

# Meanwood CE Primary School

## EYFS Long Term Overview 2026-2027



| Area of Learning                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                                                                                                                                                                                                                      |
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| Characteristic of effective learning        | Belonging, engaging                                                                                                                                                                                                                                                                                                                                            | Exploring                                                                                                                                                                                                                                                                                  | Investigating                                                                                                                                                                                                                                                                                            | Persevering, resilience                                                                                                                                                                                                                                                                                          | Questioning, connecting                                                                                                                                                                                                                                                               | Applying, creating                                                                                                                                                                                                                                                                                                                            |
| Experience provided/Breadth/visits/visitors | Parents invited into class<br><br>Trip to Church - Christian infant baptism                                                                                                                                                                                                                                                                                    | Walks in Meanwood Park exploring habitats, trees, wildlife, mini-beast hunts + seasons.<br>Theatre visit - pantomime<br>Nativity performance<br><br>NSPCC Speak out, stay safe                                                                                                             | Moor Allerton Library Trip                                                                                                                                                                                                                                                                               | Moor Allerton Library Trip - Author week<br><br>World Book Day<br><br>Stickman hunt<br><br>Visitors: dentist, teddy bear hospital, nurse                                                                                                                                                                         | Hesketh Farm                                                                                                                                                                                                                                                                          | Train ride from Burley Park to Leeds                                                                                                                                                                                                                                                                                                          |
| Topic Titles                                | I am Special!<br><br><u>Understanding the World Focus</u> (people, culture and communities): <i>Family, friends, culture, experiences, preferences, development, family events, skills and knowledge.</i>                                                                                                                                                      | Meanwood Park in Autumn<br><br><u>Understanding the World Focus</u> (the natural world): <i>place, immediate environment, weather/seasons, maps, British animals.</i>                                                                                                                      | Plastic Pollution in our Oceans<br><br><u>Understanding the World Focus</u> (The natural world): <i>looking after the natural world</i>                                                                                                                                                                  | Keeping Safe and Healthy<br><br><u>Personal, Social and Emotional Development + Physical Development Focus</u> : <i>diet, physical activity, personal hygiene, tooth brushing, sleep, mental health, keeping safe outdoors(road safety + fire safety, keeping safe on electronic devices)</i>                    | British Farms<br><br><u>Understanding the World Focus</u> (people, culture and communities + the natural world): <i>Focus: seasonal change, living things, British animals, contrasting environments</i>                                                                              | Holidays<br><br><u>Understanding the World Focus</u> (The natural world): <i>holidays, place, travel, transport.</i>                                                                                                                                                                                                                          |
| Expected outcomes Reception                 | Children know that we are all different and unique and can describe this. Children can share the names of the people in their family (relationships). Children can talk about similar features they have to their family members. Children can talk about what makes their family unique. Children can explain how they have changed from being a baby to now. | Children will describe what they see, hear and feel whilst outside. Children can name and describe some British insects and animals found in Meanwood Park. Comment upon plants and animals they have seen whilst outside. Understand the effect of changing seasons on the natural world. | Treasure maps<br>Plastic pollution<br><br>Children will explore the natural world around them. Children will talk about how we care for the natural world. Children will draw pictures of the natural world. Children will recognise that some environments are different to the one in which they live. | Children will know and talk about the different factors that support their overall health and well-being. Children will explain the importance of the different aspects of a healthy lifestyle. Children will develop good personal hygiene. Children will know how to travel safely in their local environment. | Children will understand the need to respect and care for the natural environment and all living things (including chick eggs). Children talk about similarities and differences between places they have visited. Children can describe what they see, hear and feel whilst outside. | Children can describe what they see, hear and feel whilst outside. Children will describe contrasting locations between life in this country and in other countries. Children will recognise that some environments are different to the one in which they live (both local, national and abroad). Children can name specific features of the |

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|                                   | Children can talk about how their lives have changed since their parents were children.<br>Children can order pictures on timeline in chronological order.                | Children talk about the habitats in Meanwood Park.<br>Children can look at aerial views of the school and recognise buildings, park, roads and other simple features.<br>Children draw simple maps of their immediate environment - including school, café, car park, play park, trees and beck. |                                                                                                                                                                                                                                                        | Children will know and describe people who are familiar to them (dentist + nurse).                                                                                                                  | Children can recognise some environments that are different to the one in which they live.<br>Children can understand the effect of changing seasons on the natural world around them.<br>Children can name and describe some British animals.                                                                                                                                         | natural world, both natural and man-made.<br>Children will observe natural processes e.g. a boat floating on water.<br>Landscape<br>Transport                                                          |
| <b>Communication and Language</b> | Understand how to listen carefully and why listening is important.<br>Engage in story times.<br>Holiday boxes, stepping out a story, using new vocabulary from books read | Ask questions to find out more and to check they understand what has been said to them.<br>Develop social phrases (How are you?)<br>Engage in story times.<br>Engage in non-fiction books.<br>Engage in show and tell - half term theme<br>Key dates: Bonfire Night, Christmas.                  | Articulate their ideas and thoughts in well-formed sentences.<br>Connect one idea or action to another using a range of connectives.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Describe events in some detail.<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Importance of a healthy lifestyle. | Listen to and talk about stories to build familiarity and understanding.<br>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>Arrival of chick and duck eggs - growth and change. | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br>Use new vocabulary in different contexts.<br>Holiday experiences. |
| <b>Introductory Vocabulary</b>    | Unique                                                                                                                                                                    | Seasons                                                                                                                                                                                                                                                                                          | Pollution                                                                                                                                                                                                                                              | Healthy                                                                                                                                                                                             | Grow/Nurture                                                                                                                                                                                                                                                                                                                                                                           | Tourist                                                                                                                                                                                                |
| <b>Show and Tell</b>              | Holiday Box (C+L baseline)                                                                                                                                                | Autumn Treasures                                                                                                                                                                                                                                                                                 | Things my family and I do to help our planet                                                                                                                                                                                                           | Things my family and I do that keep me safe and healthy                                                                                                                                             | Things I love about spring                                                                                                                                                                                                                                                                                                                                                             | My favourite journey                                                                                                                                                                                   |
| <b>Restorative Practice</b>       | Continuity Circles                                                                                                                                                        | Relational Circles                                                                                                                                                                                                                                                                               | Relational Circles                                                                                                                                                                                                                                     | Relational Circles                                                                                                                                                                                  | Relational Circles                                                                                                                                                                                                                                                                                                                                                                     | Continuity Circles                                                                                                                                                                                     |
|                                   | Learns new vocabulary vocabulary in different contexts<br>Uses new vocabulary during the day                                                                              | Listen carefully to rhymes and songs, paying attention to how they sound.<br>Learn rhymes, poems, and songs.                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                        | Use new                                                                                                                                                                                                |

| Role play                                     | Home Corner                                                                                                                                                                                                                                                                                                                                                                                         | Camping<br>Christmas scene                                                                                                                                                                                                  | Under the sea (dress up<br>and submarine/pirate ship)                                                                                                                                                                                                                                           | Hospital                                                                                                                                                                                                                                                                                | Farm Shop<br>Café                                                                                                                                                                                                                     | Ice-cream van and<br>seaside                                                                                                                                                                                                |
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| Personal, Social,<br>Emotional<br>Development | <b>Pol-Ed Relationships</b><br>Passport Lesson<br><br><b>RSE school network Relationships</b><br>Passport Lesson                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                             | <b>Pol-Ed Keeping safe</b><br>Passport lesson<br><br><b>Pol-Ed Wellbeing</b><br>Passport lesson                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         | <b>Pol-Ed Understanding the law</b><br>4 lessons<br>Passport lesson<br><br><b>Pol-Ed Passport lesson</b>                                                                                                                              |                                                                                                                                                                                                                             |
| Physical<br>Development                       | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene<br><br>Complete PE: Ball Skills: Hands 1                                                                                                                                                                                                                             | Confidently and safely use a range of large and small apparatus inside and outside, alone and in a group.<br><br>Complete PE: Dance: Ourselves                                                                              | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Begin to control a ball using hands.<br><br>Complete PE: Gymnastics: High, Low, Over, Under                                            | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.<br><br>Complete PE: Locomotion: Jumping 1 | Develop the foundations of a handwriting style which is fast, accurate and efficient.<br><br>Complete PE: Ball Skills: Feet 1                                                                                                         | Develop overall body strength, balance, co-ordination and agility<br><br>Develop throwing and catching skills<br><br>Sports Day practice<br><br>Complete PE: Ball Skills : Hands 2                                          |
|                                               | Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.<br>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br>Develop overall body-strength, balance, co-ordination and agility. |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                             |
| Gross motor skills<br>specific focus          | Dance: explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters<br><br>Develop core strength (tummy -crawling, crawling                                                                                                      | Gymnastics: create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work. | Ball skills -using hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner<br><br>Lifting and carrying up and down slopes on uneven surfaces, lifting heavier items in groups<br><br>Obstacle courses to encompass the skills above | Locomotion: explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.<br><br>skipping                                         | Ball Skills: explore moving with a ball using feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.<br><br>Running, negotiating speed, changing direction, ramps. | Ball Skills: explore the different ways of throwing, rolling and stopping a ball. Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.<br><br>Running: sprinting |

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|                                         | on all fours), Balance, balance on one leg, spatial awareness, negotiating speed, crawling, using steps, climbing, pushing and pulling, construction, stacking, spinning, jumping, hopping.<br><br>Obstacle courses to encompass the above skills.                                                           | Lifting, carrying, construction, stacking, using steps, skipping, jumping, hopping.<br><br>Obstacle courses to encompass the skills above                                                           |                                                                                                                                                                                                                                                 | spinning, sliding, tilt, bounce (space hoppers and trampoline), balance at height. Obstacle courses to encompass the skills above                                                               | skipping<br><br>Obstacle courses to encompass the skills above                                                                                                               | Balance, agility and co-ordination (egg race)<br><br>Jumping (sack races)<br><br>Wheelbarrow race (team work)<br><br>Obstacle courses to encompass the skills above                                                                             |
| <b>Fine motor skills specific focus</b> | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br><br>Develop the foundations of a handwriting style which is fast, accurate and efficient. |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                              |                                                                                                                                                                                                                                                 |
| <b>Writing</b>                          | Write recognisable letters taught so far, most of which are correctly formed.                                                                                                                                                                                                                                | Write recognisable letters, most of which are correctly formed.<br><br>Write dictated lists, captions and labels.                                                                                   | Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br><br>Write dictated lists, captions and labels.                                                                                               | Spell words by identifying the sounds and then writing the sound with letter/s.<br>Write dictated lists, captions and labels.<br><br>Writing simple phrases and sentences using sentence stems. | Spell words by identifying the sounds and then writing the sound with letter/s.<br>Write simple phrases and sentences with words with known GPCs that can be read by others. | Writing simple phrases and sentences using a capital letter, finger spaces and full stops that can be read by others.<br><br>Re-read what they have written to check that it makes sense.<br><br>Form lower-case and capital letters correctly. |
| <b>Handwriting</b>                      | <u>Penpals Term 1</u><br>1. Dots<br>2. Straight lines and crosses<br>3. Circles<br>4. Waves<br>5. Loops and bridges<br>6. Joined straight lines<br>7. Angled patterns                                                                                                                                        | <u>Penpals Term 1</u><br>8. Eights<br>9. Spirals<br>10. Left-to-right orientation<br>11. Mix of patterns<br>12. Review of patterns<br><br>Term 2.<br>13. Introducing long-legged giraffe letters: l | <u>Penpals Term 2</u><br>15. Practising long-legged giraffe letters: u, t<br>16. Practising long-legged giraffe letters: i.<br>17. Practising all the long-legged giraffe letters: l, i, t, u, i.<br>18. Introducing one-armed robot letters: r | <u>Penpals Term 2</u><br>21. Practising one-armed robot letters: k, p<br>22. Practising all the one-armed robot letters: r, b, n, h, m, k, p<br>23. Practising all the long-legged giraffe and  | <u>Penpals Term 3</u><br>26. Practising curly caterpillar letters: a, d<br>27. Practising curly caterpillar letters: o, s<br>28. Practising curly caterpillar letters: g, q  | <u>Penpals Term 3</u><br>31. Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters<br>32. Introducing zig-zag monster letters: z<br>33. Practising zig-zag                                                      |

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|                                                     |                                                                                                                                    | 14. Practising long-legged giraffe letters: l, i                                                                                                                                                                                                                                                                                                 | 19. Practising one-armed robot letters: b, n<br>20. Practising one-armed robot letters: h,                                                                                                                                                              | one-armed robot letters<br>24. Reviewing all the long-legged giraffe and one-armed robot letters<br><br><u>Term 3</u><br>25. Introducing curly caterpillar letters:                                                                                         | 29. Practising curly caterpillar letters: e, f<br>30. Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e.                                                                                          | monster letters: v, w, x<br>34. Practising all the zig-zag monster letters: z, v, w, x<br>35. Practising all the curly caterpillar and zig-zag monster letters<br>36. Reviewing all the curly caterpillar and zig-zag monster letter |
| <b>Phonics (FFT: Success for All) Transcription</b> | Success For All Phonics: steps 1-3                                                                                                 | Success For All Phonics: Steps 4-9                                                                                                                                                                                                                                                                                                               | Success For All Phonics: steps 9-13                                                                                                                                                                                                                     | Success For All Phonics Steps 14-19                                                                                                                                                                                                                         | Success For All Phonics: steps 20-26                                                                                                                                                                                 | Success For All Phonics: steps 27-32 plus consolidation                                                                                                                                                                              |
| <b>Handwriting (Transcription)</b>                  | Develop pencil control and correct pencil grip. Practise foundational patterns and begin to form letters taught through phonics.   | Develop accurate letter formation and begin to spell simple words using known GPCs.                                                                                                                                                                                                                                                              | Develop fluent and accurate formation of taught letters. Spell simple CVC words by identifying and representing sounds.                                                                                                                                 | Develop accurate formation and spelling. Write dictated words, labels and captions.                                                                                                                                                                         | Consolidate letter formation and spelling using known GPCs. Write dictated words, captions and simple phrases.                                                                                                       | Consolidate all letter families and develop a fluent, accurate and efficient handwriting style. Spell words using known GPCs and write dictated words, captions and simple sentences.                                                |
| <b>Reading</b>                                      | Read individual letters by saying the sounds for them.<br><br>Read words consistent with their phonic knowledge by sound-blending. | Blend sounds into words, so that they can read short words made up of known GPCs.<br><br>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.<br><br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><br>Anticipate - where appropriate - key events in stories. | Anticipate - where appropriate - key events in stories.<br><br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.                               |

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|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | and their understanding and enjoyment.                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Rhyme Time</b>                                                  | Five Little Ducks<br>Wind the Bobbin Up<br>Five Currant Buns<br>Jack and Jill<br><br>Alphabet Chant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I'm a Little Teapot<br>Twinkle Twinkle<br>Nativity songs<br><br>Alphabet Chant                                                                                                                                                                                                                                                                 | If You're Happy and you<br>Know it<br>Head, Shoulders, Knees<br>and Toes<br>Incy Wincy Spider<br><br>Alphabet chant                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Baa Baa Black Sheep<br>Once I Caught a Fish<br>Alive<br>Miss Polly Had a<br>Dolly<br><br>Alphabet chant                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The Hokey Cokey<br>Big Bear Funk<br>Ring o' Roses<br><br>Alphabet chant                                                                                                                                                                                                                 | The Wheels on the<br>Bus<br>The Grand Old Duke<br>of York<br>Recap favourite rhymes<br>from the year<br><br>Alphabet chant                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Literacy<br/>(recommended<br/>fiction and non-<br/>fiction)</b> | <u>Literacy Texts</u><br>The Colour Monster Starts<br>School (F)<br>The Very Noisy House (F)<br>Goldilocks and the Three<br>Bears (F)<br>Elmer (F)<br>The Gruffalo Granny (F)<br><br><u>Topic texts</u><br>My Family Your Family (NF)<br>The Big Book of Families<br>(NF)<br>What Makes Us Unique (F)<br>Once There Were Giants (F)<br>Chair Baby Bear (F)<br>All are Welcome Here (NF)<br><br><u>Story time books</u><br><i>As We Grow - Libby<br/>Waldeh</i><br><i>*All are Welcome Here</i><br><i>*An ABC of Families by<br/>Paulina Morgan</i><br><i>*Family and Me by<br/>Michaela Dias-Hayes</i> | <u>Literacy Texts</u><br>Tidy (F)<br>Fox in the Dark (F)<br>Owl Babies (F)<br>The Leaf Thief (F)<br>Follow the Swallow -<br>Julia Donaldson (F)<br><br><u>Topic texts</u><br>A Tale of Two<br>Feathers' (F)<br>Tidy (F)<br><br><u>Story time books</u><br><i>Because of an Acorn -<br/>Lola M. Schaefer</i><br><i>(lifecycles, ecosystems)</i> | <u>Literacy Texts</u><br>The Night Pirates (F)<br>Fidgety Fish (F)<br>The Life of a Little<br>Plastic Bottle (NF)<br>The Rainbow Fish (F)<br>The Singing Mermaid (F)<br>The Snail and the Whale<br>(F)<br>The Storm Whale (F)<br>Ducks Overboard (F)<br><br><u>Topic texts</u><br>Somebody Swallowed<br>Stanley (F)<br>The Big Book of the Blue<br>(NF)<br>A Planet Full of Plastic<br>(NF)<br>What a waste (NF)<br>Clean up - Dapo Adelo<br>(NF)<br><br><u>Story time books</u><br><i>Recycling Day - What<br/>Happens to Things We<br/>Throw Away - Polly Faber<br/>and Klas Fahlen</i> | <u>Literacy Texts</u><br>Goldilocks Eat Your<br>Greens (F)<br>The Smeds and The<br>Smooos (F) - Author<br>Week<br>Zog (F)<br>The Hospital Dog (F)<br>Supertato (F)<br><br><u>Topic texts</u><br>Oliver's Vegetables (F)<br>The Burpee Bears (F)<br>Dance With Oti (F)<br>Wash Your Hands Mr<br>Panda (F)<br>Whiffy Wilson the<br>Wolf Who Wouldn't<br>Wash (F)<br>The Children's Book<br>of Healthy Eating<br>(NF)<br>Why Should I Brush<br>My Teeth? (NF)<br>Learn About Road<br>Safety (NF)<br><br><u>Story time books</u><br><i>The Hospital Dog -<br/>Julia Donaldson</i> | <u>Literacy Texts</u><br>Jack and the<br>Beanstalk<br>The Little Red Hen<br>(F)<br>Farmer Duck (F)<br><br><u>Topic texts</u><br>Tad - Benji Davies<br>(Life cycles)<br>A Year on Adam's<br>Farm - Adam Henson<br><br><u>Story time books</u><br><i>On the Farm - Axel<br/>Scheffler</i> | <u>Literacy Texts</u><br>The Lighthouse<br>Keeper's Lunch (F)<br>The Lighthouse<br>Keeper's Picnic<br>Sally and the Limpet<br>(F)<br>Sam Who Went to<br>Sea (F)<br><br><u>Topic texts</u><br>Sally and the Limpet<br>(F)<br>Wow Look What<br>Vehicles can do! (NF)<br>The Boy Who<br>Travelled the World<br>(F)<br>Billy's Bucket (F)<br><br><u>Story time books</u><br><i>Nimesh the<br/>Adventurer - Ranjit<br/>Singh</i><br><i>Coming to<br/>England (EYFS picture<br/>book edition) - Floella<br/>Benjamin (migration,<br/>travel, family)</i> |
| <b>Maths</b>                                                       | WRM<br>Matching (steps 1-6)<br><br>Measure and patterns<br>(steps 1-5)<br><br>NCETM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TIW4 <b>Subitise</b> to 4<br><br>TI W5 <b>Comparison</b><br>2 sets of objects<br>More than<br>Less than                                                                                                                                                                                                                                        | T2W12 <b>Counting,<br/>ordinality and<br/>cardinality</b><br>stable order position<br>ordinal numbers<br><br>T2W13 <b>Composition</b><br>of 5                                                                                                                                                                                                                                                                                                                                                                                                                                             | T2W18<br><b>Composition</b><br>partitioning 7<br><br>T2W19<br><b>Composition</b> of<br>numbers to 10<br>Double facts                                                                                                                                                                                                                                                                                                                                                                                                                                                          | T3W24<br><b>Composition</b><br>of 6 and 9 using 5<br>and a bit structure<br>10 composed of 2<br>parts<br><br>T3W25 <b>Comparison</b>                                                                                                                                                    | WRM Circles and<br>triangles, 4 sided<br>shapes<br><br>WRM to 20 and<br>beyond<br><br>WRM 3D shapes                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                                | <p>TIW1 <b>Subitising</b> to 3</p> <p>TIW2 <b>Counting, cardinality and ordinality</b> up to 5</p> <p>TIW3 <b>Composition</b> of 3 and 4</p>                                                                                                                                                            | <p>TI W6 <b>Counting, cardinality and ordinality</b><br/>How many altogether</p> <p>TIW7 <b>Comparison</b><br/>Equal/ unequal sets</p> <p>TI W8 <b>Composition</b><br/>wholes and parts</p> <p>TIW9 <b>Composition</b><br/>of 3,4 and 5<br/>Part-part-whole</p> <p>TI W10 <b>Counting, ordinality and cardinality</b><br/>Abstract counting<br/>Numerals</p> <p>T2W11 <b>perceptual subitising</b></p>          | <p>Partitioning 5</p> <p>T2W14 <b>Composition</b><br/>Exploring 6 and 7</p> <p>T2W15 <b>Comparison</b><br/>More than<br/>Fewer than<br/>Equal number</p> <p>T2W16 <b>Counting, ordinality and cardinality</b><br/>Counting beyond 20<br/>1 more/1 less<br/>relationship of numbers to 10</p> <p>T2W17 <b>Comparison</b><br/>Ordinality up to 8</p>                                                               | <p>T2W20 <b>Composition</b><br/>Doubles<br/>Odd/even numbers</p> <p>T3W21 <b>Cardinality, ordinality and counting</b><br/>Counting on from different numbers</p> <p>T3W22 <b>Subitising</b><br/>subitise 6<br/>Subitise doubles on a 10 frame</p> <p>T3W23 <b>Composition</b><br/>5 and a bit</p>                                                                                                                                                                 | <p>Ordinality numbers up to 10</p> <p>ELG review and assess (2 weeks)<br/>Must start with T3W26</p>                                                                                                                                                                                                                           | <p>WRM How many now?</p> <p>WRM sharing and grouping</p>                                                                                                                                                                                                    |
| <b>Understanding the World</b> | <p>Talk about members of their immediate family and community.<br/>Name and describe people who are familiar to them.</p> <p>Exploring our own lives to demonstrate change and passage of time.</p> <p>We have a Birthday assembly for every child to celebrate the passage of time in their lives.</p> | <p>Explore the natural world around them.<br/>Understand the effect of changing seasons on the natural world around them.<br/>Recognise that people have different beliefs and celebrate special times in different ways.<br/>Draw information from a simple map.<br/>Explore:<br/>Autumnal changes<br/>Explore the local park<br/>Local habitats<br/>Animals and hibernation<br/>British Wildlife<br/>Maps</p> | <p>Recognise some environments that are different to the one in which they live.</p> <p>Identify animals that live in the sea and oceans.<br/>Know some key features of marine animal groups (fish, mammals, reptiles, invertebrates and crustaceans).<br/>Know what causes pollution in our oceans.<br/>Know why it's important to reuse and recycle plastic.<br/>Know how we can reduce plastic pollution.</p> | <p>Explore the natural world around them.</p> <p>Name fruits and vegetables and explain the difference between them.<br/>Food and drink give us energy to grow.<br/>Eating the right balance of food is important from the food groups.<br/>The importance of exercise and the effects on the body.<br/>Daily habits: washing hands, keeping clean, bathing, wearing clean clothes, getting enough sleep and brushing your teeth twice a day for two minutes.</p> | <p>Recognise some environments that are different to the one in which they live.</p> <p>Learn: What a farm is; the jobs of crop and livestock farmers; naming farm animals and their offspring; how to match farm animals to their young; what vehicles that can be found on a farm; some produce that we get from a farm</p> | <p>Link passage of time to the changes in the seasons<br/>What do we wear in the different seasons?<br/>Holidays - staying safe in the sun</p> <p>Modes of transport used to travel to various locations.</p> <p>Comparing trains from past to present.</p> |





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|                       | <i>Sing a Rainbow by Peggy Lee</i><br><i>Happy Birthday by Stevie Wonder</i><br><i>Our House by Madness</i>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                | <i>Horn Concerto No.4: Third Movement-Rondo by Mozart</i><br><br>Performing: (Introduction of tuned percussion)<br><i>Rock-a-bye Baby D</i><br><i>Twinkle Twinkle D</i> | <i>Frog's Legs and Dragon's Teeth by Bellowhead</i><br><i>Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral</i><br><i>Singing in the Rain performed by Gene Kelly</i><br><br>Performing:<br><i>Old Macdonald G</i><br><i>Incy Wincy Spider D</i><br><i>Row Row Row Your Boat C</i><br><i>Baa Baa Black Sheep C</i><br><i>Wheels on The Bus C</i> | <i>My Promise by Earth, Wind and Fire</i><br><i>Superstition by Stevie Wonder</i><br><i>Pick Up The Pieces by Average White Band</i><br><br>Performing:<br><i>Big Bear Funk D+C</i>                                                                                                    | <i>ET Flying Theme by John Williams</i><br><br>Performing:<br><i>Revise existing</i>                                                                                                 |
|                       | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Explore and engage in music making and dance, performing in small groups and class ensemble.                             |                                                                                                                                                                                                                                                                |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                      |
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| RE                    | Thematic unit:<br>Being special: where do I belong?                                                                                                                                                                                                                                                                  | Incarnation (core):<br>Why do Christians perform Nativity plays at Christmas?                                                                                                                                                                                  | God/Creation (core):<br>What things did God create?                                                                                                                     | Salvation (core):<br>Why do Christians eat hot cross buns?                                                                                                                                                                                                                                                                                                        | Thematic unit<br>Which stories are special and why?                                                                                                                                                                                                                                    | Thematic unit<br>Which places are special and why?                                                                                                                                   |
|                       | Understand that some places are special to members of their community.<br>Recognise that people have different beliefs and celebrate special ties in different ways.<br>Comment on images of familiar situations in the past.                                                                                        |                                                                                                                                                                                                                                                                |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                      |
| Cooking Opportunities | Exploring the texture, taste and smell of different fruits.<br><br>Identify foods they like/dislike - Making Pizza.<br><br>Preparing fruit, peeling fruit and cutting bananas.<br><br><u>Cooking Skills:</u> Use the bridge hold to cut soft foods using a table knife. Peeling fruit.                               | Kapow: Cooking and nutrition - Soup<br>-Fantastic fruits and vegetables<br>-Pumpkin soup<br>-Designing soup<br>-Fine motor skills<br>-Making soup<br>-Designing soup packaging<br><br>Know some special foods that are eaten on special occasions (Christmas). |                                                                                                                                                                         | Vegetable/fruit kebabs<br>- bridge hold.<br>-fruit smoothies                                                                                                                                                                                                                                                                                                      | Planting potatoes to grow and then eat.<br><br>Potato salad - clean potatoes, halve and slice spring onions.<br><br><u>Cooking Skills:</u> Food preparation understanding some foods need to be washed.<br><br>Consumer awareness - know which animals or plants some food comes from. | Spread margarine using a table knife and select fillings to make a variety of sandwiches for a picnic.<br><br>Cooking Skills: Food preparation.<br><br>Halve/Quarter the sandwiches. |
|                       | Children peel their own fruit at first play.<br>Use cutlery to eat their lunch.<br>Understand that food that has been dropped on the floor, touched with dirty hands should not be eaten.<br>Understand what we need to do when getting ready to cook: tie long hair back, wash and dry hands, put on a clean apron. |                                                                                                                                                                                                                                                                |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                      |

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|  | Take part in simple cleaning up tasks after cooking. |
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