

EYFS Curriculum Intent

At Lower Park School we intend the EYFS Curriculum to be fun, engaging and child led. We have a broad outline of what we wish to deliver, however, we also leave room for the exploration of the children ideas they wish to pursue in the topics, encouraging and enabling child led learning. Reading is at the heart of our curriculum, with books at the heart of learning, guided reading sessions, daily reading and systematic phonics, following the Read Write Inc approach. We make sure that reading, writing and mathematics in our Reception classes are given sufficient direct teaching time every day, with frequent opportunities for children to practise and consolidate their growing knowledge.

At Lower Park we make language a priority, embedding spoken language, vocabulary development and listening comprehension into all aspects of the children's work. We teach reading in a systematic and structured way, building up children's phonic knowledge and skills explicitly and we also provide regular story times where children can be taught to understand what they have heard.

We teach writing composition by building on children's spoken language and their comprehension of stories as well as teaching spelling and handwriting directly. In Mathematics we deepen children's understanding of core mathematical concepts rather than moving them on too quickly to formal calculations and written algorithms. We give children opportunities to secure personal, social and emotional readiness to learn, including resilience, perseverance, concentration, the ability to listen, to take turns and to cooperate. We also promote independent learning and exploration through play in continuous and enhanced provision.

Our intent is also underpinned by the whole school intent statement and the Lower Park Values of Active, Brave, Creative, Curious, Respect and Responsible.



	Cycle 1			Cycle 2			
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Key Stage 1	Escape to the Capital	Weird and Wonderful Creatures	The Great Outdoors	<u>Wonderful Me</u>	Farm to Fork	We are Explorers	
EYFS	Paddington and Friends	All Creatures Great and Small!	Super Heroes	My Favourite Things	Down on the Farm	Are we nearly there yet?	
C&L *Listening, Attention and Understanding *Speaking	 Throughout the year children will: Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics 			 Throughout the year children will: Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics 			
PD *Gross motor skills *Fine motor skills	This term the children will learn the fundamentals of games. The children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. In a further fundamentals unit children will develop their movement skills through the topic of	In their first dance unit the children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and	In their second dance unit the children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They	This term the children will learn the fundamentals of games. The children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. In a further fundamentals unit children will develop	In their first dance unit the children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	In their second dance unit the children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	



'places and spaces'. Children	begin to provide simple	perform to others and begin	their movement skills	In their ball skills unit the	In their second ball skills unit the
will develop skills of balancing,	feedback.	to provide simple feedback.	through the topic of	children will develop their	children will develop their ball
running, hopping, jumping,	In their ball skills unit the	In their second ball skills unit	'places and spaces'. Children	ball skills through the topic of	skills through the topic of
travelling and changing	children will develop their	the children will develop their	will develop skills of	'minibeasts'. Children will	'weather'. Children will develop
direction. Children will	ball skills through the topic	ball skills through the topic of	balancing, running, hopping,	develop fundamental ball	fundamental ball skills such as
develop fine and gross motor	of 'minibeasts'. Children will	'weather'. Children will	jumping, travelling and	skills such as rolling and	throwing and catching, rolling a
skills, through handling	develop fundamental ball	develop fundamental ball	changing direction. Children	receiving a ball, throwing to a	ball, using targets, dribbling with
equipment. They will learn	skills such as rolling and	skills such as throwing and	will develop fine and gross	target, bouncing and	feet, kicking a ball, bouncing and
how to stay safe using space.	receiving a ball, throwing to	catching, rolling a ball, using	motor skills, through	catching, dribbling with feet	catching a ball. Children will be
They work independently and	a target, bouncing and	targets, dribbling with feet,	handling equipment. They	and kicking a ball. Children	able to develop their fine and
with a partner to complete	catching, dribbling with feet	kicking a ball, bouncing and	will learn how to stay safe	will be able to develop their	gross motor skills though a range
tasks.	and kicking a ball. Children	catching a ball. Children will	using space. They work	fine and gross motor skills	of game play with balls. Children
The children will also take part	will be able to develop their	be able to develop their fine	independently and with a	through a range of game play	will work independently and with
in two introduction to PE	fine and gross motor skills	and gross motor skills though	partner to complete tasks.	using a variety of equipment.	a partner and will develop
units. In the first unit, children	through a range of game	a range of game play with	The children will also take	Children will be given	decision making and using simple
will be introduced to Physical	play using a variety of	balls. Children will work	part in two introduction to	opportunities to work	tactics.
Education and structured	equipment. Children will be	independently and with a	PE units. In the first unit,	independently and with a	In their second gymnastics unit
movement through the topic	given opportunities to work	partner and will develop	children will be introduced	partner.	the children will develop their
of 'fantasy and adventure'.	independently and with a	decision making and using	to Physical Education and	In their gymnastics unit the	basic gymnastic skills through the
They will spend time learning	partner.	simple tactics.	structured movement	children will develop their	topic of 'traditional tales', to
basic principles of a PE lesson	In their gymnastics unit the	In their second gymnastics	through the topic of 'fantasy	basic gymnastic skills through	include 'Jack and the Beanstalk'
such as finding space, freezing	children will develop their	unit the children will develop	and adventure'. They will	the topic of 'animals and	and 'Goldilocks and the Three
on command, using and	basic gymnastic skills	their basic gymnastic skills	spend time learning basic	their habitats'. Children	Bears'. Children explore basic
sharing equipment and	through the topic of 'animals	through the topic of	principles of a PE lesson	explore basic movements,	movements, creating shapes and
working individually, with a	and their habitats'. Children	'traditional tales', to include	such as finding space,	creating shapes, balances,	balances, jumps and rolls. They
partner and group. They will	explore basic movements,	'Jack and the Beanstalk' and	freezing on command, using	and jumps and begin to	begin to develop an awareness
take part in activities, which	creating shapes, balances,	'Goldilocks and the Three	and sharing equipment	develop rocking and rolling.	of space and how to use it safely.
will develop fundamental	and jumps and begin to	Bears'. Children explore basic	and working individually,	They show an awareness of	They perform basic skills on both
movement skills such as	develop rocking and rolling.	movements, creating shapes	with a partner and group.	space and how to use it	floor and apparatus. They copy,
running, jumping, skipping. In	They show an awareness of	and balances, jumps and	They will take part in	safely and perform basic skills	create, remember and repeat
the second unit children will	space and how to use it	rolls. They begin to develop	activities, which will develop	on both floor and apparatus.	short sequences.
be introduced to Physical	safely and perform basic	an awareness of space and	fundamental movement	They copy, create, remember	They begin to understand using
Education and structured	skills on both floor and	how to use it safely. They	skills such as running,	and repeat short sequences.	levels and directions when
movement through the topic	apparatus. They copy,	perform basic skills on both	jumping, skipping.	They begin to understand	travelling and balancing.
of 'everyday life'. They will	create, remember and	floor and apparatus. They	In the second unit children	using levels and directions	In the second games unit the
spend time learning basic	repeat short sequences.	copy, create, remember and	will be introduced to	when traveling and	children will practise and further
principles of a PE	They begin to understand	repeat short sequences.	Physical Education and	balancing.	develop their fundamental
lesson such as safely using	using levels and directions	They begin to understand	structured movement	In their first games unit the	movement skills through the
space, stopping safely, using	when traveling and	using levels and directions	through the topic of	children will develop their	topic of 'around the world'.
and sharing equipment and	balancing.	when travelling and	'everyday life'. They will	understanding of playing	Children will learn and develop
working individually, with a	In their first games unit the	balancing.	spend time learning basic	games through the topic of	these skills by playing a variety of
partner and group. They will	children will develop their	In the second games unit the	principles of a PE	'transport'. Children will	games. They will also start to
take part in activities which		children will practise and		practise and further develop	understand how to work as a



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	will develop fundamental movement skills such as	understanding of playing games through the topic of	further develop their fundamental movement skills	lesson such as safely using space, stopping safely, using	fundamental movement skills through games. They will also	team, take turns, keep the score, play against an opponent and
	running, jumping and skipping.	'transport'. Children will	through the topic of 'around	and sharing equipment and	learn how to score and play	play by the rules.
	Children will also play simple	practise and further develop	the world'. Children will learn	working individually, with a	by the rules, how to work	
	games and begin to	fundamental movement	and develop these skills by	partner and group. They will	with a partner and begin to	
	understand and use rules.	skills through games. They	playing a variety of games.	take part in activities which	understand what a team is,	
		will also learn how to score	They will also start to	will develop fundamental	as well as learning how to	
		and play by the rules, how to	understand how to work as a	movement skills such as	behave when winning and	
		work with a partner and	team, take turns, keep the	running, jumping and	losing.	
		begin to understand what a	score, play against an	skipping. Children will also		
		team is, as well as learning	opponent and play by the	play simple games and		
		how to behave when	rules.	begin to understand and use		
		winning and losing.		rules.		
PSED	Using the 1 Decision resources	The children will learn about	Throughout this term the	Using the 1 Decision	The children will learn about	Throughout this term the
FJLD	the children will learn	the importance of loving	children will consolidate their	resources the children will	the importance of loving	children will consolidate their
*Self-regulation	strategies to help them with	themselves and knowing	prior learning and reflect on	learn strategies to help	themselves and knowing	prior learning and reflect on how
-	new beginnings and starting	what they are good at. They	how far they have come from	them with new beginnings	what they are good at. They	far they have come from the
* Managing self	school, they will be supported	will consider how to relax	the start of their Reception	and starting school, they will	will consider how to relax	start of their Reception year.
* Building	in learning the classroom	and be mindful through 1	year. They will consider and	be supported in learning the	and be mindful through 1	They will consider and discuss in
relationships	routines and rules and making	Decision, My Happy Mind	discuss in circle times, how	classroom routines and	Decision, My Happy Mind	circle times, how they feel about
relationships	friendships. Through Anti	and Mindfulness Yoga. The	they feel about next year and	rules and making	and Mindfulness Yoga. The	next year and their transition
	bullying week the children will	children will learn to name	their transition into their new	friendships. Through Anti	children will learn to name	into their new classes. They will
	learn how to manage a	different feelings and	classes. They will talk about	bullying week the children	different feelings and	talk about safety outside of
	situation when they feel	emotions by looking at facial	safety outside of school and	will learn how to manage a	emotions by looking at facial	school and how to keep safe
	bullied. They will also have	expressions and body language. The children will	how to keep safe during the	situation when they feel	expressions and body	during the summer holidays and
	circle times to help them to	0 0	summer holidays and begin	bullied. They will also have	language. The children will	begin to understand about
	deal will times when they feel angry or frustrated, for	begin to understand that sometimes we have to do	to understand about stranger danger. They will also identify	circle times to help them to deal will times when they	begin to understand that sometimes we have to do	stranger danger. They will also identify people who help us in
	example if someone has taken	things that we don't like	people who help us in our	feel angry or frustrated, for	things that we don't like	our local community and discuss
	their toy. The children will	doing and develop a sense of	local community and discuss	example if someone has	doing and develop a sense of	ways to respect the local
	learn about the importance of	responsibility. They will also	ways to respect the local	taken their toy. The children	responsibility. They will also	environment.
	a healthy diet and the	be taught about computer	environment.	will learn about the	be taught about computer	environment.
	importance of exercise by	and online safety and	environment.	importance of a healthy diet	and online safety and	
	taking part in PE sessions, the	understand the risks and		and the importance of	understand the risks and how	
	daily mile and classroom	how to stay safe when using		exercise by taking part in PE	to stay safe when using	
	activity boosters.	technology.		sessions, the daily mile and	technology.	
	detivity boosters.	teennology.		classroom activity boosters.	teennology.	
				classicolin activity boosters.		
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	In Autumn 1 the children will	In Spring 1 the children will	In Summer 1 the children will	In Autumn 1 the children	In Spring 1 the children will	In Summer 1 the children will
LITERACY		learn through the story 'I'm	learn from the story	will develop their literacy	develop their literacy skills	develop their literacy skills
	learn through the story 'Peace	going to eat this ant'	'Supertato' by Sue Hendra.	skills through the text 'The	through the text 'The	through the text 'The Naughty
*Comprehension	at Last' by Jill Murphy. They	by Chris Naylor-Ballesteros.	They will sequence images	Whale Who Wanted More'	Gingerbread Man' by Miriam	Bus' by Jan and Jerry Oke.
*Word reading	will also look at stories about	They will focus on labels and	depicting key events in the	by Rachel Bright and Jim	Latimer. They will use story	The will create a new journey for
0	Paddington bear.	nonfiction and begin to write	story and use the images to	Field. A narrative story	images to join in with key	the Naughty Bus by creating
*Writing	The children will use story	labels and captions. They will	retell the basic storyline	based around friendships.	events and phrases in a	a story map and writing
	images to join in with key	draw their favourite animal	They will attempt to rewrite	They will be able to draw,	retelling of the story and	captions/sentences describing
	events and phrases in a	and say or draw some	the story in their own words.	paint and make a fish	begin to write and mark	the journey of the bus.
	retelling of the story. Some	additional information such	Through oracy,	individually or in a small	make in their retelling. They	Through oracy, communication
	may choose to draw or mark	as what the animals eats.	communication and language	group and be able to	will begin to depict the main	and language they will use new
	make some of the story. They	Through oracy,	they will use new vocabulary	contribute orally to a short	events of the story using	vocabulary they encounter
	will also begin to orally retell	communication and	they encounter through	story about their fish.	between 3 and 5 images and	through stories throughout the
	stories. In oracy, communication and	language they will develop	stories throughout the	Their learning will include	mark make next to each	day, articulate their ideas and
	language the children will	their repertoire of rhymes	day, articulate their ideas and	recognising their own name	image explaining what is	thoughts in well-formed
	know rhymes and use a wider	and use a wider range of	thoughts in well-formed	and beginning to write it,	happening.	sentences, describe events in
	range of vocabulary. The	vocabulary. They will engage	sentences, describe events in	beginning to mark make	Through oracy,	some detail, listen to and talk
	children will add some marks	in story times, understanding	some detail, listen to and talk	individual letters and match	communication and language	about stories to build familiarity
	to their drawings, which they	how to listen carefully and	about stories to build	them to objects beginning	they will develop their	and understanding and listen to
	give meaning to e.g.	why listening is important.	familiarity and understanding	with that sound and using	repertoire of rhymes and use	and talk about selected non-
	"That says mummy" and enjoy	They will also engage in non-	and listen to and talk about	some of their print and	a wider range of vocabulary.	fiction to develop a deep
	drawing freely.	fiction books.	selected non-fiction to	letter knowledge in their	They will engage in story	familiarity with new knowledge
	They will use some of their	In reading the children will	develop a deep	early writing.	times, understanding how to	and vocabulary.
	print and letter knowledge in	continue to understand the	familiarity with new	Through oracy, they will	listen carefully and why	In reading the children will read
	their early writing. Their	five key concepts about print	knowledge and vocabulary.	contribute ideas about why	listening is important.	simple phrases and sentences
	learning will include	that:	In reading the children will	events happen in the story,	They will also engage in non-	made up of words with known
	recognising their own name	- print has meaning	read simple phrases and	why they think a character is	fiction books.	letter-sound correspondences
	and beginning to write it.	 print can have different 	sentences made up of words	behaving a certain way and	In reading the children will	and, where necessary, exception
	In reading they will begin to	purposes	with known letter-sound	predict what might happen	understand the five key	words and read more common
	understand the five key	- we read English text from	correspondences and, where	in the story.	concepts about print that:	exception words matched to the
	concepts about print:	left to right and from top to	necessary, exception words	Through individual reading	- print has meaning	Read Write Inc phonics
	- print has meaning	bottom	and read more common	they will learn how to hold a	- print can have different	programme.
	 print can have different 	- the names of the different	exception words matched to	book, tell stories through	purposes	In Summer 2 the children will
	purposes	parts of a	the Read Write Inc phonics	pictures, recognise	- we read English text from	develop their literacy skills
	- we read English text from left	book	programme.	individual letters and then	left to right and from top to	through the story 'The Seasaw'
	to right and from top to	 page sequencing 	In summer 2 the children will	read CVC words. The	bottom	by Tom Percival. They will focus
	bottom	They will read individual	learn through the story 'Even	children will have many	- the names of the different	on recount writing and a retelling
	- the names of the different	They will read individual letters by saying the	Superheroes Have Bad Days' by Shelly Becker.	opportunities for mark making, including wanted	parts of a book	of the story and independently use pictures to sequence and
	parts of a book	sounds for them and begin	They will focus on recount	posters, speech bubbles and		retell the story.
	 page sequencing 	to blend sounds into words,	writing and a retelling of the	cards as well as creating	- page sequencing	They will use new vocabulary in
		so that they can read short	story and independently use	their own mini books.	They will read individual	different contexts, ask questions
		words made up of known	story and independently use	their own mini books.	letters by saying the	to find out more and to check
		worus made up or known	1		ietters by saying the	to find out more and to check



	In Autumn 2 the children will develop their literacy skills through the text 'The Journey Home' by Emma Levey a fiction story about journeys and the value off family. They will begin to use some of their knowledge of print to make invitations and cards. writing individual letters and matching them to objects beginning with that sound and using some of their print and letter knowledge in their early writing. Through oracy, communication and language the children will enjoy listening to longer stories and try to remember much of what happens, they will develop their communication including irregular tenses and plurals. They will also sing a large repertoire of songs. In reading they will develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.	letter-sound correspondences. In Spring 2 the children will learn through the text Gigantosaurus by Jonny Duddle. They will draw, paint and make an imaginary dinosaur individually or in a small group. They will be able to contribute orally to a short story about their dinosaur. In oracy =, communication and language the children will be able to talk about familiar books, and be able to tell a long story They will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. In reading they will continue to read individual letters by saying the sounds for them and blend sounds into words, so that they can read short words made up of known letter–sound correspondences. They will read a few common exception words matched to the Read Write Inc phonic programme.	pictures to sequence and retell the story. They will use new vocabulary in different contexts, ask questions to find out more and to check that they understand what has been said to them. They will begin to connect one idea or action to another using a range of connectives. They will retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. They will now be reading simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. They will confidently be reading more common exception words matched to the Read Write Inc phonics programme.	In Autumn 2 the children will learn from the story 'The Pirates are Coming' by John Condon- a narrative story based around the importance of telling the truth. They will create a pirate ship and interact with their peers to role play parts of the story, this will involve relevant mark making and the use of simple cvc words. Through oracy, communication and language they will enjoy listening to longer stories and retell much of what happens in the story, develop their communication, including irregular tenses and plurals and sing a large repertoire of songs. In reading they will develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	sounds for them and begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. In Spring 2 the children will develop their Literacy skills through the story The Three Little Pigs by Mara Alperin, a traditional tale with a character focus. They will be able to label a plan and attempt to write a simple caption. In oracy they will develop a representation of a favourite character in the story, be able to say which character it is and express some information about the character. They will Listen to and talk about stories to build familiarity and understanding. In reading they will continue to read individual letters by saying the sounds for them and blend sounds into words, so that they can read short words made up of known letter–sound correspondences. They will read a few common exception words matched to the Read Write Inc phonic	that they understand what has been said to them. They will begin to connect one idea or action to another using a range of connectives. They will retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. They will now be reading simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. They will confidently be reading more common exception words matched to the Read Write Inc phonics programme.
Phonics	Read Write Inc set 1 Individual letter sounds and diagraphs ch, sh, th, ng, nk, ck	Revise set 1 and introduce Read Write Inc set 2.	Revise and consolidate set 2 of Read Write Inc.	Read Write Inc set 1 Individual letter sounds and diagraphs ch, sh, th, ng and nk	•	Revise and consolidate set 2 of Read Write Inc



MATHS *Number *Numerical patterns	During the first half-term, the children will learn to recognise, represent, and manipulate numbers to 5. They will focus on comparing two groups of objects and correctly identifying which has more, fewer or whether they have the same amount. In Autumn 2, the children will explore 3D and 2D shapes as well as focusing on positional language. They will find one more and one less than a number within 5 and concentrate on number bonds to 5 in the context of a part- whole model.	During the first half-term, the children will learn to recognise, represent and manipulate numbers to 10. They will focus on comparing groups of objects up to 10, using the key mathematical vocabulary of more, fewer, more than and less than. The children will also compare length, weight and capacity. In Autumn 2, the children will explore all the different number bonds to 10 using a ten frame and part-whole models. This will also provide an opportunity to see the inverse relationship between addition and subtraction. The children will also focus on recognising, continuing and building patterns.	During the first half-term, the children will focus on counting forwards and backwards from a given number in order to add and subtract. They will count to 20 and back to 0, identify one more and one less, and compare and represent numbers. We will also look at the mathematical patterns of doubling, halving and odd and even numbers. In Summer 2, the children will explore how shapes can be composed and decomposed. They will learn to measure volume and capacity through investigation.	During the first half-term, the children will learn to recognise, represent, and manipulate numbers to 5. They will focus on comparing two groups of objects and correctly identifying which has more, fewer or whether they have the same amount. In Autumn 2, the children will explore 3D and 2D shapes as well as focusing on positional language. They will find one more and one less than a number within 5 and concentrate on number bonds to 5 in the context of a part-whole model.	During the first half-term, the children will learn to recognise, represent and manipulate numbers to 10. They will focus on comparing groups of objects up to 10, using the key mathematical vocabulary of more, fewer, more than and less than. The children will also compare length, weight and capacity. In Autumn 2, the children will explore all the different number bonds to 10 using a ten frame and part-whole models. This will also provide an opportunity to see the inverse relationship between addition and subtraction. The children will also focus on recognising, continuing and building patterns.	During the first half-term, the children will focus on counting forwards and backwards from a given number in order to add and subtract. They will count to 20 and back to 0, identify one more and one less, and compare and represent numbers. We will also look at the mathematical patterns of doubling, halving and odd and even numbers. In Summer 2, the children will explore how shapes can be composed and decomposed. They will learn to measure volume and capacity through investigation.
UTW People, Culture and Communities	In our RE we will learn how religious/non-religious groups welcome a new baby - simple traditions as appropriate, stories from all the children in class & how they were welcomed by their own family. We will learn how Christians welcome babies in a special way because Christians believe God is the Creator and they are special because God created them. We will discover that many other religious/nonreligious groups also believe people are special but for different reasons. We will learn about baptism in Church of England churches.	In our RE we will learn that some people believe in God and some do not. We will learn names of God from different religions. We will find out that Christians believe God is like a shepherd who looks after his sheep and goes after people who are lost to rescue them. We will learn how The Bible tells stories about God and Jesus e.g. Lost sheep, Lost Coin and that Christians believe God is like a king, a shepherd and a father. In the second part of the term, we will learn that Easter is a time of celebration for Christians. That they believe	In our RE we will learn that the church is a special place to Christians where they worship, pray, sing, listen, and read the Bible. We will talk about some things Christians do in church. We will learn that The Bible is a sacred and holy book to Christians. We will explain different features of a church building and other special buildings used to worship in. In the second part of the term we will explain the Christian, Jewish, Muslim view of creation is that God made it. Discover that the world isn't always treated well, and we are meant to look after it.	In our RE we will learn how religious/non-religious groups welcome a new baby - simple traditions as appropriate, stories from all the children in class & how they were welcomed by their own family. We will learn how Christians welcome babies in a special way because Christians believe God is the Creator and they are special because God created them. We will discover that many other religious/nonreligious groups also believe people are special but for different reasons. We will learn about	In our RE we will learn that some people believe in God and some do not. We will learn names of God from different religions. We will find out that Christians believe God is like a shepherd who looks after his sheep and goes after people who are lost to rescue them. We will learn how The Bible tells stories about God and Jesus e.g. Lost sheep, Lost Coin and that Christians believe God is like a king, a shepherd and a father. In the second part of the term, we will learn that Easter is a time of celebration for Christians. That they believe Jesus was killed and	In our RE we will learn that the church is a special place to Christians where they worship, pray, sing, listen, and read the Bible. We will talk about some things Christians do in church. We will learn that The Bible is a sacred and holy book to Christians. We will explain different features of a church building and other special buildings used to worship in. In the second part of the term we will explain the Christian, Jewish, Muslim view of creation is that God made it. Discover that the world isn't always treated well, and we are meant to look after it. Christians believe God made the world, so it



In the second part of the term	Jesus was killed and rose	Christians believe God made	baptism in Church of	rose again. This is called the	is important to Christians to say
we will learn that The Bible is a	again. This is called the	the world, so it is important to	England churches.	resurrection. We will discover	thank you and that Christians,
special book for Christians and	resurrection. We will	Christians to say thank you	In the second part of the	how they hold church	Jews, Muslims say we should look
that the Christmas story came	discover how they hold	and that Christians, Jews,	term we will learn that The	services, and eat Easter eggs	after it.
from the Bible. We will learn	church services, and eat	Muslims say we should look	Bible is a special book for	to remind them of new life.	Using texts and maps, the
that Christians believe Jesus is	Easter eggs to remind them	after it.	Christians and that the	They will also learn about	children will continue to develop
special and why they think he	of new life. They will also	Using texts and maps, the	Christmas story came from	different cultures and gain	an awareness of different
might be special. We will look	learn about different	children will continue to	the Bible. We will learn that	knowledge of community	countries and talk about some
at different aspects of the	cultures and gain knowledge	develop an awareness of	Christians believe Jesus is	celebrations. The children	similarities and differences
Christmas story e.g. Jesus	of community celebrations.	different countries and talk	special and why they think	will understand that there	between life in this country and
came to earth and was born in	The children will understand	about some similarities and	he might be special. We will	are similarities and	other countries. We will use the
a stable; his parents were	that there are similarities	differences between life in	look at different aspects of	differences in the way	programmable toys to identify
Mary and Joseph; an angel	and differences in the way	this country and other	the Christmas story e.g.	different occasions are	parts of the world and locate
appeared to tell Mary that she	different occasions are	countries. We will use the	Jesus came to earth and was	celebrated. They will listen to	specific countries that we are
would have a special baby	celebrated. They will listen	programmable toys to	born in a stable; his parents	the story of Chinese New	learning about on a map. We will
called Jesus. We will find out	to the story of Chinese New	identify parts of the world	were Mary and Joseph; an	Year and act out the main	learn to appreciate where our
how the Christmas story helps	Year and act out the main	and locate specific countries	angel appeared to tell Mary	events. We will also discuss	food and other things which we
Christians celebrate Jesus	events. They will also discuss	that we are learning about on	that she would have a	different ways people	regularly use, come from. The
coming to earth e.g. link to	different ways people	a map. We will learn to	special baby called Jesus.	prepare and celebrate	children will also think about
nativity plays and refer to the	prepare and celebrate	appreciate where our food	We will find out how the	Chinese New Year. The	their own immediate
fact that Jesus is called the son	Chinese New Year. During	and other things which we	Christmas story helps	children will look at a map of	environment and compare it to a
of God.	this term, the children will	regularly use, come from. The	Christians celebrate Jesus	the area and identify any	seaside town.
Through role-play, we will	describe their school	children will also think about	coming to earth e.g. link to	local farms. We will also talk	
show an interest in different	environment using	their own immediate	nativity plays and refer to	about the different times of	
occupations and discuss the	knowledge from maps and	environment and compare it	the fact that Jesus is called	the year which are important	
roles of people in the	observation. They will learn	to a seaside town.	the son of God.	for farmers. The children will	
community. We will talk about	about animals/minibeasts		Through role-play, we will	also discover where some of	
members of our immediate	that live in our local area and		show an interest in different	their favourite foods come	
family and discuss which	will investigate where		occupations and discuss the	from and develop an	
festivals we enjoy celebrating	animals like to live. They will		roles of people in the	understanding of farming,	
with our families at home,	be taken on a journey		community. The children	animal welfare and fair trade.	
such as Bonfire Night, Diwali	around the world and		will discuss how we are all		
and Christmas. We will share	explore animals found on		unique and talk about		
our experiences of celebrating	different continents.		difference positively and		
Christmas as well as describe			respectfully. We will talk		
various Christmas traditions			about members of our		
from around the world. We			immediate family and		
will also use the text 'Houses			discuss which festivals we		
and Homes' to talk about			enjoy celebrating with our		
different kinds of houses			families at home, such as		
around the world. The			Bonfire Night, Diwali and		
children will also learn			Christmas. We will share our		
information about different			experiences of celebrating		



	types of bears, such as, what they look like and where they live. They will learn that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will also recognise some environments that are different to the one in which they live.			Christmas as well as describe various Christmas traditions from around the world. We will also use the text 'Houses and Homes' to talk about different kinds of houses around the world.		
UTW The Natural World	In our learning we will be looking at different types of bears around the world and their habitats. We will look at types of weather and the seasons and how the world around us changes. We will also talk about differences between materials and discuss the changes we notice. For example, what would the best material for Paddington's raincoat be? In our Forest Friday sessions we will look at the changes from autumn to winter in our school playground. We will be explore the natural world using all of our senses. We will find, describe and compare materials in ouroutdoor environment and talk about differences, similarities and changes that we notice.	In our learning we will be looking at life cycles of different animals including humans. We will plant beans and watch them grow. We will show understanding that we need to care for living things, e.g. watering plants. In our Forest Friday sessions we will look at the changes from winter to spring in our school playground. We will learn about what plants and animals live in our local area and what grows in the spring time. We will talk about animals, habitats and hibernation and identify different birds.	In our learning we will learn about British wildlife and plants and the habitats they live in. We will learn about mini-beasts and hunt for them in our school grounds. We will discuss how caterpillars change into butterflies. In our Forest Friday sessions we will learn about British wild life and plants and the habitats we live in. We will learn about mini-beasts and hunt for them in our school grounds. We will look at the changes from spring to summer and discuss the main weather features in summer. We will learn about what plants and animals live in our local area and what grows in the summertime. We will consider textures, patterns and colours in nature in the season of summer. We will plant sunflowers and cress seeds and watch them grow.	In our learning we will look at types of weather and the seasons and how the world around us changes. We will also through our scientific learning, consider how and why things happen and how things work. For example, what would the best material for our favourite teddies rain hat be? In our Forest Friday sessions we will look at the changes from autumn to winter in our school playground. We will learn about what plants and animals live in our local area. We will use our senses to explore textures, patterns and colours in nature.	In our learning we will be looking at winter experiments to do with the changing seasons. We will be comparing life in the town and the country and look at how the seasons effect wild animals and farm animals. In our Forest Friday sessions, we will look at the effects of Winter in our school grounds and observe seasonal changes as Winter turns to Spring. We will be carrying out ice experiments and learning about animals that hibernate in the UK and what this means. We will be matching baby animals to their adult parents. Later in the term we will be bird spotting and making bird feeders.	In our learning we will learn about British wild life and plants and the habitats they live in. We will learn about mini-beasts and hunt for them in our school grounds. We will watch how caterpillars change into butterflies and set them free. In our Forest Friday sessions we will look at the changes from spring to summer in our school playground. We will learn about what plants and animals live in our local area and what grows in the summer time. We will consider textures, patterns and colours in nature in the season of summer.



UTW Past and Present	We will discuss who is in our family and show some sense of our own history. We will consider what we can do now and how we have changed since we were babies. We will talk about past and upcoming events within our own families to help us understand that the past is the time "before now". We will use the text 'Peepo' to demonstrate the changes within living memory in toys and homes. We will also find out what happened during the Gunpowder Plot and discuss who Guy Fawkes was.	Using the children's own lives, they will be able to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national, and international festivals or celebrations. The children will also be looking at life cycles of different animals including humans and talk about growing and changing. As part of our learning about dragons, they will use texts and discuss images from the past. They will focus on the types of people and jobs in castles. The children will also look at dinosaur fossil photos and discuss that this is how people have learnt so much about dinosaurs, linked to our Literacy text, 'Gigantosaurus'.	Using the children's own lives, they will be able to demonstrate change and passage of time through exploring seasons. We will discuss how their lives change according to the seasons, and then think about how farmers' lives change with the seasons (linked to planting fruit and vegetables in Forest Friday). We will then focus on the summer season and explore similarities and differences between seaside holidays in the past and seaside holidays in the present. As part of our 'Superheroes' topic, we will focus on people who help us. The children will learn about Florence Nightingale and why she is an important person from the past.	We will discuss who is in our family and show some sense of our own history. We will consider what we can do now and how we have changed since we were babies. We will talk about past and upcoming events within our own families to help us understand that the past is the time "before now". We will use the text 'Peepo' to demonstrate the changes within living memory in toys and homes. We will also find out what happened during the Gunpowder Plot and discuss who Guy Fawkes was.	Using the children's own lives, they will be able to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations. Texts will be used to discuss the jobs that need to be done on a farm as well as looking at images of old and new farm equipment. The images of the modern farming machinery will show children how technology has advanced, and they will be able to identify the differences between past and present farming practices and tools.	We will find out about the different ways in which travel and transport has changed from past to present. We will look at modern transport photos and photos showing old types of transport. The children will match the photos and talk about how they know which ones go together. We will identify and discuss how they are the same and how they are different. The children will also compare and contrast characters from stories, including figures from the past. We will look at different famous astronauts and talk about the important contributions they have made. In summer 2, we will also explore similarities and differences between seaside holidays in the past and seaside holidays in the present.
EAD *Creating with materials *Being imaginative and expressive	Throughout the term we will be creating self-portraits as part of our settling in period. We will create bear collages and learn about the use of paper and other materials for collage effects. We will also design Pyjamas for Mr Bear in our story, 'Peace at Last'. We will create split pin chicks, linking with our story, 'The Journey Home'. We will also create a New York Skyline and create party decorations. We will complete sound stories with musical instruments to fit with the	Throughout the term we will create dinosaur models and footprints in clay. We will also paint pictures of dinosaurs and other animals including the Rainbow Fish. We will create Mother's day cards and learn songs and poems. We will complete a programme of music all about Weather. We will use music technology (ipads) to create a sunny musical piece and explore & select sounds to create a weather soundscape	Throughout the term we will learn about the artist Andy Goldsworthy and make our own nature art. We will look for patterns in nature as well as sounds in nature. We will complete programmes of music about friends and looking after our world. We will explore the concept of friendship through songs, games and composition leading to a performance. We will find out about taking care of our world through listening to music, playing rhythm games	Throughout the term we will be creating self-portraits as part of our settling in period. We will create collages of our favourite things and learn about the use of paper and other materials for collage effects. We will make firework pictures for Bonfire night and create Christmas cards and presents for our families. We will complete programmes of music about Autumn and Celebrations. We will learn a number of chants and simple songs developing our sense of pulse and singing voice. We will compose a piece of music in response to a picture or photograph. We will learn simple songs about Diwali,	Throughout the term we will create art that is inspired by our learning on farm animals. We will use collage, weaving and painting to create our own individual piece of work. We will also create Chinese lanterns when we discuss the celebrations that happen around Chinese New Year as well as finishing the term by making an Easter card for our families. We will complete a programme of music all about Weather. We will be listening to different pieces of music and discussing the mood created through dynamics and tempo. We will use weather as a stimulus to make compositions using percussion instruments. We will also be using music technology to create different	This term we will be looking at transport, linking with our first pathway text, 'The Naughty Bus'. We will be making junk model vehicles. During the second part of the term, we will be looking at the beach linked with our book, 'Sea saw'. We will be more independent when creating art work linking with the beach.



	story 'We're going on a Bear Hunt'. We will act out and role play all of our bear themed stories. We will learn songs and poems about bonfire night and we will take part in the Christmas play with songs and dances.		and creating a soundscape for a linked book.	Bonfire Night and Christmas. We will take part in the Christmas play with songs and dances.	sounds. Our topic will begin with a focus on snowy days!	
Possible EYFS	PCSO bonfire safety talks	Dentist visit	Police visit	PCSO bonfire safety talks	Dentist visit	Reddish Vale Farm
Trips and Visitors	Panto	Zoolab	Gruff outdoor learning	Panto	Police visit	