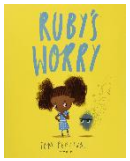
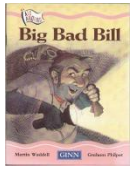
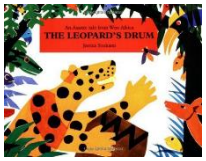
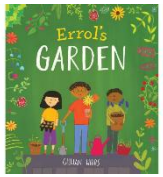
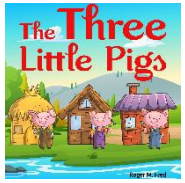
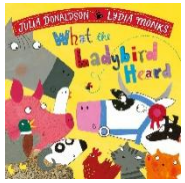
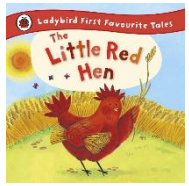
Reception English Long Term Plan

Term	Subject	Overview
Autumn	**Writing**	**Autumn 1 - Friendship- Can we be friends?** **Autumn 2- Who helps us?**
	Core Texts	   Non-Fiction texts – police, fireman, nurse/doctor, dentist
	Phonics Decoding & Transcription	I know how to say the sounds for individual letters I know how to blend to read words I know how to find information in a non-fiction text and can use vocabulary I have found within them
	Literacy	I know how to retell a story using my own words and new vocabulary I know what key events happen in stories I am familiar with I know some poems, rhymes and songs I know how to listen to a story attentively so I can recall events and answer questions I know how to hold a pencil correctly and form letters can that be read by others

Term	Subject	Overview
	Writing	**Spring 1- What's it like far away?** **Spring 2- Can we save the world?**
	Core Texts	   
Spring	**Phonics Decoding & Transcription**	I know how to say the sounds for individual letters I know how to blend to read words I know the letter sounds for at least 10 diagraphs I know how to read a simple sentence aloud

	Literacy	I know how to retell a story using my own words and new vocabulary I know what key events happen in stories I am familiar with I know how to use new vocabulary from stories, poems and non-fiction text in discussions I know how to form all letters of the alphabet correctly I know how to write simple sentences that others can read I know how to express my ideas to suggest what might happen and why using new vocabulary I know how to listen to a story attentively so I can recall events and answer questions I know how to hold a pencil correctly and form letters can that be read by others

Term	Subject	Overview
	Writing	**Summer 1- What did Grandma used to read?** **Summer 2- What's it like down on the farm?**
	Core Texts	    
Summer	**Phonics Decoding & Transcription**	I know how to say the sounds for individual letters I know how to blend to read words I know the letter sounds for at least 10 diagraphs I know how to read a simple sentence aloud I know how to read some common exception words (red words)
	Literacy	I know how to retell a story using my own words and new vocabulary I know what key events happen in stories I am familiar with I know how to find information in a non-fiction text and can use vocabulary I have found within them I know some poems, rhymes and songs I know how to use new vocabulary from stories, poems and non-fiction text in discussions I know how to form all letters of the alphabet correctly I know how to write simple sentences that others can read I know how to re-read my own work to check for mistakes I know how to express my ideas to suggest what might happen and why using new vocabulary I know how to listen to a story attentively so I can recall events and answer questions I know how to hold a pencil correctly and form letters can that be read by others

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help us	What's is like far away	Growing	Traditional tales	Down on the farm
ART/DT **Focus/ Content**	Self-portraits/ Portraits of new friends. Printing autumn trees. Colour mixing for feelings pictures- Picassos blue period Collaborative collage	Rangoli patterns/clay divas Christmas cards Bonfire night picture Police car weaving	Shades of blue colour mixing. African patterns/Animal prints Animal bservation Drawing Explore Vincent Van Gogh's art work	Natural landscapes using Claude Monet Daffodil observational drawing Landscape painting mixed media Rubbings of things in wild area- tree leaves etc compare pattern Fairy garden	Pastel Jungle pictures Character Drawing wolf Indian dancing Story acting out Making 3 pig houses with range of materials	Free painting- farm animals we saw Animal Pencil Drawing Summer pictures- pastel drawings with charcoal and colour mixing for a sunset. Ladybird biscuits Ladybird hand prints
Skills	I can develop my small motor skills to draw a face I can talk about my own work in detail and using new vocabulary I can create collaboratively sharing ideas, skills and resources	I can safely use and explore a variety of materials, tools and techniques to create some Diwali art I can share my creations, explaining the process they have used. I can show increasing control to weave paper	I can Use a range of small tools, including scissors, paintbrushes I can Begin to show accuracy and care when drawing a penguin I can build on pervious learning to develop my skills I can create pictures using a variety of materials in African pattern style I can develop my skills and accuracy to create a chalk image in the style of Van Gogh	I can explore and refine a variety of artistic effects to express my ideas I can build on pervious learning to develop my skills I can Explore the natural world around me, making observations and drawing pictures of plants I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	I can explore and refine a variety of artistic effects to create a jungle picture I can Begin to show accuracy and care when drawing. I can share my creations, explaining the process I have used.	I can Use a range of small tools- scissors I can show accuracy and care when drawing.
Knowledge	I know the names of different colours and know how to make new colours by mixing I know how to draw basic features of face to make a face portrait I know how to collage with a range of materials to create a worry monster I know how to share resources and ideas to create a large collage of Ruby	I know how to weave paper to create a pattern I know how to use a range of small tools	I know how to make a colour lighter or darker I know the steps to draw a penguin I know how to show accuracy with my drawing skills I know that Vincent Van Gogh was a famous artist and can talk about his starry night picture I know about Traditional African patterns I know how to create use a range of media to make animal patterns	I know how to improve my own work I know how to make an observational drawing of a plant I know how to combine different materials with natural materials to make a fairy garden I know how to show accuracy with my drawing skills	I know how to use pastel to create a jungle scene I know how to plan my work and follow the plan to build and make houses I know how to talk about what I have made, sharing the process I know how to show accuracy with my drawing skills	I know how to safely use a range of materials, tools and techniques when painting, drawing and collaging I know how to talk about what I have made, sharing the process
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	**ART** **Drawing:** pencil, line, colour in, straight, circle/other shapes, rubber, portrait **Construction:** Cut, stick, tape, pull, push, on, below, next to, above **Painting:** brush, paint, mix, palette, dip, colour, names, rangoli **Collage**: fabric, collage, stick, positional language **Artists:** Artist, painter, sculptor **DT** **Design**: Picture, drawing, use **Make**: Change, tools, materials **Evaluate**: idea, improve **Cooking**: food, meal, snack, healthy, diet					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friendship – Can we be friends?	Who helps us?	What's it like far away?	Can we save the world?	What did grandma used to read?	What's it like down on the farm?
COMPUTING Focus/ Content	Google earth – to look at our homes	Topic themed Beebot activity/Purple mash	Pre-coding penguins Ipads – Animal art Shapes – build a penguin (CBC kids) ***BASIC SKILLS SESSIONS IN SUITE**	***BASIC SKILLS SESSIONS IN SUITE**	Topic themed Beebot grandmas house little red riding hood activity/Purple mash ***BASIC SKILLS SESSIONS IN SUITE**	Topic themed Beebot activity/Purple mash simple city build a farm ***BASIC SKILLS SESSIONS IN SUITE**
NB: Due to a change in the EYFS curriculum Computing no longer comes under the EYFS development matters objectives. However, Computing skills are still taught using meaningful topic links as well as part of numeracy and literacy session throughout the year and opportunities to develop these skills are provided in the provision with free access to IPad and other ICT software.						
Skills	I can identify simple technology within my home and classroom. I can press buttons to turn technology on and off. I can select and move the cursor on an ipad or smartboard. I can press a button on a camera/ipad to take a picture. I can use a programmable toy.w I can complete a simple game on the ipad/computer I can use a mouse to make a simple selection I can turn the computer on/off					
Knowledge	I know the names of technological devices in my home and classroom. I know when I move my finger whilst touching the screen that it will move the cursor. I know how to use the Camera on the IPad to take pictures I know which buttons control the remote control car I know the names of the different parts of a computer I know how to program a bee-bot to travel to a simple destination					
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Toy Button Switch on/off IPad Smartboard Camera Click Sound Press Computer, Keyboard Mouse					

Do we have the resources for these activities? I have order some new cheaper versions of Bee-bots but only 8! See link, Rechargeable Code & Go Mouse | Coding Toys for Kids Could these be factored in at some point? We have some bee-bots which still work but these can be used instead if needed.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help us	What's is like far away	Growing	Traditional tales	Down on the farm
GEOGRAPHY UTW Focus/ Content	How do we get to school- modes of transport? Looking at different landscapes from story-beach, woodland, school, town	Maps of local walk in area and looking postal walk Looking at own address and post letter How people who helps us looked in the past- looking at schools looking at hospitals linked to Florence nightingale Visits from local community- dentist, mountain rescue, police	Comparing hot and cold places and features of the environments Looking at the globe and where places are in the world and where England is and landscapes of icebergs in art /starry night art. Looking at animals from different places and compare Where does chocolate come from?	forest school activities in school Looking at different landscapes and pond Map drawing of landscapes Plans of gardens and maps	Making maps to Grandma house Looking at India and making comparisons Comparing Indian animals, culture with UK and landscape	Looking at farms and farm landscapes and how they differ comparing to last half term and jungle animals Visit to the farm Small world farm play Map drawing- what the ladybird heard
Skills	I can talk about and name of features of my local area.	I can talk about my local area and name who might help me I can name what is in my immediate environment I can recognise the similarities and differences to create a map of my local area	I can compare aspects of my local area with other countries I can find and name Africa, UK and Antarctica on a map I can name some similarities and difference between other countries and my own I can sort images of countries and talk about their features	I can discuss the similarities and difference between two locations. I can talk about my local area. I can talk about what occurs naturally or what is man made in my local area	I can discuss the similarities and difference between two locations. **I can find India on a map** I can name some similarities and difference between other countries and my own	I can recognise the similarities and differences to create a map. I can talk about what grows naturally or what is man made on the farm I can talk about how farm environments can differ from the one I live in
Knowledge	I know what is in my local community (buildings) I know and can name different landscapes (beach, city, park, town, woodland)	I know who in my local community can help me and when I might need them I know what a map is used for I know some parts of my address (door number, street name)	I know where Africa, Antarctica and UK are on a world map I know the differences between the Antarctica and Africa (animals and landscape) I know the differences between places far away and my own town	I know difference between things in my environment that are natural or man made	I know where India is on a world map I know some differences between life in India and Life in the UK (climate, landscape, animals, culture)	I know how the landscape of a farm is different from a town/city I know what I will see on a farm
Vocabulary ***Ambitious vocabulary** ***previous vocabulary**	**Locational Knowledge**: Netherhall St James School, Rawthorpe, Huddersfield, England Same, different, similar, difference, world, place (e.g. park, street, house, shop, farm, beach) **Human**: path, farm, office, school, sea, field, car park, home, house, train station, bus station, airport, place **Physical**: cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter, world **Geographical Skills and Fieldwork**: map. behind, next to, in front of, end, above, below, under, on, near, far, close to, underneath, step forwards, step backwards, far away from, big, small, tall **Place Knowledge:** trees, plants, flowers, houses, bus stop, hot, cold, windy, sunny, snowy, cloudy, wet, dry place, world					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help us	What's is like far away	Growing	Traditional tales	Down on the farm
Focus/ Content **HISTORY/ UTW**	Talking about their friends and people they love in their family and comparing Explore self- own interests, favourite things, memorable things/experiences Families and own past experiences Why I am special	People who can help us and when we might need help How do we celebrate with our families (past and present) Looking at school & Hospital in the past Figure from the past(Florence Nightingale) Visit to local Library and local post-box	Look at historical explores from the past – Ernest Shackleton, Jane Goodall **LIBRARY VISIT**	Looking at own children's traditions for celebrating Easter	Looking at difference between old and young people Stories from the past- looking at authors in the past Story settings from the past Looking at famous story tellers and authors from the past **LIBRARY VISIT**	Opportunities to look at things from the past-farm related. Pretend to be farmers from the past
Skills	I can draw a picture of my own family and talk about it I can comments on images of familiar situations from the past	I can sort pictures from the past and present and talk about differences I can talk about the lives of people around them and their role in society I can recognise, name and talk about some historical building in my local area I can talk about my own and others celebrations and compare them	I can talk about the loves of the famous explorers and compare to present times	I can talk about my own and others celebrations and compare them	I can talk about how the past from different story settings and characters I can name some famous story tellers and authors from the past	I can sort pictures of farming in the past and present and talk about the similarities and differences
Knowledge	I know who is in my family and can talk about them I know and can talk about past experience in my own life from when I was younger	I know some difference between schools and hospitals in the past and now I know some historical buildings in Huddersfield and can talk about why they are important I know who Florence Nightingale is and what her job was I know about different events that are celebrated by different families I know some important people in my community I know what different celebration people have and how they celebrate	I know some facts about famous explores from the past	I know how different events are celebrated in my life and in others	I know some traditional stories that have been told for a long time I know some difference between the lives of characters in the past and now (through story telling) I know some figures from the past	I know how farming in the past is different to farming in the present day
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Old/new old/young past present future then now before time change grow same different family names mother father grandparents parents remember "When I was little…" family tree birthdays, Easter, Xmas, Eid *(events)* order / sequence Florence Nightingale, Ernest Shackleton, Jane Goodall					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friendship – Can we be friends?	Who helps us?	What's it like far away?	Can we save the world?	What did grandma used to read?	What's it like down on the farm?
Focus/ Content **MUSIC**	**Me!** Learn to sing nursery rhymes and action songs: • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught A Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers **NURSERY RHYME OF THE WEEK**	**Chapter: Special People** **pg 8-19** **and/or Working World** Pg. 54 – (Yellow to Blue) – The World's at Work and the jobs of people who help us. Learn to sing nursery rhymes and action songs: • Pat-a-cake (Baker) • Miss Polly had a Dolly (Doctor) • Five Little Firemen Bing Videos	**Chapter: Going Places** **pg 20-31** **and/or Everyone** Learn to sing nursery rhymes and action songs: • Pg 60 – The Snow is Dancing (Winter) & Brown Bear's Snoring (Yellow to Grey) • Pg 20 – Please, Mr. Noah part 1 & 2, Animal Antics and Launch the Ark	**Chapter: Our Senses** **pg 68/79** **Our World** Learn to sing nursery rhymes and action songs: • Incy Wincy Spider • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey	**Chapter: Growth and Change** **pg 56-67** Listen to music from around the world Indian music Play instruments Indian Dancing with scalves	**Chapter: Working World** **Pg 44-55** **When we're on the farm** Pg 48/49 – Working World – Farm Time (Yellow to grey over four sessions) Learn to sing nursery rhymes and action songs: • Old Macdonald • Baa Baa Black Sheep • Five Little Ducks • Dingle Dangle Scarecrow • The Farmer in the Dell
Skills **Note these are taught in each unit.**	**Listen & Respond** I can understand that music can touch your feelings. I can enjoy moving to music by dancing, marching, being animals or Pop stars. **Share and Perform** I can perform any of the nursery rhymes by singing and adding actions or dance. I can perform any nursery rhymes or songs adding a simple instrumental part. I can record the performance to talk about		**Explore and Create (Musical Activities)** I can the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. I can basic rhythm patterns of single words, building to short phrases from the song/s. I can explore high and low using voices and sounds of characters in the songs. I can listen to high-pitched and low-pitched sounds on a glockenspiel. I can invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. **Singing** I can sing along with a pre-recorded song and add actions. I can sing along with the backing track.			
Knowledge **Note these are taught in each unit.**	**Listen & Respond** I know twenty nursery rhymes off by heart. I know the stories of some of the nursery rhymes. **Share and Perform** I know performance is sharing music.		**Explore and Create (Musical Activities)** I know that we can move with the pulse of the music. I know that the words of songs can tell stories and paint pictures. **Singing** I know how to sing or rap nursery rhymes and simple songs from memory. I know that songs have sections.			
Vocabulary ***Ambitious vocabulary** ***previous vocabulary**	Sing song voice Perform listen Instruments play Soft loud Share group explore solo	Sing song voice Perform listen Instruments play Soft loud Share group explore solo Bhangra	Sing song voice Perform listen Instruments play Soft loud Share group explore solo feel ideas African drums Beat pulse	Sing song voice Perform listen Instruments play Soft loud Share group explore solo	Sing song voice Perform listen Instruments play Soft loud Share group explore solo Indian music	Sing song voice Perform listen Instruments play Soft loud Share group explore solo
	Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol.					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help us	What's is like far away	Growing	Traditional tales	Down on the farm
Focus/ Content PD/PE	See below	See below	See below	See below	See below	Games Throwing catching
	**Ongoing throughout the year as [part of outdoor provision; bikes, climbing/balance activities, games, small and large equipment skills, throwing, catching and aiming.*					
Skills	I know how to move confidently in a range of ways including jumping, running, hopping, crawling and skipping I know how to balance and move over a range of equipment I know how to combine a range of movements together in a dance or movement sequence I know how to negotiate a space when moving and avoid obstacles I know how to kick, throw, catch and move with a ball confidently and with accuracy I know a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming					
Knowledge	I know how to move confidently in a range of ways including jumping, running, hopping, crawling and skipping I know how to balance and move over a range of equipment I know how to combine a range of movements together in a dance or movement sequence I know how to negotiate a space when moving and avoid obstacles I know how to kick, throw, catch and move with a ball confidently and with accuracy I know a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming **PSED** I know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian I know I need to follow rules to make a game successful.					
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Ball, bean bag, hoop, Throw, catch, aim, target, kick Jump, climb, land safely. Balance jumping, running, hopping, crawling, skipping, walking safe space					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help us	What's is like far away	Growing	Traditional tales	Down on the farm
Focus/ Content **PSHE/Jigsaw** **PSED**	**Being Me in My World** 1. Who…Me?! 2. How am I feeling today? 3. Being at School 4. Gentle hands 5. Our rights – Nursery charter 6. Our responsibilities	**Celebrating Difference** 1. What am I good at? 2. I'm special, I'm me! 3. Families 4. Houses and homes 5. Making friends 6. Standing up for yourself	**Dreams and Goals** 1. Challenge 2. Never giving up 3. Setting a goal 4. Obstacles and support 5. Flight to the future 6. Footprint awards	**Healthy Me** 1. Everybody's body 2. We like to move it move it 3. Food glorious food 4. Sweet dreams 5. Keeping clean 6. Stranger danger	**Relationships** 1. May family and Me 2. Make friends, make friends, never ever break friends Part 1 3. 2. Make friends, make friends, never ever break friends Part 2 4. Falling out and bullying Part 1 5. Falling out and bullying Part 2 6. Being the best friends we can be	**Changing Me** 1. My body 2. Respecting my body 3. Growing up 4. Growth and change 5. Fun and fears 6. Celebration
Skills	I can understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I can understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means.	I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind	I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieve my goal. I can set a goal and work towards it I can use kind words to encourage people. I can understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud.	I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know what a stranger is and how to stay safe if a stranger approaches me	I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend	I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception
Knowledge	I know how I am feeling and can name these feelings. I know why it is important to be kind to others.	I know what I am good at and what is special about me I know we are all different in some ways.	I know what a goal is how I might work towards one. I know what I need to do when I find something tricky.	I know why it is important to eat healthy, brush my teeth, exercise and keep my hands clean. I know how to keep safe if approached by a stranger.	I know how to make friends with others and how to be a good friend. I know that words can hurt others. I know what to say and do if somebody is mean to me	I know that I grow and change I know that we all grow from babies to adults. I know how I feel about moving on and can talk about this. I know different parts of my body.
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Me, myself, feelings – sad, happy, tired, excited etc school gentle Hands Our Rights Our Responsibilities	special Families Houses and Homes Making Friends Standing Up for Yourself	Challenge Never Giving Up! Setting a goal persevere future proud encourage	Being healthy, healthy choices Healthy food Exercise Sleep, dreams Keeping Clean Stranger Danger	Family and friends Falling out Bullying Solving problems Lonely	My Body (eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg) Respecting My Body Growing Up My fears Celebration

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friendship- Can we be friends?	Who helps us?	What's it like far away?	Can we save the world?	What happened once upon a time?	What's it like down on the farm?
Unit Title	**E.1 Which places are special to members of our community? (Pathway 1: IThe Nature of Religion and Belief)** Christianity, Islam, Hindu Dharma, Sikhi (Judaism, Buddhism could also be included).	**E.2 Why are some objects special? (Pathway 2: Expressing Belief)**	**E.3 Who cares for me and how do I help others? (Pathway 3: A Good Life)**	**E.4 Who belongs in my family and my community? (Pathways 4: Personal Journey)**	**E.5 How do people celebrate special times? (Pathway 5: Influence and Authority)**	**E.6 How do we understand and care for the world (Pathway 6 – The Big Picture)**
Focus/ Content **RE/UTW**	Children will explore the concept of 'special places'. They will be encouraged to talk about and describe special places for themselves and learn about special places for religious people. Children should experience places of worship - including the objects, practices and people associated with them. Ideally, this unit should include a short visit to a local place of worship.	Pupils will explore the concept of expressing beliefs through special objects and books. They are encouraged to talk about and describe their homes and who lives with them. They will talk about objects in their homes that are special to them and be introduced to the idea of sacred objects and their importance and meaning for some people. Some exposure to artefacts and books in this unit overlap with learning about places of worship (Unit E1).	Pupils will explore the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. It explores the way in which we care for our families, friends and people in our wider community. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed along with traditional stories from Buddhism and Hindu Dharma. Children begin to develop an awareness of the wider world through supporting local and national charities.	Pupils are introduced to the concept of 'belonging' and establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them in their home, as well as learning about other aspects of belonging to different communities, including religious communities.	This unit explores festivals which is a useful starting point for RE in EYFS. It looks at how the festivals are celebrated and offers simple introductions to religious and cultural festivals through the academic year	Pupils will explore the outdoors and wonders of nature. They will investigate, take an interest in and look after the natural world. They will explore religious beliefs and stories about creation and how believers value and take care of the world . Interesting cultural stories about creation from around the world- may also be included for children to hear, eg stories from African, First Nation American or Aboriginal cultures
Skills	**WT -** I can begin to make sense of their own life story and family history. I can continue to develop positive attitudes about the differences between people. I can talk about what I see, using a wide vocabulary **WA -** I can talk about members of their immediate family and community I can name and describe people who are familiar to them. **WB -** I can notice and talk about special places in my community. I can recall which special places belong to different people eg the church as a special place for Christians I can describe why places are special to people	**WT -** I can begin to make sense of my own life story and family history. I can continue to develop positive attitudes about the differences between people. I can talk about what I see, using a wide vocabulary **WA -** I can talk about members of their immediate family and community. **WB -** I can talk about who and what is important to them I can notice similarities and differences between different religions and their special objects.	**WT -** I can begin to make sense of my own life story and family history I can continue to develop positive attitudes about the differences between people **WA -** I can talk about members of my immediate family and community. I can name and describe people who are familiar to me. I can express my feelings and consider the feelings of others I can think about the perspectives of others I can talk about the lives of the people around me and their roles in society. **WB -** I can talk about special people in the community who help I can recall some stories about Jesus and Prophet Mohammed. I can name some special rules that people follow	**WT -** I can say how I belong and talk about the groups I belong to e.g. my family, my class, my school, I can name some of the faith groups that myself and others belong to I can recognise and develop positive attitudes about the differences between people I can talk about what I see, using a wide vocabulary **WA -** Talk about members of their immediate family and community. I can name and describe people who are familiar to me. **WB -** I know who and what is important to me I know who the people are who help me in the community	**WT -** I can begin to make sense of my own life story and family history. I can continue to develop positive attitudes about the differences between people. **WA -** I can talk about members of my immediate family and community. I can compare and contrast characters from stories including from the past. **WB -** I can recognise the meaning behind different religious festivals and why they are important to believers. I can recall how and why different religions celebrate different festivals. I can begin to make connections between how religious beliefs are expressed through worship in festivals.	**WT -** I can begin to make sense of their own life story and family history. I can continue to develop positive attitudes about the differences between people. I can begin to understand the need to respect and care for the natural environment and all living things. **WA -** I can say what is beautiful about the natural world I know what the word creation means **WB -** I can recognise similarities and differences between different religious accounts of creation. I can notice details about religious stories of creation. I can begin to make connections between beliefs

						about creation and how people care for the world.
Knowledge	I know the names of parts of a church, mosque or other place of worship I know why some places are special to members of their community, eg why mosques are special places for Muslims. I know some similarities and differences between different religious and cultural communities in this country based on my experiences and I have found out in class. I know about my immediate environment, and I know how to describe it from observation, discussion, stories, non-fiction texts and maps I know what the term 'religion' means	I know the names of people who are familiar to me and I know how to describe them. I know why some objects and books are special for them and for others. I know some similarities and differences between different religious and cultural communities in this country drawing on my own experiences and what I have found out in class.	I know how to explain the reasons for rules, know right from wrong and how I should behave I know how to show sensitivity to others' needs as well as my own	I know what 'belonging' means I know what being a friend means I know how I should treat others I know what the life and example of Jesus teaches people about friendship I know how Hindu families demonstrate love for each other I know some similarities and differences between different religious and cultural communities from my own experiences and what I have found out in class.	I know what happens at a celebration such as Harvest or Diwali and how festivals are celebrated I know that certain celebrations are important to specific religions and why I know that people have different beliefs and celebrate special times in different ways. I know what it is that is important to the people celebrating these festivals (eg what is important to Sikhs at Diwali)	I know how we can look after our world and make it more beautiful I know about some of the features of the Christian, Muslim and Jewish stories of Creation I know what different religions believe about creation and some of the things that happen eg what Jewish people do at Shabbat
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Celebration Festival Eid Ramadan Fasting Diwali Harvest Birthday	Home Family School Community Special artefacts Special books – Bible, Quran God, prayer Judaism, Hebrew, Mezuzah religious and human experience, eg dedicate, holy, love, precious		Home Family School Friends Community Disciples Rakhi	Festivals Celebrations specifically: Harvest, Rosh Hashanah, Sukkot, the Mid-Autumn Festival, Diwali, Hannukah, Advent and Christmas, Mardi Gras, Chinese New Year, Holi, Vaisakhi, Pesach, Lent/Easter, Ramadan/Eid Religion Culture	Creation Responsibility Nature Caring for the world Names for God/Gods in different religions.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help us	What's is like far away	Growing	Traditional tales	Down on the farm
Focus/ Content **SCIENCE**	**Autumn Day- seasonal** Comparing the wild area changes Tree collage Mix media Autumn collage Feeling naming	Healthy teeth- how to look after teeth and healthy foods x-ray and naming different body parts/bones looking after bodies	Identify animals. Comparing animal habitats. Winter seasonal day. Melting/freezing ice Melting chocolate and chocolate kebabs	Seasonal changes in wild area Observational drawings of a daffodil. Naming British flowers/plants (Daisy, Daffodil, Bluebells, Snowdrop) Make a seed packet Labelling basic parts of a plant and what they need to grow. Fairy Cress gardens Planting (garden glove) Lifecycle- frog/sunflower	Life cycles of humans Making healthy porridge Traditional tale experiments- waterproof capes and gummy bears	Identify farm animals. What animals live on the farm? Animals and their young. Where does our food come from? Summer seasonal day Bread tasting and making Life cycles- hen and ladybird
Skills	I can describe what they see, hear and feel whilst outside. I can explain the effect of changing seasons on the natural world around me	I can talk about and manage my own basic hygiene and personal need I can talk about why I need to brush my teeth and how I can label different parts of the body and name them on a x-ray	I can explore the natural world around me and make observation of animals. I can describe what they see, hear and feel whilst outside. I can talk about some changes in states of matter (melting, freezing) I can compare Antarctica/Africa and talk about how they are the same/different to UK I can make observational drawing of penguins and name the different features	I can explore the natural world around me and make observation of plants. I can describe what they see, hear and feel whilst outside. I can make observational drawing of daffodil and name the different parts I can order and lifecycle and name/compare the different stages	I can talk about some changes in states of matter during an experiment I can predict what will happen in an experiment I can talk about what contributes to my health and wellbeing and talk about healthy eating I can order and lifecycle and name/compare the different stages	I can explain the effect of changing seasons on the natural world around me I can recognise and talk about how some environments that are different to the one in which I live I can order and lifecycle and name/compare the different stages
Knowledge	I know the season is Autumn and can talk about what I might see I know the names of the different parts of my face	I know different parts of my body and can what I use them for I know that fingerprints are all different I know what contributes to my health and wellbeing and can talk about good sleep habits, healthy eating, tooth brushing, physical exercise	I know the season is winter and can talk about what I might see, feel and hear I know the difference between melting and freezing (ice, chocolate) I know facts about how a penguin habit, movement, diet and appearance I know the animals that live in the savannah and what a savannah is I know some environments that are different to the one in which they live.	I know the season is Spring and can talk about what I might see, feel and hear I know the 4 main parts of plants I know what a plant needs to survive I know what is needed in a healthy diet I know exercise helps to keep my body healthy I know the names of British flowers- Daisy, Daffodil, Bluebells, Snowdrop I know the lifecycle of frog and sunflower	I know the name of different materials and can describe why I would/wouldn't build a house with them I know the life cycle of a human I know about healthy choices when making healthy porridge I know what happens when I add water to a gummy bear and can talk about the changes I know what waterproof means and can name some waterproof materials	I know the season is summer and can talk about what I might see, feel, hear I know the names of animals that live on a farm I know which food produce come from animals I know the steps to make bread I know the name of farm animals and their young
Vocabulary ***Ambitious vocabulary*** ***previous vocabulary***	Autumn, leaf, red, brown, yellow, orange, season, changes, face- mouth, eye, nose, ears, eyebrow, mad, happy, sad, worried, excited	Teeth, mouth, brushing, healthy, toothpaste, x-ray, bones, arm, leg, head, spine, ribs, chest, fingerprints,	hot, cold, weather, animals, (range of polar animals) (range of jungle animals) savannah, artic, melting, freezing, penguins- flippers, beak	plants, leaf, stem, flower, roots, Daisy, Daffodil, Bluebells, snowdrop, spring, grow, frog/frogspawn/lifecycle/tadpole, water, sun, air	human, baby, adult, experiment, predict, healthy, eating, diet, waterproof	growing, farm, range of farm animals and the names of their young, barn, stable, coop

English **Communication and Language** • Listening, Attention and Understanding • Speaking **Literacy** • Comprehension • Word Reading • Writing These underpin KS1 English through speaking and listening, phonics, reading, comprehension and composition.	**Mathematics** • Number • Numerical Patterns These lead directly into KS1 place value, calculation, number facts and pattern.	**Science** **Understanding the World** • The Natural World Children: • Observe seasonal change. • Explore plants, animals and habitats. • Investigate materials and changes. • Ask questions and make observations. These form the basis of KS1 science enquiry.	**Geography** **Understanding the World** • People, Culture and Communities • The Natural World Children learn about: • Different countries and communities. • Maps and environments. • Weather and seasons. • Similarities and differences between places.
History **Understanding the World** • Past and Present Children: • Talk about family history. • Compare past and present. • Sequence familiar events. • Understand change over time.	**Art & Design** **Expressive Arts and Design** • Creating with Materials Children: • Explore colour, texture and shape. • Use different media. Develop drawing, painting, collage and sculpture skills	**Design & Technology** Mainly from: **Creating with Materials** Children: • Select tools appropriately. • Join and construct. • Evaluate and adapt creations. Explore how materials work.	**Music** **Being Imaginative and Expressive** Children: • Sing songs. • Keep a beat. • Explore rhythm and melody. • Perform to others.
Drama **Being Imaginative and Expressive** • Role play • Storytelling • Performing Supported by: Speaking	**Physical Development** • Gross Motor Skills • Fine Motor Skills Includes: • Balance • Coordination • Agility • Ball skills • Pencil control Hand strength	**PSHE / RSHE** **Personal, Social and Emotional Development** • Self-Regulation • Managing Self • Building Relationships Children learn to: • Understand emotions. • Build friendships. • Show resilience. • Become independent. • Follow rules and routines.	**Religious Education** Although RE is not part of the EYFS statutory ELGs, Reception prepares children through: **People, Culture and Communities** Children: • Learn about different religions. • Celebrate festivals. • Respect similarities and differences. • Understand different ways of life.

Computing There is no specific Computing ELG, but Reception develops many of the prerequisite skills: • Problem solving • Sequencing • Speaking and explaining ideas • Understanding technology in everyday life • Following instructions • Safe use of digital devices These provide a foundation for the KS1 computing curriculum.			

Summary Mapping

KS1 Subject	ELGs
English	Listening, Attention & Understanding; Speaking; Comprehension; Word Reading; Writing
Maths	Number; Numerical Patterns
Science	The Natural World
Geography	People, Culture & Communities; The Natural World
History	Past & Present
Art	Creating with Materials
Design & Technology	Creating with Materials; Being Imaginative & Expressive
Music	Being Imaginative & Expressive
Drama	Being Imaginative & Expressive; Speaking

KS1 Subject	ELGs
PE	Gross Motor Skills; Fine Motor Skills
PSHE	Self-Regulation; Managing Self; Building Relationships
RE	People, Culture & Communities
Computing	Technology use embedded across the curriculum (no direct ELG)

This organisation aligns the Reception ELGs with the subject structure used in KS1 while recognising that the EYFS curriculum is intentionally holistic and many ELGs contribute to more than one subject.