

Saxon Way Primary School – FS2 Long Term Plan

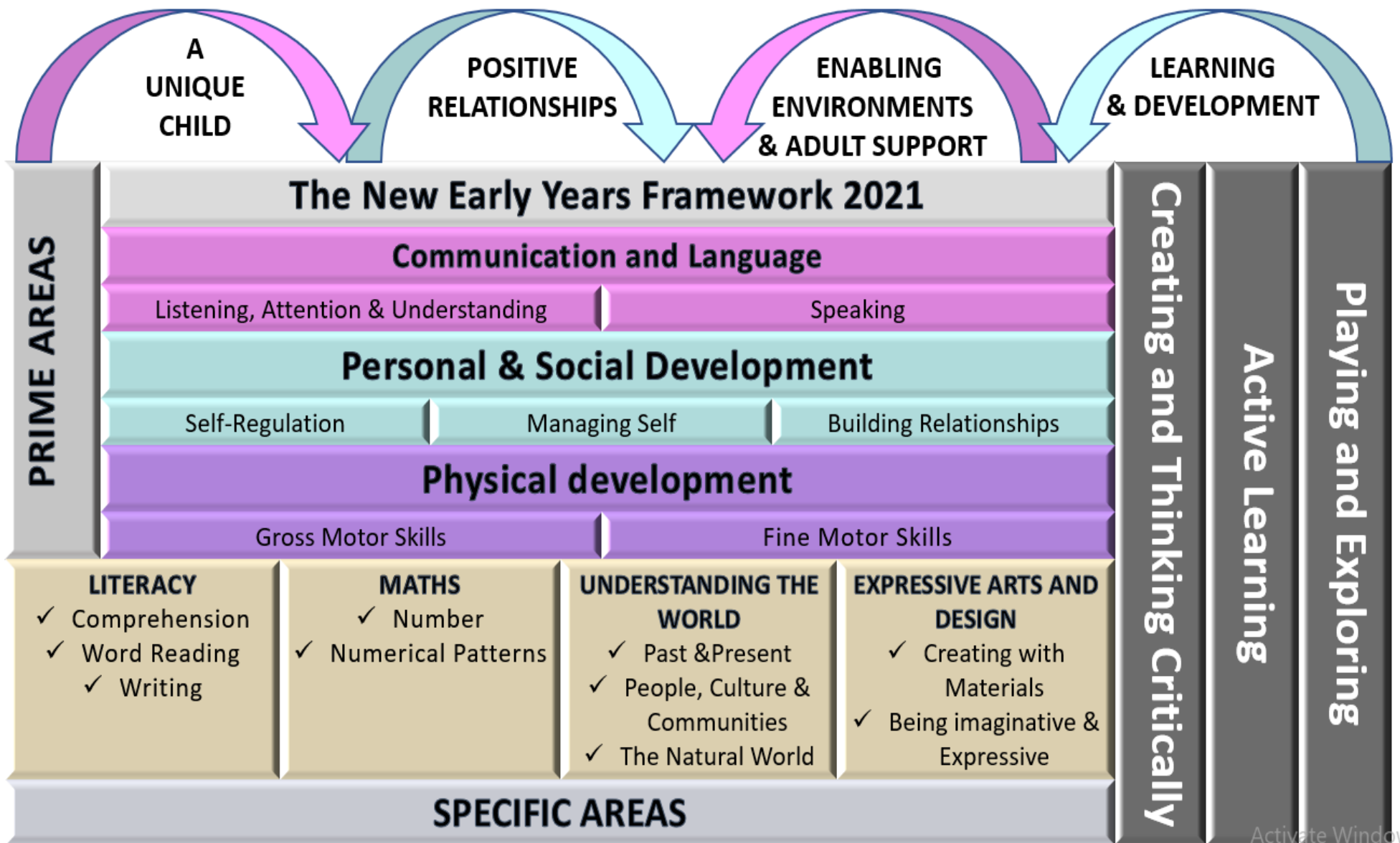
2022-2023




Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Foundation Stage, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents.

Saxon Way Primary School EYFS team



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	I am. I can. I love.	Terrific Tales! Christmas	Ticket to ride!	Come Outside!	Amazing Animals!	Fun at the Seaside! /GAF
	School Values Baseline assessments Starting school / my new class / New Beginnings People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Harvest Autumn Christmas	Around the Town How do I get there? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	Plants & Flowers Weather / seasons Does the moon shine? Reduce, Reuse & Recycle Fun Science / Materials	Life cycles Safari Down on the Farm MiniBeasts Animal Arts and crafts Animal patterns David Attenborough	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Possible Texts	Once there were Giants Only one you The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families I like myself	Little Red Hen We are going on a leaf hunt Goldilocks Gingerbread Man Cinderella Christmas Story / Nativity The Jolly Postman	The Snail and the Whale The Naughty Bus 100 decker bus The Train Ride Beegu Whatever next How to catch the star Oi! Get off my train!	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! What the ladybird heard Tiger who came to tea Diary of a wombat Elephant and the Bad Baby	Lighthouse Keeper's Lunch P is for Passport The Journey Zoom World Atlases Tiddler
Celebrations and "WOW" moments	Remembrance Day Nurse / Firefighter visit Halloween What do I want to be when I grow up? Video for parents	Autumn Walk Harvest Time Library visits Guy Fawkes / Bonfire Night Diwali Hannukah Remembrance day Stories by the Fireside Children in Need Anti- Bullying Week Christmas Time /Nativity Post a letters/cards Polar express Day Christmas Concert	Food tasting – different cultures Map work - Find the Treasure Road Safety Trip to the Strand (Train ride) Chinese New Year Random Acts of Kindness Week Valentine's Day Internet Safety Day Ducklings Tadpoles	Walk to the park Planting seeds Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Science Week Easter	Animal Art week Let's go on Safari - An animal a day! Start of Ramadan Eid Creepy Crawlies Visit to Kent Life	Father's Day Heathy Eating Week World Environment Day Pirate Day (Dockside visit – Ahoy Pirates)



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CHARACTERISTICS OF EFFECTIVE LEARNING

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



OVER ARCHING PRINCIPLES

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.


Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.


Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.


Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.


PLAY: *At Foundation Stage, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.*


We will ensure that all children learn and develop well and are kept healthy and safe at ALL times. The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

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Our Values We will ‘dip in and out of each area’ each term as and when we need to and will have a main focus during Term 1 .						
Assessment opportunities	Analyse Nursery data/reports Baseline data on entry National Baseline data by end of term Start Target Tracker RWI assessments Set up Intervention and Maths groups	Ongoing assessments Baseline analysis RAM Parents evening info EYFS team meetings FS internal moderation End of Term Assessments Collegiate moderation RWI assessments Interventions Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data Parents evening info	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Transition work with Year 1 staff Target Tracker data
Parental involvement	Proud Moments Staggered Start Home visits Parents Evening Phonics workshop Target Tracker Link	Proud Moments Christmas concert Maths workshop Parents Evening Come and Read afternoon Target Tracker Link	Proud Moments Writing workshop Come and Read afternoon Target Tracker Link	Proud Moments Share a story CoEL (metacognition)workshop Come and Read afternoon Target Tracker Link	Proud Moments Art workshop Come and Read afternoon Parents Evening Target Tracker Link	Proud Moments Share a story Parent’s Picnic Come and Read afternoon Target Tracker Link


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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Daily story time Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, P4C times, stories, singing, speech and language interventions, Pie Corbett, Helicopter stories, Tales Toolkit and weekly interventions.	Welcome to FS2 Making friends Children talking about experiences that are familiar to them This is me! Rhyming and alliteration activities Share stories Model talk routines through the day	Tell me a story! Develop vocabulary Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important Use new vocabulary through the day Choose books that will develop their vocabulary Concert practise	Tell me why! Using language well Ask’s how and why questions... Retell a story with story language Helicopter stories Ask questions to find out more and to check they understand what has been said to them Describe events in some detail Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs	Talk it through! Describe events in detail – time connectives Understand how to listen carefully and why listening is important Use picture cue cards to talk about an object Sustained focus when listening to a story	What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic Select books containing photographs and pictures, for example, places in different weather conditions and seasons


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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities , to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self - Regulation Link to Behaviour for Learning	New Beginnings See themselves as a valuable individual Being me in my world Mood Monsters School Values Class Rules and Routines Supporting children to build relationships	Getting on and falling out How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration Talk them through why we take turns, wait politely, tidy up after ourselves	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge Discuss why we take turns, wait politely, tidy up after ourselves	Taking part in Sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour


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Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities Hold pencil effectively with comfortable grip Forms recognisable letters, most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough, Fine Motor activities Form letters correctly
Gross motor Weekly and Dough Disco Lesson	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving Personal hygiene	Ball skills Crates play- climbing Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push Balance bikes and pedal bikes, wheelbarrows, prams etc.	Gymnastics and Dancing Ensure that spaces are accessible to children with varying confidence levels, skills and needs Provide a wide range of activities to support a broad range of abilities Dance / moving to music	Balancing Dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Ball skills Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Preparing for Sports day Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in

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Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension Developing a passion for reading	Joining in with rhymes and showing an interest in stories with repeated refrains Environment print Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story Recognising initial sounds Name writing activities Engage in extended conversations about stories, learning new vocabulary	Retell stories related to events through acting/role play Christmas letters/lists Retelling stories using images / apps Pie Corbett Actions to retell the story – Story Maps Sequence story – use vocabulary of beginning, middle and end Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Enjoys an increasing range of books	Making up stories with themselves as the main character Tales Toolkit Encourage children to record stories through picture drawing/mark making Read a few common exception words matched to RWI	Information leaflets about animals in the garden/plants and growing Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Timeline of how plants grow Non-fiction books Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop their own narratives and explanations by connecting ideas or events World Book Day	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative Rhyming Explain the main events of a story Can draw pictures of characters/ event / setting in a story	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead Fiction means story Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title

<h1>Word Reading</h1> <p>Children will be working in different groups for Read Write Inc.</p>	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall</p> <p>Help children to read the sounds speedily</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right Spotting diagraphs in words Show children how to touch each finger as they say each sound</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'</p> <p>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure-beginning, middle, end Innovating and retelling stories to an audience, non-fiction books Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet Distinguishing capital letters and lower case letters</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency Reading CVCC and CCVC words confidently</p>
<h1>Writing</h1> <p>Texts may change due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p><i>Introduce Write Dance</i></p> <p><u>Texts as a Stimulus:</u></p> <p>Nursery Rhymes</p> <p>Label characters</p> <p><i>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</i></p> <p><i>Shopping lists, Writing initial sounds and simple captions.</i></p> <p><i>Use initial sounds to label characters / images Silly soup. Names Labels. Captions Lists Diagrams Messages – Introduce a Message centre!</i></p>	<p><i>Write Dance</i></p> <p><u>Texts as a Stimulus:</u></p> <p>The Little Red Hen Sequence the story Speech bubbles</p> <p>The Three Billy Goats Gruff Create a wanted poster to catch the troll</p> <p>Goldilocks Letter to Goldilocks</p> <p>The Gingerbread man Speech bubble</p> <p>Cinderella Invitation</p> <p>The Jolly Postman Christmas wish list Name writing, labelling using initial sounds, story scribing Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</p>	<p><i>Introduce Pen Disco</i></p> <p><u>Texts as a Stimulus:</u></p> <p>Train ride Where would you go on a train ride? Story maps</p> <p>The Naughty Bus Letter writing</p> <p>How to catch a star? Instruction writing</p> <p>Whatever next? Postcards</p> <p><i>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</i></p>	<p><i>Pen Disco/Hand writing</i></p> <p><u>Texts as a Stimulus:</u></p> <p>Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>The tiny seed Caption for images Label parts of plants</p> <p>Oliver`s vegetable Label fruits/vegetables</p> <p>Plastic bag Posters Write a planet promise</p> <p><i>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</i></p>	<p><i>Introduce Writing Books</i></p> <p><u>Texts as a Stimulus:</u></p> <p>List writing</p> <p>The Emperors egg CVC words / simple sentence writing using high frequency words</p> <p>The very hungry caterpillar Labels and simple captions. Description</p> <p>Mini beasts – Animal Fact File – Compare two animals</p> <p>Tiger who came to tea Invitation List writing</p> <p><i>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</i></p>	<p><i>Introduce Writing Books</i></p> <p><u>Texts as a Stimulus:</u></p> <p>Big Blue Whale Write facts about whales Write a postcard / diary writing</p> <p>My Holiday – recount</p> <p><i>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description Write three sentences – B, M & E.</i></p>

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<p style="text-align: center;">Maths</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> <i>– Shakuntala Devi</i></p>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , ‘ have a go ’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<p style="text-align: center;">Early Mathematical Experiences</p> <p>Counting rhymes and songs Classifying objects Matching equal and unequal sets Comparing objects and sets Subitising Ordering objects and sets Number recognition Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting Recognise numbers in the environment</p>	<p style="text-align: center;">Numbers within 5</p> <p>Count up to five objects One more or one fewer Order numbers 1 – 6 Conservation of numbers within six Addition and subtraction within 5 Explore zero Explore addition and subtraction Measures Estimate, order, compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D Describe position accurately Calendar and time Days of the week, seasons Sequence daily events</p>	<p style="text-align: center;">Numbers within 10</p> <p>Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Number bonds to 5 Shape and sorting, Pattern Describe, and sort 3-D Repeating pattern</p>	<p style="text-align: center;">Grouping and sharing</p> <p>Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing Numbers within 20 Count up to 20 objects Represent, order and explore numbers to 20 One more or fewer Number bonds to 10 Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths</p>	<p style="text-align: center;">Shape and pattern</p> <p>Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns Addition and subtraction within 20 Explore addition and subtraction (count on/count back) Compare two amounts Money Coin recognition and values Combinations to total 20p Change from 10p Doubling and halving Doubling and halving & the relationship between them</p>	<p style="text-align: center;">Depth of numbers within 20</p> <p>Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Numbers beyond 20 One more one less Estimate and count Grouping and sharing</p>

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Understanding the world Children will have opportunity to develop their emerging moral and cultural awareness	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension					
	Identifying their family Commenting on photos of their family; naming who they can see and of what relation they are to them Can draw similarities and make comparisons between other families Name and describe people who are familiar to them Read fictional stories about families and start to tell the difference between real and fiction Navigating around our classroom and outdoor areas Introduce children to different occupations and how they use transport to help them in their job Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations	Can talk about what they have done with their families during Christmas' in the past Show photos of how Christmas used to be celebrated in the past Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen Share different cultures versions of famous fairy tales To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives Talking about occupations and how to identify strangers that can help them when they are in need	Listening to stories and placing events in chronological order Discuss how they got to school and what mode of transport they used Introduce the children to a range of transport and where they can be found Look at the difference between transport in this country and one other country Explore a car Use bee-bots on simple maps Encourage the children to use navigational language Can children talk about their homes and what there is to do near their homes? Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Long ago – How time has changed Using cameras Introduce the children to NASA and America Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born Can children differentiate between land and water	Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there Introduce the children to recycling and how it can take care of our world Look at what rubbish can do to our environment and animals Create opportunities to discuss how we care for the natural world around us Changes in the leaves, weather, seasons Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences Look for children incorporating their understanding of the seasons and weather in their play Use the BeeBots	What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm Explore a range of jungle animals Learn their names and label their body parts Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observation, draw pictures of the natural world, including animals and plants	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play

 SAXON WAY <small>Primary School</small>	Term 1 7 weeks 6 th September-21 st October	Term 2 7 weeks 31 st October -16 th December	Term 3 5 weeks 3 rd January-10 th February	Term 4 6 weeks 20 th February - 32 st March	Term 5 6 weeks 17 th April – 26 th May	Term 6 7 weeks 5 th June- 25 th July
GENERAL TOPICS	I am. I can. I love.	Terrific Tales Christmas	Ticket to ride	Come Outside	Amazing Animals	Fun at the Seaside/GAF
<p style="text-align: center;">Expressive Arts and Design</p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment Rainbow fish collages Sing call-and-response songs, so that children can echo phrases of songs you sing Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms Provide opportunities to work together to develop and realise creative ideas	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories Role Play Party’s and Celebrations Practising for Christmas concert	Design and make rockets Design and make objects they may need in space, thinking about form and function Learn a traditional African song and dance and perform it Encourage children to create their own music Junk modelling, houses, bridges boats and transport Exploration of other countries – dressing up in different costumes Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows Collage-farm animals Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother’s Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination	Rousseau’s Tiger / animal prints Designing homes for hibernating animals Symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue	Sand pictures Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father’s Day Crafts