

Newdale Primary School Early Years Foundation Stage Reception Planning



At Newdale Primary an over-arching theme is planned each half term first and foremost to develop '**Communication and Language development**', whilst offering opportunities for the children to cover a range of objectives, providing **engagement, motivation, and purpose for learning**. However, these plans are subject to change: flexibility and amendments where the interests of the children and current affairs take precedent over themes to allow them to have ownership of their own learning where possible. We believe that the most effective method of ensuring progress is a balance between adult-led activities and independent learning.

A bespoke curriculum has been developed by the EYFS team, selecting statements from 'Birth to Five Matters 2021' and 'Development Matters 2021' tailored to the needs of the pupils within our setting.

The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year.

Children should develop the **3 prime areas** first. These are:

Communication and language (CL), Personal, social and emotional development (PSED) and Physical development (PD),



These prime areas are those most essential for a child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD).

The table shows coverage of themes, activities and objectives (including ELG) over the year. Please note, individual children develop at different rates and whilst activities have been planned to address progressively the objectives within the EYFS curriculum, children may obtain the objectives at different rates throughout the year.

Long Term Forecast: Year Reception <i>Working across the Reception years and ELG age statements.</i>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme and sub-topics	ONCE UPON A TIME Traditional Tales & Rhymes 	CELEBRATIONS Including Harvest, Diwali, Remembrance and Christmas 	OUTERSPACE 	DINOSAURS 	ANIMALS & NATURE  Sub-Topic People Who Help Us (Careers Week)	UNDER THE SEA 
Role Play Area	Inside: Hansel & Gretel's Sweetie House Outside: Fairytale Castle	Inside: Christmas Elf Workshop Outside: Sleigh	Inside: Rocket Outside: Planet	Inside: Dinocave Outside: Time Travel machine	Inside: Zoo/Pet Shop Outside: Nature Reserve in Africa	Inside: Submarine and under the sea Outside: Beach area

Key Texts	Hansel and Gretel Goldilocks and the Three Bears The Three Billy Goats Gruff	Elf on the Shelf The Nativity Story Information Texts relating to Diwali, Harvest and Christmas. The Little red Hen : Harvest theme Tinga Tinga tales from Africa	Q Pootle Toys in Space Non-Fiction Children's space books.	Dinosaur Roar That's not my dinosaur. The Something O Saur Say Hello to the Dinosaurs Dinosaur Factfiles	The Gruffalo Handa's Surprise. What the Ladybird heard Rosie's Walk(Farm Related) Jack and the Beanstalk The Tiger Who Came to tea. Mog. Elmer.	Tiddler The Snail and the Whale Non-fiction
Prime: PSED Including 'Life Learning' <i>Building Relationships</i> <i>Managing Self</i> <i>Self-regulation</i>	Transition/ Settling in / Forming positive relationships with peers and familiar adults / Sharing and turn-taking/ set small goals and work towards them. Aiming High <ul style="list-style-type: none"> • Star qualities • Positive learners • Bright futures • Jobs for all • Going for goals 	Building confidence / Developing independence with resources / Initiating play / Valuing praise/describe self in positive terms. Be Yourself <ul style="list-style-type: none"> • Marvellous me • Feelings • Things I like • Uncomfortable feelings • Changes • Speak up 		Transition / Being aware of own feelings and those of others / Adapting behaviour to new situations / Solving problems reasonably/learn right from wrong. TEAM <ul style="list-style-type: none"> • Together everyone achieves more • Listening • Being kind • Bullying and teasing • Brilliant brains • Making good choices 		
Prime: Communication and Language <i>Listening, Attention and Understanding</i> <i>Speaking</i>	Listening skills in small groups and when in a conversation. Listening to and joining in with stories. Following simple instructions. Understand how to listen carefully and why listening is important.	Talk about people of importance to them e.g family and friends. Retell simple past events in order.	Explain what is happening and what might happen next. Introduce a storyline into their play.	Understand how and why questions. Use more complex sentences. Listen to and talk about stories to build familiarity and understanding. Uses language to imagine and recreate roles and experiences in play situations	Maintain attention and build concentration. Follow stories without pictures or props. Build vocabulary that reflects their experiences. Engage in back and forth conversations.	Question why things happen and give explanations. Sit quietly during activities. Listen and do for short spans.
Prime: Physical Development <i>Gross Motor</i> <i>Fine Motor</i>	Holds a pencil, using the correct grip. Move freely, in a variety of ways. Copy some letters, including letters of own name. Wash and dry own hands.	Dress and undress independently. Form recognisable letters. Understand that tools and equipment can be used safely. Use clockwise and anti-clockwise movements.	Use tools to effect changes to materials. Building and constructing. PE: In - Dance, Out - Multisport.	Jump off an object and land appropriately. Climbing and balancing. PE: In - competitive games, Out - racket skills.	Run skilfully, negotiating space and avoiding obstacles. Correctly form letters. Show an understanding of good health such as healthy food, exercise,	Travel with skill and confidence. Have increasing control with throwing and catching. Handle tools and objects with increasing control. Show accuracy and care whilst drawing.

	PE lessons: Fundamentals of movement	PE: Gym floor			water sleep and hygiene. PE: In - gym floor, Out - Athletics.	PE: In - gym apparatus, Out - Multisport.
Specific: Literacy Reading: <i>Comprehension and Word Reading</i> Writing	Handle books carefully, showing an interest in the illustrations. Listening and join in with repeated refrains. Suggest how a story might end. Links sounds to letters. Break the flow of speech into words. Continues a rhyming string. Gives meaning to the marks they make. Hears and says initial sounds in words Labelling their pictures with initial sounds	Recognise familiar words. Show awareness of rhyme. Segment the sounds in simple words and blend them together. Uses clearly identifiable letters to communicate meaning. Labelling their picture using simple cv/cvc words/ Listening to all the sounds in each word. Writing labels.	Be aware of how stories are structured. Writes labels/captions. Attempts to write short sentences/ captions in context. Write some irregular common words correctly Use phonics knowledge to write words that match their spoken sounds.	Enjoy an increasing range of books. Write irregular common words in sentences. Children challenge themselves to write a sentence using the HF/Tricky words. Develop writing a sentence. Use finger spaces to separate words.	Demonstrate an understanding of what has been read when talking to others. Write simple sentences which can be read by themselves and others. Some words are spelled correctly, some are plausible. Develop writing a sentence using the HFW- Extend their sentences using conjunctions to challenge themselves.	Children can read and spell phonetically regular words of more than one syllable and well as many irregular high frequency words. Key features of a narrative. Writing sentences with Capital letters and full stops.
Specific: Maths New curriculum Number and Numerical Patterns <i>Comparison Counting Cardinality Composition</i> <i>Number Spatial awareness Shape Pattern Measures</i>	Baseline Assessments and Settling in Sessions Messy Maths: Patterns and Counting. Intro of Numicon. Careful Counting Strategies Number recognition and jotting's. Number of the week: 3 4C's (Counting, Comparison, Cardinality Composition) Shape pictures. can you create your own fairy-tale castle. Can you create a repeating pattern? 2 and 3 step patterns. Number of the week 4. How can we compose 4? Using Concrete objects.	Number of the week Number 4: 4 C's Lesson Potions: Comparing Capacity 1 More than: Using Concrete objects and Numicon. 1 less than. Ordering digits to cross the bridge. Number formation: Write the missing numbers. All about Number 5. Number Facts to 5. Sydney the Silly who only eats 6. One Snowy night: measure: non-standard length.	Main lessons: More than/fewer than . Comparing Quantities/Estimating. All about number 6. 4 C's. Addition (Practical Apparatus and Numicon) Adding a 1 digit to a 1 digit. Subtraction (Practical Aparatus) Subtracting a 1 digit from a 1 digit. All About Number 7.	Compare Length/size of dinosaurs Conceptual Subitising: Seeing amounts within an amount. Number bonds to 5. Practical Number bonds to 5: recording All about number 8. Measure short periods of time in simple ways .	All About number 9. Messy Maths : Subitising Compare length, weight and capacity. Explore non standard Measure. Place Value: Verbally Count beyond 10. Numicon and Tens frames. Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	All About Number 10. Composition of numbers to 10. Odds and Evens? Explore and represent patterns within numbers up to 10, including evens and odds, Doubles (double facts and how quantities can be distributed equally).

<p>Mastering Number Pilot Study NCETM</p> <p>Additional 15 minute session 4x weekly.</p>	<ul style="list-style-type: none"> • perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds. • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. • see that all numbers can be made of 1s 	<ul style="list-style-type: none"> • continue from first half-term • subitise within 5, perceptually and conceptually, depending on the arrangements. <ul style="list-style-type: none"> • continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count. <ul style="list-style-type: none"> • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5. <ul style="list-style-type: none"> • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<ul style="list-style-type: none"> • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. <ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number. <ul style="list-style-type: none"> • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. <ul style="list-style-type: none"> • continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal. 	<ul style="list-style-type: none"> • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. • compare numbers, reasoning about which is more, using both an understanding of the 'howmany'ness' of a number, and its position in the number system. 	<ul style="list-style-type: none"> • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. • explore the composition of 10. • order sets of objects, linking this to their 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

	<ul style="list-style-type: none"> • compose their own collections within 4. • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'. 				understanding of the ordinal number system.	
Newdale Bespoke Curriculum (Birth to 5 and Development Matters)	<p>Reception and 48-71 Month Objectives.</p> <p>Counting</p> <ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 <p>Cardinality</p> <ul style="list-style-type: none"> • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) <ul style="list-style-type: none"> • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks <p>Shape</p> <ul style="list-style-type: none"> • Uses informal language and analogies, (e.g. heart-shaped and 	<p>Reception and 48-71 Month Objectives.</p> <ul style="list-style-type: none"> • Increasingly confident at putting numerals in order 0 to 10 (ordinality) <p>Composition</p> <ul style="list-style-type: none"> • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects <ul style="list-style-type: none"> • In practical activities, adds one and subtracts one with numbers to 10 <p>Measures</p> <ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy 	<p>Reception and 48-71 Month Objectives.</p> <p>Comparison</p> <ul style="list-style-type: none"> • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size <p>Counting</p> <ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. <p>Cardinality</p> <ul style="list-style-type: none"> • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) <p>Composition</p> <ul style="list-style-type: none"> • Shows awareness that numbers are made up (composed) of smaller numbers, exploring 	<p>Reception and 48-71 Month Objectives.</p> <ul style="list-style-type: none"> • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars 	<p>Reception and 48-71 Month Objectives.</p> <p>Measures</p> <ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints <p>ELG Number 2020</p> <p>Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order.</p>	<p>ELG Numerical Patterns 2020</p> <p>Automatically recall double facts up 5+5</p> <p>Compare sets of objects up to 10 in different contexts, considering size and difference</p> <p>Explore patterns of numbers within numbers up to 10, including evens and odds.</p>

	<p>hand-shaped leaves), as well as mathematical terms to describe shapes</p> <ul style="list-style-type: none"> • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build <p>Pattern</p> <ul style="list-style-type: none"> • Spots patterns in the environment, beginning to identify the pattern "rule" • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat <ul style="list-style-type: none"> • May enjoy making simple maps of familiar and imaginative environments, with landmarks 		<p>partitioning in different ways with a wide range of objects</p> <ul style="list-style-type: none"> • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" 		<p>Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts.</p>	
<p>Specific: Expressive Arts and Design</p> <p><i>Creating with Materials</i></p> <p><i>Being Imaginative and Expressive</i></p>	<p>Join in singing and actions to Nursery rhymes. Tap out simple rhymes. Explore with mixing colours.</p>	<p>Christmas crafts such as cards and decorations. Harvest craft and cooking. Remembrance poppies. Diwali decorations and rangoli patterns. Create simple representations of events, people and objects. Engage in role play based on own experiences.</p>	<p>Junk modelling (rockets) Introduce a storyline into play. Build stories around toys. Use various construction materials to build and balance.</p>	<p>Easter crafter noon. Mothers' Day cards. World book day dressing up and activities. Use resources to create props to support role play (Dinosaur link).</p>	<p>Explore different instruments. Link to Handa's surprise and story telling. Choose particular colours for a purpose.</p>	<p>Art Day. Manipulate materials to show a planned effect. Use tools competently and appropriately.</p>
<p>Specific: Understanding of the World</p> <p><i>Past and Present</i></p>	<p>Transition and getting to know one another. Talk about some of the things that make them unique.</p>	<p>Explore different celebrations and traditions, including Harvest, Diwali, Remembrance, Bonfire Night and Christmas. Who celebrates/how do they celebrate/why do they celebrate?</p>	<p>Outer space. What is our planet? Look at a globe. What is it like where we live? Can we describe? How does this compare to other countries. (Tinga Tinga tales)</p>	<p>Dinosaurs. Language and concept of time. Story language and developing vocabulary. What is the past? What is our past? How have we changed?</p>	<p>Animals and growing: Talk about things they have observed such as plants and animals.</p>	<p>Under the Sea (Science based objectives covered as in Aut1) Transition topic.</p>

<p>People, Culture and Communities The Natural World</p>	<p>Explore settings from traditional tales, including castles. Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore their immediate and local environment. What are maps? Maps of their new classroom/school. Create maps for Hansel & Gretel: Draw information from a simple map.</p> <p>Forest school focus - looking at Autumn. How is it different to the other seasons? What are the signs? Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>SCIENCE INVESTIGATION; PLANTING</p> <p>SCIENCE INVESTIGATION; FLOATING AND SINKING (Links to forces)</p>		<p>Enjoys joining in with family customs and routines</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>SCIENCE INVESTIGATION; TEMPERATURE CHANGES Using data loggers (PORRIDGE)</p>		<p>Describe their environment (use of maps and observation)</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>Talk about peoples roles in society.</p> <p>Tech: Show interest in technological toys with knobs, pulleys. Or real objects such as cameras and phones.</p> <p>Comparison to Autumn term. How is this season different? Understand the effect of changing seasons on the natural world around them.</p> <p>SCIENCE INVESTIGATION; DISSOLVING (Links to state of matter)</p>		<p>What are fossils and how are they formed? Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Know 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>Knows about similarities and differences in relation to places, objects, materials and living things</p>		<p>Show care and concern for the living environment.</p> <p>Show interest in occupations. Talk about peoples roles in society. People who help us. Compare life in this country to another country (using stories)</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>SCIENCE INVESTIGATION; HLW - HOW SOAP WORKS</p> <p>-</p>		<p>Talk about past and present events (part of transition) in their own lives.</p> <p>Talk about similarities and differences in places and living things, making observations of animals and plants.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Recognise some environments that are different from the one in which they live.</p>	
<p>Key Concepts and Golden threads to whole school curriculum.</p>	<p>Transition period. Exploring worlds created within stories</p>	<p>Extended writing opportunities in Literacy</p>	<p>Exploring families, diversity, traditions, customs and</p>	<p>KS1: Different Family make-ups KS2- LGBT</p>	<p>Exploring our magical world, exploring how our countries weather changes</p>	<p>Through science and geography lessons as well as</p>	<p>Exploring the land of dinosaurs, developing and</p>	<p>Daily opportunities in Literacy and Guided</p>	<p>Exploring the natural world</p>	<p>Through science and geography lessons as</p>	<p>Exploring the natural world around them.</p>	<p>Through science and geography lessons as</p>

<p>Literacy</p> <p>History</p> <p>Geography</p> <p>Religious Education</p> <p>RSHE (Relationship, sex and health education)/ Life Learning (PSHE)</p> <p>Science</p>	<p>through imaginative tales.</p> <p>History: Historical language 'Long ago, Once upon a time' Link to settlements - castles. Who lives in them? Kings and Queens - what is a monarchy?</p> <p>Geography: Location, distance, Fieldwork and Maps. School/Classroom/local area. Physical/human features: Changing seasons. Links to climates..</p>	<p>lessons from Y1-Y6.</p> <p>Y1 History: Kings and Queens Y4 History: Industrial Revolution (Queen Victoria) Y4 History: Anglo-Saxons (settlement)</p> <p>Y1 Seasons Y1: Where I live Y2: Map Making Y4: Polar Regions (climate change)</p>	<p>celebrations. Talk about past and present events in their own and family life.</p> <p>RE: The Big Questions. Sikhism and Christianity. Looking back - Who celebrates? Why celebrate? What religions celebrate and how? How are festivals celebrated?</p>	<p>Sikhism, Christianity, and Islam all covered through: Y1: Places of worship Y2: Festivals Y3: Signs and symbols Y4: Food, drink and clothing Y5: Key individuals Y6: Rites of passage/journeys</p> <p>Diversity/Black History Month/Family make-ups Y2 -Mary Seacole Y3- Harriet Tubman Y4- The Windrush Generation Y5- Martin Luther King Junior Y6: Sir Walter Tull</p>	<p>over the year, naming planets, understanding how things work.</p> <p>Geography: Physical features: Our weather. Links to climates Place/Distance: What is a planet? What is our planet? Where are we in the World? Recognise environments different to the place they live.</p> <p>RE: The creation story. Easter - Christianity.</p>	<p>Nature Walks Y1: Seasons Y1: Seasonal changes Y5- Earth and Space</p> <p>Through science and geography lessons as well as Nature Walks Y1: Seasons Y1: Where I live Y2: Map Making Y2: The World Y3: Africa Y4: The UK Y4: Polar Regions (climate change) Y5: USA/UK counties Y6: Coasts</p> <p>Y4: Does a beautiful world mean there is a</p>	<p>broadening vocabulary.</p> <p>History: Understand the past through settings, characters and events encountered in books read in class and storytelling. Looking at own immediate history. How have we changed?</p> <p>Geography: Locational, place, distance link/physical features. How is where we live different to other countries?</p> <p>Science: Links to rocks. What are fossils? How are they formed?</p>	<p>Reading lessons from Y1-Y6 Y6: Evolution and inheritance</p> <p>Y1: Kings and Queens (family tree) Y2: Our Highstreet (past and present) Y2: Mary Seacole/Florence Nightingale (hospitals past and present)</p> <p>Y2: The World Y3: Africa Y4: Polar Regions Y5: USA Y6: Biomes</p> <p>Y3: Rocks Y6: Evolution and Inheritance</p>	<p>around them.</p> <p>Science: Animals including humans. Classifying animals. How do we care for animals? Roles of people in society.</p> <p>Links to Living things and their environments,</p>	<p>well as Nature Walks</p> <p>Y1-6: Animals including humans Y6: Evolution and inheritance</p> <p>Y2,4,5,6: Living things and their habitats</p>	<p>Eco-science - the environment, waste and recycling.</p> <p>RE: The Big Questions.</p> <p>Transition into Y1. Myself Who am I? Who is in the community - linking to people who help us, careers week, transition, life learning etc. How do people look after us in the community?</p>	<p>well as Nature Walks</p> <p>ASC Eco-Warriors Assemblies/class assemblies Y4: Plastic pollution Y6: One World</p> <p>Y1: Britain Y2: Very important people Y3: be yourself Y3: aiming high Y4:Very important people Y4: safety first Y5: Britain Y6: Very important people</p>
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			History: Remembrance. What is a war? How do we remember people? Who was Guy Fawkes? What did he do?	Y1: Significant individual - Guy Fawkes Y3: Roman invasions Y4: Anglo-Saxon invasions Y5: Viking invasions Y6: WW2		wonderful God?						Y6: safety first Y6: One world
Other Key events to consider	Cinema Nature Walk	Harvest Festival Diwali Remembrance Day Christmas performance Trip to visit Santa	Chinese New year Grandparents tea-party Nature Walk	Easter Mother's day World book day Dino Day	Farm Trip Father's day Healthy Lifestyles Week Nature Walk	Transition Sports Day Art Day						

Golden Threads across the whole school:

Geography: Location and distance / Place / Physical and human features / Fieldwork and skills

History: Settlements / invasion

RE: The Big Questions / Sikh / Christianity / Islam / Celebrations and diversity

Science: Plants / Animals and their habitats/ Properties of Materials / Forces and magnets / Rocks / Light and Shadows / Changing states / Electricity Sound