



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
	My family, my school, my environment, the people around me, people who help us	Modes of transport now, local transport, early transport including George Stevenson and the steam train, local transport in the past, exploring and travelling	Our planet Earth, the Moon, the Sun, the planets in our solar system, space travel, astronauts, the International Space Station	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change	Past kings and queens, our King, coronations, The Magna Carta, Buckingham Palace, London, locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, myths and legends
Communication and Language Including... -Daily FFT Phonics sessions. - Chatty Chums - SALT Interventions	Understand how to listen carefully to their peers in small groups and to an adult. Engage in story-times and join in with repeated refrains. Listen carefully to songs, rhymes and stories and pay attention to how they sound. Learn rhymes, poems and songs Respond to multi-step instructions e.g getting ready for home or tidying up. Develop social phrases e.g. good morning how are you, can you open my snack please? Learn new vocabulary <i>Baseline Assessment</i>	Engage in story-times and join in with repeated refrains. Listen to and talk about stories to build familiarity and understanding. Follow directions, recognising left and right e.g. in games such as Simon says. Connect one idea or action to another using a range of connectives. Learn and use new vocabulary in different contexts. Ask questions using what, where, when and why to find out information. Describe events in some detail. Engage in non-fiction texts.	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space. Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago e.g. 'In the past, ...; It was...'. Ask relevant questions to find out more information e.g. when sharing a non-fiction text child can say 'I wonder why...'. Share opinions, explaining preferences e.g. 'My favourite planet is... because...' Retell the story, once they have developed a deep familiarity with the text.	Focus attention in a variety of situations; in small groups, 1:1 and whole class. Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do plants change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. e.g. 'This plant did not grow well because...; This plant grew really well because...'. Use newly acquired vocabulary in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed.	Describe a pretend object in play-based situations, e.g. when role playing a coronation a child might use props for the orb and sceptre. Question to understand why things happen e.g. who, what, when, how. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions/experiences using full sentences, e.g. 'I think... because...' this will be consistently modelled by adults in all curriculum areas. Listen to and talk about selected non-fiction to develop a deep familiarity.	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. 'I agree with ... because...' Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum.



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<p>Literacy and Suggested Texts</p> <p>FFT Success for all Phonics scheme.</p> <p>The FFT scope and sequence document and our EYFS progression document shows how D.M is mapped out in more detail.</p>	<p>Fiction including picture books with familiar settings, relating to families, people who help us.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary.</p> <p>Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p> <p>Use puppets to retell familiar stories.</p> <p>Provide opportunities for mark making.</p> <p>Form some lower-case letters correctly (FFT).</p> <p><i>Baseline Assessment</i></p>	<p>Fiction & non-fiction books about transport.</p> <p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories.</p> <p>Provide opportunities for mark making and emergent writing.</p> <p>List and labels writing</p> <p>Form some lower-case letters correctly (FFT).</p>	<p>Fiction & non-fiction texts about space.</p> <p>Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson.</p> <p>List writing.</p> <p>Reading words through sound blending as part of FFT Success for all phonics.</p> <p>Provide opportunities for emergent writing.</p> <p>Form some lower-case letters correctly (FFT).</p>	<p>Fiction & non-fiction texts about how people, animals and plants grow.</p> <p>Labelling e.g. labelling seed pots</p> <p>Descriptive sentences; children begin to write to describe an object/scene.</p> <p>Recognise common exception words within FFT Success for all phonics.</p> <p>Write simple phrases and sentences.</p> <p>Provide opportunities for emergent writing.</p> <p>Instructions; writing numbered lists in a logical order.</p> <p>Form lower-case and some capital letters correctly (FFT)</p>	<p>Fiction & non-fiction texts about the monarchy, history etc.</p> <p>Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives. E.g. 'First, I climbed on the climbing frame, then, I slid down the big slide!'</p> <p>Role play using newly acquired vocabulary e.g. role play a coronation. Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p> <p>Ongoing provision for emergent writing and creative mark making.</p> <p>Form lower-case and some capital letters correctly (FFT)</p>	<p>Fiction & non-fiction books about the past.</p> <p>Character profiling; what do we know about St George?</p> <p>Using descriptive language in oral storytelling and in writing.</p> <p>Creating our own stories (orally or written) with a Beginning, middle and end.</p> <p>Jumping into the story Settings- what was the character thinking at this point in the story?</p> <p>Nonsense poetry- how authors play with words.</p> <p>Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.</p> <p>Form lower-case and upper-case letters correctly.</p>



Reception

EYFS



Mossley CE Primary School Long Term Plan

Reception 2024-2025



Adult-led writing opportunities	Name writing Incredible You The Tiger who Came to Tea The Colour Monster feelings jar The Jolly Postman-initial sounds Zog and the Flying Doctors Harvest Shopping List The Leaf Thief People Who Help Us Non-Fiction Books	You Can't Take an Elephant on the Bus cvc word writing. Bonfire Night Noises Duck in the Truck captions Diwali Party List Christmas cvc words/caption writing	Recount my Christmas break Whatever Next-sequencing, captions, re-telling the story. Chinese mark making My own fact book about 'Our Solar System'.	Describing a spring scene. The Tadpole's Promise-character speech bubbles. Instruction writing What the Ladybird Heard-wanted poster We're Going on an Egg Hunt-re-tell the story different verbs.	Label the different features of a castle. Label the different hats from the story 'The King's Hats'. Re-tell the story of 'The King's Runaway Crown'. The King who Banned the Dark writing. If I were Prime Minister writing.	Little Red Reading Hood setting description. Anansi the Spider character description Facts about spiders Wisdom Pots about Africa Aaaaarrgghh Spider-speech bubbles for characters.
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Suggested Texts	Referenced in UtW Plan: Dan and Diesel by Charlotte Hudson Hari's Box by Juliet Bell Love Makes a Family by Sophie Beer Here We Are by Oliver Jeffers Tree by Britta Teckentrup The Squirrels who Squabbled by Rachel Bright and Jim Field Seasons by Hannah Pang Zog and the Flying Doctors by Julia Donaldson Additional Suggestions: I am too Absolutely Small for School by Lauren Child Owl Babies Goldilocks and the Three Bears Where's My Teddy? Ruby's Worry by Tom Percival Peepbo by Janet and Alan Ahlberg A Great Big Cuddle (poetry) by Michael Rosen Titch Once they were Giants Peepo Each Peach Pear Plum The Family Book by Todd Parr The Gingerbread Man Goldilocks and the Three Bears	Referenced in UtW Plan: Naughty Bus by Jan Oke, Duck in the Truck by Jez Alborough, Mrs Armitage on Wheels by Quentin Blake The Wheels on the Tuk Tuk by Kabir Sehgal, Guido's Gondola by Steve Bjorkman and non-fiction books about transport around the world. Mr Gumpy's Motor Car by John Burningham, The Cat, The Mouse and the Runaway Train by Peter Bentley Shackleton's Journey by William Grill Additional Suggestions: Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah Tom's Magnificent Machines by Linda Sarah The Three Little Pigs The Billy Goats Gruff The Christmas Story The Story of Diwali	Referenced in UtW Plan: Caroline's Comets by Emily Arnold McCulley Look Up by Nathan Bryon Astro Girl by Ken-Wilson Max The Hunting of the Great Bear (Native American Traditional Story) Additional Suggestions: Cinderella Jack and the Beanstalk Rosie's Walk The Elephants and the Mice (Indian Folk Tale)	Referenced in UtW Plan: The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga (Traditional) Additional Suggestions: The Elves and the Shoemaker Rapunzel Noah's Ark The Easter Story The North Wind and the Sun (Aesop's Fable) Day Monkey, Night Monkey What the Ladybird Heard The Journey Home by Emma Levey Tadpoles Promise	Referenced in UtW Plan: Non-fiction texts: Kings and Queens Zog and Zog and the Flying Doctors by Julia Donaldson The Queen's Hat by Steve Anthony Usborne- Peep inside a castle Additional Suggestions: Jack & the Beanstalk The Ugly Duckling The Princess and the Pea The Queen's Knickers The Queen's Handbag Shhhh don't wake the Royal Baby. The King's Hats The King's Runaway Crown The King who Banned the Dark	Referenced in UtW Plan: Usborne: St George and the Dragon Usborne: Greek Myths for Young Children Additional Suggestions: Little Red Riding Hood The Hare and the Tortoise Alice in Wonderland Robin Hood The Hare and the Tortoise (Aesop's Fable) King Midas and the Golden Touch (Greek Myth) Nonsense Poetry e.g. Spike Milligan, Edward Lear. Anansi the Spider (Ghanaian Folk Tale)




<p>Traditional rhymes and poetry</p>	<p>The Tiger Child (Indian Traditional Story) Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie</p>	<p>How the Leopard got his spots (Aesop's Fable) Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle</p>	<p>It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence</p>	<p>Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald</p>	<p>Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York</p>	<p>Jack be nimble Monday's child See saw, Margery Daw Poetry Week</p>
<p>Mathematics -White Rose Maths -Master the Curriculum</p>	<p>Count objects, actions and sounds. Subitise to 5. Link the number symbol to (numeral) with its cardinal number value. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Number games, pattern games, ongoing mathematical provision for independent choice including numbers in sand tray, clocks, money etc. <i>Baseline Assessment</i></p>	<p>Count objects, actions and sounds Subitise to 5. Link the number symbol to (numeral) with its cardinal number value. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Properties of shapes, tessellation and repeating shape patterns. Colours and patterns; Create repeating patterns with beads on strings, patterns of coloured cars etc. Comparing quantities; e.g. pouring water or sand from one container to another and seeing which holds the most.</p>	<p>Explore composition of numbers to 10. Link the number symbol to (numeral) with its cardinal number value. Numbers within 10; including subitise (recognise quantities without counting) up to five number bonds and double facts up to 10. Continue, copy and create repeating patterns. Compose and decompose shapes. Compare length, weight and capacity. Verbally count to 20 and beyond.</p>	<p>Positional language; games where children move objects around and describe their position. Verbally count to 20 and beyond. Addition and Subtraction with numbers to 20 using concrete objects to support understanding. Odd and even numbers; using concrete objects such as numicon to support understanding. Explore 3D shapes</p>	<p>Double facts to 10; exploring known facts and how we can apply what we know to new problems. Doubling using concrete objects such as buttons or counters. Comparing quantities of more and less; ordering numbers, recognising how many tens are in a two-digit number. Money; begin to recognise coins and their value. Use a till and labels in a shop role play or a shop-based tuff tray activity. Numbers within 20; automatic recall of number bonds to 10, secure understanding of numbers between 10 and 20, recognise the value of 10 Write numbers in a range of practical situations e.g., to label things, in role play area, with chalk on the playground etc.</p>	<p>Grouping and sharing; using concrete objects. Equal grouping and sharing. Sharing out counters, buttons, snacks at snack time etc. Measure; how do we measure things in our classroom? Use non-standard measure such as how many hands long is this table? Exploring using rulers and measuring tapes to measure our feet, each other's legs etc. Addition and Subtraction within numbers to 20 in practical, concrete contexts. Write numbers in a range of practical situations e.g., to label things, in role play area, with chalk on the playground etc.</p>
<p>White Rose Maths Units</p>	<p>WRM: Getting to Know You Match, Sort and Compare, Talk about Measure and Patterns, It's Me 1, 2, 3</p>	<p>WRM: Circles and Triangles, 1, 2, 3, 4, 5, Shapes with 4 sides</p>	<p>WRM: Alive in 5, Mass and Capacity, Growing 6, 7, 8, Length, Height and Time</p>	<p>WRM: Building 9 and 10, Explore 3D Shapes</p>	<p>WRM: To 20 and beyond, How Many Now? Manipulate, Compose and Decompose</p>	<p>WRM: Sharing and Grouping, Visualise, Build and Map, Make Connections.</p>



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	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Understanding the World- Detailed PKC plans available	Past and Present (History)					
	<p>My past, present, future and that of others including characters from stories.</p> <p>Families; when I was a baby, when my family members were young. Family trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, how have I changed?</p> <p>Our school year: what will we do this year in Reception?</p>	<p>George Stevenson; The invention of the Steam Train</p> <p>Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history.</p> <p>Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport.</p> <p>Ernest Shackleton the explorer; The South Pole, the challenges of his journey.</p>	<p>People who looked at the stars; Galileo.</p> <p>Traditional stories to explain the stars e.g. The hunting of the Great Bear</p> <p>What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system.</p> <p>The Moon landings; Neil Armstrong.</p> <p>The International Space Station; when and why it was built and launched.</p>	<p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now.</p> <p>How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events).</p> <p>Locally significant areas in the past e.g. a local historical building.</p> <p>King Charles' coronation in Westminster Abbey.</p>	<p>Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch.</p> <p>Myths and Legends from around the world; Ali Baba and the Forty Thieves, Stories of King Arthur, Norse Gods.</p> <p>St George and the Dragon.</p>
	People, Culture and Communities (Geography)					
<p>Location of our school and the local area. My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?</p> <p>Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, refuse collectors.</p>	<p>Transport in our local area and contrasted with transport for long journeys- children's experience of transport.</p> <p>Road Safety – how we travel safely.</p> <p>How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region.</p> <p>Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>	<p>The Monarchy; King Charles, Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle, Balmoral Castle.</p> <p>Countries around the world that have King Charles as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Locate the places that feature in the key stories chosen for this topic.</p> <p>Oral storytelling as part of culture; how we pass on stories within our families and communities.</p> <p>Using Anansi story focus on Africa and learn about different features e.g. climate, people. Compare this to the U.K.</p>	



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Understanding the World- Detailed PKC plan available	The Natural World (Science)					
	<p>The human body: Facial features, body parts, the senses.</p> <p>Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p>	<p>Forces: push, pull, twist Air transport Water transport.</p> <p>Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter?</p> <p>Transport in the winter; snow ploughs, gritting roads, snow tyres.</p> <p>Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>Our planet Earth, land and sea, plants and animals, weather, gravity.</p> <p>The moon, the sun, the planets in our solar system, space travel, astronauts.</p> <p>Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies.</p> <p>Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves.</p> <p>Identify trees and plants growing locally on the school grounds or in local parks.</p>	<p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Light and dark</p> <p>Shadows-making our own and why do shadows appear?</p>	<p>Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.</p> <p>Our woodland in the summer</p>
Personal, Social and Emotional Development -JIGSAW The Colour Monster	<p>Our classroom and school rules; how we all help to make our classroom a happy place to learn.</p> <p>Making new friends and sharing.</p> <p>Managing our own basic hygiene and personal needs</p> <p>Introduce 'The Colour Monster'</p> <p>My Feelings; words I can use to describe how I am feeling. What I can do when I am angry or upset. JIGSAW – Being Me</p> 	<p>Teamwork and sharing; working together and waiting to take turns.</p> <p>How can I help my friends?</p> <p>Including everyone; diversity within our school and the wider community.</p> <p>JIGSAW – Celebrating Differences</p>	<p>See themselves as a valuable individual.</p> <p>Set and work towards simple goals.</p> <p>JIGSAW – Goals and Dreams</p>	<p>Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.</p> <p>Oral hygiene</p> <p>Exercise and keeping fit and healthy</p> <p>JIGSAW – Healthy Me</p>	<p>Doing things independently and helping others. Independence.</p> <p>Think about the needs of others</p> <p>JIGSAW - Relationships</p>	<p>Challenges: moving to Year One.</p> <p>What do I do when things are hard? Perseverance. Who can help me at school?</p> <p>How have I changed since I started in Reception?</p> <p>What have I achieved?</p> <p>JIGSAW – Changing Me</p>



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Physical Development						
<i>Discrete 2 hour PE lessons timetabled in addition to free flow use of outdoor area</i>						
Gross Motor	Spatial awareness and multi-step instruction games. Running, jumping, using tricycles and scooters outside with increasing control and safety.	Spatial awareness and coordination games, throwing and catching. Dance to music, moving with control around the floor	Invasion games, throwing and catching. Balance- standing on one leg, walking along a bench, climbing.	Team games and ball skills including using a racquet. Running, jumping, hopping from foot to foot, running around obstacles	Team games including relay races, using racquets and balls, throwing and catching. Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Racing and obstacle courses – skills for sports day. Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching.
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough. Drawing my family with black fine-line pen Pre-writing patterns and mark making	Small tools; cutlery, tweezers, pipettes, scissors, playdough tools. Scissors-cut out a poppy and parts of poppy Drawing maps, transport, junk modelling vehicles. Black fine-line to create Mehndi patterns	Small tools; cutlery, tweezers, pipettes, scissors. Drawing an alien Scissors- cutting out 2D shapes to complete the space scene Portrait of an astronaut Chinese New Year-Chinese letters with lines and curves	Small tools; cutlery, tweezers, pipettes, scissors. Drawing and painting plants and flowers, leaf rubbings, pencil control. Drawing map with felt tips for What the Ladybird Heard	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes to construct a castle-naming different parts.	Small tools; cutlery, tweezers, pipettes, scissors. Cutting a more complex shape-dragon Weaving a spiders web Lines and curves to draw a spiders web
Expressive Arts and Design						
Creating with Materials	Exploring colour-using primary colours Painting: portraits including features of their face The Dot-making marks Fork printing-colour monster Everyday objects-printing Autumn tree Loose parts- representation of their family	Metallic paint with everyday objects to create firework scene. Painting a type of transport (bus or other) Painting a poppy Diwali-Rangoli patterns with felt tip Loose parts-Large scale firework display	Exploring line Taking a line for a walk Creating drip paintings like Jackson Pollock Space scene with them as an astronaut. Watercolours- create a planet and star printing Chalk planets-blending colours Loose parts-constellations	Exploring what we can see in the world around us Studying how Van Gogh used different marks to draw still life Painting a daffodil naming parts Trees through the seasons Easter scene-wash background and tearing black sugar paper. Loose parts- flowers/sunflower	Wax crayons and other materials to create castle background. Oil pastels to draw a picture of Colin the dog. Create their own crown (D&T) Paint a 'whole body' picture of a Royal Guard for Buckingham Palace.	Collage African animal e.g. tiger based on work of Rousseau. African Pattern Making Observational drawing of a spider Painting of a spider



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Being imaginative and expressive	Role Play Area: Our House Sparkyard Music: My Musical Classroom Step 1: Hear my Voice Step 2: What's the Music Saying?	Role Play Area: Lost Property or Birthday House Farm Shop Nativity scene/elves workshop Music: Christmas Performance	Role Play Area: Child initiated after first term observations Sparkyard Music: Musical Patterns and Performing Step 1: What's the Pattern? Step 2: Playing Musical Patterns and Accompaniments	Role Play Area: Florist Vets/Groom Room Sparkyard Music: Musical Patterns and Performing Step 3: Exploring descriptive sounds Step 4: Let's Perform!	Role Play Area: Doctors/King's Banquet Sparkyard Music: Sound Stories Step 1: Pitch Play and Changing Sounds Step 2: Sounds from Nature	Role Play Area: Theatre with stage and props Shoe shop Sparkyard Music: Sound Stories Step 3: Meet the Characters Step 4: Perform a Story!
Art/Artists			Jackson Pollock	Vincent Van Gogh-sunflowers Pissarro-landscapes/garden		Rousseau jungle paintings
Festivals and Celebrations	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day International Languages Day Black History Month	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer Solstice
Trips	Church visit for Harvest	Pantomime Trip		Library Visit	Walk to the postbox	Imagine That
Visitors	Any people who help within the community; police, nurses, fire service etc	Links to local places of worship.		Member of the school community who can talk about Easter- links to local churches Visit from a Dentist Planting with Mrs Clowes	Member of the school community who works in a science-based job role	
Special events	Starting school	Children in Need Remembrance Day Black history week Christmas Performance	World Book Day Internet Safety Day	Sport Relief	National Science week	Sports Day Moss Fest
Christian Value	Compassion	Hope	Endurance	Self-Control	Kindness	Respect
RE	Thread: Belonging-What Makes People Special What do religious people learn from stories? Christianity/All Religions & Worldviews Welcome babies - all types of family. Baby Christening/Baptism Simple Christmas story – Jesus as king Bible as a holy book Ask questions that are puzzling.		Thread: Belonging-Celebration How do celebrations bring Christians together in different ways? Christianity/Other Simple bible stories eg Creation, Lost sheep, Lost coin, David & Goliath God as creator & shepherd. People's beliefs about God. Easter - Jesus was killed and rose again. They hold church services, eat Easter eggs to remind them of new life; Ask simple questions about the Easter story and encourage show curiosity about what happened? Beliefs about God. Roles of people in society		Thread: World, Personal Belief and Belonging Who and what is special to me? Why should we look after the world? Christianity/other Church is a special place to Christians - worship, pray, sing, listen, read the Bible. Some things Christians do in church. Bible is a sacred and holy book to Christians. Explain different features of a church building. Other special buildings used for worship. Stewardship of the earth	