

Mixed F1 & F2 Long Term Plan


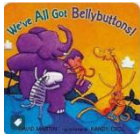

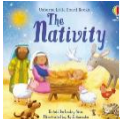
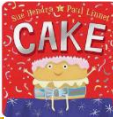
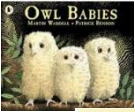

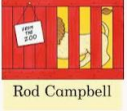

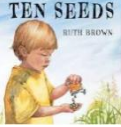




Key: **F2** **F1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead Question	What makes me special?	How do we celebrate?	What is your favourite animal?	How can we make the world a happy place to live in?	Where could my imagination take me?	What's the next big adventure?
Topic Focus	Rules and routines Self Eastwood Family Feelings Harvest	World EYFS rhyme week Remembrance day Christmas Children in need Birthdays	Chinese New Year Places and animals Mini beasts Farm Wild Pancake day	World book day Planting People who help us Eid Easter	(Child led) Transport Traditional tales Space Dinosaurs	Life cycles Holidays (Beach day) Under the sea Hot and cold Moving into F2/ Year 1 Conquering our fears Health and well being
Key Questions/ learning	<p>Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Who can help me? What are senses? Where do I live? What is the name of my town? What do I live in? (House, flat, bungalow etc)</p> <p>What makes me special - how am I unique? What am I good at? Our families How has my body changed? Names of key body parts. How do we use our senses?</p>	<p>What is a celebration? What do you celebrate at home? How do we celebrate birthdays? Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Baptisms, Christmas, Diwali, Remembrance Day, Bonfire Night. Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, Christmas. Can we talk about the</p>	<p>How do people celebrate new year? What kind of animals are there? Which ones are your favourite? What are the names of animal young? What is the difference between farm and domestic animals? What do you notice about Chinese new year? How do animals survive? What food produce do we get from animals? How are animals looked after? What is a farmers job?</p>	<p>What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them? What are some jobs that you know? What is special about a doctor/ fire fireghter etc? What is a season? How is Spring different to other seasons? How many minibeast can I find? What job would you like when you grow up? What equipment does each job need? Why are jobs important?</p>	<p>What is a book? How do I handle books carefully and look after them? What is a story? How can I listen carefully to a story? Can I use pictures to help me tell a story? Can I act out a story? Can I use props to help me retell a story? Can I sequence a story? What is my favourite story? Can I use books to help me find out information? What is a traditional tale? What are characters? Are all characters the same? How do the characters feel in the different stories? What is a setting? Are all settings the same? What is the beginning, middle, end of a story? What were stories like many years ago?</p>	<p>What is the beach? What are shells? What lives in rockpools? What is the sea? What is water? Where does it come from? Why and how do people travel on the sea? Why and how do people travel under the sea? What lives under the sea? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a minibeast?</p>





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		similarities and differences between the countries and celebrations? (e.g., hotter/colder)		What are some similarities and differences between jobs?	Can I retell a story in my own words? Can I make up my own story and write it?	How can I find out more about them? What do I already know about the sea? What would I like to find out? How can I find out this information? What could I find under the sea? Are there only sea creatures or other things? (Seaweed, shipwrecks etc). What could I learn about sea creatures? Are they all the same? How are they different? Who uses the sea? (Past and present (sailors, pirates etc). How can I help look after the sea?
Wow Starter/ experiences/ enrichment	Bringing photographs in from home Grandparent day Taking healthy food to the food bank for harvest. Make vegetable soup Decorating biscuits	Teeth cleaning Make a birthday cake Have a party Nativity Visit library Walk to centotaph Visit to church	Trip to Bluebell/ Whitepost farm Donkey experience Chinese New Year- Prawn cracker and noodle tasting Pancake day- Making and tasting pancakes	Fire engine visit Nurse / doctor visit Dental nurse visit Police visit Vet visit Celebrating Eid- Making star biscuits Mother's day Planting cress seeds	(Child led) Story teller visitor Greens windmill trip- Little Red Hen Making bread Visit Library Planting vegetables and plants Making biscuits	Caterpillars to observe grow and release as butterflies. Beach day Library visit Father's day
FOREST SCHOOL						
Community links	Family visit to join at local library. Take food parcels to foodbank	Parents join us on cenotaph visit Nativity play for parents.	Visit local library.	Fire engine visit Nurse, police, doctor come to share	Family visit to the library.	Celebration assembly Family trip to Colliers wood

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	Grandparent day	Visit to Xmas tree & library. Church visit. Christmas dinner with families		Invite parents to share occupations Reading café for World book day. Visit Morrison's Vet visit Mother's day afternoon tea		Walk to Heron to buy ice lollies. Goodbye picnic Father's day Transition visits to year 1.
School values	Respect – respect for everyone around us and people's belongings.	Resilience - learning how to become a resilient learner	Kindness – showing kindness and consideration for others	Curiosity – develop question and wonder for the things around us in our local area and in other areas.	Kindness – showing care for the environment, people, animals and insects within it.	Aspirations – for the places around us and the opportunities in life we could have and for the things we will achieve – link to moving to year 1.
British values	The Rule of the Law	Rule of the Law	Individual Liberty	Mutual Respect	Democracy	Tolerance
Quality text F1	<p>Family and Me</p>  <p>Marvelous Me</p> <p>We've All Got Bellybuttons!</p>  <p>Marvellous Me</p> 	<p>The Nativity</p>  <p>The Cake</p> 	<p>Owl Babies</p>  <p>The 3 Little Pigs</p>  <p>Dear Zoo</p>  <p>Rod Campbell</p>	<p>Jack and the Beanstalk</p>  <p>TEN SEEDS</p> 	<p>Dig dig digging</p>  <p>Whatever Next!</p> 	<p>The Hungry Caterpillar</p>  <p>The growing story</p> 

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<p>Additional text</p>	<p>Traditional tales Rhymes and poems</p> 	<p>https://www.youtube.com/watch?v=pyub7Be7oA</p>		<p>The most exciting Eid</p> 	<p>Things that go Building a home</p> 	
<p>F1 rhymes F1 and F2</p>	<p>Wind the bobbin up Old mc Donald Incy wincy The grand old duke of York Twinkle twinkle Hickory dickory dock 5 little monkeys Humpty dumpty 1 potato 2 potato 3 potato Tommy thumb Head shoulders knees and toes If you're happy and you know it Ring a ring a roses (consolidation & xmas songs)</p>	<p>Baa baa black sheep Big ship sails 1,2,3,4,5 once I caught a fish Hey diddle, diddle 5 little ducks Jack and Jill 5 currant buns in a bakers shop Little bo peep I've got a body It's raining its pouring (consolidation)</p>			<p>The sun has got his hat on Oh mr sun 5 little men in a flying saucer Tiny caterpillar on a leaf Here is the beehive When goldilocks went to the house of the bears Row row row your boat The wheels on the bus A sailor went to sea There's a worm at the bottom of the garden The animals went in 2 by 2 The hokey cokey (consolidation)</p>	
<p>Vocab F1</p>	<p>Hello/ Good morning/ Good afternoon/ bye, please, thank you, toilet please, help please, stop I don't like that. Would you like milk etc? Windy, raining, sunny, cold, mild Autumn/ Harvest/ Bonfire night/ Fireworks, sparkle Primary colours Matching/ same/ different. Big, medium, small Circle, semi-circle, triangle, square, rectangle, pentagon and hexagon Body parts</p>	<p>I feel sad, happy, tired, excited, angry I plan to I can smell, feel, taste, hear, see Happy birthday Merry Christmas Christmas story words- Jesus, king, angel, stable, camel, donkey, star</p>	<p>Days of the week Can I go to the toilet please? Can I have help please? Can I have a drink please? Wild, farm and sea creatures Spring</p>	<p>Can I have? It's my turn now (collaborative play) People who help us roles and names of occupations Heroes and villains</p>	<p>Once upon a time Names of modes of transport Moon, stars, planets, rocket, astronaut Fiction Can you pass me the?</p>	<p>Lifecycles- Egg, crystalis, cocoon, butterfly Frogspawn, tadpole, froglet, frog Sun safety, hot, cold, sweat, burn</p>
<p>Vocab F2</p>	<p>Good morning/ Good afternoon Miss Robinson, sandwiches please, hot dinners please, jacket potato please</p>	<p>I feel sad, happy, tired, excited, angry, worried, nervous because I can smell, feel, taste, hear, see</p>	<p>Can you help me with please? I am going to (plan, do, review) I need to change Hibernation, Wild, farm</p>	<p>Please can you pass me. It's my turn- your turn People who help us roles and names of occupations Heroes and villains</p>	<p>Once upon a time Happily ever after Names of modes of transport Moon, stars, planets, rocket, astronaut</p>	<p>Lifecycles- Egg, crystalis, cocoon, butterfly Frogspawn, tadpole, froglet, frog</p>

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<p>(See weekly drawing club vocab)</p>	<p>Can I go to the toilet please? Can you help me please? Please stop, I don't like that Autumn, Leaves changing colour Crackle, crunch Days of the week Weather- windy, cloudy, sunny, rainy I like/ dislike</p>	<p>Celebration words Months of the year Christmas story words- Jesus, king, angel, stable, camel, donkey, star I like/ dislike because</p>	<p>Spring</p>		<p>Fiction Push, pull</p>	<p>Sun safety, hot, cold, sweat, burn, hydrated, dehydrated, life guard</p>
<p>F2 quality texts Drawing club</p>						
<p>Enhanced Provision Ideas</p>	<ul style="list-style-type: none"> • mark-making (faces, names) • paper plate faces – use mirrors to look at my different features • painting self-portraits, looking closely at my features • playdough faces • loose part faces • footprints and handprints – compare sizes 	<ul style="list-style-type: none"> • Autumn walk – collect leaves, take pictures, walk through crunchy leaves • Remembrance Day - make poppies, poppy printing, observational drawings • Nursery rhyme activities • party Role Play – make decorations • decorate birthday cakes • playdough cakes and candles 	<ul style="list-style-type: none"> • role play pancakes/frying pans in home corner • lemon bubbles – mixing and making bubbles – whisking, filling pouring, pipettes • draw favourite pancake toppings • cut and stick pancake faces • Chinese New Year- Firework activities, lanterns, noodles, prawn crackers, chopsticks, animal race, coloured spaghetti • Farm and domestic animals and their babies • Looking after pets/ animals (introduce a pet in the role-play area) 	<ul style="list-style-type: none"> • Spring colouring – flowers/birds • take photos of signs of spring • observational drawing – Daffodils • tissue paper sunflowers • blossom tree painting – cotton buds • plant seeds • Hospital/ doctor role-play area and equipment • X-rays • Chalk drawing fire and squirt 	<ul style="list-style-type: none"> • Dinosaurs in the cornflour • Marking making with dinosaurs • Bones/ fossils in the sand CHILD LED 	<ul style="list-style-type: none"> • shell sorting (bumpy/smooth) • counting shells – pics of numbered buckets • make a rockpool • starfish/crab/anemone craft • balancing pebbles • wave patterns in various media • salt & water experiment • make boats – pool noodle • floating/sinking

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	<ul style="list-style-type: none"> • sensory exploration – textures, sounds, tasting, smells • junk model houses • large body collage – add labels • draw around each other with chalk/bricks • Create mini Me's • Washing babies in the water • pumpkin exploration • leaf rubbing • make a stick man • firework pictures, make the sounds • dance like firework 	<ul style="list-style-type: none"> • Santa's workshop role play • Christmas activities • Wrapping presents • Making cards • Sorting pictures of celebrations 	<ul style="list-style-type: none"> • Animal provisions- Milk, eggs, cheese, bacon, burgers • Preparation for visit 	<ul style="list-style-type: none"> • Small world police and fire engine • Painting using small world vehicles • Observational drawings of transport • Pictures of occupations in writing • Building/ construction areas 		<ul style="list-style-type: none"> • how many coloured bears can you put in your boat before it sinks • bubble wrap fish printing • pattern fish with stamps • sea creature stampers • exploring patterns and creating my own • different textures • Kim's Game with sea creatures • make sea creatures – jellyfish, shark, lobster etc. • Cheerio octopus • animal sort – land or sea? • Observing tadpoles and caterpillar/ butterfly experience • Symmetry butterflies • Printing caterpillars • Eric Carle Style • Different outfits for different temperatures
Communication & Language (Listening, Attention & Understanding)	<p>I can.....</p> <ul style="list-style-type: none"> • take part in settling in activities and carpet time 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to understand simple questions 	<p>I can.....</p> <ul style="list-style-type: none"> • enjoy listening to stories and begin to retell them 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to understand 2-part instructions with support 	<p>I can.....</p> <ul style="list-style-type: none"> • listen carefully and know why listening is important 	<p>I can.....</p> <ul style="list-style-type: none"> • show confidence in talking about a variety of stories

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	<ul style="list-style-type: none"> learn to listen carefully and give eye contact begin to follow simple instructions (one step) Start to engage in continuous provision for short periods of time (may flit) learn new songs/rhymes listen to simple stories, understanding with help of pictures take part in settling in activities that interest them and carpet time listen and engage in story times and in small and large groups build on a repertoire of songs/rhymes 	<ul style="list-style-type: none"> enjoy listening to longer stories and remember much of what happens continue to build up a repertoire of songs and rhymes begin to join in with very familiar stories continue to learn to listen carefully in both small and large group situations know why it is important to listen in a range of different contexts Explore the continuous provision begin to pay attention to how rhymes and songs sound know that non-fiction books can be used to find out information 	<ul style="list-style-type: none"> begin to understand why questions Maintain eye contact when holding a conversation Stay at an activity for sustained periods retell stories using my own words and familiar phrases show an awareness of rhyming words in familiar rhymes and songs listen to and talk about familiar non-fiction books Sustain interest in an area of continuous provision 	<ul style="list-style-type: none"> continue to learn new songs and rhymes listen attentively in a greater range of contexts talk about familiar stories in greater detail begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song 	<ul style="list-style-type: none"> join in at group time, putting up my hand and waiting my turn to talk show greater confidence in retelling both familiar and longer stories begin to understand two-part instructions and questions understand 'how' questions question why things happen verbally retell familiar stories with actions follow a story without pictures or props understand questions such as who; why; when; where and how use language to imagine and recreate roles and experiences in play situations 	<ul style="list-style-type: none"> show greater confidence in understand two-part instructions and questions show greater confidence in understanding why questions know many rhymes sing a large repertoire of songs move away from distractions when concentrating <p>ELG: Listening, Attention and Understanding</p> <p>I can....</p> <ul style="list-style-type: none"> listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions make comments about what I have heard and ask questions to clarify my understanding hold a conversation
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						when engaged in back-and-forth exchanges
Communication & Language (Speaking)	<ul style="list-style-type: none"> learn simple words to talk about myself and family begin to engage in conversation with an adult or friend Start to say good morning/ hello, good afternoon when greeted in the register begin talking about settings/characters in familiar stories use specific vocabulary when talking about myself and family use simple sentences share preferences, likes/dislikes use vocabulary from taught stories in play verbally retell familiar stories with actions 	<ul style="list-style-type: none"> use 4 words when talking share preferences express likes and dislikes use vocabulary from taught stories in play verbally re-tell familiar stories use past tense appropriately when talking about things that have happened share ideas with friends and a familiar adult begin to ask questions to find out more 	<ul style="list-style-type: none"> continue to expand my vocabulary begin to use longer sentences when talking continue to develop my knowledge of subject specific and every day vocabulary talk about a range of objects and events in greater detail share my thoughts and ideas with increasing confidence with a larger group begin to use future tense correctly when talking about things that are going to happen 	<ul style="list-style-type: none"> use 4-6 words when talking ask relevant questions use taught vocabulary with confidence use vocabulary gained from books talk about my thoughts and ideas using longer sentences begin to use a range of tenses when speaking 	<ul style="list-style-type: none"> start a conversation with other children and adults begin to use talk to organise myself and my play use past tense use talk to organise, sequence, and clarify thinking, ideas, feelings and events connect one idea or action to another using a range of connectives link statements and stick to a main theme or intention use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen 	<ul style="list-style-type: none"> use a good range of vocabulary express a point of view engage in conversation with both adults and children use sentences joined up with words like 'because', 'or', 'and' begin to use the past and future tense <p>ELG: Speaking: I can.....</p> <ul style="list-style-type: none"> participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes

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						<p>and poems when appropriate</p> <ul style="list-style-type: none"> • express my ideas and feelings about my experiences using full sentences including use of past, present and future tenses, whilst making use of conjunctions, with modelling and support
<p>Personal, Social & Emotional Development (Managing Self)</p>	<p>I can.....</p> <ul style="list-style-type: none"> • learn to follow F1 rules and routines with support • Begin to choose activities independently • Recognise when I need the toilet • Go to the toilet with support • learn to follow the F2 rules and routines • join in a growing range of activities • see myself as a valuable individual • know and talk about factors that support my overall health and wellbeing 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to select and use some of own resources • Go to the toilet independent • Say when I need help when I go to the toilet • show more confidence in new situations such as performing in the Christmas play • show a greater understanding of the F1 rules • Know the importance of cleaning my teeth • see myself as a valuable individual, 	<p>I can.....</p> <ul style="list-style-type: none"> • show greater independence in selecting my own resources and activities • become more outgoing with unfamiliar people, in the safe context of the setting • show more confidence in new social situations • be increasingly flexible and cooperative • explore how to keep my body healthy 	<p>I can.....</p> <ul style="list-style-type: none"> • continue to develop my independence in selecting resources and activities • begin to accept responsibility for carrying out tasks in the setting • begin to show more confidence with less familiar people who visit school • learn and practice good dental hygiene and why it is important • understand that I need to exercise to keep my body healthy • understand how moving and resting are good for the body • understand which foods are healthy and not so 	<p>I can.....</p> <ul style="list-style-type: none"> • assert my own ideas and preferences and notice other people's responses • explain why the F1 rules are important • manage my own basic needs independently • show a 'can do' attitude • say what I do well and what I am getting better at 	<p>I can.....</p> <ul style="list-style-type: none"> • remember the rules without an adult reminding me • talk about moving to a new class/setting • identify healthy foods • know how to keep my body healthy • show confidence in new social situations <p>ELG: Managing Self:</p> <ul style="list-style-type: none"> • be confident to try new activities and show independence, resilience, and perseverance in

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		<p>working successfully with others</p> <ul style="list-style-type: none"> • identify something I am good at, understanding everyone is good at different things • manage my own needs 		<p>healthy and can make healthy eating choices</p> <ul style="list-style-type: none"> • understand what helps me go to sleep and why sleep is good for me • understand what a stranger is and how to stay safe if a stranger approaches me • knows the importance of thoroughly washing hands, especially before food and after the toilet • know and talk about the different factors that support my overall health and wellbeing • show resilience and perseverance in the face of challenge 		<p>the face of challenge</p> <ul style="list-style-type: none"> • explain the reasons for rules, know right from wrong and try to behave accordingly • manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<p>Personal, Social & Emotional Development (Self-Regulation)</p>	<ul style="list-style-type: none"> • Begin to share resources • Begin to show effortful control • Begin able to express a range of emotions • begin to accept praise for things I have done • be kind and use gentle/kind hands • start to recognise and manage feelings • begin to learn to take responsibility 	<ul style="list-style-type: none"> • Take turns with support • Begin to talk about and manage my emotions with support • safely explore emotions beyond the normal range through play and stories • express my feelings and consider the feelings of others 	<ul style="list-style-type: none"> • begin to talk about my emotions • understand that if I persevere, I can overcome challenges • talk about occasions when I didn't give up • set a goal and work towards it • talk about how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> • develop appropriate ways of being assertive • think about the perspectives of others • identify and moderate my own feelings socially and emotionally • talk about the effect my behaviour has on others 	<ul style="list-style-type: none"> • Manage my feelings and talk about emotions • understand how others might be feeling • control my emotions using a range of techniques • set a target and reflect on progress throughout 	<ul style="list-style-type: none"> • show an understanding of how others are feeling <p>ELG: Self-Regulation:</p> <p>I can.....</p> <ul style="list-style-type: none"> • show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly • set and work towards simple goals, being able to wait for what I want and control

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						<p>my immediate impulses when appropriate</p> <ul style="list-style-type: none"> • give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
<p>Personal, Social & Emotional Development (Building Relationships)</p>	<ul style="list-style-type: none"> • become more confident with unfamiliar people • play with increasing confidence on my own and with others • begin to take turns with occasional adult support • understand how it feels to belong and that we are similar and different 	<ul style="list-style-type: none"> • notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, etc • begin to develop friendships with other children • begin to extend play ideas when playing with another child • build constructive and respectful relationships within the school community, sharing and cooperating with friends and other peers • understand that being different makes us all special 	<ul style="list-style-type: none"> • begin to join others in their play, extending and elaborating play ideas • begin to show an understanding of how to solve conflicts • develop a sense of responsibility and membership of a community • know sometimes people need help • use kind words to encourage people • identify ways of being helpful to others and how this might make them feel 	<ul style="list-style-type: none"> • recognise that I belong to different communities and social groups and communicate freely about my own home and community • develop problem - solving skills by talking through how myself and others resolved a problem or difficulty 	<ul style="list-style-type: none"> • play in a group with friends, and make up ideas of things to do and games to play • take turns with support from an adult • try to resolve conflicts with others by finding a compromise • work collaboratively as a group, responding to other's ideas 	<ul style="list-style-type: none"> • play in a group extending play ideas • talk about what a friend is • talk with others to solve conflicts and think about problems from a different point of view • take part in pretend play and take on the roles of others • ELG: Building Relationships: • work and play cooperatively and take turns with others • form positive attachments to adults and friendships with peers

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						<ul style="list-style-type: none"> show sensitivity to my own and to others' needs
Physical Development (Gross Motor Skills)	<p>I can.....</p> <ul style="list-style-type: none"> develop gross motor skills (balancing, riding and ball skills) use large muscle movements to wave flags/streamers, to paint and make marks draw lines and circles using gross motor movements take off coat and shoes with some support move confidently in different ways know and refine fundamental movement skills already acquired listen to instructions and know how to stay safe travel and balance in different ways move on the spot and around with some awareness of others 	<p>I can.....</p> <ul style="list-style-type: none"> choose the right resources to carry out my own plan develop large muscle movements to wave scarves and make marks begin to use patterns of movements linked to music show greater independence in care needs start taking part in group activities which I make up for myself or in a team safely navigate space and develop increasingly complex ways of travelling progress towards a more fluent style of moving, with developing control and grace use core muscle strength to achieve a good posture when sitting at a table or on the floor develop overall 	<p>I can.....</p> <ul style="list-style-type: none"> choose the resources I need to complete a task and begin to use them safely begin to show increased control when moving in different ways (skipping, hopping, balancing, crawling, walking, running) with support collaborate with others to manage large items combine different movements that require quick changes of speed and direction with ease and fluency develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines perform a single skill or movement with simple control discuss some of the changes that occur during exercise know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time 	<p>I can.....</p> <ul style="list-style-type: none"> explore a range of equipment for different purposes show confidence in putting on my own coat use different ways of moving such as galloping, slithering etc. balance on one leg use and remember sequences and patterns of movement related to music and rhyme use gymnastics apparatus to balance, climb and swing link at least 2 movements together when performing a small range of skills work sensibly with others, taking turns and sharing whilst comparing movements and skills use equipment properly and move and land safely work in a team collaborating and problem solving 	<p>I can.....</p> <ul style="list-style-type: none"> use a dominant hand when reminded use a tripod grip when holding pens/pencils put on my own coat and attempt to fasten it continue to explore different tools and begin to choose the right tool for a purpose with support begin to throw and catch a large ball cut carefully along a line with scissors cut soft things with a knife thread small beads onto a string run confidently at different speeds jump off apparatus carefully and safely, landing on both feet use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed handle tools, objects, construction and malleable materials safely and with increasing control and intention know and refine a range of ball skills 	<p>I can.....</p> <ul style="list-style-type: none"> show a preference for a dominant hand use a tripod grid when holding pens and pencils use a 2 finger, 1 thumb grip for appropriate tools form the letters in my first name correctly put on my own shoes choose the right resources to carry out a task and use them safely choose the correct physical skill to match a task ask others for help with a challenge I find tricky climb safely showing an awareness of risks and talk about them catch a large ball <p>ELG: Gross Motor Skills:</p> <p>I can.....</p> <ul style="list-style-type: none"> negotiate space and obstacles

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		<p>body strength, co-ordination, balance and agility</p> <ul style="list-style-type: none"> • negotiate space effectively • develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming • experiment with wider range of equipment and use with more control 			<ul style="list-style-type: none"> • develop confidence, competence, precision and accuracy when engaging in ball activities • know and consolidate travelling and balancing skills through building sequences • experiment with direction and be able to change direction and speed whilst maintaining personal space • know what constitutes a healthy lifestyle • use large and small apparatus safely and with some skill • develop my small motor skills to use a range of tools competently, safely and confidently • use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 	<p>safely, with consideration for myself and others</p> <ul style="list-style-type: none"> • demonstrate strength, balance and co-ordination when playing • move energetically, such as running, jumping, dancing, hopping, skipping and climbing •
<p>Physical Development (Fine Motor Skills)</p>	<p>I can.....</p> <ul style="list-style-type: none"> • Use large pincers to pick up an object • Pick up a paint brush or pencil and make marks • begin to use simple onehanded tools • start to eat independently and learn how to use a 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to use scissors safely to make snips in paper with support • make marks with different size pens with a palmer grip • hold pencil/paintbrush beyond whole hand grasp • develop small motor 	<p>I can.....</p> <ul style="list-style-type: none"> • use one handed tools such as scissors for snipping with greater independence • demonstrate greater control when using pencils • demonstrate greater control when using pencils • Continue to eat independently and learn how to use a knife and fork with some support 	<p>I can.....</p> <ul style="list-style-type: none"> • independently use one handed tools to begin to make snips • use pincer movements to pick up small items or nip malleable materials • post and thread • develop confidence and skill in using tap hammers and screwdrivers 	<p>I can.....</p> <ul style="list-style-type: none"> • weave materials into frames • attempt some very simple fastenings when dressing and undressing • join and assemble with tape and glue • use fine mark-making tools to create texture and pattern in clay • control printing tools to create a desired effect 	<p>I can.....</p> <ul style="list-style-type: none"> • use a knife and fork independently • use a tripod grip to make marks, including enclosed spaces • repeat the same mark making movement with control and ascribe meaning to marks

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	<p>knife and fork with support</p> <ul style="list-style-type: none"> begin post and thread experiment with and control a wide range of small equipment show a dominant hand use a range of creative tools safely and appropriately 	<p>skills to use a range of tools competently</p> <ul style="list-style-type: none"> hold pencil correctly, use scissors with some control and use a knife and fork independently 	<ul style="list-style-type: none"> know how to hold a pencil correctly and start to form some letters correctly handle tools, objects, construction and malleable materials with increasing control begin to show accuracy and care when drawing 	<ul style="list-style-type: none"> safely use a wider range of food preparation tools take off own jumper and turn correct way, pull arms through coat cut and turn along outlines 	<ul style="list-style-type: none"> dismantle objects and mechanisms using a range of hand actions 	<ul style="list-style-type: none"> use tools to cut and join safely under supervision use hand moulding and building techniques with malleable materials use fine pincer mark-making tools with precision <p>ELG: Fine Motor Skills:</p> <p>I can.....</p> <ul style="list-style-type: none"> hold a pencil effectively in preparation for fluent writing use the tripod grip in almost all cases use a range of small tools, including scissors, paint brushes and cutlery begin to show accuracy and care when drawing
<p>Literacy (Comprehension)</p>	<p>I can.....</p> <ul style="list-style-type: none"> Begin to recognise my name know books have words and pictures turn the pages one at a time 	<p>I can.....</p> <ul style="list-style-type: none"> recognise my name point to print in the classroom environment have favourite books and seek them out to share with someone 	<p>I can.....</p> <ul style="list-style-type: none"> recognise signs from my local environment recognise a known character in a different context begin to sequence a story using talk to retell a story 	<p>I can.....</p> <ul style="list-style-type: none"> recognise my name in a line up of names talk about what happens at the beginning, middle and end of the story use nouns, adjectives 	<p>I can.....</p> <ul style="list-style-type: none"> use descriptive language to describe imaginary characters and places order 2 events using 'and then' answer questions about the story, talking about 	<p>I can.....</p> <ul style="list-style-type: none"> recognise and read my full name, distinguishing it from others

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	<ul style="list-style-type: none"> point to a picture in a book point to a named character in a familiar book listen to a simple story and understand what is happening with the help of the pictures enjoy sharing books with an adult pay attention and respond to the pictures or words listen and enjoy sharing a range of books hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover know that print carries meaning and in English, is read from left to right and top to bottom know the difference between text and illustrations enjoy joining in with rhyme, songs and poems 	<ul style="list-style-type: none"> join in with words and phrases ask for a specific story engage in conversation and answer questions when reading wordless fiction and non-fiction books respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations talk about events, feelings, main characters, where a story is set and recognise links to own life experiences 	<ul style="list-style-type: none"> answer questions about the story, talk about the places and people in stories and important things that are happening know that print has meaning and purposes know that we read English text from left to right and from top to bottom name the different parts of a book (cover, title, page) use picture clues to help read a simple text predict and anticipate key events based on illustrations, story content and title understand the structure of a non-fiction book is different to a fiction book play is influenced by experience of books 	<p>for description, verbs for events</p> <ul style="list-style-type: none"> reason as to why and explain how retell stories in the correct sequence, drawing on language patterns of stories say how I feel about stories and poems, what parts of the story I liked or disliked identify favourite characters, events, or settings and why independently access the features of a non-fiction book play influenced by experience of books innovate a well-known story with support 	<p>places, people and important things</p> <ul style="list-style-type: none"> suggest how a story might end correctly sequence a story or event using pictures and/or caption respond to questions about how and why something is happening know the difference between different types of texts (fiction, nonfiction, poetry) play influenced by experience of books- gestures and actions used to act out a story, event or rhyme from text or illustrations 	<ul style="list-style-type: none"> retell verbally well-known stories use the words 'before' and 'after' when describing events <p>ELG: Comprehension: I can.....</p> <ul style="list-style-type: none"> demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary anticipate – where appropriate – key events in stories use and understand recently introduced vocabulary during roleplay and discussions about stories (non-fiction, rhymes and poems)
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	<ul style="list-style-type: none"> • join in with repeated refrains and key phrases 					
Literacy (Word Reading)	<p>I can.....</p> <ul style="list-style-type: none"> • Begin to pronounce some sounds that I find difficult with support • Begin to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • Begin to identify the syllables in words • say some of the words in songs and rhymes • hear general sound discrimination and be able to orally blend and segment • re-read books to build up my confidence in word reading, fluency, understanding and enjoyment • read books consistent with my phonic knowledge 	<p>I can.....</p> <ul style="list-style-type: none"> • sing songs and rhymes using rhythm, tune and tempo • tell you the initial sound of my name • say multisyllabic words (banana, computer) • talk about the sounds made by different instruments • distinguish between different sounds • read individual letters by saying the sounds for them • blend sounds into words, so that I can read short words made up of known letter-sound correspondences • read a few common exception words matched to the school's phonics programme 	<p>I can.....</p> <ul style="list-style-type: none"> • sing songs and say rhymes independently • listen for rhyming words • produce and say rhyming words • tell you the initial sound of 3 words • count and clap syllables in a word • read individual letters by saying the sounds for them • blend sounds into words, so that I can read short words made up of known letter-sound correspondences • read a few common exception words matched to the school's phonics programme 	<p>I can.....</p> <ul style="list-style-type: none"> • Pronounce sounds more clearly • say multi syllabic words (pterodactyl, planetarium, hippopotamus) • think of an alliterative name for myself and a friend • isolate the sound at the start of words • 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 	<p>I can.....</p> <ul style="list-style-type: none"> • finish the line in a familiar repetitive passage • distinguish between the different sounds I can make with my voice • recognise words with the same initial sound • 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 	<p>I can.....</p> <ul style="list-style-type: none"> • name the letters in my first name • segment and blend cvc words orally <p>ELG: Word Reading:</p> <p>I can....</p> <ul style="list-style-type: none"> • say a sound for each letter in the alphabet and at least 10 digraphs • read words consistent with my phonic knowledge by sound blending • read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words
Literacy (Writing)	<p>I can.....</p> <ul style="list-style-type: none"> • draw and scribble • sit in a balanced position • pretend to write 	<p>I can.....</p> <ul style="list-style-type: none"> • make controlled marks (lines, dots, dashes, circles, back and forth scribbling) 	<p>I can.....</p> <ul style="list-style-type: none"> • make small controlled marks (lines, dots, dashes, circles, etc) • use a 2 finger and thumb grip 	<p>I can.....</p> <ul style="list-style-type: none"> • use a preferred hand when using pens/pencils 	<p>I can.....</p> <ul style="list-style-type: none"> • use some of my print and letter knowledge in my early writing 	<p>I can.....</p> <ul style="list-style-type: none"> • write some or all of my name • write some letters accurately (lower

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	<ul style="list-style-type: none"> hold pencils/pens using a palmar grip or 5 finger group begin to make controlled marks in sand, shaving foam, with large chalk, paint easel begin to establish a dominant hand show interest in and recognise marks make marks for pictures/drawings develop listening and speaking skills in a range of contexts be aware that writing communicates meaning give meaning to marks I make understand that thoughts can be written down write my own name, copying it from a name card or try to write it from memory use talk to link ideas, clarify thinking and feelings understand that thoughts and stories can be 	<ul style="list-style-type: none"> identify the marks I have made copy shapes and patterns using increasingly precise tools copy adult writing behaviour e.g. writing on a whiteboard, writing messages 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 orally compose a sentence and hold it in memory before attempting to write it orally spell VC and CVC words by identifying the sounds write my own name form letters from my name correctly recognise that after a word there is a space 	<ul style="list-style-type: none"> add some marks to my drawings, giving meaning make marks on my picture to stand for my name use appropriate letters for initial sounds orally compose a sentence and hold it in memory before attempting to write it using simple conjunctions spell to write VC and CVC words independently using Phase 2 graphemes show a dominant hand write from left to right and top to bottom begin to form recognisable letters 	<ul style="list-style-type: none"> build words using letter sounds in writing use talk to organise describe events and experience begin to write a simple sentence with support spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes spell some irregular common (tricky) words e.g., the, to, no, go independently hold a pencil effectively to form recognisable letters know how to form clear ascenders and descenders 	<ul style="list-style-type: none"> use a 2 finger, 1 thumb grip for appropriate tools understand a written word as a unit that conveys meaning begin to encode my name continue to build on knowledge of letter sounds to build words in writing use writing in play use familiar words in my writing 	<ul style="list-style-type: none"> case and capitals for my name) relate the meaning of the marks I make pretend to write in different contexts <p>ELG: Writing</p> <p>I can.....</p> <ul style="list-style-type: none"> write recognisable letters, most of which are correctly formed spell words by identifying sounds in them and representing the sounds with a letter or letters write simple phrases and sentences that can be read by others
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	<p>written down</p> <ul style="list-style-type: none"> orally segment sounds in simple words know that print carries meaning and in English, is read from left to right and top to bottom draw lines and circles 					
Phonics	Following Little Wandle phonics programme- See separate planning					
Maths						
F1 Mastering the curriculum White Rose	<p>-To recognise, name and match colours. -To begin to show an interest in counting aloud verbally to 5. -To be able to 'give 1' when asked. -Sort my shape, size and colour</p> <p>-To match and sort objects and pictures -To understand and make pairs -To understand rules and to sort objects following rules -To compare amounts -To compare size, mass, capacity -To explore and create patterns</p>	<p>-To be able to verbally count to 5 with developing accuracy. -To develop an understanding of '1 and 2' e.g. giving 1 or 2 items or noticing 1 or 2 in the environment. Understand patterns (AB) Using colour, objects and movement</p> <p>-To find, subitise and represent the numbers 1,2,3. -To know 1 more -To know 1 less -To understand the composition of 1,2,3. -To identify, name and compare circles and triangles -To find shapes in the environment</p>	<p>-To begin to be able to verbally count to 10 with developing accuracy. -To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. -To develop an understand on 3,4 and 5 -Subitising dice patterns - recognising triangles, squares and rectangles</p> <p>-To understand 0 -To find, subitise and represent 0 – 5. - 1 more -1 less - Subitising to 5. - Compare and explore mass, capacity, balance. -Find and represent 6,7,8 - Look at the composition of 6,7,8 -Make pairs -Doubles -Combining 2 groups.</p>	<p>-To verbally count to 10 with developing accuracy. -To develop an understanding of '6' e.g. giving 6 items or noticing 4 in the environment. -Understand different lengths, heights, mass and capacity</p> <p>-Explore length, height and time -Compare length and height -Order and sequence time -Find 9 and 10 - Represent 9 and 10 -1 more -1 less - Subitising -Bonds to 10 -Doubles -Odd and even</p>	<p>-To accurately count to 10. -To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. -To play simple dice and track games developing Subitising skills. -Sequence -Understanding position -Comparing groups more than/ fewer than 2d and 3d shapes</p> <p>-Build numbers to 20 -Verbally count to 20 -Continue number patterns to 20 -Add more -Take away -Select, rotate and manipulate shapes</p>	<p>Consolidation</p> <ul style="list-style-type: none"> -Explore sharing -Explore grouping -Odds and evens -Doubles -Patterns -Build scenes and constructions -Visualise from different positions -Describe position -Give instructions -Explore mapping

Mixed F1 & F2 Long Term Plan

		-To find, subitise and represent 4 and 5. -To explore the composition of 1-5.		-Recognise and name 3D shapes -Find shapes - Copy, continue and find patterns		
Art & Design (Creating with Materials, Being Imaginative and expressive)	I can..... <ul style="list-style-type: none"> • Begin to take part in action songs • start to develop pretend play, pretending that one object represents another • talk about the marks that I have made when drawing and painting • use some shapes and lines when drawing and painting • explore blocks and construction sets • begin to explore some simple percussion instruments • engage in some simple pretend play based on own experiences. • explore different materials with support • begin to understand how to use glue to stick materials onto paper 	I can..... <ul style="list-style-type: none"> • explore different materials freely, to develop my ideas about how to use them and what to make • listen with increased attention to sounds • remember some songs in their entirety • play percussion instruments with increasing control • engage in simple small world play based on my own experiences or stories that I have heard • begin to create closed shapes when drawing and use them to represent objects with support • begin to join different materials with support • sing a range of well-known F1 rhymes and songs • explore colour mixing using primary colours • explore warm and 	I can..... <ul style="list-style-type: none"> • explore different textures • sing a range of songs and F1 rhymes considering pitch and melody • continue to explore different instruments • use own imagination to make up small worlds and simple storylines • explore a range of materials with independence • continue to develop my knowledge of how to join different materials, hammers and nails, tape and glue • begin to draw and paint using lines and shapes to represent objects • know different songs and dances from around the world • join in simple songs remembering some of the words • participate in action songs which call for movement • move to musical stimuli in a variety of ways, e.g., hopping, marching, skipping and jumping • explore and engage in music making and have a simple understanding of a beat • share creative ideas with peers and begin to work together, sharing skills 	I can..... <ul style="list-style-type: none"> • begin to show different emotions when painting • begin to draw and paint with increasing complexity and detail • sing a range of songs and F1 rhymes considering pitch and melody • continue to explore different instruments • use own imagination to make up small worlds and simple storylines • continue to develop my knowledge of how to join different materials, hammers and nails, tape and glue • explore a range of materials with independence • design with a purpose in mind and explain the process I have used • make 3D models of my favourite bugs, ensuring that they have the different features • draw an object from careful observation talking about the 	I can..... <ul style="list-style-type: none"> • explore how instruments can be used to express different feelings • make up my own songs based on a familiar one • explore colour mixing with support • continue to draw with greater complexity and detail • begin to develop more complex stories • develop own ideas about which materials to use and what to make • create collaboratively sharing ideas, resources and skills • change the tempo and dynamics whilst playing music • know how to use a wide variety of instruments • begin to understand emotion through music and can describe music in simple terms • draw with details • problem solve and reflect on my designs and creations • construct with a purpose 	I can..... <ul style="list-style-type: none"> • develop an understanding of using lines to enclose a space and am beginning to use drawing to represent actions and objects based on imagination, observation, and experience • use various construction materials • create my own piece of art and give meaning • play a given instrument to a simple beat • respond to what I have heard, expressing my thoughts and feelings • perform my favourite song in front of a small group • take on a role, talking about who I am and

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	<ul style="list-style-type: none"> ● Move in response to music ● Experiment with colour mixing ● safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ● follow drawings and curved and straight lines to create line drawings of different buildings ● detailed self-portraits using a choice of materials ● know a range of songs related to myself and my community ● Sing in a group or on my own, following the melody and increasingly matching the pitch ● copy-clap the rhythm of names ● explore high sounds and low sounds using voices ● Continue to move in response to music 	<p>cool colours looking at Autumn and Winter</p> <ul style="list-style-type: none"> ● print or collage to create a pattern or image ● select colours appropriately for tasks ● learn about arts and crafts from different countries ● listen to and explore the beats of different music from around the world ● know that different music is played for different celebration ● learn to play percussion instruments and listen to the sounds they make ● know that sounds can be changed by altering the way they are made ● move to musical stimuli and keep in time to the music 	<ul style="list-style-type: none"> ● start to create my own storylines that include peers ● continue to draw and paint pictures with increasing complexity ● construct with a purpose in mind, using a variety of resources ● safely construct with a purpose and evaluate my designs ● select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used ● return to and build on their previous learning, refining ideas and developing the ability to represent them ● know that different materials can be used to create art ● explore art from different places around the world ● execute a sequence of instructions on a programming toy or app to guide a robot – bee bot, safer internet day ● know some ways to stay safe online ● use a digital camera or iPad to record images and videos 	<p>features that I have included</p> <ul style="list-style-type: none"> ● make props to use in role play and small world play ● know a repertoire of songs – F1, topical, seasonal, interdenominational and multi-cultural ● imitate and create movement in response to music ● tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound ● explore high pitch and low pitch in the context of songs ● create collaboratively sharing ideas, resources and skills ● use tools and techniques with increased care and precision ● mix a range of colours needed for a purpose ● execute a sequence of instructions on a programming toy or app to guide a robot ● use a digital camera or iPad to record images and videos 	<ul style="list-style-type: none"> ● independently use tools and techniques with increased care and precision ● experiment with colour, design, texture, form and function 	<p>interacting with peers</p> <ul style="list-style-type: none"> ● play instruments in different ways <p>ELG: Creating with Materials</p> <p>I can.....</p> <ul style="list-style-type: none"> ● safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ● share my creations, explaining the process I have used ● make use of props and materials when role playing characters in narratives and stories <p>ELG: Being Imaginative and Expressive</p> <p>I can.....</p> <ul style="list-style-type: none"> ● invent, adapt and recount narratives and stories ● sing a range of well-known F1 rhymes and songs ● perform songs, rhymes, poems
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Mixed F1 & F2 Long Term Plan

	<ul style="list-style-type: none"> begin to use observation skills to draw things with increasing details 					<ul style="list-style-type: none"> and stories with others and – when appropriate – try to move in time with music
Understanding the World (Past and Present)	<p>I can.....</p> <ul style="list-style-type: none"> talk about photographs of my family understand who is older and younger than me in my family sequence family members by age and name (baby, child, adult) begin to talk about my life story and how I have change guess baby pictures – how I have grown look at similarities and differences between the natural world around me in the past and present 	<p>I can.....</p> <ul style="list-style-type: none"> begin to know that things were different before I was born understand the terms 'before', 'now', 'today' talk about my own experiences of 'bonfire night'. Begin to talk confidently about my personal experiences of birthdays and birthday parties that happened in the past talk confidently about my personal experiences of weddings/ celebrations using language of past and present talk about past family holidays begin to look closely at pictures in books and notice similarities and differences between now and the past know and talk about influential figures 	<p>I can.....</p> <ul style="list-style-type: none"> begin to talk about my own life-story and family history know about influential figures from the past and discuss historical events that have happened in the past use vocabulary such as in the past, a long time ago comment on images of familiar situations in the past compare characters from stories, including figures from the past 	<p>I can.....</p> <p>Talk about my families occupations and their role in society</p> <ul style="list-style-type: none"> talk about members of my immediate family and community recognise some similarities and differences between life in this country and life in other countries 	<p>I can.....</p> <ul style="list-style-type: none"> ask questions about what my grandparents/parents did when they were younger share similarities between characters, figures or objects understand the past through settings, characters and events encountered in books read in class and storytelling make comparisons of settings and fictional settings 	<p>I can.....</p> <ul style="list-style-type: none"> begin to make sense of my own life-story and family history begin to understand about some significant moments in history begin to understand that some things were different a long time ago <p>ELG: Past and Present:</p> <p>I can.....</p> <ul style="list-style-type: none"> talk about the lives of the people around me and their roles in society know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class understand the past through settings, characters and

Mixed F1 & F2 Long Term Plan

		<p>from the past - Guy Fawkes</p> <ul style="list-style-type: none"> • talk about the soldiers, poppies, two minutes silence • know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day 				<p>events encountered in books read in class and through storytelling</p>
<p>Understanding the World (People, Cultures and Communities)</p>	<p>I can.....</p> <ul style="list-style-type: none"> • notice differences between people • make connections between my family and the families of others • talk about members of my immediate family and community • name and describe people who are familiar to me • recognise the differences between myself and my friends (appearance, likes/dislikes, families) • talk about what makes me feel special • know what groups I 	<p>I can.....</p> <ul style="list-style-type: none"> • begin to make sense of my own life-story and family's history • talk about my own experiences of celebrating Christmas • know that people in different countries have different celebrations • begin to show an understanding that not all people or families are the same or celebrate things in the same way • begin to be aware of how different cultures and people celebrate • to be able to draw information from a simple map 	<p>I can.....</p> <ul style="list-style-type: none"> • continue to develop positive attitudes about the differences between people • Talk about similarities and differences seen in photos of other countries • find out how the lives of people in different countries are the same and different to mine • learn about different cultures in other places in the world • understand the similarities and differences between different people's special stories 	<p>I can.....</p> <ul style="list-style-type: none"> • show an interest in different occupations • explore other occupations • understand what it means to belong • talk about people and times that are special to me and my family and friends • understand how to care for nature • know that some places are special to people in my community • know some jobs I might like to do when I am older 	<p>I can.....</p> <ul style="list-style-type: none"> • join in with routines, like going shopping, and times that are special to me and my family like birthdays • describe my local habitat and compare with a contrasting country 	<p>I can.....</p> <ul style="list-style-type: none"> • Understand there are different countries in the world by looking at pictures • continuing to develop positive attitudes about the differences between people <p>ELG: People, Culture and Communities:</p> <p>I can.....</p> <ul style="list-style-type: none"> • describe my immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps • know some similarities and differences

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	<p>belong to</p> <ul style="list-style-type: none"> understand how we show people they are welcome know special things about myself 	<ul style="list-style-type: none"> talk about the features of different celebrations for different faiths know why different people celebrate different things talk about special past times Advent/Christmas around the world to know what happens at Christmas, and why to know what being unique means 				<p>between different religious and cultural communities in this country, drawing on my experiences and what has been read in class</p> <ul style="list-style-type: none"> explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps
<p>Understanding the World (The Natural World)</p>	<p>I can.....</p> <ul style="list-style-type: none"> explore materials using all my senses explore natural materials linked with Autumn notice some simple signs of Autumn explore the natural world and describe what I see, hear and feel when outside understand the effects of the changing seasons around me – Autumn 	<p>I can.....</p> <ul style="list-style-type: none"> Know Christmas lights work by electricity Use battery powered devices Explore different light sources (sun, torches, glow in the dark) and use these to shine through different materials Play and explore outside in different weather Observe living things throughout the year Explore of changing 	<p>I can.....</p> <ul style="list-style-type: none"> talk about the changes linked to weather (freezing) notice change, such as melting, drying, growing talk about farm animals and compare to wild animals talk about the simple features of animals as they grow from babies to adults Compare how materials change over time talk about why something melts or freezes and the changes that happen compare the weather in winter to the weather in autumn talk about endangered and vulnerable animals 	<p>I can.....</p> <ul style="list-style-type: none"> understand the difference between plants and animals plant seeds and care for growing plants with support talk about some of the changes I notice in the environment in spring use simple descriptive vocabulary explain how parents care for babies talk about signs of Spring / changes from winter to spring – Spring walk. 	<p>I can.....</p> <ul style="list-style-type: none"> use all of my senses to explore natural materials Know how to move a car and explain the force used Explore different materials in different ways know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read Explore shadows and rainbows 	<p>I can.....</p> <ul style="list-style-type: none"> begin to show an interest in exploring how things work and why things happen, e.g., floating and sinking, magnets begin to understand the need to respect and care for the natural environment and all living things explore collections of materials and identify similar

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	<ul style="list-style-type: none"> • talk about Harvest • know the name of the road, and the name of town we live in 	<p>of matter through making a cake</p>	<ul style="list-style-type: none"> • to begin to understand the negative impact that humans can have on the environment • Recognise animals in this country and in others • explore the natural world around me, making observations and drawing pictures of animals and plants 	<ul style="list-style-type: none"> • understand the effect of changing seasons on the natural world around me 	<ul style="list-style-type: none"> • Learn about the earth, sun, moon, stars planets, • Learn about space travel 	<p>and different properties</p> <ul style="list-style-type: none"> • talk about what I see, using a wide range of vocabulary • identify suitable clothing for different weather <p>ELG: The Natural World: I can.....</p> <ul style="list-style-type: none"> • explore the natural world around me, making observations and drawing pictures of animals and plants • know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class • understand some important processes and changes in the natural world around me, including the seasons and
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