

Possible themes	RE	History	Science	Geography	Music <small>Also see nursery rhyme long term plan linked to singing and performing</small>	PE	PSHCE/Safety
	Understanding the world, Physical Development, Personal, Social, Emotional Development, Communication and Language						
<b>Autumn 1 Reception</b>  <b>Magical Me</b>  Odd Dog Out Perfectly Norman  The squirrel's busy year Room on the broom	<b>RE - Where do we live and who lives there?</b>  <b>Understand that some places are special to members of their community</b>  <i>*Links*</i>  <i>Y1 - Sp - What does it mean to belong?</i>  <i>Y2 - A - Making good decisions being within a community with rules</i>	Talk about members of their immediate family and community  Name and describe people who are familiar to them.	<i>Explore the natural world around them.</i>  <i>Describe what they see, hear and feel whilst outside.</i>  Understand the effect of changing seasons on the natural world around them.  <b><u>Our Bodies/Healthy Eating</u></b>  Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amount of screen time, having a good sleep routine, being a safe pedestrian.  Manage their own needs.  Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  -How have we changed since being a baby?  -What is inside our bodies?	<b><u>Mapping/Physical geography</u></b>  Draw information from a simple map.  Understand the purpose of maps and some of their features  Describe the features of Siddal-road, houses, shops, hill, park.	Remember and sing entire songs  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<b><u>Me and myself</u></b> Step 1: To change into PE kit • Step 2: To listen and respond to instructions • Step 3: To move in different ways • Step 4: To change direction when moving • Step 5: To participate in games  • Understand and follow rules. • Plays cooperatively, taking turns with others. • Can manage their own basic hygiene and personal needs successfully, including dressing. • Knows the importance for good health of physical exercise and a healthy diet.	Safety when using tools and objects.  Healthy eating, toothbrushing, screen times, sleep routines, safe pedestrian. Managing own needs.  <i>*Links*</i>  <i>Y1-sp1-What helps us to stay healthy?</i>  <i>Y2-SP2-What helps us to stay safe?</i>  <i>Y2-Su1-What helps us to stay safe and healthy?</i>

			<p>-Healthy and unhealthy food</p> <p>-Making healthy foods</p> <p>-Toothbrushing</p> <p>-How we taste foods</p> <p><b>*Links*</b></p> <p><b>Y1 -A -Humnas</b></p> <p><b>Y2 -A -Humans</b></p> <p><b>Y2 -SP -Living things</b></p>				
<p><b>Autumn 2</b></p> <p><b>Reception</b></p> <p><b>Festivals and Celebrations</b></p> <p>Poppies ( 1 week)</p> <p>Tidy ( 2 weeks)</p> <p>Babushka ( 2 weeks)</p>	<p><b>How are special times celebrated?</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p> <p><b>Diwali</b></p> <p>-Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>- Explore how Diwali is celebrated in Hinduism and Sikhism.</p> <p><b>Christmas.</b></p> <p>- Look at how Christians celebrate Christmas.</p> <p>- Compare similarities and differences to beliefs, as well as exploring what they believe.</p> <p><b>Understand that some places are special to members of their community.</b></p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>Bonfire Night - Guy Fawkes</b></p> <ul style="list-style-type: none"> <li>- Explore who Guy Fawkes is and what is he remembered for.</li> </ul> <p><b>Remembrance Day-</b></p> <ul style="list-style-type: none"> <li>- What happened in WW1</li> <li>- Why do we remember?</li> </ul> <p>Introduce artefacts such as the poppy and openly discuss why we wear poppies.</p> <p>Encourage the chn to ask questions about why and how things happened in the past.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p><b>Seasonal change</b></p> <p><b>Describe what they see, hear and feel whilst outside.</b></p> <p><b>Explore the natural world around them.</b></p> <p><b>Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p> <p><b>Materials and their properties</b></p> <p>Explore range of materials</p> <p>Sort objects by the material they are made from</p> <p>Begin to describe materials using our senses</p> <p>Begin to investigate the properties of some materials</p>	<p><b>Describe what they see, hear and feel whilst outside.</b></p> <p><b>Understand the effect of changing seasons on the natural world around them</b></p> <p><b>Weather:</b></p> <p>Explore different types of weather.</p> <p>Make a weather chart</p> <p>Talk about the temperature</p> <p>Use more complex vocabulary around weather.</p> <p>How does the weather affect our local geography?</p>	<p><b>Performance</b></p> <p><b>Expressive Arts and Design</b></p> <p><b>Watch and talk about dance and performance art, expressing their feelings and responses</b></p> <p><b>Explore and engage in music making and dance, performing solo or in groups.</b></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><b>Working with Others</b></p> <p>Step 1: To play games with others.</p> <ul style="list-style-type: none"> <li>• Step 2: To share and be kind to each other.</li> <li>• Step 3: To run into space, avoiding obstacles.</li> <li>• Step 4: To take turns playing different roles and using different equipment.</li> <li>• Step 5: To play games in pairs and groups.</li> </ul> <ul style="list-style-type: none"> <li>• Can manage their own basic hygiene and personal needs successfully, including dressing.</li> <li>• Shows good control and co-ordination in large and small movements.</li> <li>• Handles equipment and tools effectively, including pencils for writing.</li> </ul>	<p><b>PSHE - Me and My Relationships</b></p> <p>See self as a valuable individual.</p> <p>Consider feelings of others.</p> <p>Name and describe important people to them.</p> <p>Talk and recognise people in family and immediate community.</p> <p>Building constructive and respectful relationships.</p> <p><b>*Links*</b></p> <p><b>Y1 -A1 -Relationships- Same/different</b></p> <p><b>Y1 -A2 -Who is special to us?</b></p> <p><b>Y1 -Su2 -Living in the wider world</b></p> <p><b>Y2 -A1 -What makes a good friend</b></p> <p><b>Y2 -A2 -Resoect for others</b></p> <p><b>Y2 -Su1 -Staying Safe</b></p>

	<p>Visit to local church in Siddal, talk about importance of church for Christians.</p> <p>Diwali, Christmas, Remembrance Day, Bonfire Night</p> <p><b>*Links*</b></p> <p><b>Y1 -A-Symbolic events</b></p> <p><b>Y2-A- How is new life welcomed?</b></p> <p><b>Y2 -Su - What did Jesus teach and how did he live?</b></p>	<p><i>Introduce vocabulary related to different types of sources.</i></p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p><b>*Links*</b></p> <p><b>Y1/2- Locational Knowledge</b></p> <p><b>Y2-Contrasting locations</b></p>			<ul style="list-style-type: none"> <li>• Work as part of a team.</li> <li>• Understand and follow rules</li> </ul> <p><b>*Links*</b></p> <p><b>Leading to team and paired games</b></p>	
<p><b>Spring 1</b></p> <p><b>Reception</b></p> <p><b>Space</b></p> <p>The way back home</p> <p>Chinese New Year (16.1.23-20.1.23) 1 week</p> <p><i>The great race</i></p> <p><b>Polar Regions</b> (23.1.23-10.2.23) 3 weeks</p> <p>Lost and Found</p>	<p><b><u>What makes a good helper?</u></b></p> <p>Treating others how they would like to be treated.</p> <p>Concepts of friendships and how to care for our friends and families.</p> <p>Begin to develop an awareness of the wider world in which we live through supporting local and national charities.</p> <p>See self as a valuable individual.</p> <p>Showing resilience and perseverance.</p> <p>Show respect to their environment and people that they share it with.</p> <p>Showing an understanding of different jobs and occupations and how these help us.</p> <p><b>*Links*</b></p> <p><b>Y1 -Sp-What does it mean to belong?</b></p> <p><b>Y2-Sp-How can we look after our planet?</b></p>	<p>Continue to develop positive attitudes about the differences between people.</p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p>	<p><b><u>Forces:</u></b></p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b><u>Contrasting Locations</u></b></p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Locate the North and South poles on a globe or map</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b><u>Movement Development</u></b></p> <p>Step 1: To move and balance in different ways</p> <ul style="list-style-type: none"> <li>• Step 2: To move, on, over and under equipment</li> <li>• Step 3: To play imagination games</li> <li>• Step 4: To move into space</li> <li>• Step 5: To take part in races and tag game</li> </ul> <p><b>Shows good control and co-ordination in large and small movements</b></p> <ul style="list-style-type: none"> <li>• Moves confidently in a range of ways, safely negotiating space.</li> <li>• Knows the importance for good health of physical exercise and a healthy diet.</li> </ul>	<p><b><u>PSHE - Valuing Differences</u></b></p> <p>Thinking about the perspectives of others.</p> <p>Thinking and sharing how other may feel.</p> <p>Recognise that people have different beliefs and celebrate different to us.</p> <p><b>*Links*</b></p> <p><b>Y1 -A1 -What is same and different about us?</b></p> <p><b>Y2-Au2- Respect for others.</b></p>

						<ul style="list-style-type: none"> <li>• Can manage their own basic hygiene and personal needs successfully, including dressing.</li> <li>• Confident to try new activities and say why they like some more than others.</li> <li>• Understand and follow rules</li> </ul> <p><i>*Links*</i>  <i>How we can move in different ways to suit the skill and game we are doing.</i></p>	
<p><b>Spring 2</b></p> <p><b>Reception</b></p> <p><b>Pancake Day</b></p> <p>The runaway pancake</p> <p><b>Once upon a time....fairy tales</b></p> <p>Dragon Post</p> <p><b>Spring and Easter</b></p> <p>The odd egg</p>	<p><b><u>What can we see in our wonderful world?</u></b></p> <p>Exploring outdoors different seasons.</p> <p>How to look after the natural world.</p> <p>Christian belief about creation.</p> <p>New life in Easter story.</p> <p>Describe what they see, hear and feel outside.</p> <p>Understand the effect of changing seasons on the natural world.</p> <p><b>Pancake day and lent</b></p> <p>-Why do we celebrate pancake day?</p> <p>-What is lent?</p> <p><i>*Links*</i></p> <p><i>Y2-Sp-How can we look after the planet?</i></p>	<p><b><u>Castles:</u></b></p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories including figures in the past</p> <p>To know that a castle could be a home for some people-kings, queens, knights, princesses.</p> <p>To recognise some features of a castle-battlements, turrets, canon, drawbridge, moat.</p>	<p><b>Talk about what they see, using a wide vocabulary.</b></p> <p>Talk about what the weather is like daily.</p> <p>Introduce key vocabulary related to the weather such as sunny, cloudy, rainy, windy.</p> <p><b><u>Animals including humans</u></b></p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live.</p> <p><i>Shows care and concern for living things and the environment</i></p> <p><i>Knows about similarities and differences in relation to places, objects, materials and living things</i></p> <p><i>Makes observations of animals and plants and</i></p>	<p><b><u>Mapping:</u></b></p> <p>Create own simple map of imaginary lands using some of the features of maps.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p><b><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</i></b></p> <p><b><i>Develop overall body-strength, balance, co-ordination and agility</i></b></p> <p>Understand the rules and routines for using P.E equipment. Explore different ways of moving on, under, over equipment.</p>	<p><b><u>PSHE – Keeping Myself Safe</u></b></p> <p>Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amount of screen time, having a good sleep routine, being a safe pedestrian.</p> <p><i>*Links*</i></p> <p><i>Y1-Sp1-What helps us to stay healthy</i></p>

			explains why some things occur, and talks about changes			Develop vocabulary of positions.	<b>Y1 - Su1 - Keeping safe</b> <b>Y2 - Sp2 - What helps us to stay safe?</b>
<b>Summer 1</b>  <b>Reception</b>  <b>Down at the bottom of the garden.... minibeasts and life cycles</b>  The big book of bugs  The bee book  Bug hotel  <b>London</b>  Paddington at the Palace  This is London  The queen's hat	<u><b>Who and what is special to us?</b></u>  We are all different but unique and special.  Who is special to us?  What is special to us?  Christianity and Islam.  Recognise that people have different beliefs and celebrate special times in different ways.  Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	<u><b>Changes in Living memory</b></u>  Comment on images of familiar situations in the past.  Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understands the past through settings, characters and events encountered in books read in class and storytelling.  Link objects to memories from the past.	<u><b>Life Cycles</b></u>  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one which they live.  Understand the effect of changing seasons on the natural world around them.  Explores the natural world around them, making observations and drawing pictures of animals and plants.  Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	<u><b>Physical Geography</b></u>  To know that London is our capital city.  To recognise some of the landmarks in London-big Ben, London Bridge, Buckingham Palace, the Thames.	Listen attentively, move to and talk about music, expressing their feelings and responses.	<b>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</b> Simple ball activities and races to continue to develop co-ordination.	<u><b>PSHE - Rights and Responsibilities</b></u> Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explains the reasons for rules, know right from wrong and try to behave accordingly. <b>*Links*</b> <b>Y1 - Sp2 - What can we do with money?</b> <b>Y1 - su2 - How to care for others</b> <b>Y2 - Sp1 - What jobs do people do?</b>
<b>Summer 2</b>  <b>Reception</b>	<u><b>What can we see in our wonderful world?</b></u>	Recognise some similarities and differences between life in this country and life in other countries.	<u><b>Planting seeds</b></u> Explore the natural world around them.	<u><b>Contrasting Locations/Costal Geography</b></u>	Sing in a group or on their own, increasingly matching the	Sports day practise activities. Range	<u><b>PSHE - Special stories and Changes</b></u>



<p><b>Our Wonderful world</b></p> <p>There's an Orangutan in my bedroom</p> <p>Dear Greenpeace</p> <p>Pandora</p> <p>This moose belongs to me</p> <p><b>The seaside</b></p> <p>The storm whale</p> <p>What the ladybird heard at the seaside</p>	<p>How to look after the natural world.</p> <p>Christian belief about creation.</p>		<p>To recognise some plants and use taught vocabulary to describe them.</p> <p>To investigate what plants need to grow healthily.</p> <p>To investigate and comment on the different types of trees around school.</p>	<p>Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>To use the language of coast when describing the seaside.</p>	<p>pitch and following the melody.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>of skills taught from the year.</p> <p>Races</p> <p>Javelin</p> <p>Understanding of taking turns and team work.</p> <p>Supporting others</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Understand that some places are special to members of their community.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p><i>*Links*</i></p> <p><i>Y2-A-How is new life welcomed?</i></p>
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