

St Luke's CE Primary School
Long Term Planning 26/ 27 – EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic name	All About Me	Terrific Tales	A Ticket to Ride	Come Outside!	Amazing Animals	At the Seaside!
Enrichment	Walk to woods	Diwali Experience – Led by parent visitors Christingle Remembrance Day Bonfire Night Children in Need Nativity	Chinese New Year –Led by Parent visitors CNY Dragon Parade Shrove Tuesday Fire Engine Visit Ambulance Visit	Chicks Caterpillars Great British Spring Clean Easter	Endangered Animals Day Walk to the Woods	Sealife Centre Visit to the Greek Orthodox Church Visit to St Lukes Church Summer Celebration Sports Day
Class text	The Colour Monster The Rainbow Fish Stickman We're Going to Find the Monster Supplementary Text Rama and Sita	The Little Red Hen The Three Little Pigs The Gingerbread Man Supplementary Text The Nativity Story	The Great Explorer The Train Ride Lost and Found Whatever Next!	Day Monkey, Night Monkey Jasper's Beanstalk Jack and the Beanstalk	The Three Billy Goat's Gruff Handa's Surprise Dear Zoo	Tiddler The Lighthouse Keeper's Lunch Commotion in the Ocean
Phonics (Little Wandle)	Week 1- s a t p Week 2- i n m d Week 3- g o c k Week 4- c k e u r l Week 5- h b f l Tricky words – is l the	Week 1- ff ll ss j Week 2- v w x y Week 3- z zz qu words with s /s/ added at the end (hats sits) ch Week 4- sh th ng nk Week 5 - words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words – put pull full as and has his her go no to into she push he of we me be	Week 1- ai ee igh oa Week 2- oo oo ar or Week 3- ur ow oi ear Week 4- air er words with double letters: dd mm tt bb rr gg pp ff are sure pure Week 5- longer words Tricky words – was you they my by all are sure pure	Week 1- review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2- review Phase 3: er air words with double letters longer words Week 3- words with two or more digraphs Week 4- longer words words ending in –ing compound words Week 5- longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	Week 1- short vowels CVCC Week 2- short vowels CVCC CCVC Week 3- short vowels CCVCC CCCVC CCCVCC longer words Week 4- longer words compound words Week 5- root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words – said so have like some come love do were here little says there when what one out today	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words
Literacy - Comprehensions	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print.	Beginning to retell stories. Retell stories related to events through acting/role play.	Retelling stories with the recently introduced vocabulary.	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as	Demonstrate understanding of what has been read to them by retelling stories using their own words and

	Having a favourite story/rhyme. Understand the five key concepts about 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. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Little Wandle. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Literacy – Word Reading	Linking sounds to letters. Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	Begin to read words by sound-blending. Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. For Tricky Words help children identify the sound that is tricky to read.	Introducing digraphs. Rhyming strings,, identifying characters and settings. Help children to become familiar with digraphs/ trigraphs, such as ‘ai’, ‘ee’, ‘igh’, ‘oo’ ‘or’ ‘ar’. Provide opportunities for children to read words containing known digraphs/ trigraphs.	Begin to read simple sentences. Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘hammer’, ‘letter’.	Read and understand simple sentences. Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Reading and understanding sentences with fluency including some common exception words. Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
Literacy – Writing	Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation	Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.	Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.	Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories.

			Create a story board. Practising correct letter formation.			Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Writing Expectations	Mark Making Initial Sounds	Segmenting CVC words	Tricky words CVC/ diagraph words	Two word sentence e.g. The bus	Short sentence	GLD Writing letters – most of which are correctly formed Spell words by identifying sounds in them. Representing the sounds with a letter or letters. Write simple sentences that can be read by others.
Maths	<u>Baseline</u> <u>Getting to Know You</u> <u>Match, Sort and Compare</u> *Match objects *Match pictures and objects. *Identify a set *Sort objects to a type *Explore sorting techniques *Create sorting rules *compare amounts. <u>Talk about Measure and patterns</u> *Compare size *Compare mass *Compare capacity *Explore simple patterns *Copy and continue simple patterns *Create simple patterns	<u>It's Me 1,2,3</u> *Find 1,2 and 3 *Subitise 1,2, and 3 *Represent 1,2 and 3 *One more *One less *Composition of 1,2 and 3 <u>Circles and Triangles</u> *Identify and name circles and triangles *Compare circles and triangles *Shapes in the environment *Describe position <u>1,2,3,4,5</u> *Find 4 and 5 *Subitise 4 and 5 *Represent 4 and 5 *One more *One less *Composition of 4 and 5 *Composition of 1 -5 <u>Shapes with 4 sides</u>	<u>Alive in 5</u> *Introduce 0 *Find 0 -5 *Subitise 0-5 *Represent 0-5 *One more *one less *Composition *Conceptual subitising to 5 <u>Mass and Capacity</u> *Compare mass *Find a balance *Explore capacity *Compare capacity <u>Growing 6,7,8</u> *Find 6,7 and 8 *Represent 6,7 and 8 *One more *One less *Composition of 6,7 and 8 *Make pairs – odd and even	<u>Length, Height and Time</u> *Explore length *Compare length *Explore height *Compare height *Talk about time *Order and sequence time <u>Building 9 and 10</u> *Find 9 and 10 *Compare numbers to 10 *Represent 9 and 10 *Conceptual subitising to 10 *One more *One less *Composition to 10 *Bonds to 10 (2 parts) <u>Explore 3D Shapes</u> *Recognise and name 3-D shapes *Find 2-D shapes within 3-D shapes *3-D shapes in the environments	<u>To 20 and Beyond</u> *Build numbers beyond 10 (10-13) *Continue patterns beyond 10 (10-13) *Build numbers beyond 10 (14-20) *Continue patterns beyond 10 (14-20) *Verbal counting beyond 20 *Verbal counting patterns <u>How many now?</u> *Add more *How many did I add? *Take away *How many did I take away? <u>Manipulate, Compose and Decompose</u> *Select shapes for a purpose *Rotate shapes *Manipulate shapes	<u>Sharing and Grouping</u> *Explore sharing *Sharing *Explore grouping *Grouping *Even and odd sharing *Play with and build doubles <u>Visualise, Build and Map</u> *Identify units of repeating patterns *Create own pattern rules *Explore own pattern rules *Replicate and build scenes and constructions *Visualise from different positions *Describe positions *Give instructions to build *Explore mapping *Represent maps with models

		*Identify and name shapes with 4 sides *Combine shapes with 4 sides *Shapes in the environment *My day and night	*Double to 8 (find a double) *Double to 8 (make a double)	*Identify more complex patterns *Copy and continue patterns *Patterns in the environment	*Explain shape arrangements *compose shapes *Decompose shapes *Copy 2-D shape pictures *Find 2-D shapes within 3-D shapes	*Create own map from familiar places *Create own maps and plans from story situations <u>Make Connections</u> *Deepen understanding *Patterns and relationships <u>Consolidation</u>
Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” **Individual speech assessment on identified children.	Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.

Physical Development	Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.	Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.	Balance Gross Motor: Balance- children moving with confidence dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.	Fine Motor: Daily name /CVC /sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.	Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
	Self-Regulation: Throughout the year children will work towards simple goals, being to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being

Personal, Social and Emotional Development	* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					able to wait for what they want and control their immediate impulses when appropriate
	Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.	Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
	JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities	JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony	JIGSAW: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be	JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration

Understanding of the World	Past and Present Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.	Past and Present Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas' in the past. Investigate how windmills made flour to go into bread. What materials have been and are now being used to build houses. Use the story of The Gingerbread Man to create a map of his journey.	Past and Present Use world maps to show children where some stories are based. Transport through the years.	Past and Present Role Play – Garden Centre From Field to Fork – how farming has envolved.	Past and Present How zoos have changed over the years.	Past and Present Exploring the seaside now and in the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.	People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Cultural Events – Bonfire Night, Remembrance Sunday, Christmas, Diwali. Share different cultures versions of famous fairy tales.	People, Culture and Communities Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Shrove Tuesday - Pancake Day Easter Mother's Day Transport survey in our local community. Identify street features and road markings in our local community.	People, Culture and Communities Great British Spring Clean	People, Culture and Communities Transport survey in our local community. Identify street features and road markings in our local community. Visit local woods Describe their local habitat and a contrasting country. What are the similarities and differences?	People, Culture and Communities Take children to places of worship and places of local importance to the community. Comparing our community to another community. Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

						Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants. Welly Wednesday	The Natural World Planting Bulbs and making bulb diaries. Welly Wednesday	The Natural World Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Welly Wednesday	The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Welly Wednesday	The Natural World Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Comparing the Arctic to their local environment.	The Natural World Seasons – Summer – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.	Creating with Materials: Linking colours to festivals. Firework pictures. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.	Creating with Materials: Winter pictures and scenes. Chinese New Year – lanterns Make vehicles using a range of materials.	Creating with Materials: Spring pictures. Flower artwork.	Creating with Materials: Sunflowers – Vincent Van Gogh	Creating with Materials: Seaside pictures. Sand pictures Marine life pictures. Paper plate jellyfish. Safely use and explore a variety of materials, tools and techniques,

						experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Winter songs. Role-play – Car Garage Small world play – cars and car mats. Chinese New Year songs.	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs. Role-play – Garden Centre Small world –African Animals	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Small world - arctic explorer.	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – Sandwich Shop and Ice Cream Shop. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Music (Charanga)	Me!	Nativity rehearsal	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
RE	F4: Being special – where do we belong?	UC: Why do Christians perform nativity plays at Christmas?	UC: Why is the word God so important to Christians?	UC: Why do Christians put a cross in an Easter garden?	F5: What places are special and why?	
	To run throughout EYFS: F6: Which stories are special and why?					
PE (PE Passport)	Fine Motor Skills	Gymnastics- Flight – Bouncing, jumping & landing	Locomotion 1	Invasion games skills 1	Athletics	Net and wall games 1
Assessment	National Reception Baseline Assessment (RBA) Speech Assessment (NELI) In house baseline Data – Arbor	LW Phonics Assessment WRM Autumn Assessment Autumn Term Data on Arbor	LW Phonics Assessment Parent/ Pupil Progress Meetings	LW Phonics Assessment WRM Spring Assessment Spring Term Data on Arbor	LW Phonics Assessment	LW Phonics assessment WRM Summer Assessment End of Year Data submitted to DFE

	LW Phonics Assessment Parent/ Pupil Progress Meetings					Summer Term Data on Arbor End of Year Report to Parents
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