



## Singleton CE Primary School Long Term Planner

Foundation

|  | Autumn Term   |                    | Spring Term |                  | Summer Term       |                         |
|--|---------------|--------------------|-------------|------------------|-------------------|-------------------------|
|  | ALL ABOUT ME! | SPACE & INVENTIONS | ANIMALS     | ONCE UPON A TIME | NATURE DETECTIVES | PIRATES and the SEASIDE |

| EYFS Curriculum Map  |  |   |  |   |  |  |
|--|--|---|--|---|--|--|
| Christian Values   | Respect  | Friendship  | Endurance  | Wisdom  | Love   | Trust  |
| PRIME AREAS  |  |   |  |   |  |  |
| <b>EYFSPersonal, Social and Emotional Development</b><br><br><b>PSHE / Prevent / British Values</b><br><br>CORAM LIFE EDUCATION – SCARF RESOURCES  | The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. PSED opportunities permeate everything we do, in addition to this we complete the SCARF programme from Coram Life Education.   |   |  |   |  |  |
|  | Me and My Relationships  | Valuing Difference  | Keeping Myself Safe  | Rights and Responsibilities   | Being my Best  | Growing and Changing   |
| <b>Physical Development</b>  | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |   |  |   |  |  |
| <b>FINE MOTOR</b><br><br>Daily opportunities for Fine Motor Activities<br>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).<br>Provide extra help and guidance when needed. | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving, play dough<br>- Fine Motor activities<br>- Manipulate objects with good fine motor skills<br>- Draw lines and circles using gross motor movements<br>- Hold pencil/paint brush beyond whole hand grasp<br>- Pencil grip<br>- Teach and model correct letter formation.   | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Develop muscle tone to put pencil pressure on paper<br>- Use tools to effect changes to materials<br>- Show preference for dominant hand<br>- Engage children in structured activities: guide them in what to draw, write or copy<br>- Begin to form letters correctly | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Handle tools, objects, construction and malleable materials with increasing control<br>- Develop confidence with correct letter formation to gain<br>- Encourage children to draw freely<br>- Holding Small Items / Button Clothing / Cutting with Scissors | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Hold pencil effectively with comfortable grip<br>- Forms recognisable letters most correctly formed. | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Develop pencil grip and letter formation continually<br>- Use one hand consistently for fine motor task<br>- Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross | Children will experience:<br>- Threading<br>- Cutting<br>- Weaving<br>- Play dough<br>- Fine Motor activities<br>- Form letters correctly<br>- Copy a square<br>- Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture<br>- Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego |
| <b>GROSS MOTOR</b><br><br>NEW LANCASHIRE SCHEME OF WORK for PE<br><br>A stories-based approach   | <b>What are fundamental movement skills?</b><br>FMS are movement patterns that involve different body parts such as legs, arms head, and include such running, hopping, catching, throwing, striking and balancing. they are the foundation movements necessary for 3-8-year-old children as a precursor to the moralised, complex used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities<br>How students feel about themselves can be influenced their physical skills. students who have achieved fundamental motor skill competence have been found to perceive themselves as being competent, socially accepted and to have a positive attitude towards physical activity.   |   |  |   |  |  |
|  | Rosie's Walk   | How to Catch a Star by Oliver Jeffers   | Rumble in the Jungle   | Jack and the Beanstalk  | The Hungry Caterpillar   | Seaside / The Lighthouse Keepers   |



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|  |   |   |  |  |   | Lunch  |
| Communication & Language                               | The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures |   |  |  |   |  |
|  | Children will experience:<br>-settling in activities<br>-make friends<br>-talk about experiences that are familiar to them<br>-listen to rhyming and alliteration<br>-listen to shared stories<br>-use talk routines through the day e.g. "Good morning, how are you?"  | Children will experience:<br>-experience settling in activities<br>-develop vocabulary<br>-discover passions<br>-retell stories using story language<br>-complete word hunts<br>-listen to and respond to stories<br>-follow instructions<br>-take part in discussions<br>-understand how to listen carefully and why listening is important<br>-use talking partners<br>-use new vocabulary throughout the day<br>-listen to carefully chosen stories to develop the children's vocabulary | Children will experience:<br>-use language well<br>-develop the use of how and why questions<br>-discover passions<br>-retell stories with story language - using puppets and props in continuous provision<br>-develop language describing events in some detail<br>-listen to and talk about stories to build familiarity and understanding<br>-learn rhymes comment poems and songs | Children will experience:<br>-use time connectives to tell their 'news' from home or when retelling stories<br>-understand how to listen carefully and why listening is important - children to listen carefully and ask good questions during news time<br>-sustain focus when listening to a story   | Children will experience:<br>-listen to some favourite stories<br>-revisit and consolidate vocabulary and events<br>-make learning sticky   | Children will experience:<br>-complete show and tell activities<br>-read aloud books to children that will extend their knowledge of the world and illustrate a current topic<br>-model using the features of non fiction books  |
| SPECIFIC AREAS   |   |   |  |  |   |  |
| Literacy   | it is crucial for children to develop a <b>lifelong love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the word around them and the books (stories and non fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).   |   |  |  |   |  |
| Comprehension<br><br>Developing a passion for reading. | Children will experience:<br>-join in with rhymes and show an interest in stories with repeated refrains<br>-explore environmental print<br>-have a favourite story/rhyme<br>-understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book -sequence familiar stories through the use of pictures to tell the story<br>-recognise initial sounds   | Children will experience:<br>-retell stories related to events through acting/role play<br>-retell stories using images<br>-edit story maps and orally retelling new stories<br>-sequence stories – use vocabulary of beginning, middle and end<br>-blend sounds into words, so that they can read short words made up of known letter– sound correspondences<br>-enjoy reading and listening to an increasing range of fiction and non-fiction books                                       | Children will experience:<br>-engage with stories from other cultures and traditions<br>-engage with information leaflets about animals and other countries<br>-record stories through picture drawing/mark making<br>-read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words                          | Children will experience:<br>-make up stories with themselves as the main character<br>-re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment<br>-retell stories with actions and / or picture prompts as part of a group<br>-use story language when acting out a narrative<br>-engage with Book Day<br>-use vocabulary and forms of speech that are increasingly influenced by their experiences of books<br>-develop their own narratives and | Children will experience:<br>-engage with information leaflets about animals in the garden/plants and growing<br>-experiment with rhyming words<br>-explain the main events of a story - draw pictures of characters/events/settings. They may include labels, sentences or captions. | Children will experience:<br>-draw pictures of characters/events/settings in a story<br>-listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions<br>-make predictions<br>-begin to understand that a non-fiction is a non-story- it gives information instead<br>-understand that 'fiction' means story<br>-point to front cover, back cover, spine, blurb, illustration, illustrator, author and title<br>-sort books into categories |



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|   | -engage in extended conversations about stories, learning new vocabulary  |  |   | explanations by connecting ideas or events   |   |  |
| Literacy – Phonics<br>Red Rose Letters and Sounds | <b>Phase 1 &amp; 2</b><br><br><u>Week 1</u><br>Phase 1<br><br><u>Week 2</u><br>Phase 2<br>Teach: s a t<br><br><u>Week 3</u><br>Phase 2<br>Teach: p i n<br><br><u>Week 4</u><br>Phase 2<br>Teach: m d g<br><br><u>Week 5</u><br>Phase 2<br>Consolidate: s a t p i n m d g<br><br><u>Week 6</u><br>Phase 2<br>Teach: o c k<br>Teach: <b>the</b> | <b>Phase 2</b><br><br><u>Week 7</u><br>Phase 2<br>Teach: ck e u<br>Teach: <b>I, to</b><br><br><u>Week 8</u><br>Phase 2<br>Teach: r h b<br>Teach: <b>no, go</b><br><br><u>Week 9</u><br>Phase 2<br>Consolidate: o c k ck e u r h b<br>Teach: <b>into</b><br><br><u>Week 10</u><br>Phase 2<br>Teach: f ff l<br>Consolidate: <b>the, I, to, no, go, into</b><br><br><u>Week 11</u><br>Phase 2<br>Teach: ll ss<br>Consolidate: <b>the, I, to, no, go, into</b><br><br><u>Week 12</u><br>Phase 2<br>Consolidate: f ff l ll ss<br>Consolidate: <b>the, I, to, no, go, into</b> | <b>Phase 3</b><br><br><u>Week 1</u><br>Phase 3<br>Teach: j v w<br>Teach: <b>he, she</b><br><br><u>Week 2</u><br>Phase 3<br>Teach: x y z zz<br>Teach: <b>we, be, me</b><br><br><u>Week 3</u><br>Phase 3<br>Teach: qu ch sh<br>Teach: <b>was, my</b><br><br><u>Week 4</u><br>Phase 3<br>Teach: th th ng<br>Teach: <b>you, they</b><br><br><u>Week 5</u><br>Phase 3<br>Consolidate: qu ch sh th th ng<br>Teach: <b>he, she, we, be, me, was, my, you, they</b><br><br><u>Week 6</u><br>Phase 3<br>Teach: ai ee<br>Teach: her all<br><br><u>Following weeks</u><br>Phase 3<br>Consolidate as required | <b>Phase 3</b><br><br><u>Week 6</u><br>Phase 3<br>Teach: ai ee<br>Teach: her all<br><br><u>Week 7</u><br>Phase 3<br>Teach: igh oa<br>Teach two-syllable words<br>Teach: <b>are, like</b><br><br><u>Week 8</u><br>Phase 3<br>Teach oo oo<br>Teach two-syllable words<br>Teach: <b>said, when</b><br><br><u>Week 9</u><br>Phase 3<br>Teach ar or<br>Teach two-syllable words<br>Teach: <b>have, one</b><br><br><u>Week 10</u><br>Phase 3<br>Consolidate ai ee igh oa oo oo ar or<br>Consolidate: <b>her, all, are, like, said, when, have, one</b><br><br><u>Following weeks</u><br>Phase 3<br>Consolidate as required | <b>Phase 3</b><br><br><u>Week 11</u><br>Phase 3<br>Teach ur ow<br>Teach <b>come, do</b><br><br><u>Week 12</u><br>Phase 3<br>Teach oi ear<br>Introduce: <b>pseudo words</b><br>Teach: <b>so, were</b><br><br><u>Week 13</u><br>Phase 3<br>Teach: air ure er<br>Introduce <b>pseudo words</b><br>Teach: <b>some, there</b><br><br><u>Week 14</u><br>Phase 3<br>Consolidate: ur ow oi ear air ure er<br>Teach: <b>out, little, what</b><br><br><u>Week 15</u><br>Phase 3<br>Consolidate as required<br><br><u>Week 1</u><br>Phase 4<br>Teach: CVCC & CCV<br>Teach: <b>said, so, have, like</b> | <b>Phase 4</b><br><br><u>Week 2</u><br>Phase 4<br>Teach: CCVC & CCVCC<br>Teach: <b>some, come, were, there</b><br><br><u>Week 3</u><br>Phase 4<br>Teach: CCCVC & CCCVCC<br>Teach: <b>little, do, one, when</b><br><br><u>Week 4</u><br>Teach: polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants<br>Teach: <b>out, what, it's</b><br><br><u>Following weeks</u><br>Consolidate as required |
|   | <b>Writing</b><br><br><b>The Literacy Tree uses a 'Teach through a Text' approach to ensure a consistent,</b>   | <b>The Literacy Tree</b><br><b>Writing Roots:</b><br>-So Much<br>-I am Henry Finch<br>-Weirdo<br><br><b>Other texts which may be used as a</b>   | <b>The Literacy Tree</b><br><b>Writing Roots:</b><br>-Anansi the Spider<br>-Hairy Maclary from Donaldson's Dairy<br>-Halibut Jackson  | <b>The Literacy Tree</b><br><b>Writing Roots:</b><br>-Little Red<br>-The Magic Paintbrush<br>-Where the Wild Things Are  | <b>The Literacy Tree</b><br><b>Writing Roots:</b><br>-Bringing Rain to Kapiti Plain<br>-The Tiny Seed<br>-The Extraordinary Gardener  | <b>The Literacy Tree</b><br><b>Writing Roots:</b><br>-The Night Pirates<br><br><b>Other texts which may be used as a stimulus:</b>   |



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| cohesive pedagogy is used across the school. | <b>stimulus:</b><br>-Lucy and Tom Go To School by Shirley Hughes<br>-Super Duper You! By Sophy Henn<br>-Can I Build Another Me? By Shinsuke Yoshitake<br>-Only One You by Linda Kranz<br>-The Dot by Peter Reynolds  | <b>stimulus:</b><br>-The Skies Above my Eyes by Charlotte Guillain & Yuval Zommer<br>-The Marvellous Moon Map by Teresa Heapy & David Litchfield<br>-A Journey Through: Space by Steve Parker & John Haslam<br>Toys in Space by Mini Grey   | <b>Other texts which may be used as a stimulus:</b><br>-Tyrannosaurus Drip by Julia Donaldson<br>-Dinosaurs vs Humans by Matt Robertson<br>-Tiny T.Rex and the Impossible Hug by Jonathan Stutzman<br>-Mad About Dinosaurs by Ladybird<br>-An Adventurer's Guide to Dinosaurs by Isabel Thomas, Chris Packham and Yas Imamura   | <b>Other texts which may be used as a stimulus:</b><br>-Once Upon A Time...there was a little bird by DK Children<br>-Once Upon a World Collection<br>-Little Red Gliding Hood by Tara Lazar<br>-Rapunzel by Rachel Isadora<br>-La Princess and the Pea by Susan Middleton Elya<br>-Ladybird First Favourite Tales   | <b>Other texts which may be used as a stimulus:</b><br>-Tad: A Big Story about a Brave Minibeast by Benji Davies<br>-The Night Gardener by The Fan Brothers<br>-The Raft by Jim LaMarch<br>-The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever<br>-National Geographic Book of Nature Poetry: More than 200 poems with photographs the float, zoom, and bloom!<br>-Lola Plants a Garden by Anna McQuinn | -Antigua de Fortune of the High Seas by Anna Rainbow and Oli Hyatt<br>-Molly Rogers, Pirate Girl by Cornelia Funke<br>-Pirates Love Underpants by Claire Freedman<br>-The Pirates Next Door by Jonny Duddle<br>-The Pirate Cruncher by Jonny Duddle<br>-Pete the Cat and the Treasure Map by James Dean<br>-The Night Pirates by Peter Harris<br>-The Lighthouse Keeper's Lunch   |
|  | In addition to Literacy lessons, children will experience:<br><br>-experimenting with mark making and writing patterns in a range of mediums.<br>-begin to develop a dominant hand and work towards a tripod grip.<br>-start to give meaning to marks and labels<br>-write initial sounds and simple captions.<br>-use initial sounds to label characters / images<br>-begin to write letters from their names.<br>-practise writing their name.         | In addition to Literacy lessons, children will experience:<br><br>-labelling using initial sounds<br>-write lists e.g. what would we pack to take to space?<br>-write CVC words to label parts of a rocket<br>-write simple captions about pictures from space<br>-sequence stories   | In addition to Literacy lessons, children will experience:<br><br>-writing some of the tricky words such as I, me, my, like, to, the. -write CVC words<br>-write labels using CVC, CVCC, CCVC words<br>-complete writing based around developing short sentences about animal facts/looking after animals and habitats  | In addition to Literacy lessons, children will experience:<br><br>-drawing and labelling story maps<br>-write captions and labels<br>-write simple sentences<br>-write short sentences to accompany story maps<br>-order the Easter story<br>-write labels and captions for life cycles<br>-write character descriptions   | In addition to Literacy lessons, children will experience:<br><br>-writing for a purpose in the role play area using current phonic knowledge and making other phonetically plausible attempts at words, using finger spaces<br>-form lowercase and capital letters correctly<br>-write a recount  | In addition to Literacy lessons, children will experience:<br><br>-writing stories<br>-write sentences using a range of tricky words that are spelt correctly<br>-begin to use full stops, capital letters and finger spaces<br>-use familiar texts as a model for writing own stories<br>-write character descriptions   |
| Mathematics                                  | Children will experience:<br>- Count up to four objects or actions<br>- Recognise unused numerals 1 to 4<br>- Understand numbers within numbers; Separating a small group of objects in different ways<br>- Use the language of comparison: 'more', 'less', 'fewer', 'the same', 'enough', 'not enough' and 'too much'<br>- Compare quantities of objects and find 'one more' and 'one fewer'<br>- Order numbers and quantities from 0-4 and introduce 0 | Children will experience:<br>-Explore same and different, positional language, ordering events and 3D shapes<br>- Recognise, describe and name 3D shapes; Choose a shape for a particular purpose based on its properties<br>- Use an respond to everyday language about position<br>- Order short sequences of familiar events; Use everyday language to talk about time<br>- Count up to 10 objects; Counting out a quantity to match a numeral | Children will experience:<br>-Find the number that is one more or one fewer than a given number without counting<br>-Addition within 10, beginning to count on<br>- Subtraction within 10, beginning to count back<br>- Compare two objects by direct comparison in terms of height, length and size<br>- Compare and order two or three lengths and heights by direct comparison | Children will experience:<br>- Extend counting to 11 and 12<br>- Explore doubles to double 6<br>- Recognise and order numerals to 12<br>- Explore 11 as ten and one more, 12 as ten and two more<br>- Explore doubling as two groups of the same number, having as 'undoing' doubling<br>-Explore 2D faces on 3D shapes and patterns<br>-Explore common patterns | Children will experience:<br>-Count in 2s, including counting two objects at a time by counting in 2s<br>-Extend counting to 2<br>- Estimate and count to 20<br>- Begin to recognise and order numerals to 20<br>- Use the language of time<br>Measure short periods of time by counting<br>- Begin to develop some understanding of what money is   | Children will experience:<br>- Measure weight and capacity with a variety of non standard, but regular units<br>- Estimate, count and compare quantities using numbers up to 20<br>- Find one more and one fewer within 20<br>- Order numerals to 20<br>- Count out a quantity of objects from a larger group<br>- Add an subtract to single digit numbers using counting on and back<br>- Interpret the results of a survey<br>- Estimate (and count to check) and order numerals up to 20<br>- Estimate and order numbers up to |



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|                                   |   | <ul style="list-style-type: none"> <li>- Count up to six objects and actions</li> <li>- Recognise spot patterns and numerals to 6</li> <li>- Recognise mistakes in counting and correct them</li> <li>- Count up to 10 objects and actions;</li> <li>- Read numerals up to 10 and match with the correct number of objects</li> <li>- Count the object in two groups to find the total</li> </ul> | <ul style="list-style-type: none"> <li>- Compare and order two or three lengths and heights by direct comparison</li> <li>- Compare an order two weights by direct comparison</li> <li>- Compare and order two capacities and distances by direct comparison</li> <li>- Compare and order two capacities and distances by direct comparison</li> </ul>                         | <ul style="list-style-type: none"> <li>- Sort objects according to a particular criterion, including their size</li> <li>- Recognise and name 2D shapes in a variety of sizes and orientations</li> <li>- Recognise common patterns</li> <li>- Recognise, continue and create repeating patterns</li> <li>- Group objects in twos and understand sharing fairly</li> <li>- Share objects into groups of the same size</li> </ul> | <ul style="list-style-type: none"> <li>used for and recognise some coins and bank notes</li> <li>- Sort coins according to a given criterion</li> <li>- Begin to recognise coins and bank notes with a focus on 1p and 2p coins</li> <li>- Shopping with 1p and 2p coins</li> <li>- Begin to recognise that a 2p coin has the same value as two 1p coins</li> <li>- Measuring height, length, weight and capacity with a different object</li> <li>- Measuring length with a variety of non-standard, but regular units</li> </ul> | <ul style="list-style-type: none"> <li>20</li> <li>- Explore simple block diagrams</li> <li>- Apply knowledge of relationships between numbers and time in real life contexts</li> <li>- Extend use of ordinal numbers</li> </ul>                |
| Understanding the World Science   | Rising Stars Science:<br>- Dough Babies<br>- Food of the Seasons  | Rising Stars Science:<br>- Zarg's World<br>- Light Magic  | Rising Stars Science:<br>- Pets and Vets<br>- Dinosaurs  | Rising Stars Science:<br>- Save the Gingerbread Man<br>- Biscuit Bears   | Rising Stars Science:<br>- The Potting Shed<br>- Into the Woods  | Rising Stars Science:<br>- Pirates<br>- Whatever the Weather   |
| Understanding the World History   | Children will experience:<br>- Talking about who is in their family.<br>- Talking about who the members of their local community are.<br>- Finding out about the prominent figures from communities in the past. E.g. Florence Nightingale          | Children will experience:<br>- Finding out about the famous figures from the past who were involved in Space exploration. E.g. Neil Armstrong, Arnaldo Tamayo Mendez (first black person to fly to Space)<br>- Looking at images from the past and comparing these with present pictures.   | Children will experience:<br>- Finding out about when the dinosaurs existed.<br>- Thinking about whether people were alive at the time of the dinosaurs?<br>- Finding out how we know about the time of the dinosaurs. E.g. Look at the work of Mary Anning (an English fossil collector and paleontologist from the 1800s)<br>- Finding out about why the dinosaurs died out? | Children will experience:<br>- Learning how life has changed from books which were set in the past. E.g. Jack and the Beanstalk vs present<br>- Finding out about who lived in castles.<br>- What was it like to live in a castle.   | Children will experience:<br>- Learning about how Beatrix Potter inspired a love of nature.<br>- Who John Muir and Charles Darwin were and what they did.<br>- What these people did: David Attenborough, Chris Packham, JB (Down on the Farm), Hamza (Let's Go for a Walk)<br>- How people's awareness of conservation has been raised by these people.   | Children will experience:<br>- How life has changed since pirate times.<br>- Why there were pirates.<br>- Who some famous pirates from the past were.<br>- If we still have pirates today.   |
| Understanding the World Geography | Children will experience:<br>- Finding out about where they live and where their school is situated.<br>- Describing what it is like where they live.<br>- Finding out about their school environment.<br>- Looking at aerial photos of the school. | Children will experience:<br>- Drawing a map of their journey to school.<br>- Talking about what they already know about Earth and finding out new facts.<br>- Learning about where the different countries are where they have visited.  | Children will experience:<br>- Learning about what the features of earth were during dinosaur times and how this was different from Earth as it is today.<br>- Learning about what the weather is like at this time of year.   | Children will experience:<br>- Investigate the features of the countryside in our local area.<br>- How the countryside is different to a town.<br>- What the weather weather like now?<br>- How has it changed?<br>- How can I draw a map of my story?   | Children will experience:<br>- What the habitats/environments are like around school.<br>- What it is like to live here.<br>- What environmental changes have taken place recently? e.g. new roads etc<br>- Take responsibility for their surroundings e.g. go on a litter pick  | Children will experience:<br>- Where the seas and oceans are.<br>- What is it like at the seaside.<br>- What it is like on an island and what features can they see?<br>- What symbols they can use on a map.<br>- What the weather is like now. |



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|---------------------------------------|---|--|--|---|--|---|
|                                       | ALL ABOUT ME!   | SPACE & INVENTIONS   | ANIMALS  | ONCE UPON A TIME  | NATURE DETECTIVES  | PIRATES and the SEASIDE   |
|                                       | -What the weather like at this time of year (the seasons).  | -What it is like on the Moon and how it is different to Earth.<br>-Learning about how we move around Earth and how this is different to how astronauts move around in Space.<br>-How day/night views of Earth differ from Space and why?   |  | What symbols will I use?  | -What does our local are look like from a bird's eye view and from an ants eye view.   |   |
| RE<br>Blackburn Diocese Planning      | <u>Questful RE – Understanding Christianity</u><br><br>EYFS 1: I am Special (This contains a Non-Christian Faith unit)<br><br>ISLAM<br><br>EYFS 2: Harvest | <u>Questful RE – Understanding Christianity</u><br><br>EYFS 3: Special People (This contains a Non-Christian Faith unit)<br><br>ISLAM / BUDDHISM / SIKHISM<br><br>EYFS 4: Christmas (This contains a Non-Christian Faith unit)<br><br>HINDUISM | <u>Questful RE – Understanding Christianity</u><br><br>EYFS 5: Stories Jesus Heard<br><br>EYFS 6: Stories Jesus Told<br><br>EYFS 7: Easter | <u>Questful RE – Understanding Christianity</u><br><br>EYFS 7: Easter<br><br>EYFS 8: Friendship | <u>Questful RE – Understanding Christianity</u><br><br>EYFS 9: Prayer<br><br>EYFS 10: Special Places (This contains a Non-Christian Faith unit)<br><br>ISLAM / HINDUISM<br><br>worship. | <u>Questful RE – Understanding Christianity</u><br><br>EYFS 11: Special Times (This contains a Non-Christian Faith unit)<br><br>SIKHISM / HINDUISM / ISLAM / JUDAISM |
| Expressive Arts and Design - Music    | KAPOW<br><br>Exploring sound  | KAPOW<br><br>Celebration music   | KAPOW<br><br>Music and Movement  | KAPOW<br><br>Musical stories  | KAPOW<br><br>Transport   | .KAPOW<br><br>Big Band  |
| Expressive Arts and Design – Art / DT | KAPOW<br><br>Drawing – Marvelous marks  | KAPOW<br><br>Painting and mixed media - Paint my World   | KAPOW<br><br>Textiles - Bookmarks  | KAPOW<br><br>Cooking & Nutrition -Soup  | KAPOW<br><br>Sculpture and 3D - Creation Station   | KAPOW<br><br>Structures – Boats   |