



**St Francis Xavier Catholic Primary Long-Term Plan 2025/26**

FS1 Aims and Objectives	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
	Myself and My World.	Falling From the Sky	Once upon a time	Walk on the wild side	Land Before Time	Blue Planet
Know, do and understand	Throughout this topic, children will share what they know about themselves and their families. They will compare what makes them similar and different to their friends. Following this we will explore transport and the different ways we can travel around the world, exploring different countries, occupations and people who help us.	Children will know the seasons of Autumn and Winter. They will observe the changes in the environment and explore the different natural materials that occur throughout these seasons. They will learn about and create habitats and Understand why some animals hibernate.	Children will explore a variety of traditional tales. Throughout this topic we will develop imagination and storytelling ability. We will take part in first hand experiences baking, planting, and crafting to instil a love of reading.	Children will learn all about all of the wonderful creatures that inhabit our world. Begging with looking at bee's and their important job pollinating the plants then moving onto the bigger creatures and the habitats in which they lives. We will then explore the impact of our lifestyles, looking at deforestation and pollution.	Children will be inspired to join in and use language to describe and identify dinosaurs. They will do this through investigating fossils and footprints. They will investigate what dinosaurs ate and develop understanding of past and present times.	Children will enter this topic as pirates exploring the sea. Discovering the wonders of our oceans, including the coral kingdom, layers of the ocean and the animals that live there before discovering the damage that plastic pollution is causing to them.
Key Dates: Festivals/Events	Baseline	Remembrance Day- 11 <sup>th</sup> November Anti bullying week- 10 <sup>th</sup> November- 14 <sup>th</sup> November Winter Fayre Nativity Black History Month	Chinese New Year- 29 <sup>th</sup> January- 12 <sup>th</sup> February National storytelling week	World book day- 5 <sup>th</sup> March. British science week-6 <sup>th</sup> - 16 <sup>th</sup> March. Holi festival- 4 <sup>th</sup> March. Mother's Day Holy week Easter	Mental health awareness week- 12 <sup>th</sup> - 18 <sup>th</sup> May	Sports Day Father's Day
WOW moments/	-Visit from transport workers -Walk around the local area -Train spotting from the school field.	-Remembrance Service -Hibernation Shelter Building -Winter Fayre Enterprise Week -Nativity -Making pumpkin soup	-Cooking and baking. -Police visit -Chinese New Year party. Eating Chinese food, making crafts and learning about the holiday. -PJ day. Children to come to school in their PJ's and bring their favourite book and teddy to promote a love of reading in school.	-Petting zoo visit to school -Hatching Chicks -Planting and growing -Cooking	-Dinosaur dig -Making fossils -Mystery egg hatching	-Pirate Day -Boat Building

<b>Parental Engagement</b>	-Home visits -Meet the teacher -Parental engagement session. -Class Dojo/School Website	-Parental engagement session. -Class Dojo/School Website -Nativity -Christmas Fayre	-Parental engagement session. -Class Dojo/School Website	-Parental engagement session. -Class Dojo/School Website	-Parental engagement session. -Class Dojo/School Website	-Parental engagement session. -Class Dojo/School Website -Sports Day -School Report -Nursery Graduation
<b>Key Vocabulary:</b> Tier 1: Everyday language (nouns, verbs and adjectives) Tier 2: High frequency words that build meaning. Tier 3: Low frequency (topic specific and new to children)	Tier 1: family, mum, dad, brother, sister, pet, home, school, car, bus, train, shop, world, myself, name, surname. Tier 2: Aeroplane, air Steward, pilot, driver, ticket, village, town, city, Doncaster, Balby, passport, travel, Tier 3: Country, explore, journey travel holiday passenger ticket, land air water, transport, postcard, globe, map.	Tier 1: pumpkin, bear, owl, bear, hedgehog, cold, wind, rain, snow, leaves, tree, sleep. Tier 2: Brown, red, orange, fall/falling, autumn, winter, shelter, nature, ice, frozen/freeze, change/changing. Tier 3: hibernation, habitat, weather, spiky, crunchy, rustle, gravity, evergreen, Deciduous trees, nocturnal, gravity	Tier 1: pig, sticks, straw, bricks, wolf, gingerbread man, fox, run, beanstalk, cook, giant, good, bad. Tier 2: castle, harp, spell, magic, author, illustrator, beginning, middle, end, character, dragon, tower, spell, witch, wizard, golden. Tier 3: roots, stem, leaves, flower, potion, evil, wicked, fairy-tale, police, postman, stranger, safe stranger.	<b>Tier 1:</b> bee, jungle, animals, bugs, flower, tree, mud, tall, big, small, green, leaves, dark, wet, chop. <b>Tier 2:</b> monkey, lion, tiger, elephant, sloth, butterfly, bee, frog, tadpole, froglet, snake, orangutang, egg, hatch, grow, change, insect, shelter. <b>Tier 3:</b> vines, waterfall, shrub, rainforest, layer, forest floor, understory, canopy, layer, emergent layer, lifecycle, pollenate, pollination, nectar, deforestation, habitat, protect.	Tier 1: Dinosaur, bones, old, time, wings, teeth, footprint, big, scary, head, body, legs, tail, nose, eyes, baby Tier 2: Skeleton, volcano, erupt, hunt, catch, scales, rough, smooth, feather, hatch, egg. Diet, food, plants, meat. Tier 3: fossil ferocious tyrannosaurus rex triceratops brachiosaurus pterodactyl stegosaurus, palaeontologist, extinct, diet	Tier 1: Sea, sand, shell, fish, pirate, boat, water, waves, rocks. Tier 2: Ocean, turtle, crab, octopus, shark, dolphin, diver, ship, pirate ship, jellyfishes, deep, float, sink, treasure, plastic. Tier 3: Coral, shipwreck, oyster, scuba diver, lighthouse, pollution, recycle, sunlight twilight midnight abyss trenches zones, deep, shallow, reuse, recycle, reduce.
<b>Inquiry Questions</b>	Who lives in your house? Who is in your family? Where do you live? What job do you want when you grow up? Why are you special? How can you travel? Where is your favourite place? How can we travel the world?	Why do leaves fall from trees? Do all trees lose their leaves? What is hibernation? How/why do animals hibernate? Who is Nocturnal? What changes can you observe from Autumn to Winter?	What is your favourite fairy tale? Who is your favourite character and why? Where has Gingerbread man gone? What is at the top of the beanstalk? Who lives in the castle? Who could help us in this story?	How does the jungle grow? What are the layers of the jungle? Why are bees important? What is deforestation?	When did the dinosaurs roam the Earth? What was the world like when Dinosaurs were alive? What happened to the dinosaurs? What is a volcano? How are fossils made and why are they important? Are all Dinosaurs the same? What do Dinosaurs eat?	What is in the deep blue sea? How deep is the sea? How are we harming the ocean? What is the life cycle of a turtle? How can we reduce our plastic pollution? What are the layers of the ocean? What is coral and why is it important? How do Pirates travel the ocean?
<b>Key Texts</b>	What I like about me We all go travelling by The magic train ride	Fletcher and the Falling Leaves Bear snores on Pumpkin soup	Gingerbread Man Jack and the beanstalk 3Little pigs	Bees are our friends Monkey Puzzle There's a Rang-tan in my bedroom	The girl and the dinosaur, Here we go digging for dinosaur bones,	The Pirates are coming, The coral kingdom Theres a hole in the bottom of the sea,

		Stick Man			Mad about dinosaurs If I had a Dinosaur	Somebody swallowed Stanley.
Prime Areas Communication and Language	<p><b>Listening, Attention and Understanding</b> Learning to pay attention, listen, and follow in directed activities and begin to answer questions linked to activities. Developing the ability to tune into sounds and listen to and remember them. We will explore environmental and instrumental sounds. Build a repertoire of songs and rhymes through sharing children's preferred rhymes and new rhymes learnt in sessions.</p> <p><b>Speaking</b> Begin to talk about environmental and instrumental sounds they can hear. Can learn and say new vocabulary with support from adults. Start to develop conversations with members of staff and children. Talking about their family and interest. Will join in with parts of songs and rhymes they are learning. Supported to scaffold one-word answers into short spoken sentences in play and directed activities</p>	<p><b>Listening, Attention and Understanding</b> Begin to listen, understand, remember and use new vocabulary linked to the topic and may use this when answering questions. Begin to understand and answer why and how questions with support. Continue to build a repertoire of songs and rhymes. Listen to, remember, and recall, and talk about body percussion, Rhythm and rhyme.</p> <p><b>Speaking</b> Developing communication skills through learning new vocabulary linked to our topic. Begin to talk about what they can see and their experiences with support to scaffold full sentences in play and direct learning time. Joins in singing rhymes they know and continue to build a repertoire of new songs.</p>	<p><b>Listening, Attention and Understanding</b> Enjoy listening to longer stories and can remember much of what happens— recalling what happens at the beginning, middle and end. Understanding and following two-step instructions through activities linked to our topic. Continue to build ability and confidence in answering how and why questions. Continue to build a repertoire of songs and rhymes. Use listening skills to understand and identify alliteration. learn how to hear and say the initial sounds in words.</p> <p><b>Speaking</b> Using vocabulary, they have learnt to talk about stories and join in with repeated refrains. Using sentence starters to share their knowledge and opinions and predict what could happen next. Begin to speak in sentences when answering questions and in play. Continue to sing rhymes and songs with increasing independence</p>	<p><b>Listening, Attention and Understanding</b> Understands How and why questions and begins to learn how to ask these questions to acquire more knowledge about a topic. Understands a question or instruction that has two parts. Enjoys and engages in story times by asking and answering questions and begins to understand that we can use non-fiction books to find out facts. Continue build a repertoire of songs and rhymes. Listen to, understand, remember and use new vocabulary related to the topic. Continue to develop listening skills to orally blend cvc words. Revisit rhyming focusing on continuing a rhyming string. Use listening skills to orally blend cvc words through sessions and play.</p> <p><b>Speaking</b> Begin to use longer sentences when speaking and supported to use 'and' and 'because' through questioning. Learn, understand and use new topic-related vocabulary and can use spoken sentences to share their knowledge.</p>	<p><b>Listening, Attention and Understanding</b> Enjoys and engages in story times and topics by asking and answering questions, including how and why, to gain knowledge. Listen to new vocabulary taught and understand it using it correctly in context and play. Continue to build a repertoire of songs and rhymes they can recall and sing with increasing independence. Continue to develop listening skills in listening to and saying sounds, blending cvc words and segmenting listening and identifying beginning, middle and end sounds</p> <p><b>Speaking</b> Uses a wider range of vocabulary they have learnt through topic and stories. Is able to talk about what they know, points of view and preferences using words and actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk in a range of play situations. Understands and uses topic-related vocabulary correctly. Developing confidence in asking and answering questions and continued to be supported using 'and' and 'because' when speaking. Express their thoughts and feelings.</p>	<p><b>Listening, Attention and Understanding</b> Listening, Attention and Understanding Understands that listening is important and can use these skills to obtain new topic information. Enjoys and has favourite songs and rhymes that they choose to sing and can sing them independently. Can remember and recall information from stories they have read/listened to. Continue to develop listening skills to hear, say and identify sounds and continue developing oral blending and segmenting skills.</p> <p><b>Speaking</b> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk in a range of play situations. Understands and uses topic-related vocabulary correctly. Developing confidence in asking and answering questions and continued to be supported using 'and' and 'because' when speaking. Express their thoughts and feelings.</p>

				Communicating with friends in play to continue/extend scenarios. Beginning to recognise and say set one sounds.	recognise and say set one sounds.	
<b>Personal, Social and Emotional Development (PSED)</b>	<p><b>Self-Regulation</b> Becoming more confident in the EYFS setting. Making relationships with staff and peers to allow children to settle themselves at school. Children will learn to follow routines and expectations set in class.</p> <p><b>Managing self</b> Children will become more familiar with adults and peers in the setting and build confidence to communicate with them. Children will learn where the toilets are in the setting and will use them with increasing confidence. Children will learn classroom expectations for their behaviour</p> <p><b>Building Relationships</b> Children will meet their new peers and learn their names. They may form special friendship with children. Staff will model how to play and interact with other children. Children will share information about their special relationships when</p>	<p><b>Self-Regulation</b> Children will learn the different emotions and will be able to identify how they feel. With guidance from staff, they will learn how to regulate themselves. Children are supported to maintain attention through directed.</p> <p><b>Managing self</b> Children will be able to follow rules and routines. They will be encouraged to be independent in putting their coats on.</p> <p><b>Building Relationships</b> Children will develop appropriate ways of being assertive. And learn how to solve conflicts with support from adults in the setting. Staff will continue to model sharing and model how taking can resolve conflicts.</p>	<p><b>Self-Regulation</b> With continued support from staff children will learn sharing and taking turns and can regulate their emotions when their needs are instantly met. Children will understand the difference between good choices and bad choices and how they can make others feel.</p> <p><b>Managing self</b> Make healthy choices about food, drink, activity and toothbrushing. Children will be able to take part in cooking and baking activities. Showing good hygiene practices and turn taking</p> <p><b>Building Relationships</b> Children will be encouraged to play together in groups and respond to and continue play from what their peers say. They will begin to show thoughts to how others may be feeling.</p>	<p><b>Self-Regulation</b> Children will begin to understand that their behaviour affects others and will make smart choices on how they behave and treat their friends.</p> <p><b>Managing self</b> Children will become more willing to try new food. They will be able to use utensils when eating. will understand good practices regarding animal care. Handling animals with care and consideration and showing good hygiene practices.</p> <p><b>Building Relationships</b> Children will continue to learn about others feeling and how their actions may affect them. They will learn how to comfort others and resolve situations.</p>	<p><b>Self-Regulation</b> Children will begin to use self-regulation strategies taught and modelled by staff throughout the year independently.</p> <p><b>Managing self</b> Children will remember rules and routines without the support of adults. They will be able to care for themselves and their belonging through good hygiene practices, hanging up their belongings and dressing themselves.</p> <p><b>Building Relationships</b> Children will communicate more openly with their peers and teachers about their thoughts, interests, family and life and will openly communicate about them.</p>	<p><b>Self-Regulation</b> Children can sit and stay focused throughout short carpet sessions. They understand that they can ask and answer questions about what they are learning and have developed to confidence to do so.</p> <p><b>Managing self</b> They have developed a sense of community in their class and can explore different communities they are part of throughout their RSE session.</p> <p><b>Building Relationships</b> Children will continue to develop the ability to solve conflict through communication. They will empathise with their friends and comfort them if they are distressed. Children will share independently, without the support from adults</p>

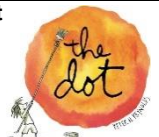





	<p>talking about their families.</p>					
<p><b>Physical development</b></p>	<p><b>Gross Motor Skills -</b> Learning to sit correctly on the carpet. Learning to line up and walk around school sensibly in a line. .Build control of their whole body through continual practice of large movements (walking, running, jumping and climbing). Enjoy moving around the outside and inside of the Early Years setting. Use large-muscle movements to paint, construct and make marks. Fit themselves into spaces, like tunnels, dens and large boxes, and move.</p> <p><b>Fine Motor Skills.</b> Use a range of different resources and tools to build and construct. Begin to learn how to safely use tools to make change. - Explore different materials and tools. .Begin to zip own coat up with some support. Begin to eat and drink independently. Develop a dominant hand. Begin to mark make actions up-down and side-side in different media.</p>	<p><b>Gross Motor Skills -</b> Clap and stamp to music Beginning to use, remember and sequences patterns of movements which are related to music and rhythm. (Nativity) Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Experiment with different ways of moving. Hopping, skipping, jumping and balancing. - Moving to match the music they are listening to. -Use large-muscle movements to paint, construct and make marks</p> <p><b>Fine Motor Skills</b> Use a range of different natural resources and tools to build and construct with purpose. . Begin to learn methods to use scissors. - Learning to weave. Can put their own coat on independently and zip/ button it up without support. Has a dominant hand and is beginning to hold pencil correctly. Focus on mark making actions, wiggle, circle, arch.</p>	<p><b>Gross Motor Skills</b> To move in different ways, running, climbing, jumping. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p><b>Fine Motor Skills -</b> Developing skills to make change. E.g. using a hole puncher, cutting with scissors, folding and shaping. Uses mark making materials comfortably in a dominant hand. Developing fine motor skills thought cooking and baking. -Begin writing letters from their name. Focus on mark making actions inwards and outwards swirls begin to use mark making actions to draw and create pictures.</p>	<p><b>Gross Motor Skills</b> Collaborate with others to manage large items, through den building. Start taking part in some group activities which they make up for themselves, or in teams. Using a combination of gross motor and fine motor skills for gardening, food preparation and cooking.</p> <p><b>Fine Motor Skills -</b> Increasing independence in caring for themselves. Opening packets and peeking fruit. Clipping on their own tie and zipping up their own jackets. - Drawing with control and purpose and begging letter formation. <b>Using fine motor skills and tools linked to cooking and food preparation safely and with control.</b> <b>-Revisit mark making actions from wiggle as your squiggle continue using the actions to draw pictures.</b></p>	<p><b>Gross Motor Skills</b> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. To use the balancing equipment to practise climbing, balancing and jumping. Play running, and catching games linked to Dinosaur topic.</p> <p><b>Fine Motor Skills</b> developing fine motor skills through modelling and sewing activities. - Learning new skills, they can use their scissors for e.g., fringing. - Become more independent in caring for and using their resources. E.g. learning to sharpen pencils. Peel and fold tape, fold paper to make booklets -Use marks to draw pictures that have resemblance and begin practising letter formations following letter families.</p>	<p><b>Gross Motor Skills</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width Develop understanding and ability to take part in athletic activities for sports day.</p> <p><b>Fine Motor Skills</b> Able to use tools to make changes to difference material. -Able to use joining materials. - Learning to tie knots in strings, ribbons and materials. - Forming some letters correctly when writing. -Continue to use marks to draw pictures that have resemblance and continue practising letter formations following letter families.</p>
<p><b>Specific Areas Literacy</b></p>	<p><b>Comprehension</b> Learn and join in with Nursery Rhymes. Learn</p>	<p><b>Comprehension</b> Can take meaning from pictures and talk about</p>	<p><b>Comprehension -</b> Understands the different parts of a story</p>	<p><b>Comprehension -</b> Understands that we can learn information from</p>	<p><b>Comprehension</b> Children will learn and use new vocabulary</p>	<p><b>Comprehension</b> Children will begin to read CVC words and</p>

	<p>and recall refrains from rhyming stories.</p> <p><b>Word Reading</b> . Recognising and reading logos that they see in the world around them. Practice recognising their name when written in print with the help of individual icons. Children will look and recognise/read familiar logos e.g. McDonald's and Asda.</p> <p><b>Writing</b> Give meanings to the marks they make on paper when supported/ questions by an adult. Develop a preference for a dominant hand. Mark marks using up-down and side to side actions.</p>	<p>what they can see. Begin to answer simple questions about class text. Children will be making/matching rhymes.</p> <p><b>Word Reading</b> Practise recognising their name in print (no icons). When looking at books can identify the print and understand that it has meaning (tells a story). Can talk about what they can see happening in pictures.</p> <p><b>Writing</b> Enjoys drawing freely throughout areas of provision and direct learning time. Can share the meaning of the marks they have made in their drawings. Mark making using circles, wiggles and arches.</p>	<p>and can talk about what happens at the beginning, middle and end. Can use pictures to retell they story. Can use their knowledge of books to predict what could happen next</p> <p><b>Word Reading</b> Understand that print can have meanings and purposes. Through looking at instructions/recipes for cooking, a books to tell stories. Can use pictures to help them retell/read a story.</p> <p><b>Writing</b> Uses a correct/comfortable grip when they are using mark making tools. Begin to draw with increasing complexity Begin writing the letters in their name. Mark making using inward and outwards swirls and using actions taught so far to draw pictures.</p>	<p>books. To talk about and retell a range of familiar stories. Listen to a story and comment on the events. To retell stories in their own way e.g. pictures, story maps, acting.</p> <p><b>Word Reading</b> Begin to recognise and read some letter sounds. Can use pictures in books to retell stories. Can identify initial sounds in words.</p> <p><b>Writing</b> Begin to learn and practice lower case letter formation. Following letter families. Attempt to write their name so it can be recognised. Continue to use mark making actions to draw recognisable pictures. Can confidently talk to others about the marks they make when drawing/writing. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page;</p>	<p>about dinosaurs from books. -They will understand and use book to learn new information about dinosaurs. -They will understand that they can research and read / watch information online to learn more about dinosaurs. (with the support of adults).</p> <p><b>Word Reading</b> Recognise and read some of the set one sounds. Clap the syllables in a word. Some children will begin to read CVC words.</p> <p><b>Writing</b> Write some or all of their name. Continue learning letter formation following letter families. Use phonics knowledge to write missing sounds.</p>	<p>match what they have read to pictures . Children will ask and answer questions about what they read.</p> <p><b>Word Reading</b> Recognise and read set 1 sounds. Practice reading CVC words independently and with support.</p> <p><b>Writing</b> Independently write their name. Write some letters when mark making and giving them a meaning e.g. 'm' for mummy. Continue using phonics knowledge to write missing sounds. Some children may begin writing CVC words.</p>
Phonics	In Autum 1 Nursery will begin their phonics journey looking at environmental and instrumental sounds.	Phonics In A2 Nursery will look at Body percussions, rhythm and rhyme.	In Spring 1 Nursery will explore alliteration and voice sounds. Nursery develop their listening skills, listening for initial sounds. And revisit rhymes looking at	In spring 2 Nursery will focus on oral blending cvc words. They will revisit looking at hearing and saying initial sounds and some will begin to hear and say end and middle sounds.	In summer 1 some/most children in Nursery will begin learning set 1 sounds RWI. They will continue to develop oral blending and segmenting skills. Some	In summer 2 children in Nursery will continue to learn set 1 sounds. They will continue to develop oral blending and segmenting skills and will begin to read and spell CVC words

			continuing rhyming strings.		children will begin to read CVC words	
All adults in EYFS will	<ul style="list-style-type: none"> <li>• Think out loud, modelling new language for children</li> <li>• Pay close attention to what the children say</li> <li>• Rephrase and extend what the children say</li> <li>• Validate the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary</li> <li>• Ask closed and open questions</li> <li>• Answer the children's questions</li> <li>• Explain why things happen</li> <li>• Deliberately connect current and past events ('Do you remember when...?')</li> <li>• Provide models of accurate grammar</li> <li>• Extend children's vocabulary and explaining new words</li> <li>• Connect one idea or action to another</li> <li>• Help children to articulate ideas in well-formed sentences.</li> </ul>					
Maths	<p><b>Number</b> Children will have a number of the week. They will explore the value of the number through different activities and resources. They will become familiar with the numeral and the amount linked to it. This half term they will look at 0,1 &amp;2.</p> <p><b>Numerical Patterns</b> Children will learn their daily routine at school and their expectations. To recognise colours. And to group objects according to their colour. Take part in finger rhymes with numbers and react to changes of amount in a group of up to three items.</p>	<p><b>Number</b> Children will have a number of the week. They will explore the value of the number through different activities and resources. They will become familiar with the numeral and the amount linked to it. This half term they will look at 3,4&amp;5. Children will look at touch counting a group of up to 5 objects. They will get better at understanding the number they stop on if the total amount</p> <p><b>Numerical Patterns</b> Children will learn the names of the different 2D shapes and will explore how they can be used to make pictures, where they can be found in the environment and will get better and categorising objects into different shapes. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Children will look at copying patterns with units of 2. Children will explore positional</p>	<p><b>Number</b> Children will revisit touch counting to find an amount with a focus on Experiment with marks to represent the amount. Children will look at more and fewer and be able to identify which group has more and which has fewer. Children will get better at matching numerals to quantities up to the amount of 5.</p> <p><b>Numerical Patterns</b> Children will explore size and language of size. They will explore different ways they can measure it. They will get better and ordering by size. Children will explore weight looking at heavy and light. They will look at different ways we can measure weight and why it is important through baking. Children will also explore capacity, full half full, empty</p>	<p><b>Number</b> Children will learn about numbers up to ten. They will practise reciting them, counting the amount and recognising the numerals. Children will get better and subitising amounts to 3. Some children may subites to 5. Through this they will revisit matching numerals to amounts. Children will Solve real world mathematical problems with numbers up to 5</p> <p><b>Numerical Patterns</b> Children will revisit pattern. They will look at patterns of units up to 3 and get better at continuing them and learn how to create their own repeating pattern. Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind'. They will also revisit positional language. Children will revisit 2D shapes and learn about their properties and be introduced to more 2D shapes</p>	<p><b>Number</b> Children will look at amounts and be able to identify if they have more, fewer or the same. They will get better at explaining how they know. Children will get better at writing their numerals to 5 through different counting and subitising games. Children will understand that anything can be counted and get better at counting and recording actions using number. Children will explore the concept of adding and understand that you can add two groups together to get a new total with numbers up to 5. (some children may go beyond 5). Children will explore the concept of adding and understand that you can add two groups together to get a new total with numbers up to 5. (some children may go beyond 5).</p> <p><b>Numerical Patterns</b> Children will learn to order numbers to 5. Some children may go beyond 5. Children will use resources and games to explore the concepts of odd and even.</p>	<p><b>Number</b> Children will learn that doubling means two lots of the same amount. They will use resources to practise and learn this concept. Children will learn that you can play number to play games. They will get better at using dice, subitising and counting actions and objects to play maths games</p> <p><b>Numerical Patterns</b> Children will learn to recognise coins. They will learn to identify and name the coins. They will understand what coins are used for. Children will learn the names of 3D shapes. They will understand why 3D and 2D shapes are different. They will look for 3D shapes in the environment and use them to construct. Children will revisit pattern with a focus on identifying and correcting errors in patterns. Children will revisit ordering numbers and learn how to find one more and one less than a given number. Some children to five and some beyond. Children will revisit</p>

		language. Getting better at using it to describe what they can see and to move and object to that position.				measurement. They will look at different ways they can measure length record their finding. They will also revisit weight and capacity and get better at ordering objects in size and weight.
Understanding the World	<p><b>Past and Present</b> Children will look at photos of themselves and their friends and compare how they have changed and grown over time.</p> <p><b>People, Culture and Communities</b> Explore themselves and their families comparing them with children in our class and children around the world. Explore their immediate environment and learn about their local environment. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>The Natural World</b> Explore their local environment. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Past and Present</b> We will look at special events and celebrations. Looking at Remembrance Day, birthdays and Christmas</p> <p><b>People, Culture and Communities</b> Children will explore Diwali and understand that is a special celebration for some people. Children will take part in the Nativity and understand that advent is an important celebration in their community. Taking part in mass' and school advent celebrations</p> <p><b>The Natural World</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties when looking at building hibernation shelters. Understand the key features an animal looking at hibernation. Understand they key features of plants through looking at ever</p>	<p><b>Past and Present</b> Children will learn how traditional tales and fables were used in the past to teach children lessons.</p> <p><b>People, Culture and Communities</b> Through the topic of traditional tales' children will look at safe and unsafe. Throughout this they will look at different occupations in people that can help us. Looking at police officers and what they do. Children will continue developing positive attitudes about the differences between people through looking at communities who have different religious beliefs.</p> <p><b>The Natural World</b> Plant seeds and care for growing plants as they plant and grow Jacks beanstalk. They will learn and name the different parts of a plant and why they are important. Children will explore their senses looking at smell, taste,</p>	<p><b>Past and Present</b> Children will look at how farming has changed over time. Comparing and contrasting the tools, equipment and recipes used from past to present.</p> <p><b>People, Culture and Communities</b> Children will become immersed in farming culture and will learn about scarecrow festivals, harvest festivals, and farm shows such as the great Yorkshire show.</p> <p><b>The Natural world</b> Children will explore planting, growing, harvesting and cooking/eating. Children will have hands on experiences with animals and observe how they grow and change through looking at animal life cycles and what animals need to be alive/survive.</p>	<p><b>Past and Present</b> In the topic children will learn about dinosaurs Through the use of pictures, videos and experiences they will be able to talk about what they see, using a wide vocabulary They will use hands-on exploration of natural materials and experiments to explore what it was like when the dinosaurs were alive and explore why the dinosaurs became extinct. Children will explore fossils and how they were made.</p> <p><b>People, Culture and Communities</b> Children will explore Pentecost and why it is important to their community. Explore and talk about different forces they can feel through them RE lessons looking at the holy spirit</p> <p><b>The Natural World</b> Through their dinosaur topic children will look at why dinosaurs became extinct and explore volcanoes they will talk about the different materials and create and erupt their own volcano.</p>	<p><b>Past and Present</b> Children will look at pirates and how the navigated the big blue sea. They will compare and talk about boats/ship in the past to the present. They will explore the forces they feel before designing a boat that floats in a boat building activity session. Children will Begin to understand the need to respect and care for the natural environment and all living things. Through looking at the impact of plastic pollution in the oceans.</p> <p><b>People, Culture and Communities</b> Children will explore the concept of community through their RSE lessons. They will look at what people are doing to help the environment. All about the differences between materials and changes they notice when exploring plastic pollution</p> <p><b>The Natural World</b> Begin to understand the need to respect and care for the natural environment and all</p>

		green trees and deciduous trees. Explore and talk about different forces they can feel when exploring why leaves fall off trees. Talk about the differences between materials and changes they notice in Autumn and winter.	texture and sound in a sensory garden.		Begin to understand the need to respect and care for the natural environment and all living things. They will look at what dinosaurs needed to survive including their diets. They will also learn about how fossils are made.	living things through looking at plastic pollution and its impact of oceanic wildlife. Children will learn about the ocean and the animals that live there. They will look at the life cycles of sea turtles and how plastic pollution is harming them.
<b>Expressive Arts and Design</b>	<p><b>Creating with Materials</b> Children will be provided with different materials to construct and build houses, trains and cars. Children will learn the names of colours and explore colour mixing. Children will have opportunities to develop art and design skills through different crafting activities planned around the myself and my world topic. When exploring environmental, instrumental and body percussion sounds children will Use drawing to represent i movement and noises</p> <p><b>Being Imaginative and Expressive</b> Children will explore the small world and role play and begin to develop stories using available resources. Children will be supported to Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a</p>	<p><b>Creating with Materials</b> Develop their own ideas and then decide which materials to use to express them. When designing and creating hibernation shelters. Join different materials and explore different textures through creating artwork using natural/ autumnal resources. Children will learn how to weave and explore the different materials they can weave.</p> <p><b>Being Imaginative and Expressive</b> When learning and preparing for our Nativity children will Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. They will Take part in simple pretend play, using an object to represent something else even though they are not</p>	<p><b>Creating with Materials</b> Children will explore different materials freely, to develop their ideas about how to use them and what to make. They will Develop their own ideas and then decide which materials to use to express them. Through activities linked to our traditional tales' topic, building 3 pigs houses, exploring the materials, baking and creating castles. Create closed shapes with continuous lines and begin to use these shapes to represent objects when drawing characters and settings from our topic books.</p> <p><b>Being Imaginative and Expressive</b> Children will watch adults and take part in acting out traditional tales stories. Children will use available resources to Make imaginative and complex 'small worlds and settings to retell the traditional tales' stories</p>	<p><b>Creating with materials</b> Join different materials and explore different textures and animal patterns. When creating animal inspired artwork with natural materials. Draw with increasing complexity and detail, such as representing a face with a circle and including details. When drawing and painting the different plants, insects and animals on the farm.</p> <p><b>Being Imaginative and Expressive</b> Children will listen to and explore music inspired by the rainforest and explore different ways they can move to it. Taking inspiration from the different jungle animals. Children will have opportunities to Play instruments with increasing control to express their feelings and ideas. Using instruments to creating jungle and animals sounds. Children will role play a jungle rescue</p>	<p><b>Creating with materials</b> Draw with increasing complexity and detail, such as representing a face with a circle and including details When drawing different dinosaurs and settings from our stories. Children will create art in different forms inspired by fossils. Looking at printing, sewing and modelling.</p> <p><b>Being Imaginative and Expressive</b> Children will work to Create their own songs or improvise a song around one they know about dinosaurs. Children will listen to the sounds of volcanoes and dinosaurs and respond to what they have heard, expressing their thoughts and feelings. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p><b>Creating with materials</b> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. When creating pictures about plastic pollution. Children will explore who plastic and other recyclable materials can be recycled and turned into something new through crafting. Children will take part in a boat building activity. Session to see which team can build the best boat. Children will have prior knowledge exploring which materials will work best in water and can draw upon prior learn on how to join different materials together. Children will revisit colour and colour mixing when looking at the coral reef and will learn what is primary and what is secondary colours.</p> <p><b>Being Imaginative and Expressive</b> Children will use instruments to play</p>

	<p>park. When learning environmental, instrumental and body percussion sounds children will Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Children will explore and experience playing musical instruments and practice Playing instruments with increasing control. Children will be provided with opportunities to create these own songs using instruments and body percussion. Children will learn a Nursery Rhyme of the week to build a repertoire of songs they can sing.</p>	<p>similar. They will role play different roles in our harvest vegetable role play provision and begin to develop complex stories</p>	<p>they have learnt. Children will continue to build their repertoire of songs and rhymes</p>	<p>centre and begin to develop complex stories when playing with their friends.</p>		<p>instruments with increasing control to express their feelings and ideas about the deep blue. Children will listen to different music and explore different ways to move like pirate and different sea creatures. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>
Artist	<p><b>Books: The Dot</b></p>  <p><b>Artist: Kadinsky</b></p> 	<p><b>Books: The world of Eric Carle</b></p>  <p><b>Artist : Eric Carle</b></p> 	<p><b>Books: The day the crayons quit.</b></p>  <p><b>Artist: Jackson Pollock</b></p> 			
RE	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
RE Key Vocabulary	God, World, me, Holy Spirit, cross, Father, Son, Amen, creation, love, unique, family, sky, animals, plants, air, ground, water	Mary, baby, Jesus, Bethlehem, Shepherds, Joseph, annunciation, Nativity, manger,	Wise men, Jesus, children, Magi, 5000, feeding, born, Christmas, Glory be, prayer, Church	Lent, Jesus, cross, sad, life, Father, rose, celebrates, Holy week, Good Friday, Easter, Sunday, Commandment,	Jesus, Father, friend, Holy Spirit, Pentecost, Christian, Community, Parish, Church, prayers, Sunday	Friends, Jesus, life, simple, St Peter, St Paul, Feast

		God, stable, angels, advent		caring, Church, palms		
RSE	Handmade with love I am me	Heads, Shoulders, knees and toes Ready Teddy	I like, you like, we all like! Good feelings bad feelings. Let's get real. Growing up	Role Model Who's who? You've got a friend in me Forever friends What is the internet Playing online	Safe inside and out my body my rule feeling poorly People who help us.	God is love Loving God, loving others Me you us.