

Eastbrook Primary Academy Long Term Planning- Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical, Marvellous Me!		The Enchanted Forest		Jaws, Paws & Claws	
Link between topics	Follow the Seasons- Autumn to Winter		Follow the Seasons- Winter to Spring		Follow the Seasons- Spring to Summer	
Possible ideas, mini themes, lines of enquiry (These may be changed or adapted depending on cohort and children’s interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day, Harvest, Halloween, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter Autumn & it’s animals Human Body- Healthy Eating & Oral Hygiene, the 5 senses, Keeping fit and healthy		Seasonal changes – Winter/Spring Exploring Winter Bears Chinese New Year Fairy Tales Woodland animal habitats Toys- comparing toys now and then Exploring Spring Growing and changing- Planting/Gardening/changes in nature Castles- Fairy tales & in real life, during different time periods Celebrations- Pancake Day, Mother’s Day, Easter		Pets/companion animals Vets and other jobs working with animals Seasonal changes – Spring/Summer Animal categories- Sea creatures and Rockpools, Farm Animals, Safari/Jungle Animals Animal habitats around the world- Comparing the places that animals live Summer holidays (past and present) Recycling, looking after the world	
Key stories and books (Not an exhaustive list)	Harry and his Bucket full of Dinosaurs All About Family Owl Babies Five Minutes Peace The Colour Monster Whatever Next	Room on the Broom Handa’s Surprise Whatever Next! What’s in the Witches’ Kitchen The Jolly Postman The Snowman Stick Man	The Gruffalo We’re Going on a Bear Hunt The Great Race Goldilocks Non-Fiction Animal Texts Six Dinner Sid	There is No Dragon in This Story The Princess and the Wizard Jack and the Beanstalk The Foggy Forest Exposure to a range of Traditional Fairy Tales during story sessions	Mog and the VET Detective Dog Out of the Ark – Animal Songs Hairy Maclary Farmer Duck	Walking Through the Jungle The Lion Who Wanted to Love Tiddler Jellyfish Are Disgusting A Tale of Two Feathers I Want a Pet!
Key knowledge (including but not limited to)	<u>All About Me</u> 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. <u>Celebrations</u> Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. <u>Which Season?</u> The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. (To be built upon in each term)	<u>Humans</u> 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. <u>Celebrations Continued.</u> <u>Bonfire Night</u> is on the 5th November. People celebrate with bonfires and fireworks. <u>Remembrance Day</u> is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. <u>Diwali</u> is the Hindu festival of light and <u>Hannukah</u> is the Jewish festival of light. <u>Christmas Advent</u> is a time of preparation for Christmas. <u>Christmas</u> takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. A	<u>Which Season?</u> (Building upon Autumn’s knowledge) The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. <u>Now or then?</u> Children played with different toys in different time periods. We have not always had computers and the internet. <u>Habitats and Terrains</u> Different animals live in different types of homes, depending on their needs. Different places have different sounds, smells, textures and surfaces. <u>Non-Fiction texts:</u> Non-Fiction books contain facts, fiction books are ‘made up’ (often stories).	<u>Which Season?</u> (Building upon Autumn & Winter’s knowledge) The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. <u>Plants</u> Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow.	<u>Which Season?</u> (Building upon previous season’s knowledge) The seasons are Autumn, Winter, Spring and Summer. In Autumn some leaves change colour and start to fall off the trees. Not much grows in Winter. It is cold and can be snowy and icy. In Spring it starts to get warmer and things start to grow again. In Summer it can be hot and lots of things grow. <u>Animals</u> Baby animals are sometimes known by different names to the adult. Some baby animals do not look like the adult. Animals live in different habitats, in different parts of the world.	<u>Now or then?</u> People wore different clothes. People travelled in different ways. <u>Our World</u> We have a responsibility to look after our world. <u>Comparing habitats around the world:</u> Some animals live in hot places and some animals live in cold places. These animals probably wouldn’t survive if they swapped habitat.

		Nativity play tells the story of Jesus’ birth.	Non-Fiction books help you to find and learn information. They are organised with a contents page, pictures and titles.			
Possible ‘Wow’ moments and experiences (Not an exhaustive list)	Autumn Walk, Harvest Festival Bread making ,Fruit tasting, Bonfire Night, Remembrance Day, Diwali, Diwali baking, Hanukkah, Advent, Christmas time, Nativity, Christmas WOW day, Library Visit, Children in Need, Anti-Bullying Week, Jolly Postman visit, Santa visit	Winter Walk, Making Gruffalo crumble, Chinese New Year WOW day, Chinese food tasting, Internet Safety Day, World Book Day, Mothering Sunday, Comic Relief/Sport Relief, Spring Walk, Easter/Egg hunt, Easter baking, Growing beans/planting seeds	Forest school, Watching seeds grow, Ramadan/Eid-al-Fitr, Pet Share! (On Tapestry), Fire service visit , Animal WOW day, Cats protection visit/talk, Sports Day, Pool party, School Trip Transition to year 1			

PRIME	Communication and Language (CL)						
Term	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!			The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	Our topics, routines and environment promote high quality communication and language development. Exciting and vocabulary rich texts are used to introduce children to new ideas, concepts and vocabulary, while also promoting curiosity and discussions. Pupils are encouraged to ask questions and continue to group and whole- class discussion whenever possible. Children who struggle to communicate are targeted in the provision, and learning interventions are used when children lack confidence or do not have the expected level of development. Through our continuous provision and our learning environment, pupils are exposed to situations where they can experiment with the new language they have acquired (such as through role play or during open-ended activities during choosing time) and use their listening skills as they interact with peers and adults. By being exposed to new experiences, our children apply their speaking, listening, questioning and reasoning skills. All adults within the EYFS unit model effective speaking and listening attributes (such as the use of language, looking at the person you are having a conversation with, speaking clearly and calmly and listening patiently) and use questioning and resources to further pupils’ own development. Repeating sentences back to children, extending what they have said or describing and commenting on what is happening are also used to develop speaking and listening skills. We reflect on our observations and interactions with our children, using our knowledge and assessments to then provide developmentally appropriate experiences that are linked to our children’s next steps and interests. Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. All staff within the Foundation Stage know the children’s next steps and how to progress their knowledge and skills through interactions, play, resources and group and whole class work. Our children move into Year 1 with the confidence and skills to express themselves in a range of different situations, using a wide variety of rich language. They have fantastic listening skills and the ability to take part in, hold and extend conversations with others.						
Curriculum Goals	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.						
Term Specific Provision	-Treasure Boxes- Children to make treasure boxes before they start school, sharing a small selection of things which represent them. There will be opportunities to share and discuss these with the rest of the class. -Using talk as a means of connection and to express our needs -‘Plan Do Review’ discussions- Opportunities for regular discussion and collaborative play. Children to discuss and ‘plan’ with partners as well as having ‘review’ opportunities where they can evaluate and discuss where their play/learning is going next. -Play partners- Children to have regular and consistent opportunities to engage in - conversations about what they are doing and then share these with peers. -Nativity -Makaton -Circle Time – Questions			-Sharing Christmas memories- Children will have the opportunity to share things which they experienced during the holidays. -‘Plan Do Review’ discussions- Opportunities for regular discussion and collaborative play. Children to discuss and ‘plan’ with partners as well as having ‘review’ opportunities where they can evaluate and discuss where their play/learning is going next. -Play Partners- Children to have regular and consistent opportunities to engage in conversations about what they are doing and then share these with peers. -Makaton -Circle Time – Questions		-‘Introducing my pet’- Children will have a chance to record a video or share a picture of a pet (or favourite soft toy if they don’t have a pet). This will include an explanation of the care the animal needs, what they know about the animal and some Q&A time. -‘Plan Do Review’ discussions- Opportunities for regular discussion and collaborative play. Children to discuss and ‘plan’ with partners as well as having ‘review’ opportunities where they can evaluate and discuss where their play/learning is going next. -Play Partners- Children to have regular and consistent opportunities to engage in conversations about what they are doing and then share these with peers. -Makaton -Circle Time – Questions	
	Talk is high profile within the unit. Children should continually be given opportunities to explore and develop their ideas orally with others. This should run through all learning.						
Ongoing Provision Throughout the Year	Rhyme Time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs					
	Choosing Time (Continuous Provision)	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					
	Star Challenges	Each week there will be a communication and language based Rainbow Challenge for the children to complete.					
	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings					
	Vocabulary Hoops	Learn and explore new words and their meanings. New words will be displayed each week then these will be frequently referred back to, to ensure children remember them and can use them within different contexts.					
	Regular group and paired talk	Children will have regular opportunities to share ideas and collaborate with others, during lessons.					
	Wow wall discussion	Regular class discussions to talk about learning which has been added to the Wow wall.					

PRIME	Personal, Social and Emotional Development (PSED)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	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. This curriculum area underpins all aspects of a child’s daily life at school. We offer a rich and varied curriculum which aims to support children’s progress towards the Early Learning Goal. These include our embedded work on the ‘Zones of Regulation’ which we refer to daily, regular Circle Times, themed days and weeks (for example Anti-bullying week), and our school wide use of the behaviour policy. In Reception we have a large focus on self-regulation and emotions and use themed books to enhance children’s understanding. Throughout the day adults in the Foundation Stage model respectful relationships, demonstrating how to react to others and their emotions and how to interact with others in a variety of situations. We regularly think about how to look after our bodies and keep safe. For example, during our ‘Magical, Marvellous, Me!’ topic, we teach about oral hygiene and diet, using books such as ‘Oliver’s Vegetables’ and ‘Handa’s Surprise’ as a platform.					
Curriculum Goals	To become an Independent Individual who can follow the class Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. 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.					
Term Specific Provision	Transition to school- Time given Introduction of the Self-Regulation Table, Behaviour Pathway and Golden Behaviours Class rules and routines World Animal Day Black History month Different types of families What makes me special? Human Body- What the body needs. Healthy Eating & Oral Hygiene, Keeping fit and the foods which fuel us!		Class rules and routines Self-Regulation Table, Behaviour Pathway and Golden Behaviours Using the Self-Regulation zone (Strategies to regulate emotions) Feeling and exploring emotions (Strategies to regulate emotions) Self-confidence Talking about own interests		Class rules and routines Self-Regulation Table, Behaviour Pathway and Golden Behaviours Zones of regulation Positive Pathways Talking about own interests Caring for pets Transition to year 1 Changes and transitions Caring for pets	
Ongoing Provision Throughout the Year	Daily Routines	Self-registration, book voting, use Choice boards during continuous provision, ‘choose it, use it, put it away’ when using resources, independently get coats on and off, change into wet weather gear/wellies, use toilets independently, wash/sanitise hands frequently, independently use the snack station during rolling snack, lunchtimes, taking shoes off for yoga, getting ready for home.				
	Rainbow Goals	Kindness, Listening and Being Respectful of our environment. Supporting children to achieve these goals allows them to be ready, safe and respectful				
	Zones of Regulation	Children will be taught about the zones of regulation, what each zone means and how to recognise what they are feeling as well as strategies which can be applied to support regulation. This should be embedded into every day life within the unit.				
	Story Time	Experience, explore and talk about positive relationships, feelings and emotions, diversity				
	Choosing Time (Continuous Provision)	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				
	Physical brain breaks	Jump Start Johnny, Go Noodle and other short dance/movement-based brain breaks. These refocus the children and also allow children to practise gross motor skills.				
	Rainbow challenges	Each week there will be a PSED based Rainbow Challenge for the children to complete.				

RIME	Physical Development (PD)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	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. Pupils will have had ample opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as in using their fine motor skills. The Physical Development curriculum is designed so that children learn how to take measured risks and enjoy being active, both inside and outside. They not only use the designated EYFS outdoor area, but also regularly the large playground at lunchtime. Our outdoor area provides opportunities to use the climbing frame, balance beams, bikes and large construction equipment which support the development and refinement of gross motor skills. Our daily brain-break and yoga sessions are very popular as well as the weekly P.E. sessions they participate in each week. Pupils are comfortable and confident when using mark marking and writing instruments, demonstrating the correct pencil grip, and show that they can use cutlery effectively during meals. Our children use their fine motor skills through many of our day-to-day activities, such as when opening paint bottles and building with the small construction, demonstrating how the development of fine motor skills are implemented through the curriculum and continuous provisions.					
Curriculum Goals	To become a Motivated Mover 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. 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.					
Term Specific Provision	<u>Real PE Unit 1- delivered in small groups, within the EYFS environment.</u> Personal cog Coordination: footwork. Static balance: one leg. Gross motor: Navigating the environment safely. Exploring our indoor and outdoor environments. Healthy eating- exploring why we need to eat and which foods give us the best sources of energy. Explore fruits and vegetables. Self-care: hygiene, toileting routines, hand washing and independence around putting coats, shoes, jumpers on.	<u>Real PE Unit 2- delivered in small groups, within the EYFS environment.</u> Social cog Dynamic balance to agility: jumping & landing. Static balance: seated. How do we look after our bodies? Talk about food exercise, oral hygiene. Review Self-care: hygiene, toileting routines, hand washing and independence around putting coats, shoes, jumpers on.	<u>Real PE Unit 3- delivered in small groups, within the EYFS environment.</u> Cognitive cog Dynamic balance on a line. Static balance: stance. What do our bodies need? Sleep routines.	<u>Real PE Unit 4- delivered in small groups, within the EYFS environment.</u> Creative cog Coordination: ball skills. Counterbalance: with a partner. Growing: What do our bodies need to grow? Link to beans. Recap healthy eating.	<u>Real PE Unit 5- delivered in small groups, within the EYFS environment.</u> Applying physical cog Coordination: sending & receiving. Agility: reaction/response. Healthy bodies and oral hygiene: linked to pets and vets-dental health.	<u>Real PE Unit 6- delivered in small groups, within the EYFS environment.</u> Health & Fitness cog Agility: Ball chasing. Static Balance: floor work. Self- care: Look at areas where children still need support and develop these areas.
Ongoing Provision Throughout the Year	Dough Disco	Regular movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each half term				
	Funky Fingers	The day begins with a range of fine motor ‘morning activities’, including threading, puzzles, name and HFW writing, play doh.				
	Large Construction & Climbing Equipment Outside	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop gross and fine motor skills.				
	Lunchtime	Hold and use a knife and fork correctly, understand about healthy eating				
	Daily Writing Opportunities	Hold a pencil effectively, develop accuracy and care when drawing and writing				
	Yoga	Daily yoga and mindfulness sessions support children’s self-regulation and allow them to be ‘ready to learn’ as well as developing strength, balance, and co-ordination				
	Pen Disco	Regular movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term, as well as supporting the crossing of the midline.				
	Choosing Time (Continuous Provision)	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				
	Name writing	Regular name writing opportunities to be provided. Begin with whiteboards/name writing boards before moving onto books when children are confident.				
	Fine Motor provision	A range of fine motor activities to be available in the environment.				
	Shared craft & modelling area	Junk Modelling with a range of materials available every day, during Choosing time. Malleable materials bench available to use during Choosing time.				
	Non-Fiction books	There are a range of high-quality texts around the provision, providing information on a range of self-care topics.				
	Visual cues	Clear visual cues and labelling to encourage independence.				
	Star Challenges	Each week there will be a PD based Rainbow Challenge for the children to complete.				

Getting to know you- Getting to know the children. Baseline assessment.

Just like me

Match and sort
Making comparisons (Compare amounts Compare size, mass and capacity)
Exploring Pattern (Make simple patterns)

Key texts:

Phase 1 – Book List

Where's My Teddy/It's The Bear - Jez Alborough
The Bear In The Cave – Michael Rosen
Peace At Last - Jill Murphy
Seaweed Soup - Stuart J Murphy
Clean Up Everybody – Stacey Sparks
Beep Beep Vroom Vroom – Stuart J Murphy
The Button Box – Margarette S Reid.
Duck In the Truck - Jez Alborough
Dear Zoo – Rod Campbell
Mr Big - Ed Vere
Naughty Bus - Jan Oke
Crash Boom – Robbie R Harris
A New House For Mouse - Petr Horacek
The Right Place for Albert - Daphne Skinner

It’s me 1, 2, 3!

Representing 1, 2, 3
Comparing 1, 2, 3
Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness)

Key texts:

Phase 2 – Book List

1 2 3 at the Zoo - Eric Carle
I'm Number One – Michael Rosen
One Bear at Bedtime – Mick Inkpen
The Little Bear and the Wish Fish – Debi Glori
Pink Tiara Cookies for Three – Maria Dismondy
Number Farm - Stephen Holmes
Circle/Triangle - Mac Barnett and Jon Klassen
The Mr Men Stories – Roger Hargreaves
Three Little Firefighters – Stuart J Murphy
Round is the Moon Cake – Roseanne Thong
Rosie’s Walk - Pat Hutchins
Mrs Wishy-Washy - Joy Cowling
Me on a Map - Joan Sweeney
Each Peach Pear Plum - Janet & Allan Ahlberg

Light and dark

Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (Shapes with 4 sides) Measurement – Time (Night and day)

Key texts:

Phase 3 – Book List

Pete the Cat and his 4 Groovy Buttons–Eric Litwin
Witches Four – Marc Brown
Kipper’s Birthday – Mick Inkpen
5 Little Fiends – Sarah Dyer
The Very Hungry Caterpillar- Eric Carle
Stella to Earth! – Simon Puttock
Square - Mac Barnett and Jon Klassen
Bear in a Square – Della Blackstone
Fox in the Dark – Alison Green
Peace at last- Jill Murphy
Kipper’s Monster – Mick Inkpen
Day Monkey, Night Monkey – Julia Donaldson
The Dark, Dark Tale – Ruth Brown
Funnybones – Janet & Allen Allberg

Alive in 5!

Introducing zero
Comparing numbers to 5
Composition of 4 and 5
Compare mass (2)
Compare capacity (2)

Key texts:

None the Number - Oliver Jeffers
Zero is the Leaves on the Tree – Betsy Franco
A Squash and a Squeeze – Julia Donaldson
Room on the Broom – Julia Donaldson
I Spy Numbers – Jean Marzello
Who Sank the Boat – Pamela Allen
Balancing Act – Ellen Stoll Walsh
A Beach for Albert – Eleanor May
Anno’s Counting book – Mitsumasa Anno
The Ugly Five – Julia Donaldson
The Blue Balloon – Mick Inkpen

Growing 6, 7, 8

6, 7 and 8
Making pairs
Combining 2 groups
Length and height
Time

Key texts:

Phase 5 – Book List

Six Dinner Sid – Inga Moore
Kipper’s Toybox – Mick Inkpen
Sidney the Silly Only Eats Six – M W Penn
Anno’s Counting Book – Mitsumasa Anno
What the Ladybird Heard – Julia Donaldson
Simon’s Sock – Sue Hendra
Pairs! In the Garden – Smriti Prasadam-Halls
The Giraffe who got a Knot – John Bush
Titch – Pat Hutchins
Tall – Jez Alborough
Jack and the Beanstalk – Traditional
Jim and the Beanstalk – Raymond Briggs
Mr Wolf’s Week – Colin Hawkins
Jasper’s Beanstalk - Nick Butterworth

Building 9 and 10

9 and 10 Comparing numbers to 10
Bonds to 10
3D shape
Pattern (2)

Key texts:

Phase 6 – Book List

How do Dinosaurs Count to 10? - Yolen & Teague
One Gorilla – Atsuko Morozumi
Mouse Count - Ellen Stoll Walsh
Nine Naughty Kittens – Linda Jenny
Feast for 10 - Cathryn Falwell
Cockatoos – Quentin Blake
Mr Magnolia – Quentin Blake
Ten Black Dots – Donald Crews
The Napping House – Audrey Wood & Don Wood
Engines Engines –L Bruce & S Waterhouse
Mouse Shapes – Ellen Stoll Walsh
Changes Changes – Pat Hutchins
Pattern Bugs – Trudy Harris
Busy Busy Busy – Haneul Ddang
Pattern Fish – Trudy Harris

Consolidation: assess and consolidate areas for development.

To 20 and beyond

Building numbers beyond 10
Counting patterns beyond 10
Spatial reasoning (1)

Key texts:

Phase 7 – Book List

Jack The Builder – Stuart J Murphy
One Moose, 20 Mice – Stella Blackstone
One to 10 and Back Again – Nick Sharratt
A Dozen Ducklings Lost and Found – Harriet Ziefert
Which is Round? Which is Bigger? – Mineko Marmada
1 is a Snail, 10 is a Crab – April Sayre & Jeff Sayre
1 is One – Tasha Tudor
The Real Princess – Brenda Williams
10 on a Train – John O’Leary
20 Big Trucks in the Middle of the Street – Mark Lee
Snail Trail: A Journey Through Modern Art – Jo Saxton
Which One Doesn’t Belong – Christopher Danielson

First, then, now

Adding more
Taking away
Spatial reasoning (2)

Key texts:

Phase 8 – Book List

Mouse Count – Ellen Stoll Walsh
Mr Gumpy’s Outing – John Burningham
Rosie’s Zoo – Allie Busby
One Ted Falls Out of Bed – Julia Donaldson
Quack and Count – Keith Baker
My Granny Went to Market - Stella Blackstone
Tad – Benji Davis
The Shopping Basket – John Burningham
Monster Math – Anne Miranda
Elevator Magic – Stuart J Murphy
Grandpa’s Quilt – Betsy Franco
Jack and the Flumflum Tree – Julia Donaldson
Pezzettino – Neo Lionni

Find my pattern

Doubling
Sharing and grouping
Even and odd
Spatial reasoning (3)

Key texts:

Phase 9 – Book List

This is the Story of Alison Hubble - Allan Ahlberg
Two of Everything – Lilly Hong
Double Dave – Sue Hendra
Double the Ducks – Stuart J Murphy
The Doorbell Rang – Pat Hutchins
The Gingerbread Man - Traditional
Bean Thirteen - Matthew McElligott
One Hungry Cat – Joanne Rocklin
Ness the Nurse – Nick Sharratt
One Odd Day – Doris Fisher
Pete the Cat and the Missing Cupcakes – K & J Dean
Underwater Counting – Jerry Pallotta
What the Ladybird Heard - Julia Donaldson
Rosie’s Walk – Pat Hutchins
Mr Gumpy’s Motor Car – John Burningham

On the move

Deepening understanding Patterns and relationships Spatial reasoning (4)

Key texts:

Phase 10 – Book List

Mr Gumpy’s Outing – John Burningham
Billy’s Bucket – Kes Gray
Mr Archimede’s Bath – Pamela Allen
Who Sank the Boat – Pamela Allen
How Many Legs – Kes Gray
Pattern Bugs & Pattern Fish - Trudy Harris
The Secret Path – Nick Butterworth
Me on the Map – Joan Sweeney
Little Red Riding Hood – Traditional
If I Built a House – Chris Van Dusen
Once Upon a Time Map Book – B.G. Hennessy
In Every House on Every Street – Jess Hitchman

Ongoing Provision Throughout the Year	Choosing Time (Continuous Provision)	Practise taught skills, use and apply taught skills in real-life situations, use the ‘message centre’ to create secret symbols/passcodes to make things happen, read passcodes left by story characters, complete puzzles, “What can you see, how do you see it?” Use mathematical language to explain ideas during play Access to a range of high quality maths resources
	Daily routines	Daily routines Self-registration (10-frames), calendar, visual timetable, book voting,
	Story/song time	Read stories and sing songs which relate to the maths learning. Eg. Six Dinner Sid, 5 Current Buns etc
	Star Challenges	Each week there will be a maths based Rainbow Challenge for the children to complete.
Vocabulary	Number - Number and place value	Count, order/ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than (fewer)
	Addition and subtraction	Add, plus, altogether, total, take away/ minus, number bonds, part, whole, digit.
	Multiplication and division	Double, half, twice as many, equal, unequal, share, group, odd, even.
	Measurement (Measure and Length)	Measure, wide(er), narrow(er), compare, long(er)(est), short(er)(est), length
	Measurement (Height, Weight and Capacity)	tall(er)(est)/short(er)(est), weight, capacity, heavy, light, heavier than, lighter than, heaviest, lightest, big/bigger/biggest, full/empty, more than, less than, half/half full
	Measurement (Time)	Minutes, hour, week, day, evening, afternoon, tomorrow, morning, tomorrow, yesterday, today, next, first, after, before, later, earlier, slower, quicker, time
	Geometry – Properties of Shape	Flat, straight, curved, spheres, cone, cubes, cuboids, 3d shapes, characteristics, triangle, circle, square, rectangle, 2d shapes
	Geometry – Position and direction	On top of, patterns, repeat, order, beneath, behind, next to, into, on, through, around, beneath, over, under

SPECIFIC	Understanding the World (UW)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!		The Enchanted Forest		Jaws, Paws & Claws	
Educational Programme	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 (Online and in person visits) to meeting important members of society such as police officers, vets 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.					
Curriculum Goals	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. To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why our world is special, have an awareness of other people’s cultures and beliefs.					
Term Specific Provision	-Exploring Autumn- weather, animals, plants, senses. -Look at key places in the school -Celebrations- Harvest, -RE: The Emmanuel Project Creation 1: Why is the word ‘God’ so important to Christians? Including an encounter with ‘A Muslim story: Muhammad and the Ants’	-Seasonal changes- Autumn to winter -The 5 senses- children to explore each of the 5 senses, practically. -Celebrations- Bonfire Night, Remembrance Day, Diwali, Advent, Christmas -RE: The Emmanuel Project Incarnation 1: Why do Christians perform nativity plays at Christmas? Including an encounter with ‘A Muslim whispering Allah in a baby’s ear’	-Exploring Winter- weather, animals, plants, senses. -Woodland animals and their habitats (linked to The Gruffalo) -Different habitats and terrains/landscapes- Linked to Explore different settings in the book and what these places are like. (Eg. River, snowstorm, cave) -(Linked to Literacy) Bears- habitats, animal profiles, diets, where in the world? -Chinese New Year- Chinese food tasting, WOW day, explore festival/culture, where is China?	-Exploring Spring- weather, animals, plants, senses, new life. Seasonal changes- winter to spring. -Plants- planting seeds, how do they change as they grow? -Children become involved in the maintenance of the garden. Growing, looking after, changes in nature etc. How does the garden change from Spring into Summer? -Celebrations- Mother’s Day, Easter Internet Safety:	-Seasonal changes- spring to summer -Pets/companion animals- how to look after pets, what they need to stay healthy, their babies -Farm Animals- where they live, their babies, their care, their jobs -Vets and other jobs working with animals -Minibeasts- minibeast hunts and exploration led by the children to learn about the minibeasts in our outdoor area -RE: The Emmanuel Project	-Exploring Summer- weather, animals, plants, senses. -Summer holidays comparison of seaside holidays, past and present -Sea creatures and Rockpools -Safari/Jungle Animals -Animal habitats around the world- Comparing places eg. Polar regions and the rainforest/jungle, Under the sea and space etc -Recycling, looking after the world

				make comparisons- food, clothes, celebration etc -Toys- comparing toys now and then -RE: The Emmanuel Project Salvation 2: How can we help others when they need it? Including an encounter with ‘A Sikh story: Har Gobind and the 52 Princes’	2 planned lessons using the story ‘Smartie the Penguin’. Explore simple dilemmas the children may face when using technology. -RE: The Emmanuel Project Salvation 1: Why do Christians put a cross in an Easter garden? Including an encounter with ‘A Buddhist story: The Monkey King’	Incarnation 2: What makes every single person unique and precious? Including an encounter with ‘Hindus celebrating at Raksha Bandhan’	-World environment day- -World ocean day- -RE: The Emmanuel Project Creation 2: How can we care for our wonderful world? Including an encounter with ‘Tu be Shevat: the Jewish ‘Birthday of Trees’’
Ongoing Provision Throughout the Year		Choosing Time (Continuous Provision)	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				
		Rhyme Time/Story time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				
		Rainbow challenges	Each week there will be a UW based Rainbow Challenge for the children to complete.				
Key vocabulary linked to NC subjects (including but not limited to)	RE	God, Jesus, Nativity, Christmas, Lent, Easter, Cross, Allah, Muslim, Jewish, Hindu, Buddhist, Raksha Bandhan, Sikh, Har Gobind					
	Science	Transition (environment) Our bodies Tier 1: Head, shoulders, elbows, (various other body parts), healthy, exercise, sweaty, hot, thirsty, heart, fast Tier 2: diet dehydrated Plants Tier1: Seeds leaves, stem, roots, petal, light, soil, water, grow Animals (woodland/pets/ farm/sea/Jungle/birds) Tier1: food, land, sea, air(how they look/features) Tier2: Habitat Materials Tier1: Hard, soft, bendy, natural, wood, plastic, paper, metal, water, hard, soft, smooth, fluffy, rough, solid Weather Tier1: Sun, rain, cloud, wind, snow, ice, lightening, thunder, wet, dry, cold, hot Seasons Tier1: Spring, autumn, winter, summer					
	Geography	Near, above, towards, across, under, underneath, along, down, opposite, around, outside, over, from, behind, inside, below, through, Daily, sleet, Weather, Temperature, Rain, Sunshine, Thunderstorm, Lightning, Cloud, Cold, Hot, Snow, rainbows, drizzle, storm, warm, cool, showers, gale, blizzard, fog, sun, wind, hail, frost, thunder Seasons – Autumn, Winter, Spring, Summer					
	History	Before, after, calendar, clue, day, event, future, grandparent, great grandparent, growth, job, King, later, life, lifetime, lives, long ago, memory, month, new, now, old, parent, past, people, person, past, present, Queen, recent, remember, role, today, tomorrow, week, what? who? where? Yesterday.					
	Computing	computer control electronic game home instruction keyboard mouse cursor school screen smartphone tablet technology touch use click enter internet link offline online password search select view web page website					

SPECIFIC	Expressive Arts & Design (EAD)						
Term	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Magical, Marvellous, Me!			The Enchanted Forest		Jaws, Paws & Claws	
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	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. 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.						
Term Specific Provision	Rhythm and Voice- build a repertoire of songs and dances which is added to throughout the year. -Explore a range of songs with actions. -Explore pulse within a range of songs, using a range of instruments. -Identify a range of percussion instruments.	Rhythm and Voice- -Christmas performance. -Understand rhythm -Use percussion instruments - Listen to and continue rhythms. -Respond to music, sharing opinions and ideas. -Sing with others, following words and timings. -Creatively explore music which represents fireworks.	-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 Children should have opportunities in CP to consolidate and refine	-Paint -wax resist -Observational paintings -Explore patterns in art -Print -3D shapes -Junk model -flanges and hinges -Weaving Children should have opportunities in CP to consolidate and refine previously taught skills and techniques independently.	Design and Technology Project - Build an animal mask - -Make an animal mask		Art -Self portrait (What would I like to be when I’m older?)

		<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 a mixture of materials -join with tape/glue and embellish</p> <p>Children should have opportunities in CP to consolidate and refine previously taught skills and techniques independently.</p> <p>Junk Modelling with a range of materials available at all times</p> <p><u>Focus artists:</u> Giuseppe Arcimboldo (healthy eating fruit face) Jackson Pollock (Fireworks) John Dyer (fireworks), Piet Mondrian (primary colours, shapes Maths- Light & Dark) Wassily Kandinsky (circle paintings, Maths- It’s Me! 123)</p>	<p>previously taught skills and techniques independently.</p> <p>Junk Modelling with a range of materials available at all times</p> <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 - Collage – stick</p> <p>Junk Modelling with a range of materials available at all times</p> <p>Focus artists: Pablo Picasso (Self-portrait faces) Georges Seurat (pointillism- Linked to fine motor)</p>	<p>Junk Modelling with a range of materials available at all times</p> <p><u>Focus artists</u> – Frida Kahlo (Flower crowns & spring flowers)</p>		
Ongoing Provision Throughout the Year	Choosing Time (Continuous Provision)	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Rhyme Time	Sing a range of songs/nursery rhymes, understand the structure of stories				
	Regular Draw-a-longs	Develop line drawing skills as well as developing children’s following of instructions				
	Shared craft & modelling area	Junk Modelling with a range of materials available every day, during Choosing time. Malleable materials bench available to use during Choosing time.				
	Rainbow challenges	Each week there will be an EAD based Rainbow Challenge for the children to complete.				
Key vocabulary linked to NC subjects (including but not limited to)	Art	Line: Straight, Curve, Long, Short, Bold, Faint, Sharp, Thin, Thick Tone: Light, Dark, Shadow, Reflected, Solid, Bright Colour: Mix, Mixed, Bright Composition: Background, Foreground, Design Shape: Pointed, Sharp, Straight, Square, Round, Size, Solid Texture: Rough, Smooth, Hard, Soft, Dry, Wet, Shiny, Bumpy, Silky Pattern: Repeat, Simple, Stripes, zig zag, dot/dotted Genre Specific: Image, Portrait, Landscape, Drawing, Painting, Sculpture/ modelling, Artist 3d work: Roll Pinch Press Cut Dry Wet Moist Knead Printing: stamp, press				
	DT	Design: ideas Sketch Design Choices Explore Survey Make: Build Shaping Record Balance Construct Evaluate: Like, Dislike Technical Knowledge: Pattern, Shape, Join				

		Cooking and Nutrition: Ingredient, Healthy Eating, Hygienic, Recipe
	Music	Song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, compose, dance, move, perform, style