

**Stamfordham Primary School**  
**Reception Curriculum Long Term Plan**



<b>Our school vision and values</b>	<b>Learning, Caring and Achieving Together – Resilient, Ambitious, Nurturing (RAN)</b>					
<b>British values in EYFS</b>	Democracy –voting for books to read, we make decisions together, we take turns and share, we value everyone’s ideas					
	Rule of Law – we take care of our classroom, we learn to resolve conflicts appropriately, we learn about right and wrong					
	Respect and Tolerance – we learn that we are part of a wider community, we have strong links with our community, we listen to each other					
	Individual Liberty – we ask questions, we celebrate our achievements, we develop our own interests and ideas					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Parents as Partners</b>	Stay and Play/Supporting reading at home	Christmas play Christingle Parent consultations	Share a Skill/Share a book	Open Afternoon Parent consultations	Breakie and a Book	Graduation Sports Day
<b>Visits/visitors</b>	Stamfordham community walk Fire/police visit	Pantomime Christingle	Baptism at St Mary’s Church Easter service		Transition trip with KS1	Mini Sing at The Sage
<b>Outdoor Learning</b>	Den building  Autumn Nature Crown	‘Room on a Broom’ making  Leaf Man	Big School Bird Watch - Bird identification & feeders  Kite flying	Build Fairy Houses  Spring Sensory Exploration	Minibeast hunt  Create a Bug Hotel	Nature Rubbings  Water Play

<b>Core Poems. songs and rhymes</b>	Chop Chop Pointy Hat	5 Little Pumpkins Wise Old Owl	Pancakes Let's Put On Our Mittens	Spring Wind Furry Furry Squirrel	I Have a Little Frog The Fox	Thunderstorm If I Were So Very Small
<b>(Separate core books' list)</b>	1,2,3,4,5 Once.. Big Red Combine Harvester	5 Currant Buns Away in a Manger	5 little Dragonflies 10 Green Bottles	Head, shoulders, knees and toes The Solar System song	Down in the jungle Row, Row, Row your boat	If you're happy and you know it Days of the week song
<b>Communication and Language Development</b>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listens attentively in a range of situations (e.g., story time, circle time).</li> <li>• Understands simple questions and instructions (e.g., "Put your coat on").</li> <li>• Begins to follow two-step instructions with adult support.</li> <li>• Sits and listens for short periods (5–10 minutes).</li> <li>• Shows understanding through relevant responses or actions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses simple sentences to communicate wants, needs, and ideas.</li> </ul>		<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listens and responds to others in conversations and group discussions.</li> <li>• Follows increasingly complex instructions (e.g., 2–3 steps).</li> <li>• Begins to understand 'why' and 'how' questions.</li> <li>• Responds appropriately to stories, events, and questions.</li> <li>• Maintains attention in longer group activities (10–15 minutes).</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Speaks clearly in full sentences.</li> </ul>		<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listens and responds appropriately to peers and adults in a variety of contexts.</li> <li>• Demonstrates understanding through discussion, actions, or drawing.</li> <li>• Understands and responds to a wider range of vocabulary and questions.</li> <li>• Maintains attention during whole-class teaching and small group activities.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Expresses ideas and feelings using full sentences with appropriate vocabulary.</li> <li>• Engages in back-and-forth</li> </ul>	

	<ul style="list-style-type: none"> <li>• Begins to use past and future tenses (e.g., "I went to the park").</li> <li>• Can retell a simple story using some key vocabulary.</li> <li>• Uses new vocabulary introduced in context (e.g., topic-related words).</li> <li>• Talks about experiences with support and prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses more complex sentence structures (e.g., "because", "and then...").</li> <li>• Begins to ask questions to clarify understanding.</li> <li>• Retells familiar stories using key story language and some sequencing.</li> <li>• Begins to express opinions and preferences verbally.</li> </ul>	<p>conversations, taking turns appropriately.</p> <ul style="list-style-type: none"> <li>• Uses language to connect ideas, explain, and describe events in detail.</li> <li>• Initiates conversation and can adapt language based on the listener.</li> <li>• Confidently retells familiar and new stories with a clear beginning, middle, and end.</li> </ul>
<p><b>Communication and Language Development- Early Learning Goals</b></p>	<p><b>Listening, Attention and Understanding ELG</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments, and actions.</li> <li>• Make comments about what they've heard and ask questions to clarify.</li> <li>• Hold conversations when engaged in back-and-forth exchanges.</li> </ul> <p><b>Speaking ELG</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class, and one-to-one discussions.</li> <li>• Offer explanations for why things might happen, using new vocabulary.</li> <li>• Express ideas and feelings using full sentences and connect ideas using conjunctions.</li> </ul>		
<p><b>Literacy – Word Reading</b></p>	<ul style="list-style-type: none"> <li>• Can identify rhyming pairs, clap syllables, can join in with alliteration phrases (phonological awareness skills)</li> <li>• Begins to hear and say initial</li> </ul>	<ul style="list-style-type: none"> <li>• Knows all the RWI set 1 sounds, including special friends</li> <li>• Begins to learn the RWI, set 2 sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Secure in Phase 3 phonics; begins Phase 4 (CVCC, CCVC words).</li> <li>• Reads simple sentences fluently using phonic</li> </ul>

	<p>sounds in words.</p> <ul style="list-style-type: none"> <li>• Knows all the RWI set 1 sounds</li> <li>• Begins to blend CVC words orally and match letters to sounds.</li> <li>• Reads own name and a few high-frequency words (e.g., the, my)</li> </ul>	<ul style="list-style-type: none"> <li>• Blends and reads simple CVC, CCVC words (e.g., “cat”, “shop”).</li> <li>• Recognises an increasing number of high-frequency words.</li> <li>• Begins to read simple decodable sentences.</li> <li>• Understands the concept of a word and a sentence in reading.</li> </ul>	<p>strategies.</p> <ul style="list-style-type: none"> <li>• Recognises and reads a wider range of tricky and high-frequency words.</li> <li>• Reads aloud with some intonation and awareness of punctuation.</li> <li>• Demonstrates understanding of what they read through discussion.</li> </ul>
<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Listens to and enjoys stories, poems, and rhymes.</li> <li>• Joins in with repeated refrains and anticipates key events.</li> <li>• Begins to understand and talk about story structure (beginning, middle, end).</li> <li>• Identifies main characters and settings in familiar stories.</li> <li>• Responds to simple questions about a story (e.g., "What happened?").</li> </ul>	<ul style="list-style-type: none"> <li>• Retells familiar stories using props, pictures, or own words.</li> <li>• Answers questions about stories and explains key events.</li> <li>• Begins to make predictions based on pictures or previous story knowledge.</li> <li>• Talks about characters’ feelings and actions.</li> <li>• Shows understanding of a story by drawing or acting it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates good understanding of texts read or heard.</li> <li>• Makes inferences (e.g., "I think he’s sad because...").</li> <li>• Talks confidently about characters, setting, and plot.</li> <li>• Begins to compare stories and make connections (e.g., familiar themes).</li> <li>• Suggests how stories might end or how characters might feel.</li> </ul>

<p><b>Literacy – Writing (including fine motor skills)</b></p>	<ul style="list-style-type: none"> <li>• Form a number of clearly identifiable letters to communicate meaning.</li> <li>• Hold pencil with a tripod grip.</li> <li>• Use top to bottom, left to right conventions in writing.</li> <li>• Form the letters in my name correctly.</li> <li>• Gives meaning to marks and drawings.</li> <li>• Attempts to write initial sounds in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Form most letters correctly.</li> <li>• Control the size of my writing.</li> <li>• Write all letters using a correct sequence of movements, usually without lifting pencil from page.</li> <li>• Hold pencil with a static or dynamic tripod grip</li> <li>• Writes labels, captions, and simple sentences with support.</li> <li>• Uses phonics knowledge to segment words for spelling.</li> <li>• Attempts finger spaces between words.</li> <li>• Begins to use capital letters and full stops with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Form most letters correctly.</li> <li>• Hold pencil with a static or dynamic tripod grip.</li> <li>• Attempt to write on the line.</li> <li>• Continue to develop handwriting fluency using skills learnt.</li> <li>• Writes simple sentences independently with correct sentence structure.</li> <li>• Spells phonically plausible words and some common exception words correctly.</li> <li>• Uses capital letters, finger spaces, and full stops more consistently.</li> </ul>
<p><b>Literacy - Early Learning Goals</b></p>	<p><b>Comprehension ELG</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives.</li> <li>• Anticipate key events and use recently introduced vocabulary during discussions.</li> <li>• Explain what has happened in texts and answer questions appropriately.</li> </ul> <p><b>Word Reading ELG</b></p>		

	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words by blending sounds.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge.</li> </ul> <p><b>Writing ELG</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Personal , Social and Emotional Development Links</b></p>	<p><b>Development Matters Links</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valued individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Show resilience and perseverance in the face of a challenge</li> <li>• Identify and modify their feelings socially and emotionally</li> <li>• Think about the perspectives of others</li> <li>• Manage their own needs – personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and well-being: <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of ‘screen time’</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul> </li> </ul> <p><b>KS1 Links</b></p> <ul style="list-style-type: none"> <li>• Classroom rules, feelings and good friends</li> <li>• Same or different, school rules</li> <li>• Super sleep, who can help? good and bad touches</li> <li>• Taking care of something, money, first aid</li> </ul>

	<ul style="list-style-type: none"> <li>• Eat a rainbow, catch it, kill it! pass on the praise</li> <li>• Healthy Me, looking after a baby</li> <li>• Keeping privates private</li> </ul>					
<b>Personal , Social and Emotional Development (SCARF)</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>• What makes me special</li> <li>• People close to me</li> <li>• Getting help</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Celebrating differences</li> <li>• Showing kindness</li> </ul>	<b>Keeping Myself Safe</b> <ul style="list-style-type: none"> <li>• Keeping my body safe</li> <li>• Safe secrets and touches</li> <li>• People who help to keep us safe</li> </ul>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>• Looking after things: friends, home, classroom, our world</li> </ul>	<b>Being My Best</b> <ul style="list-style-type: none"> <li>• Keeping my body healthy – food, exercise, sleep</li> <li>• Growth Mindset</li> </ul>	<b>Growing &amp; Changing</b> <ul style="list-style-type: none"> <li>• Life stages</li> <li>• Moving on</li> </ul>
<b>Personal , Social and Emotional Development- Self Regulation</b>	<ul style="list-style-type: none"> <li>• Begins to follow simple rules and routines with adult support.</li> <li>• Expresses basic emotions (e.g., happy, sad) and begins to identify them in others.</li> <li>• Needs adult support to manage impulses and wait for their turn.</li> <li>• May find it difficult to manage disappointment or changes in routine.</li> <li>• Begins to use visual or verbal prompts to regulate behaviour.</li> </ul>		<ul style="list-style-type: none"> <li>• Shows awareness of rules and can talk about them.</li> <li>• Identifies and begins to name a wider range of emotions (e.g., excited, worried).</li> <li>• Begins to manage transitions with more confidence.</li> <li>• Waits for a turn and shares with occasional reminders.</li> <li>• Uses taught strategies (e.g., breathing, calm corner) with adult guidance.</li> </ul>		<ul style="list-style-type: none"> <li>• Understands and explains classroom expectations and routines.</li> <li>• Recognises and names a range of emotions in self and others.</li> <li>• Uses strategies to manage emotions independently (e.g., deep breathing, asking for help).</li> <li>• Maintains attention during adult-led activities.</li> <li>• Can stop self from acting on impulse with minimal reminders.</li> </ul>	

<b>Personal , Social and Emotional Development- Managing Self</b>	<ul style="list-style-type: none"> <li>• Can separate from main carer with encouragement and support.</li> <li>• Uses toilet independently and manages basic self-care with reminders.</li> <li>• Begins to understand classroom rules and expectations.</li> <li>• Starts to take responsibility for belongings with prompting.</li> <li>• Needs support to persevere with challenging tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates increasing independence in dressing and hygiene.</li> <li>• Follows familiar routines with minimal support.</li> <li>• Shows resilience in the face of minor setbacks with encouragement.</li> <li>• Begins to set simple goals or choose tasks independently.</li> <li>• Attempts new challenges and activities with a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently manages personal needs, including hygiene, dressing, and eating.</li> <li>• Shows pride in achievements and can talk about learning and challenges.</li> <li>• Demonstrates self-motivation and can persist through difficulty.</li> <li>• Makes considered choices and explains reasons for actions.</li> <li>• Understands how to keep themselves safe (e.g., around tools, in outdoor play).</li> </ul>
<b>Personal , Social and Emotional Development- Building Relationships</b>	<ul style="list-style-type: none"> <li>• Plays alongside or with others, beginning to take turns.</li> <li>• Initiates interactions with peers or adults.</li> <li>• Seeks out familiar adults for comfort or help.</li> <li>• Begins to show awareness of others' feelings with adult modelling.</li> <li>• Enjoys group activities with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays cooperatively with others and negotiates play roles.</li> <li>• Begins to solve minor conflicts with support.</li> <li>• Shows care and concern for peers (e.g., comforting someone who is upset).</li> <li>• Builds friendships and begins to understand what makes a good friend.</li> <li>• Takes part in collaborative games and shared tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Forms positive relationships with peers and adults.</li> <li>• Resolves conflicts with increasing independence.</li> <li>• Shows empathy and offers help or comfort when needed.</li> <li>• Takes turns and works as part of a group cooperatively.</li> <li>• Understands fairness and respects the needs and opinions of others.</li> </ul>

<b>Personal , Social and Emotional Relationships Early Learning Goals</b>	<b>Self-Regulation ELG</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others.</li> <li>• Begin to regulate behaviour accordingly.</li> <li>• Set and work towards simple goals, wait for what they want, and control impulses.</li> <li>• Give focused attention to tasks and instructions.</li> </ul>		<b>Managing Self ELG</b> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence.</li> <li>• Explain the reasons for rules and know right from wrong.</li> <li>• Manage basic hygiene and personal needs independently.</li> </ul>		<b>Building Relationships ELG</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively, taking turns with others.</li> <li>• Form positive relationships with adults and peers.</li> <li>• Show sensitivity to others' needs and feelings.</li> </ul>	
<b>Physical Development Links</b>	<b>Development Matters</b> <ul style="list-style-type: none"> <li>• Show good control and coordination of large and small movements.</li> <li>• Move confidently in a range of ways, safely negotiating space.</li> <li>• Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• Show good control and coordination in large and small movements.</li> </ul> <b>KS1</b> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns.</li> </ul>					
<b>Physical Development and P.E (Gross Motor Skills)</b>	Movement & using space Tag Rugby	Dodgeball	Football skills	Tennis	Athletics	Striking and fielding

<b>Physical Development Early Learning Goals (Gross Motor Skills)</b>	<b>Gross Motor Skills ELG</b> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping</li> </ul>		
<b>Maths</b>	<p><b>Match, sort and compare</b></p> <ul style="list-style-type: none"> <li>• Match objects and pictures</li> <li>• Identify a set</li> <li>• Sort objects to a type</li> <li>• Explore sorting techniques</li> <li>• Create sorting rules</li> <li>• Compare amounts</li> </ul> <p><b>Talk about measure and patterns</b></p> <ul style="list-style-type: none"> <li>• Compare size, mass, capacity,</li> <li>• explore simple patterns</li> <li>• Copy and continue simple patterns</li> <li>• Create simple patterns</li> </ul> <p><b>It's me 1,2,3</b></p> <ul style="list-style-type: none"> <li>• Find, subitise and represent 1, 2 &amp; 3</li> <li>• 1 more, 1 less</li> <li>• Composition of 1, 2 and 3</li> </ul> <p><b>Circles and triangles</b></p> <ul style="list-style-type: none"> <li>• Identify and name circles and</li> </ul>	<p><b>Alive in 5</b></p> <ul style="list-style-type: none"> <li>• Introduce zero</li> <li>• Find, subitise, represent 0 to 5</li> <li>• 1 more, 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul> <p><b>Mass and capacity</b></p> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Find a balance</li> <li>• Explore and compare capacity</li> </ul> <p><b>Growing 6,7, 8</b></p> <ul style="list-style-type: none"> <li>• Find and represent 6,7 and 8</li> <li>• 1 more, 1 less</li> <li>• Composition of 6, 7 and 8</li> <li>• Make pairs – odds and evens</li> <li>• Double to 8 – find and make doubles</li> <li>• Combine 2 groups</li> </ul> <p><b>Length, height and time</b></p>	<p><b>To 20 and beyond</b></p> <ul style="list-style-type: none"> <li>• Build numbers beyond 10 (10-13)</li> <li>• Continue patterns beyond 10 (10-13)</li> <li>• Build numbers beyond 10 (14-20)</li> <li>• Continue patterns beyond 10 (14-20)</li> <li>• Verbal counting beyond 20</li> </ul> <p><b>How many now?</b></p> <ul style="list-style-type: none"> <li>• Add more</li> <li>• How many did I add?</li> <li>• Take away</li> <li>• How many did I take away?</li> </ul> <p><b>Manipulate, compose and decompose</b></p> <ul style="list-style-type: none"> <li>• Select shapes for a purpose</li> <li>• Rotate shapes</li> <li>• manipulate shapes</li> <li>• Explain shape arrangements</li> <li>• Compose shapes</li> </ul> <p><b>Sharing and grouping</b></p> <ul style="list-style-type: none"> <li>• Explore sharing</li> <li>• Sharing</li> <li>• Explore grouping</li> <li>• Grouping</li> </ul>

	<p>triangles</p> <ul style="list-style-type: none"> <li>• Compare circles and triangles</li> <li>• Shapes in the environment</li> <li>• Describe position</li> </ul> <p><b>1,2,3,4,5</b></p> <ul style="list-style-type: none"> <li>• Find, subitise and represent 4 and 5</li> <li>• 1 more, 1 less</li> <li>• Composition of 4 and 5</li> <li>• Composition of 1-5</li> </ul> <p><b>Shape with 4 sides</b></p> <ul style="list-style-type: none"> <li>• Name and identify shapes with 4 sides</li> <li>• Combine shapes with 4 sides</li> <li>• Shapes in the environment</li> <li>• My day and night</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and compare length</li> <li>• Explore and compare height</li> <li>• Talk about time</li> <li>• Order and sequence time</li> </ul> <p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>• Find 9 and 10</li> <li>• Compare numbers o 10</li> <li>• Represent 9 and 10</li> <li>• Conceptual subitising to 10</li> <li>• 1 more, 1 less</li> <li>• Composition to 10</li> <li>• Bonds to 10</li> <li>• Make arrangements of 10</li> <li>• Find and make doubles to 10</li> <li>• Explore even and odd</li> </ul> <p><b>Explore 3D shapes</b></p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Find 2-D shapes within 3D shape</li> <li>• Use 3D shapes for tasks</li> <li>• 3D shapes in the environment</li> <li>• Identify more complex patterns</li> <li>• Copy and continue patterns</li> <li>• Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Even and odd sharing</li> </ul> <p><b>Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>• Identify units of repeating patterns</li> <li>• Create own pattern rules</li> <li>• Explore own pattern rules</li> <li>• Replicate and build scenes and constructions</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>• Deepen understanding</li> <li>• Patterns and relationships</li> </ul> <p><b>Consolidation</b></p>
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<b>Maths Early Learning Goals</b>	<p><b>Number ELG</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns ELG</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
<b>Understanding the World</b>						
<b>Science – working scientifically</b>	Ongoing throughout year - Have ideas. Test ideas. Notice similarities and differences. Use sense to look closely. Create simple representations of people and objects. Talk about things like plants, animals, natural and found objects. Begin to use science words. Question why things happen.					
<b>Science links</b>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Understand the effect on changing seasons on the natural world around them</li> </ul> <p><b>KS1</b> – Plants, animals inc humans; everyday materials, seasonal changes; living things and their habitats</p>					
<b>Science (The Natural World)</b>	<b>The Natural World</b> Seasons – autumn	<b>The Natural World</b> Seasons – Winter Temperature changes Light and dark	<b>The Natural World</b> Materials and their properties	<b>The Natural World</b> Space Seasons – spring	<b>The Natural World</b> Life cycles Plants and seeds	<b>The Natural World</b> Invertebrates Seasons –

	Hedgehogs/hibernation All about me – body parts The 5 senses	Shadows	Forces	Transport		summer Protecting the environment
<b>Science (The Natural World) ELGS</b>	<p><b>The Natural World ELGs</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<b>Geography Links</b>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Locational Knowledge – continents, oceans, UK, capital cities</li> <li>• Place knowledge – human and physical features, similarities and differences</li> <li>• Human and physical geography – seasonal changes and weather patterns, hot and cold areas</li> <li>• Geographical skills and fieldwork – maps, atlases, compasses, maps</li> </ul>					
<b>Geography</b>	Where we live Our school environment  Road Safety	Different environments - rural/urban Our farming community Features of a farm  Geography Fieldwork: Seasonal Changes	Hot and cold countries - Homes Near and Far	Journeys, Transport & Simple maps  Geography Fieldwork: Seasonal	How the earth looked different in the past, eg, Ice Age, Dinosaurs, Volcanoes	Coastal areas

		Autumn - Winter		Changes Spring - Summer		
<b>History Links</b>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul> <p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Events beyond living memory</li> <li>• Significant individuals</li> <li>• Significant historical events</li> </ul>					
<b>History</b>	All about me: My personal history I remember when..	Celebrations: Guy Fawkes, Remembrance Day, Christmas I remember when..	Great Explorers: Ernest Shackleton I remember when..	Transport: Now and then I remember when..	Dinosaurs I remember when..	Kings & Queens I remember when..
<b>R.E. Links</b>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>• Confident to speak in a familiar group, will talk about their ideas.</li> <li>• Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>• Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>• Talk about events in their own lives and the lives of family members.</li> <li>• Know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• Know about similarities and differences in relation to places and objects</li> </ul>					

<b>R.E</b>	Being special- where do we belong?	Why is Christmas special for Christians?	Why is Easter special for Christians	Why is the word God so important to Christians?	Which places are special and why?	Which stories are special and why?
<b>Festivals and celebrations</b>	Harvest Festival Bonfire Night	Remembrance Sunday Diwali Advent and Christmas	Luna New Year St Valentine's Day Shrove Tuesday Easter Mothering Sunday Holi	St George's Day Father's Day		
<b>RE Early Learning Goals</b>	<p><b>RE ELG</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>					
<b>Expressive Arts and Design</b>						
<b>Art Links</b>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>Handle equipment and tools effectively.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>Represent their own ideas, thoughts and feelings through design and technology.</li> <li>Know about similarities and differences in relation to objects and materials.</li> <li>Talk about the features.</li> <li>Know the importance of staying safe for good health.</li> </ul> <p><b>KS1</b></p> <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> </ul>					

	<ul style="list-style-type: none"> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>					
<b>Art</b>	Transient art Self portraits Piet Mondrian	Mixing colours Seasons & Celebrations Introduce Collage Henri Matisse	Observational drawing Texture & Pattern Beatrix Potter	People who help us 2D/3D models Alexander Calder Mobiles	Nature-inspired art  Observational work Vincent Van Gogh - Sunflowers	Mixed Media & Collage Alma Thomas
<b>Design and Technology Links</b>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>• Handle equipment and tools effectively.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• Represent their own ideas, thoughts and feelings through design and technology.</li> <li>• Know about similarities and differences in relation to objects and materials.</li> <li>• Talk about the features.</li> <li>• Know the importance of staying safe for good health.</li> </ul> <p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Select from and use a range of tools and equipment to perform practical tasks</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>					

	<ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria Technical knowledge</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms in their products.</li> </ul>					
<b>Design and Technology</b>	Food preparation Creating with paper – fold, bend, crunch	Food preparation  Woodwork	Food preparation Structures: Homes, Shelters & Enclosures	Food preparation Wheels & Axles / Designing Functional Products	Food preparation Clay and sculpture	Food preparation  Large construction: Castles/Palaces
<b>Music Links</b>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>• Sing songs, make music and dance</li> <li>• Handle equipment effectively.</li> <li>• Make music and experiment with ways of changing it.</li> <li>• Use what they have learnt about media in original ways, thinking about uses and purposes.</li> <li>• Represent their own ideas, thoughts and feelings through music</li> <li>• Recognise, create and describe patterns</li> <li>• Listen attentively in a range of situations</li> <li>• Recognise and describe patterns.</li> </ul> <p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>					
<b>Music</b>	Nursery rhymes and songs,	Nursery rhymes and songs, Christmas play	Nursery rhymes and songs	Nursery rhymes and songs	Nursery rhymes and songs	Nursery rhymes and songs - I am

	Harvest songs Bring on the Noise - listen carefully, distinguish, compare and evaluate sounds	songs and carols Nativity and Christingle preparation	Dream On - Length and quality of sounds	Golden - listening to lyrics, responding with rhythm and gesture	Happy - moving to the pulse, tempo	a Robot - moving in time, creativity and imagination
<b>Music Early Learning Goals</b>	<p><b>Music ELG</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
<b>Computing Links</b>	<p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>• Recognise that a range of technology is used in places such as homes and schools.</li> <li>• Talk about ways to keep safe.</li> <li>• Select and use technology for particular purposes.</li> <li>• Show good control and coordination in small movements.</li> <li>• Handle equipment effectively.</li> <li>• Follow instructions involving several ideas or actions.</li> <li>• Recognise, create and describe patterns.</li> </ul> <p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private</li> </ul>					

	<ul style="list-style-type: none"> <li>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>		
<b>Computing</b>	Barefoot Computing-Awesome Autumn Self-Image and Identity	Barefoot Computing-Winter Warmers Online Reputation Online Bullying – Anti-Bullying Week	Barefoot Computing-Summer Fun Copyright and Ownership Online Relationships – Safer Internet Day
	<p>Computing ELGs</p> <ul style="list-style-type: none"> <li>Use a variety of materials, tools and techniques, experimenting with design, and sharing creations.</li> </ul>		