



Early Years Foundation Stage (Year R): Curriculum Progression Plan 2023-2024

Term	Autumn 1 7 weeks	Autumn 2 7 weeks 3 days	Spring 1 6 weeks 1 day	Spring 2 4 weeks 4 days	Summer 1 6 weeks	Summer 2 7 weeks Early Learning Goals
Theme	Marvellous Me	Let's Celebrate	All things New	Once Upon a Time	Amazing Animals	Fun at the Seaside!
Focus Themes	Starting School My New Class People Who Help Us	Autumn Celebrations Light and Dark Where Do you Live?	Winter	Spring	Farm Growing	Summer
Key Events	Transition Birthdays Harvest Police Visit	Autumn walk Remembrance Day Halloween Diwali (24 th Oct) Walk in the local Environment to post a Letter. Nativity Christmas Father Christmas Visit	Winter Walk Valentine's Day Pancake Day (13 th Feb) Chinese New Year (10 th February, Year of the Dragon) Children's Mental Health Week (5 th Feb) Internet Safety (5 th Feb)	World Book Day (7 th March) Science Week 8 th – 17 th March Piper's Vale Gymnastics Centre (21 st March) Spring Share (23 rd March)	Baylham Rare Breeds Centre Visit Thursday 25th May	Sports Day Transition
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 intervention, assemblies, and 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.	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. Hold conversations when engaged in back-and-forth exchanges with their teacher 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.

Personal, Social and Emotional Development	<p>Self Regulation: Throughout the year children will work towards simple goals, being able 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 an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feelings and behaviours *Able to concentrate on a task *Applying personalised strategies to return to a calm state *Able to ignore distractions *Thinking before acting *Able to curb impulsive behaviours *The ability to persist and persevere</p> <p>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 able to wait for what they want and control their immediate impulses when appropriate.</p>					
	<p>Managing Self Help children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>Managing Self 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.</p>
	<p>Building Relationships: Throughout the year children will work towards forming relationships with 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 plays 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 others’ needs.</p>					
Physical Development	<p>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 Responsibilities</p>	<p>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</p>	<p>Dreams and Goals Piece 1 – Challenge Piece 2 – Never Give Up Piece 3 – Setting a Goal Piece 4 – Obstacles and support Piece 5 – Flight to the Future Piece 6 – Award Ceremony</p>	<p>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</p>	<p>Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends PT1 Piece 3 - Make Friends, Never Ever Break Friends PT2 Piece 4 – Falling Out and Bullying PT1 Piece 5 - Falling Out and Bullying PT2 Piece 6 – Being the Best Friend We Can Be</p>	<p>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</p>
	<p>Gross Motor Climbing using the outdoor equipment (ongoing all year) Cooperation games Different ways of moving to be explored with children. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push</p>	<p>Gross Motor Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area. Dance related activities. Gymnastics, jumping off the bench / Balance along the benches.</p>	<p>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.</p>	<p>Gross Motor Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>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</p>	<p>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</p>

	(ongoing all year). Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.				children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Dough activities Threading, cutting, weaving, fine motor activities Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold a pencil/paintbrush beyond whole hand grasp Pencil grip- encourage tripod grip <i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality)</i> <i>Provide extra help and guidance where needed.</i>	Fine Motor Threading, cutting, weaving, playdough, Finger Gym activities fine motor activities in continuous provision. 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, writer or copy. Teach and model correct letter formation.	Fine Motor Threading, cutting, weaving, playdough, Finger Gym activities fine motor activities. Daily name/cvc writing 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 Threading, cutting, weaving, playdough, Finger Gym activities fine motor activities. Daily name/cvc writing activities. Hold a pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.	Fine Motor Threading, cutting, weaving, playdough, Finger Gym activities fine motor activities. Daily name/cvc/sentence writing 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 eg a circle. Draw a cross.	Fine Motor Threading, cutting, weaving, playdough, Finger Gym activities fine motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines, eg triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable/ Build things with smaller linking things such as Lego Holding a pencil effectively in preparation for fluid writing using the tripod grip. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing.
	PE – The PE Hub Scheme Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling Jumps off an object and lands appropriately and safely Negotiate space successfully in running and chasing games Adjust speed and change direction to avoid obstacles in playing space Travels with confidence around, under, over and through equipment and apparatus Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing Shows a preference for a dominant hand when manipulating objects Follow simple instructions, copy and variety of defined shapes and actions Make their body tense, relaxed, stretched and curled					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
Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . 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 enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) Children will visit the library. Children will read to an adult once a week.					
	Comprehension Listening to stories Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. 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	Comprehension Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. 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	Comprehension Retelling stories with the recently introduced vocabulary. 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	Comprehension Building fluency and understanding. 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.	Comprehension Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as 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	Comprehension 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

		<p>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.</p>	<p>of known letter– sound correspondences. Enjoys an increasing range of books. Begin to use actions to retell the story. Read a few common exception words matched to Bug Club Phonics. Ensure home reading books match their phonic knowledge.</p>	<p>correspondences and, where necessary, a few exception words. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>characters/event /setting in a story. May include labels, sentences or captions.</p>	<p>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. Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Literacy	Bug Club Phonics	<p>Word Reading Children will practice word reading during daily phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their keywords. Linking sounds to letters Tricky words: and, to,</p> <ul style="list-style-type: none"> Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /t/ written as 't' Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p' Phoneme /i/ written as 'i' Phoneme /n/ written as 'n' Phoneme /m/ written as 'm' Phoneme /d/ written as 'd' Language session Phoneme /g/ written as 'g' Phoneme /o/ written as 'o' Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Language session 	<p>Phonic sounds: Tricky words: the, no, go, I into, her</p> <ul style="list-style-type: none"> Phoneme /c/ written as 'ck' Phoneme /e/ written as 'e' Phoneme /u/ written as 'u' Phoneme /r/ written as 'r' Language session Phoneme /h/ written as 'h' Phoneme /b/ written as 'b' Phoneme /f/ written as 'f' and 'ff' Phoneme /l/ written as 'l' and 'll' Phoneme /s/ written as 'ss' Language session Review and consolidation of phase 2 and tricky words 	<p>Phonic sounds: Tricky words: me, be, he, my, by she, they</p> <ul style="list-style-type: none"> Revise phase 2 for the three days in the first week back Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /x/ written as 'x' Language session Phoneme /y/ written as 'y' Phoneme /z/ written as 'z' and 'zz' Phoneme /qu/ written as 'qu' Language session Phoneme /ch/ written as 'ch' Phoneme /sh/ written as 'sh' Phoneme /th/ written as 'th' Phoneme /ng/ written as 'ng' Language session 	<p>Phonic sounds: Tricky words: we, are, you, all, was, give, live</p> <ul style="list-style-type: none"> Phoneme /ai/ written as 'ai' Phoneme /ee/ written as 'ee' Phoneme /igh/ written as 'igh' Phoneme /oa/ written as 'oa' Phoneme /oo/ (long) written as 'oo' Phoneme /oo/ (short) written as 'oo' Language session Phoneme /ar/ written as 'ar' Phoneme /or/ written as 'or' Phoneme /ur/ written as 'ur' Phoneme /ow/ written as 'ow' Phoneme /oi/ written as 'oi' Language session Below to start in Summer 1 Phoneme /ear/ written as 'ear' Phoneme /air/ written as 'air' Phoneme /ure/ written as 'ure' Phoneme /ur/ written as 'er' Language session Review and consolidation of phase 3 and tricky words 	<p>Phonic sounds: Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <ul style="list-style-type: none"> Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvcc/ccvc/ccvcc) Language session 3 Review and consolidation of phase 4 and tricky words 	<p>Phonic sounds: Tricky words:</p> <p>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.</p>
Literacy	Writing	<p>Emergent writing in continuous provision. Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p>	<p>Writing CVC words. Short caption writing and phase 2 tricky words. Name writing. Labelling using initial sounds. Story scribing.</p>	<p>Writing short captions. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions.</p>	<p>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</p>	<p>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.</p>

		<p>Writing initial sounds and simple captions. Use initial sounds to label characters/ images. Writing Names and Labels. Writing messages. Practising correct letter formation. Story scribing.</p>	<p>Retelling stories in writing area. Sequencing the story. Story scribing Practising correct letter formation.</p>	<p>Story scribing Practising correct letter formation.</p>	<p>Story scribing Write a sentence. Ensuring correct letter formation.</p>	<p>and capital letters correctly. Rhyming words. Story scribing Ensuring correct letter formation. Labels using CVC, CVCC, CCVC words.</p>	<p>Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Story scribing. Using correct letter formation Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others</p>
Literacy	Penpals for Handwriting	<ul style="list-style-type: none"> • Dots • Straight lines and crosses • Circles • Waves • Waves and bridges • Joined straight lines 	<ul style="list-style-type: none"> • Angled patterns • Eights • Spirals • Left-to-right orientation • Review of patterns 	<ul style="list-style-type: none"> • Introducing long-legged giraffe letters: l • Practising long-legged giraffe letters: l,i • Practising-long-legged giraffe letters: u, t • Practising long-legged giraffe letters: j, y • Practising all the long-legged giraffe letters: l, l, t, u, j, y • Introducing one-armed robot letters: r 	<ul style="list-style-type: none"> • Practising one-armed robot letters: b, n • Practising one-armed robot letters: h, m • Practising one-armed robot letters: k, p • Practising all the one-armed robot letters: r, b, n, h, k, p • Practising all the long-legged giraffe and one-armed robot letters • Reviewing all the long legged giraffe and one-armed robot letters 	<ul style="list-style-type: none"> • Introducing curly caterpillar letters: c • Practising curly caterpillar letters: a, d • Practising curly caterpillar letters: o, s • Practising curly caterpillar letters: g, q • Practising curly caterpillar letters: e, f • Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f, 	<ul style="list-style-type: none"> • Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters • Introducing zig-zag monster letters: z • Introducing zig-zag monster letters: v, w, x • Practising all the zig-zag monster letters: z, v, w, x • Practising all the curly caterpillar and zig-zag monster letters • Reviewing all the curly caterpillar and zig-zag monster letters <p>Write recognisable letters, most of which are correctly formed.</p>
Literacy	Poetry Basket			<ul style="list-style-type: none"> • Let's Put on Our Mittens • Chop Chop • Pointy Hat • Cup of Tea • Popcorn • Stepping stones • Furry, Furry Squirrel • Spring Wind 	<ul style="list-style-type: none"> • Pancakes • Hungry Birdies • Mice • Mrs Bluebird • A Little Seed 	<ul style="list-style-type: none"> • I Have a Little Frog • Dance • Pitter patter • Sliced Bread • A Little Shell • Five Little Peas • 	<ul style="list-style-type: none"> • The Fox • Monkey Babies • Thunderstorm • Five Little Owls • If I were So Very Small • Under a Stone
Mathematics		<p>Power Maths: Unit 1: Numbers to 5 Unit 2: Comparing groups within 5 Unit 3: Shape (3D and 2D shape)</p>	<p>Unit 4: Changes within 5 Unit 5: Number bonds within 5 Unit 6: Space</p>	<p>Unit 7: Numbers to 10 Unit 8: Comparing Numbers within 10 Unit 9: Addition to 10 Unit 10: Measure (length, height & weight)</p>	<p>Unit 11: Number bonds to 10 Unit 12: Subtraction Unit 13: Exploring Patterns</p>	<p>Unit 14: Counting on and counting back Unit 15: Numbers to 20 Unit 16: Numerical patterns Unit 17: Shape</p>	<p>Unit 18: Measures Unit 19: Sorting Unit 20: Time</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. 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 doubling facts.</p>

						Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding of the World Children will participate in learning about their own and other cultures around the world.	<p>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. Talk to a member of the police force.</p>	<p>Past and Present Links to festivals: Bonfire night, Diwali, Xmas Can talk about their experiences with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p>Past and Present Celebrations – now and in past Stories – range of settings/times <i>Discussions and activities to allow for child initiated topics supported by adult planning in the moment.</i></p>	<p>Past and Present Stories – range of settings/times <i>Discussions and activities to allow for child initiated topics supported by adult planning in the moment.</i></p>	<p>Past and Present Farms – now and in past, role of animals in our lives <i>Discussions and activities to allow for child initiated topics supported by adult planning in the moment.</i></p>	<p>Past and Present Exploring the seaside – now and in the past <i>Discussions and activities to allow for child initiated topics supported by adult planning in the moment.</i> 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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	<p>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.</p>	<p>People, culture and communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali. Describing their local habitat and a contrasting country. What are the similarities and differences?</p>	<p>People, culture and communities Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences.</p>	<p>People, culture and communities Significant cultural events: Pancake Day Easter Mother’s Day Ramadan March 22nd – April 20th</p>	<p>People, culture and communities Maps of the farmyard and developing maps of the local area.</p>	<p>People, culture and communities 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</p>

						from stories, non-fiction texts and (where appropriate) maps.
	<p>The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants. 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.</p> <p>Learning about ourselves: Investigate, eye colour, hair colour, height, favourite food. Investigate the five senses.</p> <p>Seasonal changes: Autumnal changes of leaves, changes of weather, changes in clothing</p>	<p>The Natural World Exploring light and dark. How can we see in the dark? Nocturnal animals – making sense of habitats. Which animals are nocturnal? 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. 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.</p> <p>Changes in materials: Investigate waterproof/non waterproof materials.</p> <p>Everyday materials: Investigate a range of materials, using words such as reflective, rough, smooth, bumpy</p>	<p>The Natural World Seasons – Winter – difference and changes over time – weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Comparing the Arctic to their local environment. 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.</p> <p>Seasonal Change: Winter changes of leaves, changes of weather, changes in clothing. Changes in the state of matter using ice.</p> <p>Contrasting environments: look at Antarctica and compare to Ipswich.</p>	<p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. 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.</p>	<p>The Natural World Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. 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.</p>	<p>The Natural World Seasons – Summer - differences and changes over time -weather, animals and plants. 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 season and changing states of matter.</p>
Expressive Arts and Design	<p>Creating with materials Self portraits Use of continuous provision and how to use creative areas Autumn pictures</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Creating with materials Firework pictures Making rockets Colour mixing Creating a poppy Creating wrapping paper design Share activities December 13th.</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Creating with materials</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Creating with materials</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Creating with materials</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Creating with materials</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p> <p>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.</p>

	<p>Being imaginative and expressive</p> <p>Singing songs and learning some familiar songs – Harvest songs. Role-play Small world play</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Being imaginative and expressive</p> <p>Singing songs and learning some familiar songs – Christmas Performing the Nativity Role play Small world play</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Being imaginative and expressive</p> <p>Singing songs and learning some familiar songs – Winter songs. Role play Small world play</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Being imaginative and expressive</p> <p>Singing songs and learning some familiar songs – Spring songs Role play Small world play</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Being imaginative and expressive</p> <p>Singing songs and learning some familiar songs – animals Role play Small world play</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p>	<p>Being imaginative and expressive</p> <p>Singing songs and learning some familiar songs – seaside Role play Small world play</p> <p><i>Children have free access to wide range of resources to allow for child initiated activities supported by adult planning in the moment.</i></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>
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