Flamingo</b> by Joanne Moore</p>		<p>Sue Heap and Nick Sharratt <b>Children Who Changed the World</b> by Marcia Williams <b>A Great Big Cuddle</b> by Michael Rosen</p>	<p><b>Out of the Blue</b> By Robert Tregoning</p>		
	<p><b>Julia Donaldson Books</b> The Gruffalo The Smartest Giant in Town Room on the Broom The Snail and the Whale Stick Man</p>		<p><b>Eric Carle books</b> The Very Hungry Caterpillar The Bad Tempered Ladybird Slowly, slowly, slowly said the Sloth</p>		<p><b>Jill Murphy books</b> A Piece of Cake Whatever Next A Quiet Night In</p>		



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Mathematics							
Prior learning	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5</p>		<p>Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>				
Progression in Knowledge							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELGs
<b>Number</b>	<p>Count objects, actions and sounds (to 5). Subitise (to 3). Link the number symbol (numeral) with its cardinal number value (to 5). Explore the composition of numbers to 5.</p>	<p>Count objects, actions and sounds (to 10). Link the number symbol (numeral) with its cardinal number value (to 10). Subitise (to 5). Explore the composition of numbers to 5.</p>	<p>Count objects, actions and sounds (to 10). Count backwards from 10 to develop 'one less than' relationship. Explore the composition of numbers to 5 (systematic approach).</p>	<p>Automatically recall number bonds for numbers 0-5. Explore the composition of numbers to 6-9. Explore the composition of number 10.</p>	<p>Explore and represent patterns within numbers up to 10 and beyond.</p> <p>Automatically recall some number bonds to 10.</p>	<p>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>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>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>
<b>Numerical Patterns</b>	<p>Compare numbers and quantities using language: 'more than', 'fewer than'.</p>	<p>Compare numbers and quantities using language: 'more /less'.</p> <p>Understand the 'one more than relationship between consecutive numbers.</p>		<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Count beyond ten.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore and represent patterns within numbers up to 10, including evens</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is</p>



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					and odds, doubles and how quantities can be distributed equally.		greater than, less than or the same as the other quantity;  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
	<p>Consolidate making comparisons between objects relating to height and length.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p> <p>Continue, copy and create repeating patterns.</p>		<p>Understand the 'one less than' relationship between consecutive numbers.</p> <p>Talk about and explore 3D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Compare/understand weight.</p> <p>Discuss routes and locations, using words like forwards, backwards.</p>	<p>Talk about and identifies the patterns around them (symmetry)</p>	<p>Compare/understand capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Continue, copy and create repeating patterns</p>	

## Curriculum Map

<b>First for Maths</b>	<p><b>Cardinality &amp; Counting</b></p> <p>1.1 Accurate counting of sets of objects 1-5 NB S1 episodes 9 &amp; 10 (1:1 correspondence, cardinality)</p> <p>1.2 Subitising 1-3</p>	<p><b>Cardinality &amp; Counting</b></p> <p>2.1 Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 (teach over 2 weeks)</p>	<p><b>Cardinality &amp; Counting</b></p> <p>3.1 Counting backwards 10-1 &amp; ordering numbers 10-1</p> <p><b>Composition</b></p>	<p><b>Composition</b></p> <p>4.1 Recall number bonds for numbers 1-5</p> <p>4.2 Partitioning and recombining sets of objects 6-9 Including on part whole model and tens frame NB S2 episodes 1-5</p>	<p><b>Cardinality &amp; Counting</b></p> <p>5.1 Counting beyond 10 noticing pattern in ones</p> <p><b>Composition</b></p> <p>5.1 recall some number bonds for 10</p>	<p><b>Cardinality &amp; Counting</b></p> <p>6.1 Counting beyond 20 noticing pattern in tens</p> <p><b>Composition</b></p> <p>6.1 Recall and apply number bonds for 4, 5</p>	
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	<p>NB S1 episodes 1-4 (Introducing 1, 2 and 3) 1.3 Numeral Recognition to 5</p> <p><b>Composition</b> 1.1 Conceptual subitising - noticing numbers within numbers</p> <p><b>Comparison</b> 1.1 Compare sets 1-5 using vocab of more / fewer / most /fewest</p> <p><b>Measures</b> 1.1 Height &amp; 1.2 Length (teach in same week)</p> <p><b>Shape/Space</b> 1.1 2D shapes and their properties</p> <p><b>Pattern</b> 1.1 Simple AB patterns 1.2 Identifying unit of repeat (teach in same week)</p>	<p>2.2 Subitising 1-5 NB S1 episodes 6 &amp; 7 (Introducing 4 and 5)</p> <p><b>Composition</b> 2.1 Applied conceptual subitising NB S1 episode 11 (Stampolines) 2.2 Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model NB S1 episode 12 (Whole of me)</p> <p><b>Comparison</b> 2.1 Compare numbers using vocab of more/less 2.2 Find 1 more using sets of objects on tens frames and on a number track</p>	<p>3.1 Systematic approach to partitioning sets of objects 1-5 including on part whole model NB S1 episode 14 (Holes)</p> <p><b>Comparison</b> 3.1 Find 1 less using sets of objects on tens frame and on a number track</p> <p><b>Shape/Space</b> 3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third) 3.2 3D shapes and their properties</p> <p><b>Pattern</b> 3.1 More complex patterns – ABB, ABBC</p>	<p>(Introducing 6-10) 4.3 Systematic approach to splitting and recombining 10 including on tens frame and part whole model</p> <p><b>Measures</b> 4.1 Mass</p> <p><b>Shape/Space</b> 4.1 Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)</p> <p><b>Numerical Patterns</b> 4.1 Staircase patterns linked to finding 1 more/1 less using a mental numberline (link to Comparison) NB S2 episodes 6 &amp; 7 (Just add one &amp; 10 green bottles)</p>	<p>NB S2 Episode 13 (Blast Off!)</p> <p><b>Numerical Patterns</b> 5.1 Odds &amp; Evens NB S2 episode 11 (Odds &amp; Evens) 5.2 Symmetry/reflections – link to doubles 5.3 Share fairly (link to comparison). Use part whole model to partition numbers where both parts are the same (link to Composition) and Look at halving as inverse of doubles NB S2 episode 9 (Double Trouble)</p>	<p>and 10 including doubles</p> <p><b>Measures</b> 6.1 Capacity 6.2 Time – sequence of events</p> <p><b>Shape/Space</b> 6.1 Relationships between shapes</p> <p><b>Pattern</b> 6.1 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p> <p>Possible Extension Sharing between more than two including on a part whole model NB S2 episode 8 (Counting Sheep) NB S2 episode 10 (The three threes)</p>	
<p><b>Vocabulary</b></p>	<p>Same as, different, count, subitise, next, how many, pattern, repeating pattern, unit of repeat, pair, last, first, count on, between, after, before, sort, match, set, compare, estimate, calculate, share, count back, total, altogether, sum, number sentence, part-whole model, partition, more, most, less, bigger, greater, few, fewer, fewest, record, number bond, number line, missing, equals, take away, odd, even, half, double, smaller, problem, amount, number, digit, lots, makes, near, far, solve, shape, 2D, 3D, corner, edge, side, curve, straight, flat, heavy, heavier, heaviest, light, lighter, lightest, empty, full, long, longer, longest, short, shorter, shortest, tall, taller, tallest, in front, behind, on, in, under, forward, backwards, sideways, left, right</p>						



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Knowledge and Understanding of the World							
The Natural World							
Progression in Knowledge							
Topic	Animals inc Humans (Humans)	Animals inc Humans (animals) Living things and their habitats	Forces	Light	Plants	Materials	Seasonal changes
Term	Autumn 1	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1	Spring 2 Summer 1 Summer 2	Autumn 1	Spring 2	Autumn 2 Spring 1	Throughout the year
Prior Knowledge  (3-4 Development Matters)		Understand key features of the life cycle of animal.  Begin to understand the need to respect and care for the natural environment and all living things.	Explore how things work.  Explore and talk about different forces they can feel.		Plant seeds and care for growing plants.  Understand key features of the life cycle of plant	Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar and/or different properties and talk about differences between materials and changes they notice.  Talk about the differences between materials and the changes they notice.	
Development Matters	Explore the natural world around them.	Begin to understand the need to respect and care for the natural environment and all living things.  Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore how things work. Explore and talk about different forces they can feel.  Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Plant seeds and care for growing plants. Understand key features of the life cycle of plant  Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore collections of materials with similar and/or different properties and talk about differences between materials and changes they notice. Talk about the differences between materials and the changes they notice. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.



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Key vocabulary	<p>head, stomach, shoulders, arms, hands, legs, feet</p> <p>eyes, ears, nose, mouth and teeth</p> <p>taste, sight, sound, touch and smell.</p>	<p>Environments, habitats, live, cold, hot, change, care, respect, protect</p> <p>Polar bear, walrus, white fox, white hare, wolf, seal, snowy owl, robin, house sparrow, blue tit, woodpigeon, starling</p> <p>Blackbird, seagull, birds, mammals, insects fish, dogs, cats, goldfish, hamster, guinea pig and rabbit</p>	<p>Push, pull, twist, spin, move, forward, back, around, up, down, side-to-side</p> <p>Float, sink, magnet, metal, water wheels,</p>	<p>Light, dark, shadow, see-through</p>	<p>Plant, seed, leaf, bulb, roots, flower, stem, Beans</p> <p>Sunflowers</p> <p>chive, apple/pear trees, carrot</p> <p>Daffodils, primrose, daisy, rose</p> <p>Sunflowers, lavender, rose</p>	<p>Leaves, colours, crunchy, soft, sharp, bumpy, fruits, pointed, round, sorting</p> <p>Same different</p> <p>Sticks, straw, bricks</p>	<p>Autumn, winter, spring, summer, warm, hot, cold, trees, leaves, blossom, fruit, seasons</p>
Essential knowledge	<p>I know ...</p> <ul style="list-style-type: none"> <li>• The head, stomach, shoulders, arms, hands, legs, feet are parts of my body</li> <li>• Eyes, ears, nose, mouth and teeth are parts of our faces.</li> <li>• how to use our senses of taste, sight, sound, touch and smell.</li> </ul> <p>dogs, cats, goldfish, hamster, guinea pig and rabbits can be pets</p>	<p>I know...</p> <p>Different animals live in different habitats</p> <p>Animals habitats are changing over time which means they can't live there.</p> <p>What we can do to help protect habitats in our world</p> <p>Eggs hatch into chicks</p>	<p>I know....</p> <p>How to explore a variety of playground and fairground equipment and how I can move</p> <p>that by applying a force a sound can be made causing a vibration (exploring outdoor musical instruments)</p> <p>A magnet attracts metal by pulling it towards it</p> <p>objects can float and sink</p> <p>how water moves with water wheels, tubes and pipes</p>	<p>I know ...</p> <p>what is light and what is not light (dark).</p> <p>Light is in the day and dark is at night</p> <p>Blocking light causes dark</p> <p>Some materials don't block light</p>	<p>I know....</p> <p>Planting wild flowers can attract bees</p> <p>How to plant and care for:</p> <p>Beans</p> <p>Sunflowers</p> <p>chives,</p> <p>apple/pear trees</p> <p>carrots</p>	<p>I know ...</p> <ul style="list-style-type: none"> <li>• how to describe the properties of materials.</li> </ul> <p>How to group materials by a single attribute</p> <p>How to explore material changes through heating and cooling</p> <p>Melting chocolate</p> <p>Baking Christmas cakes and bread</p> <p>Freezing water to make lollies (summer)</p>	<p>I know ...</p> <ul style="list-style-type: none"> <li>• there are different seasons</li> <li>• leaves can change colour</li> <li>• Some trees lose their leaves in Winter</li> <li>• Wearing a hat, sun cream and sunglasses will protect me from the sun.</li> </ul> <p>In Winter it is cold and in summer it is hot</p> <p>We need to change our clothes to suit the weather</p>



# Charles Darwin Community Primary School EYFS Long Term Plan

Past and Present							
Prior learning	Begin to make sense of their own life-story and family's history.						
Progression in Knowledge							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELG
Topic	Families, homes and schools	Gunpowder Plot Christmas in the past	Knights and Castles	Bunbury Mill	Dinosaurs Teddies	A seaside holiday	
DM	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>						
Key Vocabulary	yesterday, today, timeline, generation, now and then, remember, different, grandparent	a long time ago, old, new past, present, Guy Fawkes, Houses of Parliament, plot	century, king, queen, knight, castle, ruins, armour	Before, after, water wheel, millstone,	artefacts, ancient, museum	old fashioned, year, memory, bus, coach, Victorian,	Talk about the lives of the people around them and their roles in society;
Essential knowledge	<p>I know/can... Tell you who is in my family</p> <p>I know who in my family is older and younger than me</p>	<p>I know/can... The gifts people give to each other were different in the past</p> <p>The meal people have at Christmas was different in the past</p> <p>Guy Fawkes tried to kill the king by blowing up the Houses of Parliament</p>	<p>I know/can... Knights were brave</p> <p>Knights wore armour to protect themselves</p> <p>Knights in stories fought dragons</p>	<p>I know/can... People used to make bread with their hands and now they use an electric machine</p> <p>Water wheels were used for power in the mill</p>	<p>I know/can... Describe how my teddy is different to an old teddy</p> <p>Old things can be found in museums</p>	<p>I know/can... My swimsuit looks different from those work 100 years ago</p> <p>Buses in the past looked very different to now and people didn't wear seatbelts</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Visits out/Visitors in	Families in	Blakemere Miniature Railway	Role-play – someone in dressed as a knight	Bunbury Mill	Grandparents in to talk about teddies	Llandudno	
Historical suitcase	Photos of old families Old photo of the school	Houses of Parliament	Beeston Castle St George	Bunbury Mill photos	Old teddy bears	Old buses People in Victorian swimsuits	



# Charles Darwin Community Primary School EYFS Long Term Plan

People, Culture and Communities							
Prior learning	Show interest in different occupations.						
Progression in Knowledge							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELG
Topic	My family, my home and my classroom	My school	My street	My local area Bunbury Mill	My world	A seaside holiday	
DM	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community.						
Key Vocabulary	Home, live, detached, semi-detached, bungalow, flat. Job, headteacher, caretaker, cook, secretary, receptionist. different, near, route, locate, journey, far, weather, area, , compare, symbol,	Hall, library, playground, field. Near and far. direction, next to, school, map,	Street, straight, road, footpath, town, shops, river Roundabout, speed bumps, lamp-post, post box, bridge local area, community	countryside, landscape, stream, left, right, river, field, hill, mill, water wheel, pond, canal, wood Bus, coach, double decker bus, raft, ship, boat, canoe, steam train, electric train, plane, rocket, helicopter, barge	Sea, land, atlas, Earth, world, globe, capital, country, hot and cold countries, deserts	Wales, Northern Ireland, Scotland, England, United Kingdom, beach, coast, sand, sea	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  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.
Essential knowledge	<b>I know/can...</b> Who lives in my house  Who works in my school and where they work (Teacher, Headteacher, Cook, Secretary, Caretaker, etc.)  What the features in my classroom are called (door, window, playground etc)	<b>I know/can...</b> My school is called Charles Darwin Community primary School  My school has a field, a playground, a library and a hall  Say whether it is near or far to my classroom (using the vocabulary near, far, next to, behind)	<b>I know/can...</b> Name a feature found in my local environment (use photos as prompts see vocab above)  Talk about places that are important to me locally eg church, park  Describe a simple route to get to somewhere on the street	<b>I know/can...</b> How to give directions I live in Northwich  Bunbury Mill is too far to walk so I might need to go in the car or on a bus	<b>I know/can...</b> That when the dinosaurs lived, the Earth looked different  The weather is different in different countries  Describe simple similarities and differences between two places	<b>I know/can...</b> People go on holiday and describe what the landscape is like at the seaside  Describe what you can do at the seaside	



# Charles Darwin Community Primary School EYFS Long Term Plan

Fieldwork	Home plan	Exploring the school	Walk up Darwin Street – spotter trail	Bunbury Mill	Verdin Park for teddy bear picnic	Local beach and ice cream
Investigation on shed (Outside)	Weather chart	Wind box	Snow box	Rain box	Mud kitchen –	Sun box
Clothing chart	Coats on	Coats zipped up	Hats, gloves, wellies	Raincoats, umbrellas, wellies	Sun cream, sun hats, sun glasses	Swimsuits, holiday packing (mixtures so they can choose)
Outdoor loose parts		Train cap, whistle, crates etc	Road bumps, Street signs Bridges in bike area	steering wheel, ships wheel, oars, numbers, a horn so children can create diff types of vehicles and go on journeys		Deck chairs, sunglasses, towels, towel clips, picnic, buckets and spades, beach balls, postcards
Small World (inside)	Small world house with furniture  Photo of every child stuck onto Jenga pieces (add staff from school as visit)  Use small cardboard boxes to create a school	Santa's railway journey  Trains  Rolls of paper (tied with Christmas ribbon), Santa and a reindeer to move along the map	Road bumps, Street signs Bridges Car bridge/railway bridge, lamp post, post box, Pre-made paper map (add images of buildings) 3d Intro blue cloths, green material – jungle animals incl crocs Contrast with a snowy scene	Roads, buses, box to show the mill	Sort animals into hot and cold countries  Bring in images of places been on holidays and string onto maps of world/UK	Create tyre environments
Block Play (inside)	Block Play: building enclosures for pets and representations of different people  Images of different types of houses on blocks	Representations for playground, library, hall	Block Play: representations of different buildings/ structures on Darwin Street	Block Play: representations of different buildings for different uses	Add yellow, orange, green, blue cloths to use as representations for deserts, land, sea etc	Block Play: representations of complex structures building a beach scene
Mapping	Plans of the classroom (3d) Photograph boxes Estate agency plans (home corner)	Autumn walk map (child takes photos to sequence)  3 Little Pigs map (2d)	Darwin St map- place photos (2d on wall and ground for 3d)	Giving directions to the beebot on a visual map  Sequencing places passed on visit to the mill	Draw map to the park and place on photos from the route	Llandudno messy map



# Charles Darwin Community Primary School EYFS Long Term Plan

RE							
Progression in Knowledge							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELG
<b>Religion</b>	Hindu Dharma	Christianity	Worldviews/ Understanding the World	Christianity and Islam	Christianity	Christianity	
Topic	Special Stories How do Hindus celebrate Diwali?	Special Times Why do people perform Nativity plays at Christmas? Why do people give and receive presents?	Special People. What are some similarities and differences between religious celebrations?	Special Times Why is Easter a sad and a happy time? How do Muslims celebrate Ramadan and Eid?	Special Stories What do Christians believe about God? What is the Bible?	Special Places. What happens in a Church?	
DM	Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.						
<b>Key vocabulary</b>	Diwali, Celebration, Hindu.	Christmas, Incarnation, God, church, Bible, Nativity, Christians, Christianity, minister, Celebration.	Celebration	Easter, resurrection, God, church, Bible, Christians, Christianity, miracle, Eid, Celebration.	God, church, Bible, Christians, Christianity, Son of God	God, church, Bible, Christians, Christianity, minister	<b>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</b>
Essential knowledge	Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali & Eid*.	Develop curiosity as to why Christians do nativity plays at Christmas. Explain why Christians give and receive presents at Christmas. Talk about the Bible as a special book for Christians which has many special stories.	Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country.	Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important.	Explore why Christians say Jesus is special through the miracle stories. Talk about the Bible as a special book for Christians which has many special stories.	Talk about how Christians might worship God in church.	



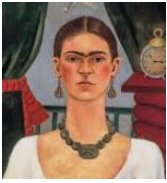





# Charles Darwin Community Primary School EYFS Long Term Plan

Computing							
Progression in Knowledge							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELG
DM							
<b>Key vocabulary</b>	tablet, computer, mouse, screen, on, off	draw, paint, record, music, voice, app	forward, backward, left, right, sequence, instructions	photo, video, share, story, record, tell	touch, drag, press, sound, change, move	safe, gentle, rules, device, help, adult	
<b>Essential knowledge</b>	<p>Recognise and name different technological devices in the classroom (tablet, computer, interactive whiteboard).</p> <p>Turn devices on and off safely.</p> <p>Use a simple mouse or touchscreen to interact with apps.</p>	<p>Explore age-appropriate apps (drawing, music, storytelling).</p> <p>Draw or paint digitally using fingers or stylus.</p> <p>Record their own voices using simple recording apps.</p>	<p>Follow simple step-by-step instructions (e.g., robot games).</p> <p>Use directional language (forward, backward, left, right).</p> <p>Program a simple programmable toy (Bee-Bot) to reach a target.</p>	<p>Take photos and videos to document learning.</p> <p>Share ideas on a class tablet or interactive whiteboard.</p> <p>Listen to digital stories and answer questions.</p>	<p>Explore apps that respond to touch, sound, or movement.</p> <p>Notice changes when they press buttons or drag objects on a screen.</p> <p>Experiment with digital music or interactive story apps.</p>	<p>Learn to handle devices gently and store them safely.</p> <p>Recognise that some apps and websites are safe to use with adults.</p> <p>Discuss simple rules for using technology at school and home.</p>	



# Charles Darwin Community Primary School EYFS Long Term Plan

Expressive Arts and Design Creating with Materials							
Progression in Knowledge							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELG
<b>Prior learning</b>	Explore colour and colour mixing. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Create closed shapes with continuous lines and begin to use these shapes to represent objects.						
<b>Topic</b>	Colour	Pattern	Shape	Collage	Textiles	Sculpture	
<b>Artist</b>	Colours Henri Matisse 	Printing Yayoi Kusama 	Painting Frida Kahlo 	Collage Eric Carle 	Textiles Anni Albers 	Sculpture Joe Foreman 	
<b>DM</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.						
<b>Key Vocabulary</b>	Wet, dry, thick, thin, paint, draw, mix, line, colour and colour names	Bigger, smaller, dot, print, circle, pattern, line	Shape and shape names, nose, mouth, eyes, eyebrows,	Rip, cut, tear, layer, match, overlap, stick	Weave, in and out, over, under	Balance, join, bend, twist, loop, curl, roll, tower, rough, smooth	.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
<b>Essential knowledge</b>	<b>I know/can...</b> Explore colour and how colours can be changed when we mix them  Make random marks using whole-arm movements  Explore a range of tools	<b>I know/can...</b> Begin to control direction of my marks  Repeat movements and patterns (lines, dots, circles)  Experiment with pressure and speed	<b>I know/can...</b> Draw simple shapes intentionally Use marks to represent experiences or stories  Begin to talk about my drawings  Understand that I can use lines to enclose a space, and then begin to use	<b>I know/can...</b> Draw recognisable shapes and forms  Select appropriate resources and adapt work where necessary. Use a variety of materials and techniques	<b>I know/can...</b> Draw people and objects with increasing accuracy  Include multiple features and details  Adds detail, pattern, and colour intentionally	<b>I know/can...</b> Draw clearly identifiable pictures  Use controlled movements and consistent grip	Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.



# Charles Darwin Community Primary School EYFS Long Term Plan

		Hold tools with increasing stability Show creations to peers	these shapes to represent objects. Add details to drawings (faces, limbs)  Share creations with peers and explain the process	Suggest simple improvements for my own design  Talk about what I like about my creations and others.	Use drawing to plan or communicate ideas  Understand that different media can be combined to create new effects.  Share creations with peers and explain the process and listen to their suggestions	Add detail, pattern, and colour intentionally  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share creations with peers and explain the process, listen to their suggestions and take on their ideas
<b>Tools</b>	hands, chunky crayons, paint brushes, scissors, glue	Sponges, paint, felt tip pens scissors, glue, masking tape, wooden spoon, mixing bowl	Tools: scissors, glue, masking tape, stapler and staples	Tools: scissors, glue, masking tape, stapler and staples, hole puncher, rolling pin	Tools: scissors, glue, masking tape, stapler and staples, hole puncher, treasury tags	Choose from a range of tools the most appropriate
<b>Joining</b>	Begin to join materials using simple techniques (glue)	Begin to join materials using simple techniques (masking tape)	Begin to join materials using simple techniques (staples)	Begin to join materials using simple techniques (hole punches)	Begin to join materials using simple techniques (treasury tags)	Choose from a range of joining techniques to fit the job best



# Charles Darwin Community Primary School EYFS Long Term Plan

Expressive Arts and Design Music and Drama							
<b>Prior learning</b>	<b>Music</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.			<b>Drama</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.			
Progression in Knowledge							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact ELG
<b>Kapow Topic</b>	<b>Exploring Sounds</b>	<b>Celebration music</b>	<b>Music and movement</b>	<b>Musical stories</b>	<b>Transport</b>	<b>Big band</b>	
<b>Development Matters</b>	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.			Develop storylines in their pretend play.			
<b>Key Vocabulary</b>	Voice sound whisper Speaking high low Higher lower body sounds Rhythm beat stomp	Diwali, Celebration, music, dance, traditional, harp, Jewish, drum, cymbals Tambourine, call. Response, drum, rhythm, beat	Actions, Action songs, Sign language, Makaton, Lyrics, Verse, Pitch, High, Low Triangle, Siren, Cello, Whistle Sound	Tempo, Fast, Slow, Dynamic, Loud, Quiet Musical story Percussion	Score, slower, faster	Band, Sound, Shake, Tap, Bang, Strum Jingle, Pitch, orchestra, composer	<b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher; Make use of props and materials when role playing characters in narratives and stories
<b>Essential knowledge</b>	I can explore how to use my voice and body to make sounds, I can experiment with tempo and dynamic when I play instruments I can identify sounds in the environment.	I can talk about music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. I can say whether I like it or not and describe why	I can create simple actions to songs I can move to a beat and express my feelings and emotions through movement to music.	I know that music and instruments can be used to convey moods or represent characters.	I can use my voice, body and instruments to explore different types of transport I can identify and mimic transport sounds I can interpret and perform a simple score.	I can talk about the four different groups of musical instruments, I can follow a beat using an untuned instrument I can perform a practised song to a small audience.	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
<b>Home corner</b>	<b>Home corner</b>	<b>Home corner</b>	<b>Doctor's surgery</b>	<b>Garden centre</b>	<b>Vet's surgery</b>	<b>Ice cream parlour/Café</b>	



# Charles Darwin Community Primary School EYFS Long Term Plan

(dramatic play)	Develop storylines in their pretend play.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Develop storylines in their pretend play.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc	Develop storylines in their pretend play.  Invent, adapt and recount narratives and stories with peers and their teacher	Develop storylines in their pretend play.  Invent, adapt and recount narratives and stories with peers and their teacher	Develop storylines in their pretend play.  Invent, adapt and recount narratives and stories with peers and their teacher	Develop storylines in their pretend play.  Invent, adapt and recount narratives and stories with peers and their teacher	
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