



Heritage Coast Federation EYFS Long Term Plan

Intent

In our Heritage Coast Federation we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation

In our Heritage Coast Federation we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Beach School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy using Class Dojo to engage in their child's learning and share experience from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Impact

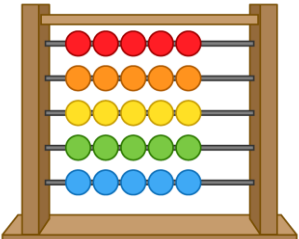
Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Values All about Me Autumn Halloween Family	Autumn Stick Man Halloween Fire Service visit Diwali Bonfire Night Christmas/Father Christmas story Christmas around the world	Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring	Life cycles – Chick/Frog/butterfly/plant/sunflowers Local Area	Summer holidays (past and present) Hot places Rock Pools Mermaids Pirates
Communication and Language 	- Understand how to listen carefully and why listening is important. - Engage in story times, rhymes, and songs. - Maintain attention in whole class/groups. - Follow 1 step instructions. - Understand ‘why’ questions. - Use sentences 4-6 words. - Use talk to organise play.	- Listen in familiar & new situations. - Engage in story times. - Maintain attention in new situations. - Ask questions to find out more and to check they understand what has been said to them. - Follow instructions with 2 parts in a familiar situation. - Start a conversation with peers and familiar adults and continue for many turns. - Develop social phrases	- Listen attentively in a range of situations. - Maintain attention during appropriate activity. - Engage in non-fiction books. - Consider the listener and take turns. - Use talk to organise/stand for something else in play. - Begin to use past tense. - Begin to recount past events.	- Understand why listening is important. - Maintain attention in different contexts. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Ask questions to find out more and check understanding. - Articulate their ideas and thoughts in well-formed sentences. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Begin to connect one idea or action to another using a range of connectives. - Describe events in some detail.	- Listen and understand instructions while busy with another task. - Maintain activity while listening. - Understand how, why, where questions. - Describe events in some detail. - Express ideas about feelings and experiences. - Articulate their ideas and thoughts in well-formed sentences. - Use language to reason.	- Listen and respond with relevant questions, comments, or actions. - Attend to others in play. - Make comments and clarify thinking with questions. - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Speak in well-formed sentences with some detail. - Use new vocabulary in different contexts. - Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.			Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.	
Personal, Social and Emotional Development Self-regulation 	- Can talk about feelings. - Welcome distractions when upset. - Increasingly follow rules. - Know likes and dislikes. - Independently organise belongings in the morning. - Manage personal hygiene. - Build constructive and respectful relationships. SCARF: Me and My Relationships	- Beginning to express their feelings and consider the perspectives of others. - Begin to take turns and share resources. - Independently choose where they would like to play. - Continue to build constructive and respectful relationships. SCARF: Valuing Differences	- Show pride in achievements. - Understand behavioural expectations of the setting. - Can explain right from wrong and try to behave accordingly. - Manage their own needs. - Can identify kindness. - Seek others to share activities and experiences. SCARF: Keeping Myself Safe	- Can make choices and communicate what they need. - Begin to show persistence when faced with challenges. - Can keep play going by co-operating, listening, speaking, and explaining. - Can reflect on the work of others and self-evaluate their own work. SCARF: Rights and Responsibilities	- Beginning to know that children think and respond in different ways to them. - Can talk about their own abilities positively. - Confident to try new activities - Show resilience and perseverance. SCARF: Being my Best	- Able to identify and moderate own feelings. - See themselves as a unique and valued individual. - Can seek out a challenge and enjoy the process. - Show sensitivity to others’ needs and feelings. SCARF: Growing and Changing

Religious Education	F5 Being special: where do we belong?	UC F2 Why do Christians perform nativity plays at Christmas?	UC F1 Why is the word God so important to Christians?	UC F3 Why do Christians put a cross in an Easter garden?	F3 What places are special and why?	F1 What times/stories are special and why?
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian	- Combine different movements with ease and fluency - Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on ‘Physical Development’ skills plan.					
Literacy	 Comprehension: - Listen and enjoy sharing a range of books. - Hold a book correctly, handle with care. - Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. - Know that text in English is read top to bottom and left to right. - Know the difference between text and illustrations. - Recognise some familiar words in print, e.g., own name or advertising logos. - Enjoy joining in with rhyme, songs and poems. - Explain in simple terms what is happening in a picture in a familiar story. - Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Comprehension: - Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. - Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. - Make simple inferences to answer yes/no questions about characters’ emotions in a familiar picture book read aloud to them, with prompts. - Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: - Use picture clues to help read a simple text. - Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. - Show understanding of some words and phrases in a story that is read aloud to them. - Express a preference for a book, song or rhyme, from a limited selection. - Play is influenced by experience of books (small world, role play).	Comprehension: - Retell stories in the correct sequence, draw on language patterns of stories. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. - Suggest how an unfamiliar story read aloud to them might end. - Give a simple opinion on a book they have read, when prompted. - Recognise repetition of words or phrases in a short passage of text. - Play influenced by experience of books - Innovate a well-known story with support.	Comprehension: - Correctly sequence a story or event using pictures and/or captions. - Make simple, plausible suggestions about what will happen next in a book they are reading. - Know the difference between different types of texts (fiction, nonfiction, poetry) - Make inferences to answer a question beginning ‘Why do you think...?’ in a picture book that has been read to them, where answer is clearly signposted. - Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Comprehension: - Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. - Recall the main points in text in the correct sequence, using own words and include new vocabulary. - When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. - With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic programme.	Word Reading: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic programme.	Word Reading: - Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Word Reading: - Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Word Reading: - Read some tricky words from Phase 4 e.g. said, like, have, so. - Re-read what they have written to check that it makes sense.

	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Phase 2 Know grapheme phoneme correspondence of 19 letters. Recognise digraph -ck Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know tricky words (is, I, the).	Phase 2 Consolidate skills as in Autumn 1. Recognise digraphs/consonant endings - ff, ll, ss Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 5 consonant digraphs – sh, th, ch, ng, nk Know tricky words – as, and, has, his, her, go, no, to, into, she, he, of, we, be, me •Words with –s /s/ added at the end (hats sits) Words ending in s /z/ (his) and with –s /z/ added at the end (bags) Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Phase 3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know 10 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi, er Know trigraphs igh, ear, air Know tricky words, was, you, they, my, by, all, are, sure, pure Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Phase 3 Consolidate phase 2 and 3 skills. Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review words with double letters and longer words Week 3 Review words with two or more digraphs Review longer words and words ending in –ing/compound words Review longer words/words with s /z/ in the middle/words with –s /s/ /z/ at the end.words with –es /z/ at the end	Phase 4 Read tricky words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today Read short vowels CVCC Read short vowels CVCC CCVC Read short vowels CCVC CCCVC CCVCC Read longer/compound words Read root words ending in: : –ing, –ed /t/, –ed /id/ /ed/ –est Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 4 Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs. Read longer vowel sounds CVCC CCVC Read long vowel sounds CCVC CCCVC CCV CCVCC Read words with –s /s/ at the end Read words with –s /z/ at the end Read words with –es /z/ at the end Read words ending in –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Read words ending in –er, –est longer words
Literacy	Emergent writing: - Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. - Give meaning to marks they make. - Understand that thoughts can be written down. - Write their name copying it from a name card or try to write it from memory.	Emergent writing: - Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. - Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. - Use some recognisable letters and own symbols. - Write letters and strings, sometimes in clusters like words.	Emergent writing: - Use appropriate letters for initial sounds. Composition: - Orally compose a sentence and hold it in memory before attempting to write it. Spelling: - Spell to write VC and CVC words independently using Phase 2/3 graphemes. Handwriting:	Emergent writing: - Build words using letter sounds in writing. Composition: - Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: - Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.	Emergent writing: - Continue to build on knowledge of letter sounds to build words in writing. - Use writing in play. - Use familiar words in their writing. Composition: - Write a simple sentence with a full stop. Spelling:	Emergent writing: - Show awareness of the different audience for writing. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: - Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.

Helicopter Story Writing Development Poetry Basket	Composition: - Use talk to organise describe events and experiences. Spelling: - Orally segment sounds in simple words. - Write their name copying it from a name card or try to write it from memory. Handwriting: - Know that print carries meaning and in English, is read from left to right and top to bottom. - Draws lines and circles.	Composition: - Use talk to link ideas, clarify thinking and feelings. - Understands that thoughts and stories can be written down. Spelling: - Orally spell VC and CVC words by identifying the sounds. - Write own name. Handwriting: - Form letters from their name correctly. - Recognise that after a word there is a space.	- Shows a dominant hand. - Write from left to right and top to bottom. - Begin to form recognisable letters.	- Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: - Holds a pencil effectively to form recognisable letters. - Know how to form clear ascenders and descenders.	- Spell words by drawing on knowledge of known grapheme correspondences. - Make phonetically plausible attempts when writing more complex unknown words. Handwriting: - Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. - Include spaces between words.	- Write different text forms for different purposes (e.g. lists, stories, instructions). - Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: - Spell words by drawing on knowledge of known grapheme correspondences. - Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC - Spell irregular common (tricky) words e.g., he, she, we, be, me independently.
	Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)					
	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story. Chop, Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story. Leaves are Falling Breezy Weather Who Has Seen the Wind? Cup of Tea Mice Shoes	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story. Popcorn A Little House Pancakes Let’s Put on Our Mittens I Can Build a Snowman Carrot Nose	More phonetically correct words are written by child along with common words, e.g. ‘the’ and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words. Spring Wind Furry Furry Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support. I Have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas	Child confident to write a simple short story. May still need a phonics mat to support. The Fox Monkey Babies Thunderstorm Five Little Owls If I Were So Very Small Under a Stone
Mathematics	Count objects, actions, and sounds. Subitise	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10



	Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.	Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge	Adding more Taking away Number bonds Shape – spatial reasoning	Doubling Sharing and grouping Even and odd Patterns and relationships
Mastering Number	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts			Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers			Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. •continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 •begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek		
Ongoing throughout the year	Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the ‘one more/one less than’ relationship between consecutive numbers. Compare length, weight, and capacity.								
Understanding the World	Chronology: - Talk about members of their immediate family and the relationship to them. - Name and describe people who are familiar to them.	Chronology: - Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: - Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. - Ask questions, use different sources to find answers including books. - Comment on images of familiar situations in the past.	Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	Chronology: - Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: - Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories.	Chronology: - Recount an event, orally, pictorial and/or with captions. Enquiry: - Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	Chronology: - Order experiences in relation to themselves and others, including stories. Enquiry: - Comment on images of familiar situations in the past. - Describe features of objects, people, places at different times and make comparisons. - Talk about what is the same and different.			

Begin to develop a sense of <u>continuity and change</u> by being able <i>to compare and contrast characters from stories throughout the year, including figures from the past</i> . Using Little People, Big Dreams books.						
	Respect: Themselves, special things in their own lives.	Respect: - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.	Respect: <i>Understand that some places are special to members of their community.</i>	Respect: Animals and know how to care for an animal/pets
	Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos.	Mapping: - Use technology e.g., a BeeBot and begin to show spatial awareness. - Use positional language i.e., under, beside, on top of etc.	Mapping: - Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. - Identify on a map - <i>Recognise some environments that are different to the one in which they live e.g., Antarctica.</i> Enquiry: - Use technology and IT equipment to make observations or find information about different locations and places. - Recognise, know, and describe features of different places. Look closely at similarities and differences.	Mapping: - Complete a simple BeeBot program using a grid map or carpet squares. Enquiry: - Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre	Mapping: <i>Draw information from a simple map</i> and identify landmarks of our local area walk. Enquiry: - Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. - Find out about their local area by talking to people, examining photographs, and visiting local places. - Understand the key features of the life cycle of a plant or animal.	Mapping: - Create own maps using grid paper and symbols (x marks the spot treasure maps) Enquiry: - Recognise, know, and describe features of different places. - Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or web
	Communication: Comment on what they notice about the environment where they live and <i>understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</i>					
	Observation: <i>Explore the natural world around them</i> by taking part in beach school inspired sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.					
Expressive Arts and Design	- Begin to use a variety of drawing tools - Use drawings to tell a story - Investigate different lines - Explore different textures - Encourage accurate drawings of people Five a Day Music Music in Continuous Provision	- Experimenting with and using primary colours - Naming colours - Mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper Five a Day Music SJT Music Project	- Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - Simple weaving Five a Day Music SJT Music Project	- Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model Five a Day Music SJT Music Project	- Rubbings - Print with variety of objects - Print with block colours Five a Day Music SJT Music Project	- Repeating patterns - Irregular painting patterns - Simple symmetry Five a Day Music SJT Music Project

	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to, and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.
	<i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i> Singing – well known nursery rhymes, familiar songs and chants.					