
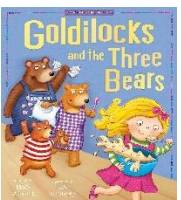
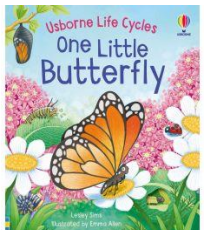



Topic/Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	Julia Donaldson	Bears	Chicks	Life cycles and healthy living	Harvesting
Key texts These form a base for our learning, but we are not restricted to these. We promote a love of reading through a range of books, stories, poems and texts throughout the year.	     	      	    	    	    	      

Weeks	7 weeks	8 weeks	5 weeks	6 weeks	7 weeks	7 weeks
Hook for learning	All about me books	Stickman trip to Lyceum	Bear hunt around school Lunar New Year	Making pancakes Chicks Making bread Chit potatoes	Caterpillars Making fruit kebabs	Trip to Cannon Hall farm Making chip butties
Visits/Visitors	Visit Rivelin Valley Walk (signs of Autumn/exploring local area)	Trip to Lyceum to watch Stickman	Visitor from Sheffield Chinese Community (Lunar New Year)	Visit from the Vicar, visiting to discuss the Easter story	Rivelin Valley Walk (signs of Spring/exploring local area)	Visit Rivelin Valley Walk (signs of Summer/exploring local area) Cannon Hall Farm trip
Parental engagement	Parents in School Poetry performance (Oracy) Parent's evening	Parents in School Nativity performance (Oracy) Christmas Craft morning	Parents in School World Book Day – parent reading sessions	Parents in School Poetry performance (Oracy) Parent's evening	Parents in School Join the children in making fruit kebabs to link with 'Kitchen Disco'	Parents in School Poetry performance (Oracy) Invited in to share information about their different cultures and countries they may have lived in
Whole school events		Children in Need Remembrance day (British Values) Christmas	World Book day Lunar New Year	Easter Red nose day Eid		Sports day/week Transition End of year Reports

<p>Communication and Language Listening, Attention and understanding Speaking</p>	<p>The children's communication and language skills will be developed throughout their time in FS2. Opportunities are provided through provision and the following activities:</p> <ul style="list-style-type: none"> - Listening and attention games - Singing - Poems - Rhyming activities - Circle time - Story time - Asking questions - Talk partners - Sharing news - Reading practice sessions - Exploring definitions in phonics - Oracy sentence stems to enable them to articulate their ideas and thoughts in well-formed sentences. 	
<p>Personal, Social and Emotional Development</p>	<p>The children's personal, social and emotional skills will be developed throughout their time in FS2. Opportunities are provided through provision and the following activities:</p> <ul style="list-style-type: none"> - Establishing friendships and positive relationships with adults in school. - Creating and following the class rules. - Zones of Regulation – identifying and explaining feelings. - Share All About Me book – discuss home life, families, similarities and differences with our lives. - Building independence (toileting, eating) - Following the school rules - Learn about how we keep healthy (Summer 1) – healthy eating, brushing teeth and exercise. - Building resilience and perseverance – encouraging children to keep trying and face new challenges. 	
<p>Physical Development</p>	<p>Throughout the year, the children will have access to the following gross motor activities:</p> <ul style="list-style-type: none"> - During continuous provision, the children have complete access to our outdoor area, which they can move, run, crawl, hop, jump and balance on. - Have access to large, open-ended loose parts, which they can carry up and down and move 	<p>Throughout the year, the children will have access to the following fine motor activities:</p> <ul style="list-style-type: none"> - Scissor skills - Threading - Mark making – chalk, paint. - Writing on whiteboards - Using tweezers

	<p>around different levels, including tyres, pipes and buckets. This allows for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p> <ul style="list-style-type: none">- Activities such as playdough, on a low down pallet to promote gross motor movements from shoulders and elbows.	<ul style="list-style-type: none">- Hand writing- Flipper flappers- Playdough- Lego <p>Children will be continually monitored and assessed using our writing progression grid, providing clear next steps for adult intervention in relation to children's fine motor skills.</p>				
Literacy						
Comprehension	<ul style="list-style-type: none">• Show an interest in stories• Understand the key concepts about print:<ol style="list-style-type: none">1. Print has meaning2. Print can have different purposes (e.g. stories to enjoy, poems to read aloud)3. We read English text from left to right and top to bottom.	<ul style="list-style-type: none">• Join in with rhymes• Use the vocabulary author and illustrator• To identify key vocabulary and discuss the meaning.• To identify the front cover, front cover and spine.	<ul style="list-style-type: none">• Join in with repeated refrains• To act out key parts of the story and transfer this to imaginative play using expression and prosody.• To accurately sequence stories.	<ul style="list-style-type: none">• To retell parts of a story using a story map to prompt.• Anticipate and predict what could happen next.• To understand the difference between fiction and non-fiction texts (How does an Egg Hatch – Eric Carle)	<ul style="list-style-type: none">• Make predictions using prior knowledge from stories (Link The Three Billy Goats Gruff with The Little Red Hen – spotting patterns in traditional tales)• Begin to answer a range of questions about what is read.	<ul style="list-style-type: none">• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions.• Use vocabulary that is influenced by their experiences of books within play.
Transcription	Tripod grip Letter formation Spelling – in line with phase 2 Little Wandle CVC words	Tripod grip Letter formation	Tripod grip Letter formation Spelling – in line with phase 3 Little Wandle	Tripod grip Letter formation Spelling – in line with phase 3 Little Wandle	Tripod grip Letter formation Spelling – in line with Little Wandle	Tripod grip Letter formation Spelling – in line with Little Wandle

		Spelling – in line with phase 2 Little Wandle CVC words	CVC words	CVC words		
Oral Composition	Retelling stories and poems (T4W - Oracy) – sentence structure, rich vocabulary, story language, exploring story structures	Retelling stories and poems (T4W - Oracy) – sentence structure, rich vocabulary, story language, exploring story structures	Retelling stories and poems (T4W - Oracy) – sentence structure, rich vocabulary, story language, exploring story structures	Retelling stories and poems (T4W - Oracy) – sentence structure, rich vocabulary, story language, exploring story structures	Retelling stories and poems (T4W - Oracy) – sentence structure, rich vocabulary, story language, exploring story structures	Retelling stories and poems (T4W - Oracy) – sentence structure, rich vocabulary, story language, exploring story structures
Poems	Chop Chop Cup of Tea Leaves are Falling Falling Apples Wise Old Owl A Basket of Apples Five Little Pumpkins	Christmas Songs (Nativity): We Three Kings Little Donkey Away in a Manger Silent Night Let's Go	Can I build a snowman? Carrot Nose Popcorn A Little House Pancakes	Spring Wind Stepping Stones Furry Furry Squirrel A Little Seed Hungry Birdies	I Have a Little Frog A Little Shell Under a Stone If I Were so Small Five Little Owls	Monkey Babies The Fox Thunderstorm Pitter Patter Sliced Bread

Talk for Writing			Goldilocks and the Three Bears	The Little Red Hen	The Three Billy Goats Gruff	The Enormous Turnip
Vocabulary, Grammar and Punctuation		Captions with finger spaces (HA)	Captions with finger spaces (HA)	Captions with finger spaces Sentences (subject verb object) (HA – capital letters and full stops where appropriate) Re-read what they have written to check that it makes sense	Captions with finger spaces Sentences (subject verb object) Punctuated sentences (HA) Re-read what they have written to check that it makes sense	Sentences Punctuated sentences Re-read what they have written to check that it makes sense
Phonics (remaining weeks used for assessment)	Phase 2 (Begin in the third week of Autumn 1)	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Week 1	s a t p	ff ll ss j as	ai ee igh oa	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	short vowels CVCC said so have like	long vowel sounds CVCC CCVC
Week 2	i n m d	v w x y and has his her	oo oo ar or was you they	review Phase 3: er air words with double letters longer words	short vowels CVCC CCVC some come love do	long vowel sounds CCVC CCCVC CCV CCVCC
Week 3	g o c k is	z zz qu words with s /s/ added at the end (hats sits)	ur ow oi ear my by all	words with two or more digraphs	short vowels CCVCC CCCVC CCCVCC longer words were here little says	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words

		ch go no to into				
Week 4	ck e u r I	sh th ng nk she he of	air er words with double letters: dd mm tt bb rr gg pp ff are sure pure	longer words words ending in -ing compound words	longer words compound words there when what one	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/
Week 5	h b f l the	• words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be	longer words	longer words words with s in the middle /z/ s words ending – s words with –es at end /z/	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ –est out today	root word ending in: –er, – est longer words
Reading practice	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 					
Maths Throughout regular counting, subitising, number recognition and finger gnosis activities Remaining weeks used for assessment	Matching and sorting Making comparisons Exploring pattern Representing 1,2,3 Composition of 1,2,3 Circles, triangles and positional language	Matching and sorting 4 and 5 Composition of 4 and 5 More and less to 5 Rectangles and squares Time – night-day	Identifying and composition of 6,7,8 Combining groups with 6,7,8 Length and height and comparing Time (days of the week) Representing 9 and 10	Building numbers beyond 10 Counting patterns beyond 10 Verbal counting patterns beyond 20 Ordering numbers (inc missing numbers) Matching 3-D shapes and models	Addition (including unknown numbers) Subtraction (take away – including unknown numbers) Creating with shapes, repeating shape patterns	Doubling Sharing and grouping Odd and even Problem solving Patterns (Cuisenaire rods) Making maps (positional language)

		Composition, ordering and sharing 5 Mass and capacity	Composition of 9 and 10 Comparing and combining 9 and 10 3-D shapes and patterns			
Week 1	Initial assessments, establishing relationships, routines and expectations	Composition of 1,2,3	Identifying and composition of 6,7,8	3-D shapes and patterns	As required: Consolidation week: Numeral recognition, composition of 6, 10 frame Counting patterns beyond 10 Verbal counting patterns beyond 20	Subtraction (take away – including unknown numbers)
Week 2		Circles, triangles and positional language	Combining groups with 6,7,8	Building numbers beyond 10	As required: Consolidation week: Consolidation, composition and comparing 7, 8	Creating with shapes, repeating shape patterns
Week 3	Matching and sorting	Matching and sorting 4 and 5	Length and height and comparing Time (days of the week)	Counting patterns beyond 10 Verbal counting patterns beyond 20 As required: Consolidation week: counting, composition and estimation 9, 10	As required: Consolidation week: counting, composition and estimation 9, 10	Doubling

Week 4	Making comparisons	Composition of 4 and 5	Representing 9 and 10	3-D shapes and patterns	Ordering numbers within 20 (inc missing numbers)	Sharing and grouping
Week 5	Exploring pattern	More and less to 5	Composition of 9 and 10	Building numbers beyond 10	Matching 3-D shapes and models	Odd and even
Week 6	Representing 1,2,3	Rectangles and squares Time – night-day Week 7 Assessment Week	Comparing and combining 9 and 10	Assessment Week Spr 2	Addition (including unknown numbers)	Problem solving Patterns (Cuisenaire rods) Making maps (positional language)
<p style="text-align: center;">Topic/Understanding the World</p> <p style="text-align: center;">History Geography/Science PSED RE</p>						
Week 1	Establish Key Class Rules; Rules and Routines; Name Game	Bonfire Night: Cbeebies My first festivals; Bonfire Night:	Investigating ice – in water tray and playground; Changes of state: ice blocks	Shrove Tuesday – What is shrove Tuesday? BBC Bitesize; Shrove Tuesday -	Teeth Chloe Thakrar local dentist to give talk on teeth Why brushing is important - investigation	Virtual Farm tour online/questions Visit Cannon Hall Farm – given a tour of a working farm

	Share All about me books to help children reflect on diversity and recent history	Fireman Sam: being safe – fireworks video	in the water tray – discuss what happens.	How to make a pancake Tutorial Newsround; Chit potatoes – How to chit potatoes: https://www.youtube.com/watch?v=YJc4s2jgeWA	https://www.youtube.com/watch?v=S3_tintiPjs	
Week 2	Discuss the concept of Autumn and changing seasons. Explore signs of autumn. Observe bees pollenating sunflowers. Plant daffodils	Diwali: Mrs Behal visit Reception to discuss Hinduism and Diwali with artefacts. Remembrance Day – My First Festival CBeebies	Pandas – habitat, food, interesting facts; Polar bears – habitat, food, interesting facts;	Zoom call with Chicken farmer Debs – see the farm, ask q's; Tracking the change as chick forms with visual representation;	Food – grouping healthy food – sort real food, discussing why/why not Plan what we could use/would like to use when making our Fruit kebabs!	Harvest potatoes – discuss how we harvest, predict numbers of potatoes, size Make potato chip butties – teach children how to make potato chips
Week 3	Core Value: kindness 'Dogger'; Core Value: honesty 'The boy who cried Bigfoot';	What is a theatre? Video 'Lyceum Theatre photography' https://www.thelyceumtheatre	Koala – habitat, food, interesting facts; https://www.nationalgeographic.com/animals/	Red Nose Day – BBC video – discuss charity, refer back to Children in Need; Ramadan – what is it? Who	Exercise – Joe Wicks PowerPoint Exercise – Review previous learning on why	Bees – Busy Bees: Bumblebee and Honeybees : https://www.youtube.com/watch?v=ta154f5Rp5Y

	Extract sunflower seeds with tweezers.	.com/about-us/gallery What and Where is a theatre? Video 'Lyceum Theatre photography and https://virtualglobetrotting.com/map/lyceum-theatre/view/google/	mammals/facts/koala Grizzly bear – habitat, food, interesting facts; https://www.youtube.com/watch?v=h5LkN1OruUg	celebrates it? What is Ramadan Newsround CBBC https://www.youtube.com/watch?v=WNey5Rqv30g Candle an egg – candle an egg to see the chick embryo Plant potatoes – together plant the chitted potato seeds	exercise is important, then run laps of the playground – discuss how this makes us feel. Pollinating (pollen catches on bees' bodies which pass between plants, fertilising them). https://www.youtube.com/watch?v=zy3r1zlCIU	
Week 4	Core Value: curiosity 'The Gruffalo's child'; Core Value: determination 'How to catch a star';	Visit Lyceum to watch Stick Man; Children in Need Eyfs All about BBC C.I.N. https://www.bbcchildreninneed.co.uk/resources/new-eyfs-all-about-bbc-children-in-need-powerpoint/	Bear facts 1: Can a bear...? – searching the internet for video evidence eg WWF.org.uk; Bear facts 2: Can a bear...? – searching the internet for video evidence eg WWF.org.uk;	Chick life-cycle – video (can children predict how it starts and what happens next?) What do living things need/do? – air, water, food and shelter	Hygiene Wash your hands Happy Birthday https://www.youtube.com/watch?v=JC7JnSkeyLM and experiment (bowl of water, black pepper and then liquid soap) What are germs – https://www.youtube.com/watch?v=ACDLuToEUI	Looking at local farming areas in Bradfield & Dungworth. Looking at Google Maps, showing children this area of Sheffield and the contrast to Rivelin. Trip to Our Cow Molly on the bus. Looking at the different areas of Sheffield we pass through and their contrasts, encouraging the children to talk about places they may recognise or know.

					Add how to use a tissue and 'where' to cough, sneeze	
Week 5	<p>Core Value: dignity 'Giraffes can't dance';</p> <p>Core Value: respect 'Meesha makes friends'</p>	<p>Retell the traditional Christmas story in preparation for Nativity play</p> <p>Learn traditional carols – explaining new words 'Silent night'</p>	<p>Lunar New Year – visit from Chinese Community Centre;</p> <p>Lunar New Year – 'Preparing for Chinese New Year – Let's Celebrate' and 'Chinese New Year – My first festivals' (CBeebies).</p>	<p>Egg or no egg: what other animals reproduce eggs? (FS2 23-24)</p> <p>The tradition behind the practice of egg-rolling – children bring in and decorate eggs before rolling</p>	<p>Revisiting life cycles emphasis on key word metamorphosis - https://youtu.be/vDDDwfVUe4</p> <p>Examples of different life cycles - https://youtu.be/wIIXOIIVSoA</p> <p>Follow with discussion, ask children for further examples.</p>	<p>Discussion about transition to Year 1, reflect on memories of moving to FS2 – looking to the future. https://youtu.be/eFGECPidtUE</p> <p>Circle time – After transition day, circle time with questions/worries etc.</p>
Week 6	<p>Curiosity object: Discussion about 'What is an iron?'</p> <p>Collect Autumn 'treasures' and discuss why these are autumnal.</p>	<p>Learn traditional carols – explaining new words 'Away in a manger'</p> <p>Learn traditional carols – explaining new words 'We three Kings'</p>	n/a	<p>The Easter Story (Rev Pete Christ Church Walkley)</p> <p>Preparing for Easter – Let's Celebrate Cbeebies</p>	<p>Caterpillar lifecycle - https://youtu.be/3kZD6rISLUw Emphasis on key vocab; egg, larva, pupa, butterfly and revisit 'metamorphosis'.</p>	<p>Discussion about Sports day – talk about any feelings excitement/nerves/questions etc https://www.youtube.com/watch?v=DS1c4jQT9nY</p> <p>Draw a map from school to the field in preparation for Sports day</p>

Week 7	<p>Curiosity object: Discussion about an <i>old</i> telephone. Compare and contrast.</p> <p>Read 'Once there were Giants'.</p>	<p>Learn traditional carols – explaining new words 'Silent Night'</p> <p>Google maps – discuss the route taken to the church. Notice other roads/buildings familiar to them (eg Morrisons)</p>	n/a	n/a	<p>Interesting facts about butterflies https://www.youtube.com/watch?v=5yAoZ446j8U</p> <p>Releasing the butterflies into the wild</p>	<p>Discussion about the season of summer and expected signs of summer in Riven Valley. Compare and contrast similarities and differences with Autumn and Spring trips.</p> <p>Trip to Rivelin Valley – to observe signs of summer and compare the changes from Autumn and Spring.</p>
Week 8	n/a	<p>The Nativity Story (Rev Pete Christ Church Walkley)</p> <p>Visit the church at Christmas to hear about what Christians believe about Christmas</p>	n/a	n/a	n/a	n/a
Key Concepts	Continuity and change; similarities and differences; chronological	Cultural, Religious and Ethic Diversity;				

	understanding; significant individuals Place; location; environment; physical processes; cultural understanding	Place; scale; location; communities and settlements; cultural understanding				
Key Vocabulary	<p>I/Me/Myself/Family/Mum/Dad/Parents/Sister/Brother/Grandad/Grandma/Baby/Aunt/Uncle/Cousin</p> <p>Now/Then/Before/Next/Grow/Change/When I was...</p> <p>Personal language relating to experiences</p> <p>Summer, Autumn, Winter, Spring, weather, cold/warm, windy, cloudy, rainy, sunny, leaves, changing, conkers, pine cones, crunchy, slippery, red, orange, yellow, brown, falling, pumpkin</p> <p>Today, tomorrow, yesterday, Days of the week, seasons, weather, Months of the year, dates, ordinal language</p>	<p>Bonfire Night, fireworks, safety, Guy Fawkes</p> <p>Diwali, Hindu, Diva lamp, Mehndi, Festival of Lights</p> <p>Remembrance Day, poppy, conflict, soldier, wreath</p> <p>Winter, cold, snow, ice, dark, cold, frost, overcast, sleet, hailstones, frozen/freezing, mittens</p> <p>Christmas, birth, Christians, nativity, angels, manger, stable, census, Caesar, Bethlehem,</p>	<p>Lunar New Year, golden, bamboo, calendar, zodiac, dragon, envelope, good fortune, lantern</p> <p>Snow, ice, melting, change, liquid, solid, gas</p> <p>Grizzly, Polar, Koala, Panda, North America, Arctic, China, Australia, Hibernian, Habitat, Diet, Bamboo, Salmon, Eucalyptus leaves, Seal, Claws, Paws, Fur, Extinction</p>	<p>Red Nose Day, charity, fundraising, money</p> <p>Easter, Christian, new life, cross, tomb, disciples, Palm leaves, angel, resurrection</p> <p>Ramadan, Muslim, fasting, Islam, Qur'an</p> <p>Chick, chicken, pipping, hatch, incubator, candling</p> <p>Shrove Tuesday, pancake, Lent, February</p>	<p>Eid al-Fitr, Muslim, Mosque, fasting, Ramadan, Qur'an, Islam, feast, henna</p> <p>Dentist, toothbrush, toothpaste, cavity, filling, gums</p> <p>Sneeze, hands, cough, illness, spread, washing, tissue, doctor, soap, unhealthy, hygiene, clean</p> <p>Healthy, fruit, vegetables, sugar, balanced diet</p> <p>Exercise, heart, run, jump, hop, skip, heartbeat, breath</p> <p>Frogspawn, Tadpole, Froglet, Frog, Caterpillar, Change, Chrysalis Cocoon Hatch, butterfly Larva Metamorphosis, Nectar, Pupa, Wings</p>	<p>Harvest, seed, growth, farmer, agriculture, countryside, crops</p> <p>Potato seed, roots, stem, shoot, leaves, soil, estimate, predict</p> <p>Pollination, nectar, bumblebees, honeybees, hive, pollen, honey, colony</p> <p>Environment, place, quiet, busy, calm, noisy, similar, same, different, countryside, city, street, village/local areas, city, left, right</p> <p>Sunshine, warmth, foxgloves, shade, temperature</p>

	Harvesting, sprouting, planting, growing, digging, watering, plant names	Route, theatre, Lyceum, stage Charity				
Link to Year 1 Curriculum	<p><i>Do children know that history is the study of past events?</i></p> <p><i>Can children talk about the changes that have happened to themselves over time since being born?</i></p> <p><i>Can children use vocabulary relating to the passing of time? e.g. days of the week, seasons, and words like yesterday, today, long ago, new, old</i></p> <p><i>Can children order events in their own and others' lives chronologically?</i></p> <p><i>Can children describe and create their own family tree?</i></p> <p><i>Can I talk about seasonal changes?</i></p>	<p><i>Can children use vocabulary relating to the passing of time? e.g. days of the week, seasons, and words like yesterday, today, long ago, new, old</i></p> <p><i>Can I use the vocabulary 'North, South, East and West' to describe geographical position?</i></p> <p><i>Introduction to Christianity – what do they believe?</i></p> <p><i>What is Christmas?</i></p> <p><i>Christmas story ordering</i></p> <p><i>Understand what to do if you get lost</i></p>	<p><i>To collect data about animals and answer questions.</i></p> <p><i>To be able to identify and sort carnivores, herbivores, and omnivores.</i></p> <p><i>Introduction to [Christianity] – what do they believe?</i></p> <p><i>Can I talk about the properties of materials?</i></p>	<p><i>Can I understand what plants and trees need to grow?</i></p> <p><i>To be able to take care of animals.</i></p> <p><i>To be able to recognise that animals change as they grow.</i></p> <p><i>Eid – what is it?</i></p> <p><i>Introduction to [Christianity/Islam] – what do they believe?</i></p> <p><i>Can we order the Easter story?</i></p> <p><i>Who lives in my local area?</i></p> <p><i>Understand what to do if you get lost</i></p>	<p><i>To be able to take care of animals.</i></p> <p><i>To be able to recognise that animals change as they grow.</i></p> <p><i>To be able to identify and sort carnivores, herbivores, and omnivores.</i></p> <p><i>Who lives in my local area?</i></p> <p><i>How people can help me</i></p> <p><i>To understand the benefits of physical activity and rest</i></p>	<p><i>Can I understand what plants and trees need to grow?</i></p> <p><i>To collect data about animals and answer questions.</i></p> <p><i>Who lives in my local area?</i></p> <p><i>Understand what to do if you get lost</i></p> <p><i>Can I talk about seasonal changes?</i></p> <p><i>Can children use vocabulary relating to the passing of time? e.g. days of the week, seasons, and words like yesterday, today, long ago, new, old</i></p>

	<p><i>Who am I? - Chn draw pictures about themselves e.g. families, pets, hobbies, places they like to go</i></p> <p><i>Belonging – How do chn belong at school</i></p> <p><i>How can we live together when we are all so different?</i></p> <p><i>We are learning about the special people in our lives and how we care for one another</i></p> <p><i>To learn about what makes a family</i></p> <p><i>To learn about different types of families</i></p> <p><i>What does kind behaviour mean?</i></p> <p><i>What does respect mean?</i></p> <p><i>Why are rules in school important?</i></p>					
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	<i>Who lives in my local area?</i>					
Link to Development Matters	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p>	<p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Think about the perspectives of others.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • tooth brushing <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Draw information from a simple map.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>

		<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Think about the perspectives of others.</p>				
Expressive arts and design						
Art and DT This is all child led. We will model, create examples and provide children with the required materials; this can be accessed during Continuous Provision.	<ul style="list-style-type: none"> • Name colours • Experiment mixing with colours • Self portraits • Create simple representations of people and objects – progress into detailed • Draw and colour with pencils and pens • Create arts and crafts from different cultures (Making Diva Lamps and Christmas cards) • To know that colours can be mixed to make a new colour. • Experiment with different mark making tools, e.g. chalk for snowy scenes. • To explore different techniques for joining materials (gluesticks/sellotape/PVA) 					
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Develop story lines in their pretend play. Invent narratives and follow storylines. • Build a repertoire of poems and songs over the year from The Poetry Basket and the Nativity and perform these. 					