

EYFS Long Term Plan  
2021- 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Theme or Topic?					
	<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Plant, grow, eat something</li> <li>Dig a hole</li> <li>Made &amp; flown a kite</li> </ul>	<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Stayed later in school (not quite a sleepover)</li> <li>Done something kind for an old person (maybe carol singing)</li> <li>Post a letter</li> </ul>	<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Made a snowman</li> <li>Make a den</li> <li>Showcased a special talent</li> </ul>	<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Visit a farm</li> <li>Stroked an animal</li> <li>Seen an exotic animal at the zoo</li> </ul> <p>Taken a ride on a train/ bus</p>	<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Had a picnic</li> <li>Purchased something at a shop</li> <li>Bake &amp; eat a cake</li> <li>Climbed a hill</li> </ul> <p>Rolled down a hill</p>	<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> <li>Go to the beach/ body of water</li> <li>Played Pooh sticks</li> <li>Experienced a water slip and slide</li> <li>Had a scooter race with friends</li> </ul> <p>Washed a car</p>
	Visit: Walk to the woods	Visit:	Visit: Attingham Park – Percy the park keeper walk	Visit: Hoo Farm	Visit:	Visits:
	<p>Texts:</p> <p>The Colour Monster We're going on a bear hunt How to Catch a Star The Three Little Pigs What's in the Witches Kitchen? Room on the Broom</p>	<p>Texts:</p> <p>Leafman The Gingerbread man Peace At Last The Gruffalo Stick Man</p>	<p>Texts:</p> <p>Foxes in the Snow Percy the Park keeper one snowy night Maisy's CNY Mei Lings Hiccups Jaspers Beanstalk Jack and The Beanstalk</p>	<p>Texts:</p> <p>The Bad Tempered Ladybird The Enormous Turnip Handa's Surprise /Handa's Hen What the ladybird heard</p>	<p>Texts:</p> <p>The Very Hungry Caterpillar Oliver's Fruit Salad Little Red Riding hood</p>	<p>Texts:</p> <p>The Three Billy Goats Gruff Giraffes can't dance</p>
	<p>English:</p> <p>Phonics: Sound Discrimination- Identifying and listening to sounds in the environment. Using words and vocabulary to describe sounds heard in the environment. <b>(Were going on a bear hunt)</b></p> <p>Discriminating Sounds- Telling the difference between different sounds, noise makers, instruments and objects. Vocabulary and words to describe and talk about sounds <b>(Peace at last)</b></p> <p>Body Percussion- Songs &amp; rhymes that use actions &amp; body percussion. Tuning into different sounds &amp; how sounds can be changed</p> <p>Rhythm &amp; Rhyme- Continuing body percussion &amp; moving onto rhythms. Lots of exposure to rhyming words &amp; stories <b>(Each Peach Pear Plum)</b></p> <p>Literacy: Begins to recognise name on labels</p> <p>Listening to stories carefully (1:1 and in a group)</p> <p>Accessing books independently</p> <p>Becoming familiar with stories (retell &amp; recall)</p>		<p>English:</p> <p>Phonics: Alliteration- Words that begin with the same sounds. Tuning into the sounds at the beginning of words in preparation for oral blending &amp; segmenting.</p> <p>Oral blending &amp; segmenting- Recognising the component sounds that make up CVC words</p> <p>Literacy: Can recognise name in different contexts (e.g. on clothes, paper etc.)</p> <p>Can recognise words that begin with their name</p>		<p>English:</p>	<p>English:</p>

<p>Talks about favourite books and stories</p>					
<p>Maths:</p> <p><b>BIRTH TO THREE:</b></p> <ul style="list-style-type: none"> <li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>Take part in finger rhymes with numbers.</li> <li>React to changes of amount in a group of up to three items.</li> <li>Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>Climb and squeeze themselves into different types of spaces.</li> <li>Build with a range of resources.</li> <li>Complete inset puzzles.</li> <li>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>Notice patterns and arrange things in patterns.</li> </ul>		<p>Maths:</p> <p><b>THREE AND FOUR YEAR OLDS:</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>	<p>Maths:</p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p>Maths:</p> <ul style="list-style-type: none"> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	
<p><u>Understanding the world</u> Science, Geography, History:</p> <p>Sensory exploration (Autumnal objects and nature walk)</p> <p>Playdough station – mixing and creating own playdough recipes.</p> <p>Pumpkins (predicting and exploring)</p> <p>Cooking opportunities soup? (curriculum kitchen)</p> <p>Who am I, what do I look like, who is in my family?</p> <p>Calendar, date, time during registration</p> <p>Where are we? Google maps exploring world around us – maps of school</p> <p>Black History Month- Rosa Parks</p> <p>Diwali- Lots of Lights</p>		<p><u>Understanding the world</u> Science, Geography, History:</p> <p>Ice &amp; Melting</p> <p>Planting seeds ready for Spring (beanstalks)</p> <p>Cooking opportunities- dumplings/ stir fry</p> <p>CNY links- Maisy's CNY, exploring different countries.</p> <p>Look at different occupations regarding Percy is a park keeper. What job do the grown ups have in your life?</p>	<p><u>Understanding the world</u> Science, Geography, History:</p> <p>Push &amp; Pull forces (Enormous Turnip) Obstacle Courses</p> <p>Toys old &amp; new (The Toymaker)</p> <p>What The Ladybird Heard- map making (loose parts link)</p> <p>Handa's surprise- different countries &amp; cultures comparing where we live to Handas</p>	<p><u>Understanding the world</u> Science, Geography, History:</p> <p>Olivers fruit salad- cooking &amp; looking at how to change fruit into different things.</p> <p>The Very Hungry Caterpillar- changes, life cycle of a butterfly (caterpillars in the classroom)</p>	
<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Dance &amp; large body</p>	<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Celebrate John Randall Day drawing the</p>	<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Use drawing to mark make</p>	<p><u>Expressive arts and design</u> Art, DT and Music:</p>	<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Apply simple finishes e.g. paint,</p>	<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Dance &amp; large body movements</p>

<p>movements exploring different types of music</p> <p>Learn new action rhymes &amp; body movements to songs (Christmas)</p> <p>Build up a repertoire of familiar rhymes</p> <p>Begin to use simple mark making tools to explore movement and marks- pencils, watercolours, powder paints, changing colours.</p> <p>Begin model draw opportunity (still-life)</p> <p>Using blocks and other loose parts to create enclosures and structures.</p> <p>Key songs : Ging Gang Goo I'm a little teapot 5 Speckled Frogs 5 little worms</p>	<p>season on tiles.</p> <p>Observational drawing (in detail) and mark making opportunities for a purpose in all areas of CP. – using black pens</p> <p>Exploring Instruments and the sounds they make, loud and quiet fast and slow</p> <p>Introducing Clay as a medium for constructing/ building.</p> <p>Use basic tools to cut, shape and mix, e.g. cutters and whisks.</p> <p>Key songs: This Old Man The Farmers in his dell Ride a cock horse</p>	<p>abstract things e.g. forces, turnip being pulled out.</p> <p>Drawing the weather or how a plant grows (abstract)</p> <p>Make simple 2D structures using straws.</p> <p>Key songs: Oranges and Lemons The Ants go marching</p>	<p>Explore light and shadows.</p> <p>Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Sort fruit and vegetables by taste, shape, size, colour, texture and simple food groups, e.g. meat, vegetables etc.</p> <p>Keys songs: Hot Cross Buns/ 5 current buns She'll be coming around the mountain The bear went over the mountain</p>	<p>PVA glue glaze.</p> <p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Keys songs: Pop Goes the weasel There was an old lady</p>	<p>exploring different types of music</p> <p>Learn new action rhymes &amp; body movements to songs (Christmas)</p> <p>Build up a repertoire of familiar rhymes</p> <p>Begin to use simple mark making tools to explore movement and marks- pencils, watercolours, powder paints, changing colours.</p> <p>Begin model draw opportunity (still-life)</p> <p>Using blocks and other loose parts to create enclosures and structures.</p> <p>Key songs : Ging Gang Goo I'm a little teapot 5 Speckled Frogs 5 little worms</p>
<p>PE: Exploring large scale movements (mat time exercises &amp; write dance)</p> <p>Balls- throwing, catching kicking Hand-eye co-ordination</p>	<p>PE: Exploring large scale movements (mat time exercises &amp; write dance)</p> <p>Balls- throwing, catching kicking Hand-eye co-ordination</p> <p>FM skills within model draw, name, write dance &amp; mark making opportunities</p> <p>Confidence in obstacle course building and travelling. Bridging and balancing, making gaps to challenge)</p> <p>Support with independence skills in getting waterproof onesie on and off, getting wellies/ shoes on and off (Velcro or pull on) Attempting zip on coat.</p>	<p>PE: Exploring dance and movement (write dance)</p> <p>Exploring large body movements in different scenarios- crawling, rolling, slithering etc. Front roly-poly?</p> <p>Obstacle course- using open ended materials (AFrame, Reels, Ladders to create challenge and test boundaries more confidently)</p> <p>PE- introducing team games.</p> <p>FM skills- becoming more competent in scissor skills (EAD) Introduce sewing with Binca</p> <p>Attempting to independently put on waterproof &amp; shoes/ wellies. Needing limited support.</p> <p>FM Skills (write dance, mark making opportunities, introduction of early woodwork tools- hammers and golf</p>	<p>PE: Following a simple dance routine remembering some simple moves in sequence</p> <p>Write dance &amp; drawing club- more intricate movements and marks to create smaller more purposeful drawings using both GM &amp; FM skills.</p> <p>Becoming more confident with simple woodworking tools (hammers, nails, ratchet spanners, taking things apart etc.)</p> <p>PE- becoming more aware of team games.</p> <p>Independent dressing &amp; undressing for outdoor play. Zipping up coat independently.</p> <p>Forest School Safety- introduce and explore. Step, step, back. Safety rules charter.</p>		

				tee's/ nails)		
	PSHE: Jigsaw- Being me in my world.	PSHE: Jigsaw- Celebrating difference.	PSHE: Jigsaw- Dreams and goals	PSHE: Jigsaw- Healthy me.	PSHE: Jigsaw- Relationships	PSHE: Jigsaw- Changing me.
	R.E: Halloween	R.E: Diwali Christmas	R.E: Martin Luther King day Chinese New year	R.E: Easter Earth Day	R.E: Ramadan	R.E: Pride
	Computing:	Computing:	Computing:	Computing:	Computing:	Computing:

Reception	Theme or topic?					
Enrichment opportunities: Continuous -	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities:	Enrichment opportunities:
<ul style="list-style-type: none"> <li>Made a mud pie</li> <li>Tried food from another country</li> <li>Climb a tree</li> </ul>	<ul style="list-style-type: none"> <li>Plant, grow, eat something</li> <li>Dig a hole</li> <li>Made &amp; flown a kite</li> </ul>	<ul style="list-style-type: none"> <li>Stayed later in school (not quite a sleepover)</li> <li>Done something kind for an old person (maybe carol singing)</li> <li>Post a letter</li> </ul>	<ul style="list-style-type: none"> <li>Made a snowman</li> <li>Make a den</li> <li>Showcased a special talent</li> </ul>	<ul style="list-style-type: none"> <li>Visit a farm</li> <li>Stroked an animal</li> <li>Seen an exotic animal at the zoo</li> <li>Taken a ride on a train/ bus</li> </ul>	<ul style="list-style-type: none"> <li>Had a picnic</li> <li>Purchased something at a shop</li> <li>Bake &amp; eat a cake</li> <li>Climbed a hill</li> <li>Rolled down a hill</li> </ul>	<ul style="list-style-type: none"> <li>Go to the beach/ body of water</li> <li>Played Pooh sticks</li> <li>Experienced a water slip and slide</li> <li>Had a scooter race with friends</li> <li>Washed a car</li> </ul>
	Visit: Walk to the woods	Visit:	Visit: Attingham Park – Percy the park keeper walk	Visit: Hoo Farm	Visit:	Visits:
	<p>Texts:</p> <p>The Colour Monster We're going on a bear hunt How to Catch a Star The Three Little Pigs What's in the Witches Kitchen? Room on the Broom</p>	<p>Texts:</p> <p>Leafman The Gingerbread man Peace At Last The Gruffalo Stick Man</p>	<p>Texts:</p> <p>Foxes in the Snow Percy the Park keeper one snowy night Maisy's CNY Mei Lings Hiccups Jaspers Beanstalk Jack and The Beanstalk</p>	<p>Texts:</p> <p>The Bad Tempered Ladybird The Enormous Turnip Handa's Surprise /Handa's Hen What the ladybird heard</p>	<p>Texts:</p> <p>The Very Hungry Caterpillar Oliver's Fruit Salad Christophers Caterpillars Handa's Surprise</p>	<p>Texts:</p> <p>The Snail and The Whale The Singing Mermaid The Tiny Seed Little Red Riding Hood Seaside Poems- Nick Sheratt &amp; Jill Bennet Magic Beach- Alison Lester</p>
	<p>English:</p> <ul style="list-style-type: none"> <li>Understands the 5 concepts about print</li> <li>Develop their phonological awareness so they can spot rhymes, syllables, initial sounds</li> <li>Engages in extended conversations about stories, learning new vocabular from books.</li> </ul>	<p>English:</p> <ul style="list-style-type: none"> <li>Writes some or all of their name</li> <li>Write some letters accurately</li> <li>Read individual letters saying the sounds for them</li> <li>Read some letter groups that represent a single sound and say sounds for them.</li> <li>Blend sounds in words so they can read short words made up of know letter sounds.</li> </ul>	<p>English:</p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and writing them</li> <li>Read a few common expectation words</li> <li>Read simple phrases and sentences with know letter sounds</li> <li>Re-read those books to build up confidence in word reading and fluency</li> </ul>	<p>English:</p> <ul style="list-style-type: none"> <li>Form lowercase and uppercase letters correctly</li> <li>Re-read what they have written to check it makes sense</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and a full stop.</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> </ul>	<p>English:</p> <p><b>Anticipate (where appropriate) key events in stories. Write recognisable letters, most of which are correctly formed. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p>	<p>English:</p> <ul style="list-style-type: none"> <li><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></li> <li><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b></li> <li><b>Read words consistent with their phonic knowledge by sound-blending.</b></li> <li><b>Writing</b></li> <li><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></li> <li><b>Write simple phrases and sentences that can be read by others.</b></li> </ul>

<p>Maths: Weeks 1-3 – How much, how many? - Compares 2 groups of up to 5 objects saying when</p> <p>Weeks 3-6 – All about me, 1,2,3! - Fast recognition of up to 3 objects - Talk about and identify patterns around them</p> <p>Recites past 5</p>	<p>Maths: Weeks 7-9 – 4-5 Jump and Jive Weeks 10-12 – Pick and Mix number 6! - Solve real world math problems with numbers up to 5 - Count objects, actions and sounds.</p> <p>Subitize <b>Subitise (recognise quantities without counting) up to 5.</b></p>	<p>Maths: Weeks 1-3 – 7 &amp; 8 on a plate Weeks 3-6 – Team 9 &amp; 10 Link the number symbol with its number value</p>	<p>Maths: Weeks 7-9 – 1 to 10, all again Weeks 10-12 – Twenty plenty! - Explores the composition of numbers to 10 - Automatically recall number bonds 0-10 - Count beyond 10 - Compare numbers</p>	<p>Maths: Weeks 1-6 – Write and remember arithmetic Weeks 7-12 – Maths Explorers &amp; Pattern Finders - Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers. - Continue, copy and create repeating patterns - Compare length, weight and capacity</p> <p>Select rotate and manipulate shapes in order to develop spatial reasoning skills</p>	<p>Maths: <b>Number</b> • <b>Have a deep understanding of number to 10, including the composition of each number.</b> • <b>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b> <b>Numerical Patterns</b> • <b>Verbally count beyond 20, recognising the pattern of the counting system.</b> • <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b> • <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></p>		
<p><u>Understanding the world</u> Science, Geography, History:</p> <p>Sensory exploration (Autumnal objects and nature walk)</p> <p>Playdough station – mixing and creating own playdough recipes.</p> <p>Pumpkins (predicting and exploring)</p> <p>Cooking opportunities soup? (curriculum kitchen)</p> <p>Who am I, what do I look like, who is in my family?</p> <p>Calendar, date, time during registration Where are we? Google maps exploring world around us – maps of school</p> <p>Black History Month- Rosa Parks</p> <p>Diwali- Lots of Lights</p>		<p><u>Understanding the world</u> Science, Geography, History:</p> <p>Ice &amp; Melting</p> <p>Planting seeds ready for Spring (beanstalks)</p> <p>Cooking opportunities- dumplings/ stir fry</p> <p>CNY links- Maisy's CNY, exploring different countries.</p>		<p><u>Understanding the world</u> Science, Geography, History:</p> <p>Push &amp; Pull forces (Enormous Turnip) Obstacle Courses</p> <p>Toys old &amp; new (The Toymaker)</p> <p>What The Ladybird Heard- map making (loose parts link)</p> <p>Handa's surprise- different countries &amp; cultures</p>		<p><u>Understanding the world</u> Science, Geography, History:</p> <p>Olivers fruit salad- cooking &amp; looking at how to change fruit into different things.</p> <p>The Very Hungry Caterpillar- changes, life cycle of a butterfly (caterpillars in the classroom)</p> <p>Explore different habitats where animals live – giraffes cant dance</p> <p>Transition to year 1 and thinking back to start of the year how have you changed?</p>	
<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Dance &amp; large body movements exploring different types of music</p> <p>Learn new action rhymes &amp; body movements to songs (Christmas)</p> <p>Build up a repertoire of familiar rhymes</p> <p>Begin to use simple mark making tools to explore movement and marks- pencils, watercolours, powder paints, changing colours.</p> <p>Begin model draw opportunity (still-life)</p> <p>Using blocks and other loose parts to create enclosures and structures.</p>		<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Celebrate John Randall Day drawing the season on tiles.</p> <p>Observational drawing (in detail) and mark making opportunities for a purpose in all areas of CP. – using black pens</p> <p>Exploring Instruments and the sounds they make, loud and quiet fast and slow</p>		<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Use drawing to mark make abstract things e.g. forces, turnip being pulled out.</p> <p>Drawing the weather or how a plant grows (abstract)</p> <p>Make simple 2D structures using straws.</p> <p>Key songs: Oranges and Lemons</p>		<p><u>Expressive arts and design</u> Art, DT and Music:</p> <p>Explore light and shadows.</p> <p>Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Sort fruit and vegetables by taste, shape, size, colour, texture and simple food groups, e.g. meat, vegetables etc.</p> <p>Keys songs: Pop Goes the weasel There was an old lady</p>	

<p>Key songs : Ging Gang Goo I'm a little teapot 5 Speckled Frogs 5 little worms</p>	<p>Introducing Clay as a medium for constructing/ building.</p> <p>Use basic tools to cut, shape and mix, e.g. cutters and whisks.</p> <p>Key songs: This Old Man The Farmers in his dell Ride a cock horse</p>	<p>The Ants go marching</p>	<p>Keys songs: Hot Cross Buns/ 5 current buns She'll be coming around the mountain The bear went over the mountain</p>		
<p>PE:</p> <p>Gross motor: Confidence in obstacle course building and travelling. Bridging and balancing, making gaps to challenge)</p> <p>Balls- throwing, catching kicking Hand-eye co-ordination</p> <p>Forest School Safety- introduce and explore. Step, step, back. Safety rules charter.</p> <p>Fine motor: Support with independence skills in getting changed for PE and into waterproof onesie on and off, getting wellies/ shoes on and off (Velcro or pull on) Attempting zip on coat.</p> <p>Draw, name, write dance &amp; mark making opportunities</p>	<p>PE:</p> <p>Gross motor: Exploring large body movements in different scenarios- crawling, rolling, slithering etc. Front roly-poly?</p> <p>Obstacle course- using open ended materials (AFrame, Reels, Ladders to create challenge and test boundaries more confidently)</p> <p>Introducing team games.</p> <p>Fine Motor: Introduce sewing with Binca</p> <p>Attempting to independently put on PE kit and waterproof &amp; shoes/ wellies. Needing limited support.</p> <p>Introduction of early woodwork tools- hammers and golf tee's/ nails)</p>		<p>PE:</p> <p>Gross Motor: Following a simple dance routine remembering some simple moves in sequence</p> <p>Becoming more confident with simple woodworking tools (hammers, nails, ratchet spanners, taking things apart etc.)</p> <p>PE- becoming more aware of team games.</p> <p>Fine Motor: Independent dressing &amp; undressing for PE and outdoor play. Zipping up coat independently.</p> <p>Forms majority of letters correctly lower and upper case</p>		
<p>PSHE: Jigsaw- Being me in my world.</p>	<p>PSHE: Jigsaw- Celebrating difference.</p>	<p>PSHE: Jigsaw- Dreams and goals</p>	<p>PSHE: Jigsaw- Healthy me.</p>	<p>PSHE: Jigsaw- Relationships</p>	<p>PSHE: Jigsaw- Changing me.</p>
<p>R.E: Halloween Black history month</p>	<p>R.E: Diwali Christmas</p>	<p>R.E: Martin Luther King day Chinese New year</p>	<p>R.E: Easter Earth Day</p>	<p>R.E: Ramadan</p>	<p>R.E: Pride</p>
<p>Computing: R5 My Online Life: This activity takes place over the course of the term. It covers all the DFE statutory requirements for digital literacy and online safety. Assessment: 1, 2, 3, 7, 8, 9, 10, 11, 12</p>	<p>Computing: R9 Talking Technology: The children will learn how to take photos, record video and record audio. This is an important skill that will enable them to document their own learning and ideas. The children will create a Tech Museum as they get to explore and play with old technology. Assessment: 1, 2, 3, 7, 8, 10</p>	<p>Computing: R6 Nursery Rhyme Coding: Using the theme of traditional tales, this activity develops Computational thinking such as sequencing and promotes core technology skills. Assessment: 1, 3, 4, 5, 6</p>	<p>Computing: R1 Technology &amp; Me: This unit helps children to make sense of and explore the technology around them. The children will get to experience a range of technology/ equipment, including digital cameras, iPads, video cameras, microscopes and sound recorders. Assessment: 1, 2, 3, 4, 5, 7, 8,</p>	<p>Computing: R3 Animal Safari: This unit helps children use iPads/ Tablets independently to collect and record information. The children will learn about opening apps, scanning QR codes, taking photos and recording information in a tally chart. Assessment: 1, 3, 7</p>	<p>Computing: R2 Robots: This unit gives children their first taste of computing (computational thinking and coding). The children will learn new skills and practice giving instructions to complete tasks. Assessment: 1, 3, 4, 5, 6, 7</p>
<p>MFL: My name is... Greetings</p>	<p>MFL: Numbers 1-5</p>	<p>MFL: Colours</p>	<p>MFL: Animals</p>	<p>MFL: Actions</p>	<p>MFL: Numbers 1-10</p>