

## Panda Class Long Term Plan 2022-2023



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Curriculum Question</b>	<b>Who am I?</b>	<b>Can an owl live in space?</b>	<b>Who helps us?</b>	<b>Did Old MacDonald have an Easter farm?</b>	<b>Who lived once upon a time?</b>	<b>Would shape makes the best wheel?</b>
<b>Term Dates</b>	1 <sup>st</sup> September - 21 <sup>st</sup> October	1 <sup>st</sup> November - 20 <sup>th</sup> December	3 <sup>rd</sup> January - 10 <sup>th</sup> February	20 <sup>th</sup> February - 31 <sup>st</sup> March	17 <sup>th</sup> April - 25 <sup>th</sup> May (6 weeks)	12 <sup>th</sup> June - 21 <sup>st</sup> July
<b>Calendar Events</b>	13 <sup>th</sup> September - Roald Dahl Day 19 <sup>th</sup> September - Pirate Day 23 <sup>rd</sup> September - Autumn begins 4 <sup>th</sup> -10 <sup>th</sup> October - World Space Week  <b>31<sup>st</sup> October - Halloween</b>	5 <sup>th</sup> November - Guy Fawkes Day 12 <sup>th</sup> November - Diwali 13 <sup>th</sup> November - Remembrance Sunday 30 <sup>th</sup> November - St. Andrew's Day 8 <sup>th</sup> December - Christmas Jumper Day 19 <sup>th</sup> December - First Day of Hanukkah  <b>22<sup>nd</sup> December - Winter begins</b> <b>24<sup>th</sup> December - Christmas Eve</b> <b>25<sup>th</sup> December - Christmas Day</b> <b>26<sup>th</sup> December - Boxing Day</b>	1 <sup>st</sup> January - New Year's Day 18 <sup>th</sup> January - Winnie the Pooh Day 20 <sup>th</sup> January - Penguin Day 22 <sup>nd</sup> January - Lunar New Year 25 <sup>th</sup> January - Burns Night 3 <sup>rd</sup> February - NSPCC Number Day  <b>14<sup>th</sup> February - Valentine's Day</b> <b>14<sup>th</sup> February - Safer Internet Day</b> <b>17<sup>th</sup> February - Random Acts of Kindness Day</b>	21 <sup>st</sup> February - Shrove Tuesday 22 <sup>nd</sup> February - Ash Wednesday, Lent starts 1 <sup>st</sup> March - St. David's Day 2 <sup>nd</sup> March - World Book Day 3 <sup>rd</sup> March - World Wildlife Day 8 <sup>th</sup> March - International Women's Day 8 <sup>th</sup> March - Holi 10 <sup>th</sup> -19 <sup>th</sup> March - British Science Week 17 <sup>th</sup> March - St. Patrick's Day 17 <sup>th</sup> March - Red Nose Day 19 <sup>th</sup> March - Mother's Day 20 <sup>th</sup> March - Spring begins 23 <sup>rd</sup> March - Ramadan starts  <b>1<sup>st</sup> April - April Fool's Day</b> <b>7<sup>th</sup> April - Good Friday</b> <b>9<sup>th</sup> April - Easter Sunday</b> <b>10<sup>th</sup> April - Easter Monday</b>	22 <sup>nd</sup> April - Eid al-Fitr 23 <sup>rd</sup> April - St. George's Day 4 <sup>th</sup> May - Star Wars Day 16 <sup>th</sup> May - Dinosaur Day 20 <sup>th</sup> - 25 <sup>th</sup> May - Walk to school week 20 <sup>th</sup> May - World Bee Day 23 <sup>rd</sup> May - World Turtle Day 25 <sup>th</sup> May - Africa Day  <b>3<sup>rd</sup> - 10<sup>th</sup> June - Child Safety Week</b> <b>5<sup>th</sup> June - World Environment Day</b> <b>10<sup>th</sup> June - The Queen's Birthday</b>	18 <sup>th</sup> June - Father's Day 21 <sup>st</sup> June - Summer begins 29 <sup>th</sup> June - Eid al-Adha 30 <sup>th</sup> June, 1 <sup>st</sup> July, 2 <sup>nd</sup> July - British Grand Prix  1 <sup>st</sup> July - Tour de France begins 5 <sup>th</sup> July - NHS Birthday (75 years) 7 <sup>th</sup> July - World Chocolate Day 16 <sup>th</sup> July - World Snake Day
<b>School Events</b>	7 <sup>th</sup> October - Harvest Festival? 13 <sup>th</sup> - 20 <sup>th</sup> October - Book Week (Book Fair)	Anti-Bullying Week Road Safety Week 9 <sup>th</sup> December - Nativity?		29 <sup>th</sup> March - Easter Service?		Summer Fete Sports Day
<b>Weekly Themes (linking to calendar and school events)</b>	All About Me (1 <sup>st</sup> -2 <sup>nd</sup> ) The Colour Monster (5 <sup>th</sup> -9 <sup>th</sup> ) Roald Dahl (12 <sup>th</sup> -16 <sup>th</sup> ) Pirates (19 <sup>th</sup> -23 <sup>rd</sup> ) Signs of autumn (26 <sup>th</sup> -30 <sup>th</sup> ) Harvest (3 <sup>rd</sup> -7 <sup>th</sup> ) Book Week (10 <sup>th</sup> -14 <sup>th</sup> ) (17 <sup>th</sup> -21 <sup>st</sup> )	Bonfire Night (1 <sup>st</sup> -4 <sup>th</sup> ) Diwali (7 <sup>th</sup> -11 <sup>th</sup> ) Anti-Bullying week (14 <sup>th</sup> -18 <sup>th</sup> ) Road Safety week (21 <sup>st</sup> -25 <sup>th</sup> ) Scotland/UK (28 <sup>th</sup> -2 <sup>nd</sup> ) Nativity/Performance (5 <sup>th</sup> -10 <sup>th</sup> ) Signs of winter/Christmas (12 <sup>th</sup> -16 <sup>th</sup> ) Christmas (19 <sup>th</sup> -20 <sup>th</sup> )	New Year (3 <sup>rd</sup> -6 <sup>th</sup> ) Who helps us (9 <sup>th</sup> -13 <sup>th</sup> ) Who helps us (16 <sup>th</sup> -20 <sup>th</sup> ) Chinese New Year (23 <sup>rd</sup> -28 <sup>th</sup> ) Looking after nature (30 <sup>th</sup> -3 <sup>rd</sup> ) Valentine's Day/Safer Internet (6 <sup>th</sup> -10 <sup>th</sup> )	Pancakes (20 <sup>th</sup> -24 <sup>th</sup> ) Wales/Ireland/UK (27 <sup>th</sup> -3 <sup>rd</sup> ) Holi (6 <sup>th</sup> -10 <sup>th</sup> ) British Science Week (13 <sup>th</sup> -17 <sup>th</sup> ) Signs of spring (20 <sup>th</sup> -24 <sup>th</sup> ) Easter (27 <sup>th</sup> -31 <sup>st</sup> )	Once upon a time books (17 <sup>th</sup> -21 <sup>st</sup> ) England/UK (24 <sup>th</sup> -28 <sup>th</sup> ) Star Wars (2 <sup>nd</sup> -5 <sup>th</sup> ) Mini beasts (8 <sup>th</sup> -12 <sup>th</sup> ) Dinosaurs (15 <sup>th</sup> -19 <sup>th</sup> ) The Queen (22 <sup>nd</sup> -25 <sup>th</sup> )	Transport (12 <sup>th</sup> -16 <sup>th</sup> ) Signs of summer (19 <sup>th</sup> -23 <sup>rd</sup> ) Sports focus (26 <sup>th</sup> -30 <sup>th</sup> ) NHS (3 <sup>rd</sup> -7 <sup>th</sup> ) Transition (10 <sup>th</sup> -15 <sup>th</sup> ) End of term (17 <sup>th</sup> -21 <sup>st</sup> )
<b>Possible trip ideas/visits/WOW moment</b>		- Village walk (focus on road safety)	- Emergency service visit - Walk to the fire station	- Rare Breeds - St. Martin's Church	- Dress up as a historical character	- Village walk (focus on map skills)
<b>Texts</b>	The Colour Monster The Colour Monster goes to school Elmer (Literacy Shed+) Gruffalo (Literacy Shed+)	Owl Babies (Literacy Shed+) <b>Non-fiction owl books</b> <b>Non-fiction space books</b>	Burglar Bill Cops and Robbers The Jolly Postman Dinosaur Letters <b>Non-fiction books about emergency services and vehicles</b>	Avocado Baby (Literacy Shed+) Supertato! (Literacy Shed+) Flip Flap Farm I will not ever never eat a tomato! <b>Non-fiction books about farms/farm animals</b>	Goldilocks and the three bears Goldilocks and the three dinosaurs We're going on a bear hunt The Very Hungry Caterpillar Flip Flap Insect What the Lady Bird Heard (Literacy Shed+) <b>Non-fiction books about caterpillars</b>	The Train Ride (Literacy Shed+) <b>Non-fiction books about transport</b>

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3 prime areas of learning and development	<p><b>Communication and Language:</b> - Listening, Attention and Understanding - Speaking</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Children understand the rules for good listening</p> <p>Children can share facts about themselves</p> <p>Children participate in story voting</p> <p>Children develop social phrases</p> <p>Learn songs</p>	<p>Children listen to stories and respond with support</p> <p>Children follow simple instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important</p> <p>Ask who, where and when questions</p>	<p>Children listen to stories and are beginning to answer questions about the text (VIPERS)</p> <p>Ask how and why questions</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Describe events in some detail</p>	<p>Children connect one idea or action to another using a range of connectives</p> <p>Learn poems</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Children can retell familiar stories using story language</p> <p>Children use talk to help work out problems and organise thinking and activities. They explain how things work and why they might happen</p>	<p>Monday show and tell, weekend news</p> <p>Children articulate their ideas and thoughts in well-formed sentences</p> <p>Learn rhymes</p>	
	<p>Children learn curriculum related vocabulary. They use it throughout the day and appropriately in a range of situations.</p>						
	<p><b>Personal, Social and Emotional Development:</b> -Self-Regulation - Managing Self - Building Relationships</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>Classroom rules</p> <p>Rules for lining up</p> <p>CIA rules (understand the importance of tidying up)</p> <p>Begin to explore emotions and feelings</p> <p>Learning to take turns in different social situations</p>	<p>Children are able to identify their own feelings</p> <p>Developing good manners</p> <p>Learning how to eat in big groups</p> <p>Children have built a good relationship with classroom adults</p>	<p>Children can moderate their own feelings in a range of situations</p> <p>Children are starting to recognise how others might feel with support</p> <p>What makes a good friend?</p> <p>Looking after our Planet</p>	<p>Children see themselves as valuable individuals</p> <p>Children have developed good friendships</p> <p>Children see themselves as valued member of the class and know what they are good at</p>	<p>Children try new foods and understand the need for a healthy balanced diet</p> <p>Children can identify the perspective of others</p>	<p>Taking part in sports day - Winning and losing</p> <p>Exploring changes (transition)</p> <p>Celebrating successes</p>	
	<p><b>Physical Development:</b></p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p><b>Gross Motor Skills</b></p>	<p>FMS - climbing (trim trail), crawling lifting, carrying, pushing and pulling</p> <p>Changing for PE with support</p> <p>Develop co-ordination and balance on the balance bikes</p> <p>Washing hands thoroughly</p>	<p>FMS - running, walking, skipping, hopping and jumping</p> <p>Changing for PE with less support</p> <p>Develop co-ordination, balance, agility through PE lessons and balance bikes</p>	<p>Throwing and catching, bat, pat and hit a ball</p> <p>Changing for PE independently</p> <p>Develop co-ordination, balance, agility and body strength through obstacle courses</p> <p>To use core muscle strength to achieve a good posture when sitting on the floor</p>	<p>FMS - running faster (changing direction) and jumping further</p> <p>Changing within 15 minutes independently for PE</p> <p>To begin to have good posture when sitting at a table</p> <p>To develop throwing and catching during CIA</p>	<p>FMS - rolling, exploring levels (crates and gymnastics equipment), climbing higher</p> <p>Combine movements with ease and fluency (obstacle courses)</p> <p>Develop balance through gymnastics</p> <p>To use core muscle strength to achieve good posture when sitting at a table</p>	<p>Develop co-ordination, balance, agility and body strength through dance</p> <p>Play ball games with teams, rules and targets in CIA</p> <p>Changing within 10 minutes independently for PE</p>
	<p><b>Fine Motor Skills</b></p>	<p>Develop fine motor strength through threading, dancing with scarves, stirring, pouring, using spray bottles, make models with malleable materials (playdough/clay)</p> <p><i>Observational check:</i> Can children move their hands and fingers without moving their shoulders? Can they move and rotate their lower arms and wrists independently?</p>	<p>Continue to develop fine motor strength. Encourage the use of scissors</p> <p>Use of knife, fork and spoon with playdough/clay</p> <p>Using felt tip pens and paintbrushes to mark make. Move to pencils for those that are physically ready</p> <p>Encourage children to draw freely</p>	<p>Using pencils for drawing and writing. Use paintbrushes to paint.</p> <p>Encourage use of scissors</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Using cutlery accurately</p> <p><i>Observational check (end of term):</i> How are children holding knife and fork?</p>	<p>Encourage use of scissors and other tools like a hole punch</p> <p>Holds pencil effectively with comfortable grip</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Undoing and doing up buttons</p>	<p>Develop pencil grip and letter formation</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors</p> <p>Start to cut along a curved line, like a circle</p> <p><i>Observational check (end of term):</i> Are children using scissors accurately to cut?</p>	<p>Holds a pencil with a tripod grip</p> <p>Starting to colour inside the lines of a picture</p>
<p><b>Letter formations (letters in print)</b></p>	<p>Write dance lessons</p> <p>Formations (lowercase): s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l</p>	<p>Formations (lowercase): j, v, w, x, y, z</p> <p>Number formations</p>	<p>Recap formations in letter families:</p> <p>i, l, t</p> <p>u, w, e</p> <p>c, o</p> <p>a, d</p> <p>n, m, h</p>	<p>Recap formations in letter families:</p> <p>j, y</p> <p>g, q</p> <p>b, p, k</p> <p>v, s, r</p> <p>f, z, x</p>	<p>Capital letters</p> <p>Number formations</p>	<p>Capital letters</p> <p>Number formations</p>	

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4 specific areas of learning and development	<b>Literacy:</b>	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)					
	<b>Writing</b>	Name building and writing Give meaning to their marks as they draw, write and paint Labelling using initial sounds Children participate in shared writing (class)	Children write their forename almost always accurately Children spell and write simple CVC words to label Children participate in shared writing (group)	Children write their forename accurately Children write a simple sentence Children verbally segment words to help them spell Children participate in shared writing (group)	Children write sentences which have a full stop at the end. Children are beginning to use finger spaces Children write simple sentences with support Children spell some tricky words accurately	Children write sentences which start with a capital letter. Children are using finger spaces more consistently Children write simple sentences independently	Children re-read what they have written to check that it makes sense. Children write sentences using a capital letter and a full stop. Children use clear finger spaces between their words. Children confidently spell words using digraphs and make phonetically plausible attempts at new words
	<b>Comprehension</b>	Joining in with rhymes and alliteration activities Understand the key concepts of print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Explore rhyming words.	Retell stories related to events through acting/role play Retelling stories using images Orally retelling new stories Sequence story - use vocabulary of beginning, middle and end Enjoys an increasing range of books	Making up stories with themselves as the main character Encourage children to record stories through picture drawing Children are beginning to comprehend what has been read to them and start to answer questions based on vocabulary and explanation Children ask questions to find out about the text	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Exploring non-fiction texts more thoroughly Children comprehend what has been read to them and start to answer questions on vocabulary, inference and explanation	Enjoying stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Can explain the main events of a story Children can draw pictures of characters including labels, sentences or captions Children comprehend what has been read to them and start to make predictions	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions Children understand the difference between fiction and non-fiction Children can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title Children comprehend what has been read to them and answer questions based on VIPERS
	<b>Phonics and Word Reading</b>	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Read simple words/labels	ff, ll, ss, j, v, w, x, y, z, zz, qu, plurals, ch, sh, th, ng, nk Read simple phrases	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ear, , air, er, words with double letters, longer words Read simple sentences	Review Phase 3, words with double letters, longer words, words with two or more digraphs, longer words, words ending -ing, compound words, words with s in the middle and end, -es at the end Read sentences containing taught sounds	Short vowel sounds: CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in: -ing, -ed Read with increasing fluency	Long vowel sounds: CVCC, CCVC, CCCVC, CCv, CCVCC, Phase 4 words with -s (s), (z), -es at the end, longer words, root words ending in: -ing, -ed, root words ending in -er, -est Reading sentences with fluency, beginning to comprehend what they have read
	<b>HFW (To spell)</b>	a, is, I, the, in, on, an, at, am, up, it, if	he, we, be, she, me, as, and, his, no, go, so, to, do, of	can, man, ran, dog, mum, dad, red, bed, fun, run	but, got, get, did, now, see, hat, box, hot, not	him, cat, big, sat, boy, end, had	Mrs, Mr, went, best, day, stop, will, with
	<b>HFW (To read)</b>	is, I, the	put, pull, full, as, and, has, his, her, go no, to, into, she, push, he, of, we, me, be	was, you, they, my, by, all, are, sure, pure	<b>Review all taught so far to ensure they are secure</b>	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	<b>Review all taught so far to ensure they are secure</b>
	<b>Mathematics:</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<b>Number</b>	Matching and sorting, comparing items Representing, comparing and composing 1, 2 & 3 Representing numbers to 5 One more and less Introducing zero Comparing numbers to 5		Composition of 4, 5, 6, 7, 8, 9 and 10 Making Pairs Combining two groups Comparing numbers to 10 Bonds to 10 Building numbers beyond 10 Counting pattern beyond 10		Adding more Taking away Doubling Sharing & Grouping Even and Odd Deepening understanding patterns and relationships	
	<b>Numerical Patterns</b>	Comparing size, Mass and Capacity Exploring Patterns Circles and Triangles Positional Language Exploring shapes with 4 sides Time		Comparing Mass Comparing Capacity Spatial reasoning Match, rotate and manipulate		Spatial Reasoning Composing and Decomposing Visualise & Build Mapping	

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<b>Understanding the world:</b> - Past and Present - People, Culture and Communities - The Natural World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Understand the effect of changing seasons - autumn  Describe what they see, hear and feel whilst outside  Comment on images from familiar situations in the past  Talk about members of their immediate family  Name and describe people who are familiar to them	Understand the effect of changing seasons - winter  Describe what they see, hear and feel whilst outside  Recognise some environments that are different from the one in which they live (space, desert, Antarctica, ocean)  Recognise some similarities and differences between life in this country and life in other countries (animals from around the world)  Explore the natural world around them  Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas, Hanukkah)  Compare and contrast character from stories, including figures from the past (Neil Armstrong)	Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year)  Recognise some similarities and differences between life in this country and life in other countries (Chinese New Year)  Talk about members of their immediate family and community  Name and describe people who are familiar to them	Understand the effect of changing seasons - spring  Describe what they see, hear and feel whilst outside  Explore the natural world around them  Understand that some places are special to members of their community (Easter, Ramadan, Holi)  Recognise that people have different beliefs and celebrate special times in different ways	Recognise some environments that are different from the one in which they live  Recognise some similarities and differences between life in this country and life in other countries  Explore the natural world around them  Compare and contrast character from stories, including figures from the past (Mary Anning)  Comment on images from familiar situations in the past (dinosaurs)	Understand the effect of changing seasons - summer  Describe what they see, hear and feel whilst outside  Draw information from a simple map  Compare and contrast character from stories, including figures from the past (Amelia Earhart)  Comment on images from familiar situations in the past (old transport pictures)
<b>RE</b>	F1 Which stories are special and why?	F4 Which times are special and why?	F2 Which people are special and why?	F3 Which places are special and why? Take children to places of worship and places of local importance to the community.	F5 Where do we belong?	F6 What is special about our world?
<b>SRE</b>		Routines and patterns of a typical day  Dressing and undressing			To understand that all families are different	To understand basic hygiene routines
<b>Expressive Arts and Design:</b> - Creating with Materials - Being Imaginative and Expressive	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Engage in music lesson  Sing in a group  Express their ideas and feelings	Listen to music attentively  Watch and talk about dance and performance art, expressing their feelings and responses (Pantomime)  Sing in a group (or on their own)	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 (River Dance, Year 3/4 production)  Sing in a group, increasingly matching the pitch  Explore, use and refine a variety of artistic effects to express their ideas and feelings	Explore and engage in music making, performing solo or in groups  Sing in a group, increasingly matching the pitch and the melody	Explore and engage in dance, performing solo or in groups  Watch and talk about dance and performance art, expressing their feelings and responses (Year 5/6 production)  Return to and build on previous learning, refining ideas and developing their ability
<b>Assessment opportunities</b>	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term	Baseline analysis Pupil progress meetings EYFS team meetings GLD Projections for EOY	HUB moderations & meeting	Parents evening info GLD Projections for EOY	Moderation information	Moderation information Reports - EOY data Parents evening info
<b>Parental Involvement - class assemblies</b>	Phased start Home visits Harvest Assembly Phonics workshop Early maths workshop	Nativity	Parents Evening			Sports Day Reports Parents Evening (optional)