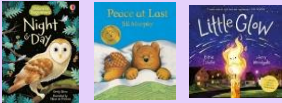
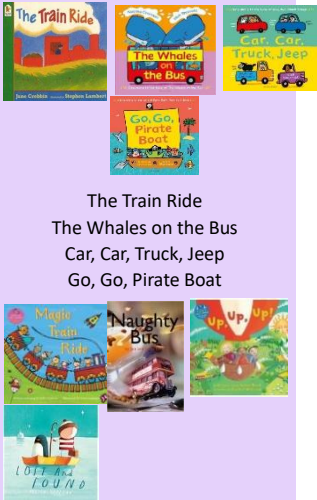


Spotland Primary Academy EYFS LTP

Cycle 1 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I am Special I am me! 	Night and Day 	People who help us 	Traditional Tales 	Minibeasts 	Journeys and Transport 
Synopsis	After a settling in period, the children begin the theme 'I am special, I am ME'. During the theme and as we begin to make relationships with the children and their families, the children will begin to share information about themselves and their family who they live with at home. They will hear others' share information about their families and begin to learn that some families are similar and different to their own. We will begin to talk about our own feelings and begin to understand what this looks like and how we can deal with them. In Reception, the children will take this theme further, by visiting the local environment, exploring houses, homes and familiar buildings/ landmarks. This will support understanding of our home, our school, our neighbourhood. This will develop when the children move into year one and explore 'Our Local Environment'. The children will explore further into the local environment, visiting some key religious buildings.	'Night and Day' helps children to learn about changes which happen at night. Children learn about nocturnal animals that are native to the UK. They may explore other nocturnal animals from about the world, through books and stories. We provide first hand experiences by introducing the children to real life owls, which they can touch and hold. Due to the time of year, we cover several festivals through this theme, which supports children learning and understanding of their own culture and the cultures of others. We introduce 'The Starry Night' by Van Gogh to the children and they explore different skills to create their own version of this famous painting. This creates a good foundation for children as they move through school and continue to develop their art skills and interpretations.	As children settle into the school environment, they will learn how to seek help and support for themselves and one another and will be introduced to adults who help them in school. In this theme they will then deepen their understanding of 'People Who Help Us' by exploring the wider community and developing an understanding of the role of local police, fire service, dental care, GP services, school crossing attendants, librarians etc. Through this theme, children will experience visits from a range of real people who help us. Further into the year, children will learn about 'Journeys and transport' where they may pick back up on the people who help us and the vehicles they drive.	Stories we read as young children remain with us throughout our lives – the repeated refrains, the characters we meet and the excitement that the story creates helps us develop our imaginations and creativity. Sharing Traditional Tales through this theme, will build and develop children's repertoire of stories which have been passed down over generations. Children are introduced to tales like "Little Red Riding Hood" and "The Three Little Pigs. The traditional tales theme provides a rich and engaging context for developing foundational literacy skills and fostering a love of reading in young learners. During the 2-year cycle, they build on this repertoire of classic tales and begin to learn some modern tales, written by Julia Donaldson.	Minibeasts is perfectly placed in the summer term, when the garden is in bloom. The children are provided with the opportunities to explore and investigate real minibeasts in the outdoor areas. Children develop observation and questioning skills as they watch minibeasts grow and develop, the children watch caterpillars grow into butterflies and release them into the wild. This theme gives the children the language and vocabulary to name minibeasts they may find in the garden and begins to develop their knowledge of how minibeasts change over time. Having the opportunity to learn about nature helps to prepare children for the 'In the Garden' theme in Reception. During the 2-year cycle, children will continue to develop a love of nature and learn more about growth and changes 'In the Garden'.	'Journeys and Transport' is a theme that is easily accessed by children. It is a great subject for inviting children's own experiences, as well as involving parents and carers and the local community. Through this theme children can learn about transport around us and beyond. They begin to explore transport that moves on land, sea, through the air & beyond into space. This learning is a good foundation for the children to continue to develop their knowledge of transport. It has links to the 'Night & Day' theme where children may explore space travel.
Wow Starter	All about me' bags- children bring a bag with 5 special items in, from home. They each get a turn to share what is in their bag with the class/ group. 'Learning Leader'- follow children's interests as a result of items in the bag.	Bedtime story session. Children come to school in their PJs as a hook into the theme	Real life visits from 'People Who Help Us'.	Various characters hidden around the room. Sign post with different characters/ stories signposted	Insect Lore: Caterpillars to Butterflies	Give the children a train ticket as they arrive, ready for the train ride.

Fantastic Finish	Floor book created at the end of the half term which celebrates 'What makes.....class special' Use the 'all about me' bags to show children's interests and the learning that has come from them.	Create a class information book about night & day. Including pages about animals which come out at night.	Role Play as their chosen occupation - share with parents and carers	Parent Event: Traditional tales hunt in the garden to find hidden characters. Then a themed story session/ picnic where families can retell the stories using puppets.	Parent event: Make your own minibeast day	Journey to space for a picnic on the moon (invite parents/carers)
Curriculum enrichment opportunities Trips/Visitors /Visits	Local environment walk (Reception) Autumn walk to Falinge Park	Owl visit	Visits from various people who help us	Storytime sessions with parents Trip to the Library (Spotland Library?)	First-hand experience of observing the lifecycle of a butterfly	Trip to Manchester Airport Viewing Area
Crucial Curriculum Content	To begin to understand their own life story and their family history. To begin to understand that some families are different to their own. To share information about themselves to others e.g. Identify their favourite thing to do, discuss members of their family etc. To understand that we are all unique in our own way and identify ways we are similar but different too. To know about my own family and where we live. To be able to talk about and compare houses within the local area. Begin to explore houses and homes around the world and compare where they are to where we live.	To develop an understanding of the world around them. To begin to understand changes which happen during night and daytime. To know about, explore and name nocturnal animals. To experience and learn about some festivals and celebrations linked to this time of the year.	To know there are people in the community who can help us. To explore and find out about the jobs people do to help us. To know the names of different people who can help us. To be inspired to talk about what I want to do when I grow up.	To know and join in with some familiar stories. To know and use language from familiar stories. To be able to talk about characters and events from familiar stories. To have some favourite stories. To ask questions to find out more and answer questions, demonstrating an understanding of the story. Describe events in detail, once familiar with the stories. To know and retell stories, using some exact language from the story.	To know that minibeasts can be found in the garden and know where to look for these. To name some familiar minibeasts found in the garden. To describe some of the features of different minibeasts. Begin to explore some life cycles.	To be able to name different forms of transport. To explore transport local to me. To understand how different forms of transport move: on the road, tracks, on sea, in the air etc. To know we can travel to different places. To explore maps and know we can travel to different places around the world. I can draw simple information from maps.
Essential Knowledge	I know the names and relationships of people in my family I know that events that have happened for my family are part of our history. I am beginning to be aware that all families are different and have different stories and history to share. I know that everyone has things that make them special. I know what is important to me and what makes ME special. I know that families can look different and live in different kinds of homes. I know my school/home is in Rochdale.	I understand that it is light in the daytime and dark at night. I know what happens during the day (e.g. we go to school) and night (e.g. we sleep). I know that the sky looks different at night (e.g. stars, moon) and during the day (e.g. clouds, sun). I know animals who come out at night-time are called nocturnal animals. I know the names and can talk about nocturnal animals like owl, fox, bat, hedgehog, and badger. I know where nocturnal animals live (e.g. burrows, trees, nests).	I know there are different people in my local area who can help me. I know the jobs some people do, the uniform they wear and how they help us. I know that people have different jobs and can help others. I have aspirations for when I grow up and talk about the job I would like and why.	I can recognise and name stories like <i>little red riding hood and the three little pigs</i>. I know special words from traditional tales, like "once upon a time," "castle," "wolf," "princess," and "giant." I know that characters are the people or animals in the story, like Goldilocks or the three bears. I can talk about the main events in familiar stories. I know stories have a beginning and an end. I can say which stories I like best and why.	I know that insects are called minibeasts I know that mini beasts have names, and I can name some e.g. ladybird, snail, slug, butterfly I know that minibeasts have habitats and can be found in places such as in soil, beneath logs or under leaves. I know some different minibeasts have different features, like: Many legs (like a centipede), Wings (like a butterfly or ladybird), A hard shell (like a snail), Antennae (like a beetle), A soft, wriggly body (like a worm) I know that all animals and insects are important, and we must care for and respect them by looking after	I recognise and can name different types of transport that is familiar. I understand that some transport moves on roads (cars, buses), on tracks (trains), on water (boats), or in the air (airplanes). I know that in my town or city, we use transport like buses, trams, or bicycles. I understand that some journeys take a short time (like walking to school), and others can take a long time (like flying to another country). I know that you can travel to different places in England and around the world. I can talk about journeys I have been on and how/where I travelled.

	I know that my school community/local environment has... bus stops, shops, a park, a church etc I know that homes may look different but are all places where people live. I know that people around the world live in many different types of homes	I begin to compare nocturnal and diurnal (daytime) animals.		I understand and use key vocabulary from stories, using this in discussion and role play linked to stories. I know the difference between fiction and non-fiction books.	their homes and being gentle with them. I know that living things have a life cycle such as a butterfly begins its life as an egg and goes through the stages egg, caterpillar, chrysalis, and butterfly.	I know that people in different parts of the world may use different types of transport.
Vocabulary linked to theme To be adapted at academy level	Home Family Friends Relatives Hobbies Features Unique Same/Different Like/Dislike House/Street/Address Kitchen/Living Room/Bathroom/Bedroom Garden Terraced/Flat/Semi-Detached/Detached Church/Mosque	Night Day Morning Evening Nocturnal Diurnal Shadow Sun Moon Stars Sunrise Sunset Light Dark Asleep Awake	Firefighter Doctor Police officer Vet Dentist Teacher Paramedic Ambulance Fire engine Rescue Help Emergency Brave Protect Care Uniform	Story Once Beginning, Middle, End Character Setting Event *Names of characters can be explored when looking at vocab linked to key texts*	Minibeast Nectar Cocoon Lifecycle Web Shell Insect Antenna Wings Body Legs Habitat *Names of minibeasts can be explored when looking at vocab linked to key texts*	Travel Journey Transport Vehicle Map Route Traffic Ticket Driver *Names of modes of transport can be explored when looking at vocab linked to key texts*
English Key texts over a 2-week cycle	 Goat goes to Nursery My Mum and Dad make me Laugh Colour Me Happy!  Super-duper you! In every house on every street In my heart	 Night Animals Owl Babies Whatever next! Zoom to the Moon!  Night & day Peace at Last Little Glow	 Emergency! Real superheroes Police officer We're going to the dentist  All through the night Doctorsaurs I'm a firefighter Going to the Dentist	 The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood  Jack and the Beanstalk The Gingerbread Man The Three Billy Goats Gruff	 The Very Hungry Caterpillar Norman the Slug with the Silly Shell I spot a Snail  Caterpillar to Butterfly Matisse's Magical Trail The Girl who Loves Bugs Bee	 The Train Ride The Whales on the Bus Car, Car, Truck, Jeep Go, Go, Pirate Boat Magic Train Ride Naughty Bus Up, Up, Up Lost and Found

Example Shared reading/books for pleasure						
Focus Nursery Rhyme						
Little Wandle Phonics	Phase 1/ 2	Phase 2	Phase 3		Phase 3/ 4	Phase 3/ 4
Maths	Finger rhymes Counting 1:1 Groups of 3 Comparing amounts Comparing sizes	Real life pattern Comparing length Positional language 2D shape 1:1 counting Comparing weight	Counting to 10 1:1 counting Recognising numbers to 5 Matching numerals to amounts Sequencing	Repeating pattern Positional language Comparing capacity- full and empty 2D shape	3D shape Counting beyond 10 Sequencing More than Less than Matching numerals to amounts	Repeating pattern Shape Combining shapes Positional language 1:1 counting Counting sets Real-world problems
	1:1 counting and matching numerals One less than One more than Sequencing number	Pattern Length Size 2D shape 3D shape Height Weight	Composition of numbers to 10 Number bonds to 5 Number bonds to 10 Practical addition	Practical subtraction Missing number- calculations (within 5) Missing number-calculations (within 10) Spatial reasoning	Spatial reasoning Building numbers beyond 10 Doubling Grouping and sharing (halving) Odd and even	Number bonds to 10 Addition Subtraction Grouping Odd and even Problem solving games
Gross & Fine Motor Progression Squiggle whilst you wiggle Dough Disco	Provide opportunities for the development of core strength and coordination: -Tummy time - Squatting - Bending - Rolling - Lunging - Jumping - Stretching - Twisting	Through Squiggle, focus on spatial awareness - Circles (clockwise and anti-clockwise) - Lines (vertical and horizontal) Wavy lines/the hump	Through Squiggle Focus on big arm movements pivoting from shoulder and elbow : -Circles (clockwise and anti-clockwise) -Lines (vertical and horizontal) - Wavy lines/the hump	Through Squiggle Focus on big arm movements pivoting from shoulder and elbow : -Circles (clockwise and anti-clockwise) -Lines (vertical and horizontal) - Wavy lines/the hump	Focus on large scale mark making using whole arm on the floor: - Circles (clockwise and anti-clockwise) - Lines (vertical and horizontal) - Wavy lines/the hump	Focus on large scale mark making using whole arm on the floor: -Circles (clockwise and anti-clockwise) -Lines (vertical and horizontal) -Wavy lines/the hump
	Through Squiggle Focus on big arm movements pivoting from shoulder and elbow : -Circles (clockwise and anti-clockwise) -Lines (vertical and horizontal) - Wavy lines/the hump	Focus on large scale mark making using whole arm on the floor: - Circles (clockwise and anti-clockwise) - Lines (vertical and horizontal) - Wavy lines/the hump	Progress to dough disco to support development of muscles in hands in preparation for writing.	Progress to dough disco to support development of muscles in hands in preparation for writing.	Progress to dough disco to support development of muscles in hands in preparation for writing.	Progress to dough disco to support development of muscles in hands in preparation for writing.
Parachute rhymes						

INSPIRE - EAD Example activities to support theme	Creating with materials - Junk model homes Creating with materials – Self/ Family portraits	Creating with materials – Van Gough’s starry night art	Creating with materials -Painting pictures of people who help us	Being imaginative and expressive – Chatterpix Creating with materials - Creating sock puppets/puppets linked to book characters	Creating with materials - Clay minibeasts Creating with materials - Creating Bug hotel (s)	Creating with materials - Junk model modes of transport
INSPIRE - UW Example activities to support theme	People, Cultures and Communities - Family photo gallery People, Cultures and Communities – Local community & environment, simple mapping People, Cultures and Communities – Comparing/contrasting homes from around the world Past and Present – Homes from the past People, Cultures and Communities – Growing and changing	People cultures and Communities – Festivals and celebrations e.g. Diwali, Christmas Natural World – Exploring nocturnal and diurnal animals and their habitats	Past and Present - Exploring different occupations	The Natural World - Planting a beanstalk 30 days wild	The Natural World - Minibeasts and habitats Planting in the outdoor area	People, Cultures and Communities - Mapping journeys
RE North West	E.1 Which places are special to members of our community?	E.2 Why are some objects special?	E.3 Who cares for me and how do I help others?	E.4 Who belongs in my family and community?	E.5 How do people celebrate special times?	E.6 How do we understand and care for the world?
PE PE themes outlined in scheme *Academy Specific*						
Computing Example activities Or CP enhancements which may support building foundational skills/knowledge *Academy Specific*						