


Reception Long Term Planning Cycle A

 Healdswood Infant and Nursery School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where will I go? (Ourselves, journeys, transport)	I wonder... (celebrations, Birthdays, Christmas, Diwali, bonfire night)	Curious Characters (Traditional tales, materials, school agreement)	Nurturing nature... (Spring animals, growing, lifecycles)	Once upon a time... (Fairy tales, castles, kings and queens)	Unexpected oceans... (Beach, sea creatures, rock pools)
Important Events	Autumn Harvest Halloween	Winter Christmas Bonfire Night Diwali Remembrance Day Christingle	Chinese New Year Shrove Tuesday Ash Wednesday	Spring Easter Mother's Day St Georges Day		Summer Father's Day
Visits and Visitors	*Autumn stay & play *Grandparent's day *Remembrance Day Assembly (vicar) *Pumpkin Picking	*Firefighters Visit *Parents Crafts *Pantomime *Nativity *Carol service *Indian food tasting *Santa and reindeers	*Chinese food tasting	*Farm visit *Hatching chicks/ducks *Vicar making palm crosses in school *Mummies afternoon *Spring stay & play *Science visitor	*Fairy tale visitor *Themed day eg witches & wizards, kings & queens etc	*Summer trip *Daddies afternoon *Sports Day *Celebration Picnic *Partake- seaside's from the past
Communication and Language	Listening and attention, Understanding and Speaking are taught continuously throughout the year across all areas of learning. Key vocabulary can be found on the Medium-Term Planning and is explicit in the environment, with an emphasis on introducing new and interesting words through the curiosity approach. Key vocabulary is also shared with parents weekly.					
Physical Development	PE- Get Set 4 PE: Unit 2: Introduction to PE Know that my body feels warmer when I move faster. Know that looking over my shoulder when moving backwards will help me stay safe.	PE- Get Set 4 PE: Unit 2: Fundamentals Know that squeezing my muscles and keeping my arms wide will help me balance when moving and when stationary. Know that moving my arms forwards and	PE- Get Set 4 PE: Unit 2: Gymnastics Know the 5 basic shapes tuck, straight, star, straddle and pike Know that I should be still when holding a balance.	PE- Get Set 4 PE: Unit 2: Dance Know that moving at different levels makes my dance look more interesting. Know that changing direction or speed makes my dance look more interesting.	PE- Get Set 4 PE: Unit 2: Games Know that standing in a space means that I cannot touch anyone or anything. Know that there are rules in a game that everyone must follow to keep it fair.	PE- Get Set 4 PE: Unit 2: Ball Skills Know that there are different ways of throwing a ball. Know that I need to be looking at a target to hit it. Know that pointing my hands towards a

	<p>Know that using small steps will help me stop safely.</p> <p>Know that I need to listen carefully to instructions to know when it is my turn.</p>	<p>backwards will help me run faster.</p> <p>Know that I can stop quickly by keeping my chest up and using my arms to balance.</p> <p>Know that changing direction will help me avoid others.</p> <p>Know that I should bend my knees when I jump and land.</p> <p>Know that swinging my arms will help me jump further.</p> <p>Know that a leap is jumping from one foot to the other foot.</p> <p>Know that galloping is stepping and jumping with a leading leg.</p> <p>Know that if I hop then step that will help me to skip.</p>	<p>Know that by squeezing my muscles will help me stay still.</p> <p>Know that bending my knees and keeping my chest and head up will help me land safely</p> <p>Know that by squeezing my muscles I can stay in shape when rocking and rolling.</p>	<p>Know that making big movements helps to show clear shapes with my body.</p>	<p>Know that I can work with a partner or team to score points.</p> <p>Know that having the highest score means that you are the winner.</p> <p>Know that some games are individual and in some games you work as a team.</p>	<p>target when releasing a ball will help me hit it.</p> <p>Know that having my hands out ready will help me catch a ball.</p> <p>Know that I need to be looking at a ball to be ready to receive it.</p> <p>Know that big wide hands will help me bounce and dribble a ball.</p>
	Daily Mile.	Daily Mile.	Daily Mile.	Daily Mile.	Daily Mile.	Daily Mile.
PSED	PSHE- SCARF: Me and My Relationships	PSHE- SCARF: Valuing Difference	PSHE- SCARF: Keeping Safe	PSHE- SCARF: Rights and Respect	PSHE- SCARF: Being my Best	PSHE- SCARF: Growing and Changing
	Family Bag to be sent home weekly which supports the different cultural beliefs of our children.					
Baking/cooking	Vegetable soup linked to harvest	Chapatti's linked to India/Diwali	Porridge linked to Goldilocks	Baking bread linked to Little Red Hen	Lemon biscuits linked to Spring.	Milkshakes linked to the summer
Literacy	Over the year, quality texts are used for Talk for Writing, Drawing Club and Spotlight Books, alongside key rhymes and poems. A wide range of texts are experienced both in the environment and at group times to promote a love of reading. Phonics is taught systematically to develop early reading and writing in order for children to gain understanding of what they have read and write readable sentences.					
	T4W: Mr Gumpy's Outing	How to make a Jam Sandwich	Panda Fact File (Mr Panda)	The Little Red Hen	There was an Old Dragon	Poem: Hungry Wave by Sue Cowling

Literacy links with music	DC: The Story of the Little Mole	DC: Snowball	DC: The Sly Fox and the Little Red Hen	DC: The Scarecrow's Wedding	DC: Zog	DC: Rainbow Fish
	Cultural Diversity: My Hair	Cultural Diversity: Binny's Diwali Chapatti Moon The Tiger Child	Cultural Diversity: The Great Race Clever Sticks	Cultural Diversity: Handa's Hen	Cultural Diversity: Queen Next Door Billy and the Dragon	Cultural Diversity: Where three oceans meet
	*Jack and Jill *Round and round the garden *Daisy Bell *Wee Willy Winky *1, 2 buckle my shoe	*5 fat sausages *Jelly on a plate *Pat a Cake *Twinkle, twinkle little star *Christmas is coming	*I can sing a rainbow *Oranges and lemons *I hear thunder *It's raining it's pouring *Boys and girls	*Baa, baa, woolly sheep *5 fat peas *Mary had a little lamb *5 little ducks *Little Bo Peep	*Hey diddle, diddle *Hickory, dickory dock *Sing a song of sixpence *The Grand Old Duke of York *Queen of hearts	*1, 2, 3, 4, 5 *Row, row, row your boat *Rub a dub, dub *I am tiny turtle *Seashells
	ISHA Handwriting Programme- focusing up the correct formation of letters using lined guides, to be taught during phonics and shared writing.					
Mathematics	Daily routine: Days of the week. Number of the day (to 10), finding the number, make the number with numicon, count that many actions, write the number in their morning book. Shape of week (2D moving on to 3D), see if they can spot it in the environment), properties, comparing quantity. Share maths challenge of the week in the environment.			Routine as before but begin to discuss: Doubling, halving, sharing, odd and even. Share maths challenge of the week in the environment.		
	Number: Comparing amounts Shape, space and measure: Positional language Times of the day Class routines Matching & sorting Comparing amounts using weight, size and capacity Patterns	Number: Representing 1,2&3 Representing 4&5 One more One less Shape, space and measure: Circles & triangles Positional language Spatial awareness Shapes with 4 sides Combining shapes (Digging deeper) Time: Night & day Sequencing events Measuring with time (Digging deeper)	Numbers 0-15: Introducing 0 Comparing numbers to 2 Composition of 4&5 Number bonds 6,7&8 Combining 2 groups Shape, space and measure: Comparing mass Comparing capacity Matching pairs/patterns Length & height Measuring time	Numbers 0-20: 9&10 Comparing numbers to 10 Number bonds to 10 Shape, space and measure: 3D shape Pattern Consolidation	Numbers 0-20: Building numbers Counting patterns beyond 10 Addition Subtraction Shape, space and measure: Spatial reasoning	Numbers 0-20: Doubling Sharing & grouping Odd & even Shape, space and measure: Spatial reasoning Patterns and relationships

	<p>Daily routine: to include days of the week (vocabulary – ‘yesterday’, ‘today’, ‘tomorrow’, months of the year. Know that sequencing words, such as yesterday, today, tomorrow, first, next then can be used to order events chronologically. Know the days of the week and can say their order. Know that familiar events occur in a particular order.</p>					
Understanding the World	<p>Science-</p> <p>Looking at our facial details through observational paintings.</p> <p>Learning about ourselves through our senses.</p> <p>Know the names of the human facial features (eyes, nose, mouth, eyebrows, ears, hair)</p> <p>Know the name of the 5 senses when we explore.</p> <p>Scientific enquiry: Questioning, observing</p>	<p>Science-</p> <p>Experimenting with melting and freezing.</p> <p>Which animals live in the polar regions?</p> <p>Know that some materials can change (simple changes of state): melting ice into water.</p> <p>Know what a habitat is.</p> <p>Know that there are different habitats in the word – water, fields, woodlands, farms.</p> <p>Know a larger variety of common animals across different habitats.</p> <p>Know which habitat a common animal would live in: fish live in water, pigs live on farms, squirrels are woodland animals.</p> <p>Scientific enquiry: Questioning, identifying</p>	<p>Science-</p> <p>Building with a variety of materials linked to 3 Little Pigs.</p> <p>Scientific enquiry: Questioning, experiments, predicting, reporting,</p>	<p>Science-</p> <p>Science Week.</p> <p>Lifecycles of a chick.</p> <p>Naming and grouping animals according to physical criteria.</p> <p>Growing cress.</p> <p>Looking at a daffodil through observational drawing and spotting in the environment.</p> <p>Spring walk in local environment.</p> <p>Which animals live on the farm?</p> <p>Know a very simple animal life cycle and know each part of the process in the right order: egg, chick, hen</p> <p>Know a larger variety of common animals using a grouping criteria of choice eg animals with 4 legs/not 4 legs, animals with fur/no fur.</p>	<p>Science-</p> <p>Magnets – making predictions</p> <p>Scientific enquiry: Questioning, experiments, predicting, reporting</p>	<p>Science-</p> <p>Matching natural objects to where they come from.</p> <p>Floating and sinking – making predictions about materials.</p> <p>Which animals live in the sea?</p> <p>Know what a habitat is.</p> <p>Know that there are different habitats in the word – water, fields, woodlands, farms.</p> <p>Know a larger variety of common animals across different habitats.</p> <p>Know which habitat a common animal would live in : fish live in water, pigs live on farms, squirrels are woodland animals.</p> <p>Know that there is a variety of natural materials and where they come from eg shells from the beach, wood from trees.</p>

				<p>Know the basics of what plants need to grow: water, soil, sun</p> <p>Know the names of some common plants (grass, daisies, daffodils, rose, nettle, sunflower)</p> <p>Know what a habitat is.</p> <p>Know that there are different habitats in the word – water, fields, woodlands, farms.</p> <p>Know a larger variety of common animals across different habitats.</p> <p>Know which habitat a common animal would live in : fish live in water, pigs live on farms, squirrels are woodland animals.</p> <p>Scientific enquiry: Questioning, identifying, reporting, observing</p>		<p>Scientific enquiry: Questioning, experiments, predicting, reporting, identifying</p>
<p>Forest Schools-</p> <p>Noticing signs of Autumn</p> <p>What animals live in the woodland?</p> <p>Bug hunting</p>	<p>Forest Schools-</p> <p>Noticing signs of Winter</p> <p>Know some more different weather types: hot, cold, rain, snow, cloudy, windy, foggy.</p>	<p>Forest Schools-</p> <p>RNIB bird watching</p> <p>Scientific enquiry: Questioning, identifying, observing</p>	<p>Forest Schools-</p> <p>Noticing signs of Spring</p> <p>Searching for bugs and using tick lists.</p> <p>Know some more different weather</p>	<p>Forest Schools-</p> <p>Looking for plants/flowers/trees using tick lists.</p> <p>Scientific enquiry: gathering and recording data</p>	<p>Forest Schools-</p> <p>Noticing signs of summer.</p> <p>Know some more different weather types: hot, cold, rain, snow, cloudy, windy, foggy.</p>	

	<p>Know some more different weather types: hot, cold, rain, snow, cloudy, windy, foggy.</p> <p>Know that there are 4 seasons (spring, summer, autumn and winter)</p> <p>Know the typical types of weather related to season in basic terms.</p> <p>Scientific enquiry: gathering and recording data</p>	<p>Know that there are 4 seasons (spring, summer, autumn and winter)</p> <p>Know the typical types of weather related to season in basic terms.</p> <p>Scientific enquiry: Questioning, identifying, observing</p>		<p>types: hot, cold, rain, snow, cloudy, windy, foggy.</p> <p>Know that there are 4 seasons (spring, summer, autumn and winter)</p> <p>Know the typical types of weather related to season in basic terms.</p> <p>Scientific enquiry: gathering and recording data</p>		<p>Know that there are 4 seasons (spring, summer, autumn and winter)</p> <p>Know the typical types of weather related to season in basic terms.</p> <p>Scientific enquiry: Questioning, identifying, observing</p>
<p>Forest Schools- Children take part in weekly Forest Schools sessions, exploring the immediate environment and exploring the changes in in the seasons that are reflected in the environment.</p> <p>Know that observation is a key skill of a scientist.</p> <p>Know that comparisons can be made through observation.</p> <p>Know that we can investigate different areas of science practically.</p> <p>Know that living and non-living things can be classified.</p> <p>Know that patterns exist within scientific phenomena.</p> <p>Know that questions can be asked to find answers.</p> <p>Know that we use plants for food.</p> <p>Know that plants change as they grow.</p> <p>Know that plants are a living thing.</p> <p>Know that changes occur when animals grow.</p> <p>Know that living things have similarities and differences.</p> <p>Know that the features of their own immediate environment might vary from one another.</p> <p>Know that there are similarities and differences in relation to materials and objects.</p>						

	<p>Geography Send photos from walk to school and making a map. Autumn</p> <p>To know that information can be drawn from a simple map. To know there are different types of weather linked to the seasons. To know that humans have created some features of an environment. To know that we live in a town called Sutton-in-Ashfield.</p>	<p>Geography- Focus on the country India. Winter</p> <p>To know that information can be drawn from a simple map. To know there are different types of weather linked to the seasons. To know that humans have created some features of an environment (eg Taj Mahal). To know that there are different countries and that we live in England. To know some similarities and differences between our country and other countries e.g. England and China.</p>	<p>Geography- Focus on the country China.</p> <p>Lunar New Year (The Great Race) focus on the flag, features of the country and traditions.</p> <p>To know that information can be drawn from a simple map. To know that humans have created some features of an environment (eg the Great Wall). To know that there are different countries and that we live in England. To know some similarities and differences between our country and other countries e.g. England and China.</p>	<p>Geography- Immediate environment, walk to spot signs of Spring. Spring</p> <p>To know some of the features of our local environment. To know there are different types of weather linked to the seasons.</p>	<p>Geography- Visit to All Saints Church, Stanton Hill</p> <p>To know some of the features of our local environment. To know that humans have created some features of an environment.</p>	<p>Geography- Exploring what the sea is and the features of the seaside. Summer</p> <p>To know that information can be drawn from a simple map. To know that land and sea can be represented on a map. To know that there is land and sea. To know there are different types of weather linked to the seasons.</p>
	<p>History- Own life story - family tree.</p> <p>To know what year we are living in. To know that sequencing words are</p>	<p>History- Figures from the past - Find out about Guy Fawkes and Remembrance Day.</p> <p>To know and understand that a</p>	<p>History- Exploring how things work - Technology then and now.</p> <p>To know and identify new and old things from different periods</p>		<p>History- Who is our King today? Looking at castles from the past. St Georges Day.</p>	<p>History- Seasides then and now, similarities and differences.</p> <p>To know and identify new and old things</p>

	<p>used to order events chronologically. To know past and present events of their family and own lives. To know that familiar events occur in a particular order. To know that my significant memories are personal to me. To know similarities between their own significant people and those of others.</p>	<p>consequence is something that happens as a result of something else. Know that we have celebrations to remember past events, e.g. Remembrance Day</p>	<p>of time, commenting on change. To know that there are some similarities and differences between the past and now. To know that old objects can tell us about the past.</p>		<p>To know and identify new and old things from different periods of time, commenting on change. To know that there are some similarities and differences between the past and now. To know that old objects can tell us about the past. Know that we have celebrations to remember past events, e.g. Remembrance Day</p>	<p>from different periods of time, commenting on change. To know that there are some similarities and differences between the past and now. To know that old objects can tell us about the past.</p>
	<p>RE-F5 Belonging: Who are we and how do we belong?</p> <p>Talking about special people including people in school and why they are special to them.</p> <p>Sukkot (Jewish harvest festival)</p> <p>Miracle story: Jesus fed thousands of people</p> <p>Know that I have similarities and differences that connect me to and distinguish me from others. Know that we make friends by helping each</p>	<p>RE-F4 What times are special and why?</p> <p>Diwali (Rama and Sita Storytime) focus on symbol of light.</p> <p>Christmas (Nativity Story) link to birthdays and celebrating Jesus' birthday</p> <p>Remembrance Day focus on religious symbols.</p> <p>Why and how babies are baptised (Dotty & Buzz)</p> <p>Know what it means to celebrate.</p>	<p>RE-F2 Which people are special and why?</p> <p>Shrove Tuesday, Ash Wednesday focus on how Christians celebrate.</p> <p>Miracle story: Jesus calms the storm</p> <p>Know special people in their immediate family and be able to talk about them Know what makes them special Know which friends are special to them and articulate what they like about them</p>	<p>RE-F6 How can we care for living things and the earth?</p> <p>Eid drop down day</p> <p>Easter (Easter Story) palm crosses (Palm Sunday) focus on new beginnings and caring for things through caring for chicks and planting.</p> <p>Know that caring for others can make us feel special or part of a family e.g. The Healdswood family Know I have to take responsibility for my</p>	<p>RE-F3 What places are special and why?</p> <p>Visit to the Church 'All Saints Stanton Hill'</p> <p>Know that people may have special places that are different to each other Know that places are special to me Know that Christians meet in a special place called a church</p>	<p>RE-F1 Which stories are special and why?</p> <p>Noah's Ark (storytime)</p> <p>Miracle story: Jesus and the miraculous catch of fish</p> <p>Know which stories are special and why Know that a Bible is a special book to Christians Know that stories in the Bible teach Christians how to be part of the Christian community</p>


	<p>others, being kind and sharing.</p> <p>Know about people who help us and how they help us.</p> <p>Know that every family has rules.</p> <p>Know that we belong to the Healdswood family and we follow the Healdswood Agreements.</p> <p>Know that Christians follow a set of rules because they are part of Gods family.</p>	<p>Know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, card making Diwali lamps.</p> <p>Know that different people celebrate different things according to their beliefs.</p> <p>Know at a basic level the Christmas story and that Christians celebrate it as Jesus's birthday.</p> <p>Know how people celebrate festivals e.g. Diwali, Christmas and Chinese New Year</p> <p>Know that Christians say 'thank you' for all that we have during Harvest Festival.</p> <p>Know that Christians believe God made everything.</p> <p>Know that Christians baptise babies to show they belong to the Christian community.</p>	<p>Know that miracles are special</p> <p>Know that Christians believe that Jesus made many miracles happen</p>	<p>class objects and actions</p> <p>Know about people who help us look after the things around us</p> <p>Know how to care for living things and the earth</p> <p>Know that it is important to be honest and caring</p> <p>Know who looks after us in our home, our school and our community</p>		
	<p>ICT- Introduce purple mash- typing their name.</p> <p>Remote control cars</p>	<p>ICT- Winter drawing picture- paint program.</p> <p>Torches.</p> <p>Know that they can use a simple program</p>	<p>ICT- E-safety week.</p> <p>Independent paint program on IWB.</p> <p>Know that they have to be safe when using</p>	<p>ICT- Recording signs of Spring using I-pads and cameras.</p> <p>Explore simple city – farm pictures and jigsaws.</p>	<p>ICT- Introduce username and password and explore.</p> <p>IWB maths games – click and drag games.</p>	<p>ICT- Produce a simple pictogram.</p> <p>Know that a range of technology is used in their family and community.</p>

	<p>Explore Google Earth to see the streets where we live.</p> <p>Know how to switch a range of digital devices on and off.</p> <p>Know how to use my fingers on a touch screen.</p> <p>Know that a range of technology is used in places such as homes and schools.</p> <p>Know how to work a simple programmable toy.</p> <p>Know that you can press a button to make something work and it will do the same thing every time.</p>	<p>to represent their ideas in drawing.</p> <p>Know that technology is used for different purposes.</p> <p>Know how to use my fingers on a touch screen to select an object.</p> <p>Know how to be able to navigate around an ipad and operate a few simple apps.</p>	<p>the internet, computer and ipads.</p> <p>Know that they must tell an adult if they see something that doesn't seem right.</p> <p>Know that they can use a simple program to represent their ideas in drawing.</p>	<p>2animate</p> <p>Know that a range of technology is used in their family and community.</p> <p>Know how to be able to navigate around an ipad and operate a few simple apps.</p>	<p>Know that a password is private and should not be shared.</p> <p>Know how to vary the commands to create a different outcome.</p> <p>Know how to use my fingers on a touch screen to click and drag.</p>	
	ICT in continual provision – light box, old and new technology in the environment eg type writer, phones. Ipads available to explore apps.					
Expressive Arts and Design	<p>Art-Painting - Observational paintings of themselves with a focus on detailed features</p> <p>Artist focus –Henri Matisse – recreating 'The Sheaf' with autumn leaves.</p> <p>Take one picture</p>	<p>Art-Sculpture - Making Diva Lamp with clay and experimenting with clay tools.</p> <p>Know that shapes of malleable materials can be changed and manipulated for a purpose.</p> <p>Know there are different types of</p>	<p>Art – Exploring colour mixing</p> <p>Know the names the colours grey, violet, turquoise, gold, silver.</p> <p>Know that we can mix 2 colours to create a new colour.</p>	<p>Art-Painting – Artist Focus Flowers & petals in the style of Yayoi Kusama (dots)</p> <p>Islamic artwork linked to Eid</p> <p>Drawing – daffodil observational drawing</p>	<p>Art – Junk modelling castles</p> <p>Know that that there are different types of joining materials such as PVA glue, masking tape, Sellotape etc.</p>	<p>Art Drawing – fish drawings</p> <p>Artist focus – J. Vincent Scarpace</p> <p>Know that using different mediums will create a different effect.</p> <p>Know that a piece of artwork can contain patterns.</p>

	<p>Know that joining up a continuous line will make a closed shape.</p> <p>Know which paintbrush to select to create their art work. E.g. thick, thin.</p> <p>Know that the size of my art needs to reflect the size of the frame.</p> <p>Know that the textures of natural materials can be used to create art.</p>	<p>malleable materials such as playdough and clay.</p> <p>Know that some materials can be shaped into different forms by pinching, folding, squeezing</p>		<p>Know that using different mediums will create a different effect.</p> <p>Know that a piece of artwork can contain patterns.</p>		
		<p>DT- Large scale weaving in the environment Weaving Christmas decorations</p> <p>Know that threading paper/ribbon up and down can create a pattern.</p>	<p>DT- Making a bed for baby bear and experimenting with different materials to use for a quilt.</p> <p>Know that materials can be chosen to create different effects.</p> <p>Know that materials can be chosen for different purposes.</p> <p>Know that there are different ways to join materials.</p> <p>Know that my choices of material will change what my end product looks like.</p>			<p>DT- Making a pop out sea creature</p> <p>Know that I can fold paper to create a spring effect.</p>

	Music- Listening to a variety of music at morning work. Rhyme of the week session	Music- Listening to a variety of music at morning work. Diwali – cultural music ‘Happy birthday’ Christmas carols. Practicing songs for class nativity. Rhyme of the week session	Music- Listening to a variety of music at morning work. Chinese music Music linked to feelings and emotions. Rhyme of the week session	Music- Listening to a variety of music at morning work. Rhyme of the week session	Music- Listening to a variety of music at morning work. Rhyme of the week session	Music- Listening to a variety of music at morning work. Rhyme of the week session
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Reception Long Term Planning Cycle B

 Healdswood Infant and Nursery School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What make me unique? (family, homes)	I wonder... (celebrations, birthdays, Christmas, Diwali, bonfire night)	Curious characters... (traditional tales, school agreement)	Let's explore... (garden, mini-beasts, plants, lifecycles)	Who will I be? (jobs, transport)	Hidden treasures... (pirates, mermaids)
Important Events	Autumn Harvest Halloween	Winter Christmas Bonfire Night Diwali Remembrance Day Christingle	Chinese New Year Shrove Tuesday Ash Wednesday	Spring Easter Mother's Day	St Georges Day	Summer Father's Day
Visits and Visitors	*Autumn stay & play *Grandparent's day *Remembrance Day Assembly (vicar) *Pumpkin Picking	*Firefighters Visit *Parents Crafts *Pantomime *Nativity *Carol service *Indian food tasting *Santa and reindeers	*Chinese food tasting	*The Butterfly House *Live caterpillars *Vicar making palm crosses in school *Mummies afternoon *Spring stay & play *Science visitor	*Visits from different professions	*Summer trip *Daddies afternoon *Sports Day *Celebration Picnic
Communication and Language	Listening and attention, Understanding and Speaking are taught continuously throughout the year across all areas of learning. Key vocabulary can be found on the Medium-Term Planning and is explicit in the environment, with an emphasis on introducing new and interesting words through the curiosity approach. Key vocabulary is also shared with parents weekly.					
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	instructions to know when it is my turn.	chest up and using my arms to balance. Know that changing direction will help me avoid others. Know that I should bend my knees when I jump and land. Know that swinging my arms will help me jump further. Know that a leap is jumping from one foot to the other foot. Know that galloping is stepping and jumping with a leading leg. Know that if I hop then step that will help me to skip.	my chest and head up will help me land safely Know that by squeezing my muscles I can stay in shape when rocking and rolling.		Know that having the highest score means that you are the winner. Know that some games are individual and in some games you work as a team.	Know that having my hands out ready will help me catch a ball. Know that I need to be looking at a ball to be ready to receive it. Know that big wide hands will help me bounce and dribble a ball.
	Daily Mile.	Daily Mile.	Daily Mile.	Daily Mile.	Daily Mile.	Daily Mile.
PSED	PSHE- SCARF: Me and My Relationships	PSHE- SCARF: Valuing Difference	PSHE- SCARF: Keeping Safe	PSHE- SCARF: Rights and Respect	PSHE- SCARF: Being my Best	PSHE- SCARF: Growing and Changing
	Family Bag to be sent home weekly which supports the different cultural beliefs of our children.					
Baking/cooking	Vegetable soup linked to harvest	Chapatti's linked to India/Diwali	Porridge linked to Goldilocks	Baking bread linked to Little Red Hen	Lemon biscuits linked to Spring.	Milkshakes linked to the summer
Literacy	Over the year, quality texts are used for Talk for Writing, Drawing Club & Spotlight Book, alongside key rhymes and poems. A wide range of texts are experienced both in the environment and at group times to promote a love of reading. Phonics is taught systematically to develop early reading and writing in order for children to gain understanding of what they have read and write readable sentences.					
	The Enormous Turnip	Brown Bear, Brown Bear	Goldilocks and the Three Bears	Jasper's Beanstalk	A Day in the Life of...	How to be a Pirate
	DC: Not now Bernard	DC:The Christmas Pine	DC: Little Red Riding Hood	DC: Jack and the Beanstalk	DC: The Hospital Dog	DC: The Night Pirates
	Cultural diversity: Big	Cultural diversity: The Tiger Child Rama & Sita	Cultural diversity: The Great Race Clever Sticks	Cultural diversity: Junebug: No life too small	Cultural diversity: Martha Maps it Our	Cultural diversity: Where three oceans meet.

Literacy links with music		Binny's Diwali				
	*I'm a little teapot *Miss Polly had a Dolly *Polly put the kettle on *Head, shoulders, knees and toes *One finger, one thumb	*Goosey, goosey ganger *Wind the bobbin up *London's burning *I'm a little snowman *Here we go round the mulberry bush	*Pop goes the weasel *Humpty Dumpty *Mary, Mary *Three Blind Mice *Little Boy Blue	*Incy Wincy Spider *Wiggly Woo *2 Little Birds *5 Little Speckled Frogs *Little Miss Muffet	*Doctor Foster *London Bridge *5 currant buns *The farmers in his den *I went to the animal fair	*A sailor went to sea *When I was one *What do we do with a drunken sailor *Bobby Shafto *Ride a cock horse
	ISHA Handwriting Programme- focusing up the correct formation of letters using lined guides, to be taught during phonics and shared writing.					
Mathematics	Daily routine: Days of the Week. Number of the day (to 10), finding the number, make the number with numicon, count that many actions, write the number in their morning book. Shape of week (2D moving on to 3D), see if they can spot it in the environment), properties, comparing quantity. Share maths challenge of the week in the environment.			Routine as before but begin to discuss: Doubling, halving, sharing, odd and even. Share maths challenge of the week in the environment.		
	Number: Comparing amounts Shape, space and measure: Positional language Times of the day Class routines Matching & sorting Comparing amounts using weight, size and capacity Patterns	Number: Representing 1,2&3 Representing 4&5 One more One less Shape, space and measure: Circles & triangles Positional language Spatial awareness Shapes with 4 sides Combining shapes (Digging deeper) Time: Night & day Sequencing events Measuring with time (Digging deeper)	Numbers 0-15: Introducing 0 Comparing numbers to 2 Composition of 4&5 Number bonds 6,7&8 Combining 2 groups Shape, space and measure: Comparing mass Comparing capacity Matching pairs/patterns Length & height Measuring time	Numbers 0-20: 9&10 Comparing numbers to 10 Number bonds to 10 Shape, space and measure: 3D shape Pattern Consolidation	Numbers 0-20: Building numbers Counting patterns beyond 10 Addition Subtraction Shape, space and measure: Spatial reasoning	Numbers 0-20: Doubling Sharing & grouping Odd & even Shape, space and measure: Spatial reasoning Patterns and relationships
	Daily routine: to include days of the week (vocabulary – 'yesterday', 'today', 'tomorrow', months of the year. Know that sequencing words, such as yesterday, today, tomorrow, first, next then can be used to order events chronologically. Know the days of the week and can say their order. Know that familiar events occur in a particular order.					
	Science-	Science-	Science-	Science-	Science-	Science-

<h2>Understanding the World</h2>	<p>Looking at our facial details through observational paintings.</p> <p>Naming the 5 senses and knowing what they are for</p> <p>Know the names of the human facial features (eyes, nose, mouth, eyebrows, ears, hair)</p> <p>Know the name of the 5 senses when we explore.</p> <p>Scientific enquiry: Questioning, observing</p>	<p>Experimenting with melting and freezing.</p> <p>Which animals live in the polar regions?</p> <p>Know that some materials can change (simple changes of state): melting ice into water.</p> <p>Know what a habitat is.</p> <p>Know that there are different habitats in the word – water, fields, woodlands, farms.</p> <p>Know a larger variety of common animals across different habitats.</p> <p>Know which habitat a common animal would live in: fish live in water, pigs live on farms, squirrels are woodland animals.</p> <p>Scientific enquiry: Questioning, identifying</p>	<p>Building with a variety of materials linked to traditional tale.</p> <p>Scientific enquiry: Questioning, experiments, predicting, reporting,</p>	<p>Science Week.</p> <p>Lifecycles of a butterfly.</p> <p>Naming and grouping animals according to physical criteria.</p> <p>Growing beans.</p> <p>Looking at a daffodil through observational drawing and spotting in the environment.</p> <p>Spring walk in local environment.</p> <p>Which animals live on the farm?</p> <p>Know a very simple animal life cycle and know each part of the process in the right order: egg, caterpillar, cocoon, butterfly</p> <p>Know a larger variety of common animals using a grouping criteria of choice eg animals with 4 legs/not 4 legs, animals with fur/no fur.</p> <p>Know the basics of what plants need to grow: water, soil, sun</p> <p>Know the names of</p>	<p>Magnets – making predictions</p> <p>Scientific enquiry: Questioning, experiments, predicting, reporting</p>	<p>Matching natural objects to where they come from.</p> <p>Floating and sinking – making predictions about materials.</p> <p>Which animals live in the sea?</p> <p>Know what a habitat is.</p> <p>Know that there are different habitats in the word – water, fields, woodlands, farms.</p> <p>Know a larger variety of common animals across different habitats.</p> <p>Know which habitat a common animal would live in : fish live in water, pigs live on farms, squirrels are woodland animals.</p> <p>Know that there is a variety of natural materials and where they come from eg shells from the beach, wood from trees.</p> <p>Scientific enquiry: Questioning, experiments, predicting, reporting, identifying</p>
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				<p>some common plants (grass, daisies, daffodils, rose, nettle, sunflower)</p> <p>Know what a habitat is.</p> <p>Know that there are different habitats in the world – water, fields, woodlands, farms.</p> <p>Know a larger variety of common animals across different habitats.</p> <p>Know which habitat a common animal would live in: fish live in water, pigs live on farms, squirrels are woodland animals.</p> <p>Scientific enquiry: Questioning, identifying, reporting, observing</p>		
	<p>Forest Schools-</p> <p>Noticing signs of Autumn</p> <p>What animals live in the woodland?</p> <p>Bug hunting</p> <p>Know some more different weather types: hot, cold, rain, snow, cloudy, windy, foggy.</p>	<p>Forest Schools-</p> <p>Noticing signs of Winter</p> <p>Know some more different weather types: hot, cold, rain, snow, cloudy, windy, foggy.</p> <p>Know that there are 4 seasons (spring, summer, autumn and winter)</p>	<p>Forest Schools-</p> <p>RNIB bird watching</p> <p>Scientific enquiry: Questioning, observing, identifying</p>	<p>Forest Schools-</p> <p>Noticing signs of Spring</p> <p>Searching for bugs and using tick lists.</p> <p>Know some more different weather types: hot, cold, rain, snow, cloudy, windy, foggy.</p>	<p>Forest Schools-</p> <p>Looking for plants/flowers/trees using tick lists.</p> <p>Scientific enquiry: Questioning, observing, identifying</p>	<p>Forest Schools-</p> <p>Noticing signs of summer.</p> <p>Know some more different weather types: hot, cold, rain, snow, cloudy, windy, foggy.</p> <p>Know that there are 4 seasons (spring, summer, autumn and winter)</p>

	<p>Know that there are 4 seasons (spring, summer, autumn and winter)</p> <p>Know the typical types of weather related to season in basic terms.</p> <p>Scientific enquiry: Questioning, observing, identifying</p>	<p>Know the typical types of weather related to season in basic terms.</p> <p>Scientific enquiry: Questioning, observing, identifying</p>		<p>Know that there are 4 seasons (spring, summer, autumn and winter)</p> <p>Know the typical types of weather related to season in basic terms.</p> <p>Scientific enquiry: Questioning, observing, identifying, gathering and recording data</p>		<p>Know the typical types of weather related to season in basic terms.</p> <p>Scientific enquiry: Questioning, observing, identifying</p>
<p>Forest Schools- Children take part in weekly Forest Schools sessions, exploring the immediate environment and exploring the changes in in the seasons that are reflected in the environment.</p> <p>Know that observation is a key skill of a scientist.</p> <p>Know that comparisons can be made through observation.</p> <p>Know that we can investigate different areas of science practically.</p> <p>Know that living and non-living things can be classified.</p> <p>Know that patterns exist within scientific phenomena.</p> <p>Know that questions can be asked to find answers.</p> <p>Know that we use plants for food.</p> <p>Know that plants change as they grow.</p> <p>Know that plants are a living thing.</p> <p>Know that changes occur when animals grow.</p> <p>Know that living things have similarities and differences.</p> <p>Know that the features of their own immediate environment might vary from one another.</p> <p>Know that there are similarities and differences in relation to materials and objects.</p>						
<p>Geography- Immediate environment – Send in photos of walk to school and make a simple map. Autumn</p> <p>To know that information can be</p>	<p>Geography- Focus on the country India. Winter</p> <p>To know that information can be drawn from a simple map.</p>	<p>Geography Focus on the country China.</p> <p>LunarNew Year (The Great Race) focus on the flag, features of the country and traditions..</p>	<p>Geography- Immediate environment – local walk to look for signs of Spring. Spring</p> <p>To know some of the features of our local environment.</p>	<p>Geography- Visit to All Saints Church, Stanton Hill.</p> <p>To know some of the features of our local environment. To know that humans have created some</p>	<p>Geography- Immediate environment - Seaside's and how they have changed over time. Summer</p> <p>To know that information can be</p>	

	<p>drawn from a simple map.</p> <p>To know some of the features of our local environment.</p> <p>To know there are different types of weather linked to the seasons.</p> <p>To know that humans have created some features of an environment.</p> <p>To know that we live in a town called Sutton-in-Ashfield.</p>	<p>To know there are different types of weather linked to the seasons.</p> <p>To know that humans have created some features of an environment (Eg Taj Mahal)</p> <p>To know that there are different countries and that we live in England.</p> <p>To know some similarities and differences between our country and other countries e.g. England and China.</p>	<p>To know that information can be drawn from a simple map.</p> <p>To know that humans have created some features of an environment (Eg the Great Wall)</p> <p>To know that there are different countries and that we live in England.</p> <p>To know some similarities and differences between our country and other countries e.g. England and China.</p>	<p>To know there are different types of weather linked to the seasons.</p>	<p>features of an environment.</p>	<p>drawn from a simple map.</p> <p>To know that land and sea can be represented on a map.</p> <p>To know that there is land and sea.</p> <p>To know there are different types of weather linked to the seasons.</p>
	<p>History- Own life story - family tree.</p> <p>To know what year we are living in.</p> <p>To know that sequencing words are used to order events chronologically.</p> <p>To know past and present events of their family and own lives.</p> <p>To know that familiar events occur in a particular order.</p> <p>To know that my significant memories are personal to me.</p>	<p>History- Figures from the past - Find out about Guy Fawkes and Remembrance Day.</p> <p>To know and understand that a consequence is something that happens as a result of something else.</p> <p>To Know that we have celebrations to remember past events, e.g. Remembrance Day</p>			<p>History- Transport then and now, comparing similarities and differences.</p> <p>Roles in society - Nurses today.</p> <p>To know and identify new and old things from different periods of time, commenting on change.</p> <p>To know that there are some similarities and differences between the past and now.</p>	<p>History- Seasides then and now, similarities and differences.</p> <p>To know and identify new and old things from different periods of time, commenting on change.</p> <p>To know that there are some similarities and differences between the past and now.</p> <p>To know that old objects can tell us about the past.</p>

	To know similarities between their own significant people and those of others.				To know that old objects can tell us about the past.	
	<p>RE— F5 Belonging: Who are we and how do we belong?</p> <p>Talking about special people including people in school and what they like about them. Talking about special people including people in school and why they are special to them.</p> <p>Sukkot (Jewish harvest festival)</p> <p>Miracle story: Jesus fed thousands of people</p> <p>Know that I have similarities and differences that connect me to and distinguish me from others</p> <p>Know that we make friends by helping each other, being kind and sharing</p>	<p>RE- F4 What times are special and why?</p> <p>Diwali (Rama and Sita Storytime) focus on symbol of light.</p> <p>Christmas (Nativity Story) link to birthdays and celebrating Jesus' birthday</p> <p>Remembrance Day focus on religious symbols.</p> <p>Why and how babies are baptised (Dotty & Buzz)</p> <p>Know what it means to celebrate.</p> <p>Know some traditions that lie behind a celebration e.g. birthday presents, Christmas presents, card making Diwali lamps.</p> <p>Know that different people celebrate</p>	<p>RE- F2 Which people are special and why?</p> <p>Shrove Tuesday, Ash Wednesday focus on how Christians celebrate.</p> <p>Miracle story: Jesus calms the storm</p> <p>Know special people in my immediate family and be able to talk about them.</p> <p>Know what makes me special.</p> <p>Know which friends are special to me and articulate what they like about them.</p> <p>Know that miracles are special.</p> <p>Know that Christians believe that God made many miracles happen.</p>	<p>RE- F6 How can we care for living things and the earth?</p> <p>Eid drop down day</p> <p>Easter (Easter Story) palm crosses (Palm Sunday) focus on new beginnings and caring for things through caring for butterflies and planting.</p> <p>Know that caring for others can make us feel special or part of a family e.g. The Healdswood family</p> <p>Know I have to take responsibility for my class objects and actions</p> <p>Know about people who help us look after the things around us</p> <p>Know how to care for living things and the earth</p>	<p>RE- F3 What places are special and why?</p> <p>Visit to the Church 'All Saints Stanton Hill'</p> <p>Know that people may have special places that are different to each other</p> <p>Know that places are special to me</p> <p>Know that Christians meet in a special place called a church</p>	<p>RE- F1 Which stories are special and why?</p> <p>Noah's Ark. (Storytime)</p> <p>Miracle story: Jesus and the miraculous catch of fish</p> <p>Know which stories are special and why</p> <p>Know that a Bible is a special book to Christians</p> <p>Know that stories in the Bible teach Christians how to be part of the Christian community</p> <p>Know that miracles are special.</p> <p>Know that Christians believe that God made many miracles happen.</p>

	<p>Know about people who help us and how they help us</p> <p>Know that every family has rules</p> <p>Know that we belong to the Healdswood family and we follow the Healdswood Agreements</p> <p>Know that Christians follow a set rules because they are part of Gods family</p> <p>Know that miracles are special.</p> <p>Know that Christians believe that God made many miracles happen.</p>	<p>different things according to their beliefs.</p> <p>Know at a basic level the Christmas story and that Christians celebrate it as Jesus's birthday.</p> <p>Know how people celebrate festivals e.g. Diwali, Christmas and Chinese New Year</p> <p>Know that Christians say 'thank you' for all that we have during Harvest Festival.</p> <p>Know that Christians believe God made everything.</p> <p>Know that Christians baptise babies to show they belong to the Christian community.</p>		<p>Know that it is important to be honest and caring</p> <p>Know who looks after us in our home, our school and our community</p>		
	<p>ICT- Introduce purple mash-typing their name.</p> <p>Remote control cars</p> <p>Explore Google Earth to see the streets where we live.</p> <p>Know how to switch a range of digital devices on and off.</p> <p>Know how to use my fingers on a touch screen.</p>	<p>ICT- Winter drawing picture- paint program.</p> <p>Torches.</p> <p>Know that they can use a simple program to represent their ideas in drawing.</p> <p>Know that technology is used for different purposes.</p> <p>Know how to use my fingers on a touch screen to select an object.</p>	<p>ICT- E-safety week.</p> <p>Independent paint program on IWB.</p> <p>Know that they have to be safe when using the internet, computer and ipads.</p> <p>Know that they must tell an adult if they see something that doesn't seem right.</p> <p>Know that they can use a simple program</p>	<p>ICT- Recording signs of Spring using I-pads and cameras.</p> <p>Explore simple city – garden centre pictures and jigsaws.</p> <p>2animate</p> <p>Know that a range of technology is used in their family and community.</p> <p>Know how to be able to navigate around an</p>	<p>ICT- Introduce username and password and explore.</p> <p>IWB maths games – click and drag games.</p> <p>Know that a password is private and should not be shared.</p> <p>Know how to vary the commands to create a different outcome.</p> <p>Know how to use my fingers on a touch</p>	<p>ICT- Produce a simple pictogram.</p> <p>Know that a range of technology is used in their family and community.</p>

	<p>Know that a range of technology is used in places such as homes and schools.</p> <p>Know how to work a simple programmable toy.</p> <p>Know that you can press a button to make something work and it will do the same thing every time.</p>	<p>Know how to be able to navigate around an ipad and operate a few simple apps.</p>	to represent their ideas in drawing.	ipad and operate a few simple apps.	screen to click and drag.	
Expressive Arts and Design	<p>Art-Painting - Observational paintings of themselves with a focus on detailed features</p> <p>Artist focus –Henri Matisse – recreating ‘The Sheaf’ with autumn leaves.</p> <p>Take one picture</p> <p>Know that joining up a continuous line will make a closed shape.</p> <p>Know which paintbrush to select to create their art work. E.g. thick, thin.</p> <p>Know that the size of my art needs to reflect the size of the frame.</p> <p>Know that the textures of natural materials</p>	<p>Art-Sculpture - Making Diva Lamp with clay and experimenting with clay tools.</p> <p>Know that shapes of malleable materials can be changed and manipulated for a purpose.</p> <p>Know there are different types of malleable materials such as playdough and clay.</p> <p>Know that some materials can be shaped into different forms by pinching, folding, squeezing</p>	<p>Art – Exploring colour mixing</p> <p>Know the names the colours grey, violet, turquoise, gold, silver.</p> <p>Know that we can mix 2 colours to create a new colour.</p>	<p>Art-Painting – Artist Focus Flowers & petals in the style of Yayoi Kusama (dots)</p> <p>Islamic artwork linked to Eid</p> <p>Know that using different mediums will create a different effect.</p> <p>Know that a piece of artwork can contain patterns.</p>	<p>Art – Junk modelling castles</p> <p>Know that that there are different types of joining materials such as PVA glue, masking tape, Sellotape etc.</p>	<p>Art Drawing – fish drawings</p> <p>Artist focus – J. Vincent Scarpace</p> <p>Know that using different mediums will create a different effect.</p> <p>Know that a piece of artwork can contain patterns.</p>

	can be used to create art.					
		DT- Large scale weaving in the environment Weaving Christmas decorations Know that threading paper/ribbon up and down can create a pattern.	DT- Making a bed for baby bear and experimenting with different materials to use for a quilt. Know that materials can be chosen to create different effects. Know that materials can be chosen for different purposes. Know that there are different ways to join materials. Know that my choices of material will change what my end product looks like.			DT- Making a pop out sea creature Know that I can fold paper to create a spring effect.

	Music- Listening to a variety of music at morning work. Rhyme of the week session	Music- Listening to a variety of music at morning work. Diwali – cultural music ‘Happy birthday’ Christmas carols Practicing Nativity songs Rhyme of the week session	Music- Listening to a variety of music at morning work. Chinese music Rhyme of the week session	Music- Listening to a variety of music at morning work. Rhyme of the week session	Music- Listening to a variety of music at morning work. Rhyme of the week session	Music- Listening to a variety of music at morning work. Rhyme of the week session
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