

Temple Learning Academy EYFS Long Term Curriculum Plan



TLA Reception
environment

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key values (whole school)	<i>Creativity: We value everyone's ideas, contributions and interests. Embracing the new prepares us for the future.</i>	<i>Resilience: We always learn from our mistakes and keep trying until we achieve our goals.</i>	<i>Ambition: We aim high to be the best we can be; we are confident in the pursuit of this goal and proud of our successes.</i>	<i>Inclusivity: We value the gifts each individual brings and we respect and celebrate our talents, similarities and differences.</i>	<i>Care: We are responsible for ourselves and have a moral responsibility for those around us locally and globally.</i>	<i>New Beginnings: We reflect on ourselves and our learning and how we can look forward to the new year.</i>
Topic	What is marvellous about me?	Isn't it Amazing?	What can we see in the sea?	How does your garden grow?	Can you tell me a tale?	What's your superpower?
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)	Week 1-Baseline. Starting school/new beginnings. Rules and routines Week 2-Feelings and emotions Celebrations, parties. Week 3- 5 Senses Week 4 – My body Week 5 – Healthy Me Week 6 – Where I live, local area families, homes. Week 7 - Occupations	Week 1 – Light Week 2 – Dark Week 3- Nocturnal Animals Week 4-5- Another World Week 6- The Artic Week 7- Christmas Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter	Week 1- Boats Week 2- Water safety Week 3- Sea creatures Week 4-5- In the Deep Week 6-7- Pirates	Week 1-3- Minibeasts Week 4-6- Growing	Week 1-2- Traditional Tales Week 3- Unicorns/mermaids Week 4- Knights and Castles Week 5-6- Dinosaurs	Week 1-2- Superheroes (fiction) Week 3-4- Superheroes (real life) Week 5- Superhero (pets) Week 6- Kindness Week 7- Transition

Key stories and books	1 - Topsy and Tim start School. 2- Kippers Birthday 3 – Senses TBC 4- Funnybones 5- Olivers Vegetables 6- Let’s Build A House. 7- Clothesline, clues to jobs people do.	1 – Sparks in the Sky 2- Owl Who was afraid of the dark 3- Night Monkey Day Monkey 4-Whatever Next 5-The Man on the moon 6- Arctic Facts 7-The Christmas Story	1-Lost and Found 2- Facts RNLI 3- The Fish Who Could Wish 4-Commotion in the Ocean 5-Sharing a shell 6- The Troll 7-Pirates Love Underpants	1-The Very Hungry Caterpillar 2- Superworm 3- The Bad Tempered Lady Bird 4- Ten Seeds 5- Jaspers Beanstalk 6- Rosie’s Walk	1- Goldilocks and 3 Bears 2- Three little Pigs 3- Sugarlump and The Singing Mermaid 4- Small Knight and George and the Royal Chocolate Cake 5- Dinosaur facts 6- The Dinosaur who lost his roar	1- Supertato 2- Superbat 3- A superhero like me 4- Charities- facts 5- Pepper the Amazing Therapy Dog 6-Kindness is my super power 7-I wish you Happiness
Key vocabulary (including but not limited to)	Kind, safe, nervous, excited, respect, unique, emotions, celebrate, gift, decorate, touch, smell, taste, hear, see, occupation, locality. senses, develop, healthy, skeleton,	Universe, nocturnal, space, atmosphere, hibernation, explosion, colour, reflection, shadow, astronaut, planet, asteroids, solar system, igloo, nativity, Bethlehem, Nazareth, stable, Frankincense, Myrrh, Manger, Shepherd, Wise men	Floating, sinking, waterproof, shipwreck, sails, drown, buoyancy, life boat, tide, rescue, ocean, bioluminescence, jolly roger, flag, island, treasure	germination, harvest, poultry, flock, metamorphosis, arachnid, insect, Seed, beanstalk, photosynthesis, nutrients, life cycle	Once upon a time, happily ever after, herbivore, carnivore, extinct, omnivore, prehistoric, long ago, mythical, magical, fossils	Super power, assistance, charity, volunteer, transform, costume, sidekick, aid, donate, selfless

<p>Key knowledge (including but not limited to)</p> <p>Which Season? The seasons are Autumn, Winter, Spring and Summer.</p>	<p>All About Me Families come in all shapes and sizes. We are all unique, but other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone. Looking at the different places where we live.</p> <p>Humans Humans need food, water, oxygen and shelter to survive. It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene. We have five senses - taste, touch, sight, hearing, smell.</p> <p>Occupations To know that people have different skills and jobs.</p> <p>Now or then? People wore different clothes. People travelled in different ways. Houses were made of different materials. Children played with different toys. We</p>	<p>Our World We have a responsibility to look after our world. We have night and day, light and dark. Animals can be nocturnal. The Earth is planet. There is no oxygen in space.</p> <p>Here or there? There are different continents. Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night.</p> <p>Christmas Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus' birth.</p> <p>Celebrations Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Diwali is the Hindu</p>	<p>Transport There are different modes of transport in the sea.</p> <p>The sea There is more sea than land on earth. Lots of different things live under the sea.</p> <p>Sea Safety We need to be safe in or near water. The sea has dangerous tides and currents. The RNLI help people in trouble at sea.</p>	<p>Seasons In Spring it starts to get warmer and things start to grow again.</p> <p>Animals Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen. The changes that happen as a minibeast grows can be shown in a life-cycle.</p> <p>Plants Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow.</p>	<p>Traditional Tales / Stories There are stories that have been told long ago and are still read nowadays. There are repeated words and phrases. Stories have a beginning, middle and an end. There are fiction and non-fiction books.</p> <p>Seasons In Summer it can be hot and lots of things grow.</p>	<p>Superheroes Superheroes can be fictional characters or real-life people and animals. They have super powers and can use these to help people.</p> <p>Transition We change and grow and move on</p>
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	<p>have not always had computers and the internet.</p> <p>Seasons In Autumn some leaves change colour and start to fall off the trees.</p>	<p>festival of light and Hannukah is the Jewish festival of light. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks. Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am.</p> <p>Seasons Not much grows in Winter. It is cold and can be snowy and icy.</p>				
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Possible 'Wow' moments and experiences (Not an exhaustive list)	Autumn Walk. 12/13- First Aid Day 12-Disability Awareness Day 13-19 – Jeans for Genes 20-26- Recycle Week 25 th -Coffee Morning (Reading?) 1 st Oct – National Poetry Day October – Black History Month 4 TH October – Grandparents Day (Stay and Play) 4 th October – World Habitat Day 10 th World Homeless Day Visit from Dentist. Dough Disco Party.	Diwali/Hanukkah Christmas time/Nativity Children in Need Anti-Bullying Week Curiosity Cube Bonfire Night Fire service visit Remembrance Day	Winter Walk Chinese New Year Internet Safety Day PCSO visit World Book Day St. Piran's Day Mothering Sunday	Trip to the Eden Project Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter nest cakes Curiosity Cube Planting sunflower seeds Planting beans in jars Trip to Lost Gardens of Heligan Baby photos Dentist/dental nurse visit Fruit kebabs Food tasting Visit - Bees	World Bee Day	Ramadan/Eid-al-Fitr Balance-ability Duckling experience Animal visits Beach trip Sports Day Curiosity Cube

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	What is marvellous about me?	Isn't it Amazing?	What can we see in the sea?	How does your garden grow?	Can you tell me a tale?	What's your superpower?

Educational Programme	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.	
Ongoing provision throughout the year	WOW Words	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings
	Talking House (S&L)	Weekly S&L sessions centred around targets and gap filling.
	GOAL time (CP) including Objective Led Learning opportunities.	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	What is marvellous about me?	Isn't it Amazing?	What can we see in the sea?	How does your garden grow?	Can you tell me a tale?	What's your superpower?

<p>Educational Programme</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
<p>Curriculum Goals</p>	<p>To become an Independent Individual who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p> <p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others’ ideas and feelings.</p>		
<p>Term specific provision</p>	<p><u>Circle Time - Relationships</u> Families and friendships – different types of families, similarities and differences between ourselves and others Safe relationships – NSPCC PANTS Respecting ourselves and others – following the Golden Rules, feelings and emotions <u>Circle Time - Living in the wider world</u> Belonging to a community – our school, our local area, important people in the community Media literacy and digital resilience – uses of technology, safe internet use, ThinkUKnow Jessie and Friends Money and work – different skills, different occupations, aspirations <u>Circle Time - Health and wellbeing</u> Physical health and mental well-being – healthy eating, healthy living Growing and changing – naming body parts, changing from being a baby to adult, transition to Year 1 Keeping safe – stranger awareness and safe strangers, road safety, sun safety,</p>	<p>beach safety, RNLI</p>	

Ongoing provision throughout the year	Wow	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts	
	Daily routines	Self-registration, book voting, use GOAL time board during continuous provision, 'choose it, use it, put it away' when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during GOAL time), lunchtimes, getting ready for home	
	Golden Rules	Be Kind, Be Safe.	
	GOAL time (CP) including Objective Led planning opportunities.	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others	
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity	

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What is marvellous about me?	Isn't it Amazing?	What can we see in the sea?	How does your garden grow?	Can you tell me a tale?	What's your superpower?
Educational Programme	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
Curriculum Goals	<p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p> <p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					

Specific provision	<p><u>PE (Mon PM) – hall session</u> LOOK AT HL PE CURRICULUM</p> <p>Sweeping/brushing Threading Screwing/unscrewing Autumn 1: Using tools (tweezers, knife and fork – loading, scissors – holding/carrying correctly, snipping) Autumn 2: Using tools, knife and fork – cutting, pipettes, scissors – straight lines)</p>	<p><u>PE (Mon PM) – hall session</u> LOOK AT HL PE CURRICULUM</p> <p>Using large rollers Weaving Using tools (scissors - curved lines and regular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)</p>	<p><u>PE (Mon PM) – hall session</u> LOOK AT HL PE CURRICULUM</p> <p>Sewing (NK Wednesday) Using tools (scissors – irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)</p>	
Ongoing provision throughout the year	Dough Disco	Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing.		
	??	Hold a pencil effectively, develop accuracy and care when drawing and writing		
	Squiggle While you Wiggle 2.0	Squiggle while you wiggle is a fantastic activity to engage children in developing the motions they need to learn in order to prepare them for writing. Squiggle while you wiggle is an activity to kickstart their journey in learning to write by doing circles, semi circles, horizontal lines and the vertical lines they will use to write a letter whilst dancing along to our favourite music.		
	Lunch time	Hold and use a knife and fork correctly, understand about healthy eating		
	GOAL time (CP) including Objective Led opportunities	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills		
	Cosmic Yoga	Develop strength, balance and co-ordination		

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What is marvellous about me?	Isn't it Amazing?	What can we see in the sea?	How does your garden grow?	Can you tell me a tale?	What's your superpower?
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Curriculum Goals	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a Wow Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
Ongoing provision throughout the year	Wow words	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, read and write secret passwords				
	Squiggle While you Wiggle 2.0	Squiggle while you wiggle is a fantastic activity to engage children in developing the motions they need to learn in order to prepare them for writing. Squiggle while you wiggle is an activity to kickstart their journey in learning to write by doing circles, semi circles, horizontal lines and the vertical lines they will use to write a letter whilst dancing along to our favourite music.				
	GOAL time (CP) including Objective Led opportunities	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read and write messages left by characters, engage in and talk about books, retell stories and create their own				
	Phonological Awareness/RWI	Orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds				

	Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs
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Mathematics						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What is marvellous about me?	Isn't it Amazing?	What can we see in the sea?	How does your garden grow?	Can you tell me a tale?	What's your superpower?
Educational Programme	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
Curriculum Goal	<p>To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>					

Term specific provision	<u>White Rose Maths</u> <i>Getting to know you</i> <i>Just like me</i> Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)	<u>White Rose Maths</u> <i>It's me 1, 2, 3!</i> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness) <i>Light and dark</i> Numbers to 5 (Four and Five One more and one less)	<u>White Rose Maths</u> <i>Alive in 5!</i> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) <i>Growing 6, 7, 8</i> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	<u>White Rose Maths</u> <i>Building 9 and 10</i> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2) <i>Consolidation</i>	<u>White Rose Maths</u> <i>To 20 and beyond</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) <i>First, then, now</i> Adding more Taking away Spatial reasoning (2)	<u>White Rose Maths</u> <i>Find my pattern</i> Doubling Sharing and grouping Even and odd Spatial reasoning (3) <i>On the move</i> Deepening understanding Patterns and relationships Spatial reasoning (4)
		Geometry and spatial thinking (Shapes with 4 sides) Measurement – Time (Night and day)				
Ongoing provision throughout the year	Wow word	Use mathematical language to explain ideas				
	Daily routines	Self-registration (10-frames), visual timetable, book voting				
	GOAL time (CP) including Objective Led Planning	Practise taught skills, use and apply taught skills in real-life situations, use message centres to create secret symbols/passcodes to make things happen, read passcodes left characters, complete puzzles, “What can you see, how do you see it?”				

	Story/song time	Practise taught skills, “What do you notice?”, “What can you see, how do you see it?”
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Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	What is marvellous about me?	Isn't it Amazing?	What can we see in the sea?	How does your garden grow?	Can you tell me a tale?	What's your superpower?
Educational Programme	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Curriculum Goals	<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.</p>					

<p>Term specific provision</p>	<p>Yorkshire Heritage – Self Portraits based on the style of David Hockney or Henry Moore</p> <p>Me, my family and my school</p> <p>Explore magnets</p> <p>Use iPad camera</p> <p>My local area Compare times – looking at differences in houses, clothes, transport, toys</p> <p>12/13- First Aid Day 12-Disability Awareness Day</p> <p>13-19 – Jeans for Genes 20-26- Recycle Week 25th-Coffee Morning (Reading?)</p> <p>1st Oct – National Poetry Day</p> <p>October – Black History Month 4th October – Grandparents Day (Stay and Play) 4th October – World Habitat Day 10th World Homeless Day</p>	<p>Yorkshire Heritage – landmarks – national parks etc</p> <p>Seasonal changes</p> <p>Compare and contrast environments – polar regions, desert, jungle, under the sea, space</p> <p>Bonfire Night 5th Nov Remembrance Day – 11th Nov Diwali – 4th Nov Halloween – 31st Oct World Kindness Day – 13th Nov Hanukkah – 28th Nov Christmas (Nativity?)</p> <p>Explore light and colour</p> <p>Use iPad stopwatch app Use Beebots – basic operations</p>	<p>Yorkshire Heritage – Yorkshire air ambulance</p> <p>Compare and contrast environments – polar regions, under the sea, Seasonal changes - Winter</p> <p>Explore changing states of matter</p> <p>Use of technology in home and school</p> <p>RSBP Big Schools Bird Watch – Jan 5th-22nd Chinese New Year – Feb 1st</p> <p>Mental Health Week – Feb 4th-11th Time to Talk Day – 4th Feb Safer Internet Day – 8th Feb Valentines Day – 14th Feb Pancake Day – 16th Feb Easter</p>	<p>Yorkshire Heritage – Great Yorkshire Show</p> <p>Growing – plants/humans Seasonal changes - Spring Explore balance Seasonal changes – Spring Explore sinking and floating</p> <p>Use Beebots – moving from A to B</p> <p>World Wildlife Day -3th March World Book Day – 4th March International Women Day - 8th March Mothers Day – 14th March St Patricks Day – 17th March World Poetry Day – 21st March</p>	<p>Yorkshire Heritage - The Royal Family, castles</p> <p>Seasonal changes - Summer Explore materials and textures (recycling)</p> <p>Ramadan – April 12th Earth Day - April 22nd St Georges Day – 23rd April National Sun Awareness Week – 3rd-9th May Eid – 12/13th May</p>	<p>Yorkshire Heritage – beaches and seaside – Tom Moore</p> <p>Pride – June World Oceans Day – 8th June Fathers Day – 20th June Thank a Teacher Day – 23rd June Transition – 10th July World Emoji Day – 17th July</p>
<p>Ongoing</p>	<p>Drawing Club</p>	<p>Draw and talk about characters and settings, draw simple maps</p>				

provision throughout the year	GOAL time (CP) including Objective Led Planning	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts
	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries
Key vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	What is marvellous about me?	Isn't it Amazing?	What can we see in the sea?	How does your garden grow?	Can you tell me a tale?	What's your superpower?
Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Curriculum Goals	<p>To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>					

Term specific provision	<p>Use templates and stencils with pencils Wax crayon rubbings Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art Model with construction kits</p> <p>Collage – stick</p> <p>Focus artists – Portraits based on the style of David Hockney</p>	<p>Use stencils with paints and sponges Print - outlines Paint – different brushes, different surfaces Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish</p> <p>Focus artists – Hilma af Klint (colour mixing),</p>	<p>Print – relief printing with rollers Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists – Henri Matisse (cut and stick collage)</p>	<p>Paint – wax resist Print – 3D shapes Junk model – flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently (observational drawing of plants)</p> <p>Focus artists – Van Gogh (Sunflowers)</p>	<p>Observational drawings Paint – using water colour paints Transient art – natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists – Andy Goldsworthy (natural art)</p>	<p>Malleable materials – pottery/sculpture Junk model – moving parts Sewing Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists – Barbara Hepworth (sculpture)</p>
Ongoing provision throughout the year						
Key vocabulary linked to NC subjects	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				

(including but not limited to)

Music

song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style