



# Whole School Curriculum EYFS Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Who am I?</b>	<b>What do you celebrate? (Teddy's Birthday)</b>	<b>Where do I live?</b>	<b>Can you sing a rainbow?</b>	<b>Percy the Park Keeper</b>	<b>Who helps me?</b>
<b>Reception</b>		<b>Do we all celebrate the same thing?</b>	<b>Where in the world do I live?</b>	<b>What makes a rainbow?</b>	<b>Beatrix Potter</b>	<b>Who helps me in my community?</b>
	<ul style="list-style-type: none"> <li>• Own Self</li> <li>• Looks, likes, dislikes</li> <li>• Families/Friends</li> <li>• Being healthy</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to celebrate? (Diwali, Hannukah, Eid, Holi, Saints, Christmas)</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery – House, bedrooms from our window</li> <li>• Reception – Gosforth, Newcastle, England and Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery – Primary colours</li> <li>• Reception – Mixing Colours links with UTW/Science behind it</li> </ul>	<ul style="list-style-type: none"> <li>• Growing</li> <li>• Person of the Past</li> <li>• Healthy Eating/Growing</li> </ul>	<ul style="list-style-type: none"> <li>• Police Officers</li> <li>• Fire Fighters</li> <li>• Doctors</li> <li>• Dentist</li> <li>• People in school</li> </ul>
<b>Black History Months</b>	Florella Benjamin Ella Fitzgerald Oti Mabuse Pablo Fanque					
<b>Core Texts Nursery</b>	<b>Nursery Rhymes</b>	<b>Each Peach Pear Plum</b>	<b>The Tiger who came to tea</b>	<b>Colour Monster</b>	<b>Hungry Caterpillar</b>	<b>Bear Hunt</b>
<b>Core Texts Reception</b>	<b>Rosie's Walk</b>	<b>Dear Zoo</b>	<b>Handa's Surprise</b>	<b>The Dot</b>	<b>Beatrix Potter</b>	<b>The Lion Inside</b>
<b>Role Play</b>	Home Corners x2	Costa Cafe	Travel Agents Camping Vehicles	Art Gallery	Percy's Shed Vets	Fire Station Beach
<b>No Outsiders</b>	<b>N:The Family Book</b>	<b>N:You Choose</b>	<b>N:Red Rockets and Rainbows</b>	<b>N:Hello Hello</b>	<b>N:Blue Chameleon</b>	<b>N:Ten Little Pirates</b>
	<b>R:The Family</b>	<b>R:You Choose</b>	<b>R: Rockets and Rainbows</b>	<b>R: Ten Little Pirates</b>	<b>R: Hello Hello</b>	<b>R: Blue Chameleon</b>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	Name writing Initial sounds labels Story retell Rhymes	CVC words Invitation Letter to Santa Party Shopping List Make own Dear Zoo book	Writing in simple phrase/sentences using a variety of stimulus.	Writing in simple sentences. Innovate the story of the Dot Science Report	Character Profile about Beatrix Potter Characters. Life cycles Comparisons between past and present	Writing own story Non chronological report
<b>Mathematics</b>	Getting to Know you Match, sort and compare Talk about measure and patterns It's Me 1, 2, 3!	Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5! Mass and capacity Growing 6,7,8 Length, height and time	Building 9 and 10 Explore 3-D shapes	To 20 and beyond! How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections Consolidation
<b>Art</b>	<b>Drawing</b> Self Portraits	<b>Line</b> Kandinsky	<b>Colour</b> Mondrian <b>Artventurers</b>	<b>Inspiration</b> <b>Yayoi Kusama</b>	<b>Sculpture</b> Andy Goldsworthy <b>(Forest School)</b>	<b>Printing</b> Animals
<b>Music</b>	<b>Kapow Unit</b> Exploring Sounds	<b>Kapow Unit</b> Music and Movement	<b>Kapow Unit</b> Musical Stories	Music SLA Piccolo	BBC Philharmonic Gingerbread Man units	<b>Kapow Unit</b> Big Band
<b>Design and Technology</b>	<b>Continuous Provision</b> Sculpture: Sand – building and exploring texture dry to wet sand. Modelling: Joining with different materials - Masking tape, PVA glue, Glue gun Playdough/Salt dough: Manipulating for a purpose Textiles/Collage: Creating cards and images Structures: Create landmarks from junk modelling. Angel of the North – Antony Gormley					
<b>Art, DT and music in Continuous Provision</b>  (Square, Circle and Star Zone)	Drawing Printing Painting Textiles/Collage Sculpture Selection of untuned instruments.	Printing/Painting – different tools  Mashers, sponges, fingers, potatoes, rollers Christmas Calendars  Sorting instruments – bang, shake, tap, blow	<a href="#">Seasons Winter</a> <a href="#">Lunar New Year</a>  Listening to music – identifying songs like/dislike	Variety of things to collage with – materials, paper etc  Play colour mixing – hands, fingers, paint brushes, butterflies etc Mother's Day Easter Selection of untuned instruments.	Playdough/Salt dough – Hedgehogs  Manipulating for a purpose  Drawing/Sketching - observational/ Imaginative – Draw animals and plants Sorting instruments – bang, shake, tap, blow	Drawing/Sketching  Draw a person – portrait – thinking of whole bodies, hair etc  Listening to music – identifying songs like/dislike

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<p><b>Development Matters Links</b></p> <p><b>Art and Design</b></p>	<p><b>3-4:</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p><b>R:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p><b>ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p><b>3-4:</b> Explore colour and colour mixing. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p><b>R:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p><b>3-4:</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p><b>R:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p><b>ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.</p>	<p><b>3-4:</b> Explore different materials freely, to develop their ideas about how to use them and what to make. 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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Understanding of the World (Science)</b>	Our bodies Healthy Eating Teeth Brushing Hand washing Season – Autumn	Earth – Planets Teeth – what’s good for our teeth Senses – Forest School	Fair testing cars/transport  Experimenting with friction/speed linked to transport.  Season – Winter  Space Week	Season – Spring  Experiments with colour	Planting- Seeds  Animal life cycles  Growth  Exploring plants	Season – Summer
<b>Understanding of the World (Science) in Continuous Provision</b>	Mirrors and Magnifying glasses  Exploring signs of autumn.  Sorting healthy and unhealthy foods.  Teeth - Brushing	Magnets – exploring – what is/isn’t magnetic	Stomp Rocket	Science Week – Experiments  Skittle colour run experiment  Rain cloud Experiment	Exploring items related to planting – builders’ tray deconstructed plants – roots, soil, leaves – look at and explore	Floating and Sinking

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<p><b>Development Matters Links</b></p> <p><b>Understanding the World (Science)</b></p>	<p><b>3-4:</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Continue developing positive attitudes about the differences between people.</p> <p><b>R:</b> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them</p> <p><b>ELG</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>3-4:</b> Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p><b>R:</b> Recognise some environments that are different from the one in which they live.</p> <p><b>ELG</b> 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><b>3-4:</b> Explore and talk about different forces they can feel. Use all their senses in hands-on exploration of natural materials.</p> <p><b>R:</b> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p><b>ELG</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>3-4:</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Continue developing positive attitudes about the differences between people.</p> <p><b>R:</b> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them</p> <p><b>ELG-</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>3-4:</b> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>R:</b> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p><b>ELG</b> Children at the expected level of development will -Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>3-4:</b> Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p> <p><b>ELG</b> Children at the expected level of development will -Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>Computing in Continuous Provision</b></p>	<p><b>Digital Literacy</b> Camera app in iPad (photos of selves and signs of Autumn)</p>	<p>Use Beebots on simple maps Beebots app in Pads. Google maps Robots</p>	<p>Remote control cars 'Go Explore' on CBeebies app. Foxes</p>	<p>Get Creative on CBeebies app Paint sparkle app Smartboard pens Photos of Spring on iPad use zoom to look more closely.</p>	<p>Storytime on CBeebies Peter Rabbit game on Cbeebies Island.</p>	<p><b>Unplugged Digi Duck Chicken Clicking</b> Use keyboards to practise typing as part of role play.</p>

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<b>Understanding of the World Humanities</b>	<b>Who am I?</b>	<b>What do you celebrate?</b> <b>Do we all celebrate the same thing?</b>	<b>Where do I love?</b> <b>Where in the world do I live?</b>			<b>Who helps me?</b> <b>Who helps me in the community?</b>
<b>Understanding of the World - History</b>	Own past – from being a baby.  Investigating people from the past Teams- Swan, Grey, Stephenson, Cookson and Darling	How long have we celebrated? (Christmas a long time ago)	How do we travel now? What was transport like in the past?	Long ago – times before us.  Dinosaurs	When she lived – long ago? How do we know? Her house - Hill Top. Compare her items to our items erg kettle Language within Beatrix Potter stories <b>Special Box</b>	Old and current uniform of forces. Any family members from the forces – discuss olden days/current
<b>Understanding of the World - Geography</b>	My house – types of houses – compare with houses in other countries (CBeebies)	Where are these celebrations celebrated the most? Where in the world? (Saints where in our country?)	Where we live On Earth, In England, In Newcastle, In Gosforth Maps. Comparison between countries – <b>Handa's Surprise – Africa/Home</b>	Where are the Artists from? Our country? Link back to celebrations and homes from other countries.	The Earth – what is good to make things grow	Link back to our community – where is the local police station, hospital etc.
<b>Understanding of the World – R.E</b>	<b>Unit 1:</b> The Importance of belonging <b>Unit 2:</b> Harvest Festival Diwali (Hindu and Sikh) Christmas		<b>Unit 3:</b> The friends of Jesus Pancake day/Lent Chinese New Year Easter (Christian) Holi (Hindu) <b>Visit a Church</b>		<b>Big Question = What religions do we have in our school?</b> Eid-al-fitr (May) (Muslim)	
<b>Understanding of the World in Continuous Provision</b>	Baby photos on display including those of staff/parents/grandparents	Maps of UK Flags	Street Maps, Gosforth Maps of the world Maps of UK Atlas'	Maps	Maps Photos	Map of Gosforth

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<p><b>Understanding the World</b></p>	<p><b>3-4:</b> Begin to make sense of their own life-story and family's history.</p> <p><b>R:</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG: UTW P&amp;P</b> 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><b>3-4:</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>R:</b> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Draw information from a simple map.</p> <p><b>ELG:UTW P,C&amp;C</b> 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>3-4:</b> Begin to make sense of their own life-story and family's history.</p> <p><b>R:</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map.</p> <p><b>ELG:UTW</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>3-4:</b> Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p><b>R:</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community.</p> <p><b>ELG: UTW P&amp;P</b> 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><b>3-4:</b> Begin to make sense of their own life-story and family's history.</p> <p><b>R:</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map.</p> <p><b>ELG:UTW</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p><b>3-4:</b> Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>R:</b> Explore the natural world around them. Recognise some environments that are different from the one in which they live.</p> <p><b>ELG: UTW NW</b> Children at the expected level of development will -Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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<b>PSED</b>	<p><b>N- What makes me smile?</b>  <b>R – What makes me happy?</b></p> <p><b>No Outsiders:</b>  <b>N+R- The Family Book</b></p>	<p><b>N – Who helps me?</b></p> <p><b>R – What things do I like best?</b>  <b>No Outsiders:</b>  <b>N+R- You Choose</b></p>	<p><b>N – What do I like to play with?</b></p> <p><b>R – How do I play nicely with my friends?</b>  <b>No Outsiders:</b>  <b>N+R- Red Rockets and Rainbows</b></p>	<p><b>N – How can I be kind?</b></p> <p><b>R – How can I look after my world?</b></p> <p><b>No Outsiders:</b>  <b>N-Hello, Hello</b>  <b>R- Ten Little Pirates</b></p>	<p><b>N – How can I make friends?</b></p> <p><b>R – How can I be kind?</b></p> <p><b>No Outsiders:</b>  <b>N-Blue Chameleon</b>  <b>R- Hello Hello</b></p>	<p><b>N – How can I share?</b></p> <p><b>R – How do we decide how to behave?</b></p> <p><b>No Outsiders:</b>  <b>N-Ten Little Pirates</b>  <b>R- Blue Chameleon</b></p>
<b>PSHE Supporting Texts</b>	<p>Online  N:Unplugged  R:Digi Duck</p>	<p>Black History Month  My First Heroes  Black History</p>	<p>Racism  All Are Welcome</p>	<p>Refugees  Wishes</p>	<p>Pride Month  Mommy, Mamma and Me</p>	<p>Conflict/war/Prejudice</p>
<b>PSED in continuous Provision</b>	<p>New routines  Class/EYFS rules  Making friends</p>	<p>Sharing and turn taking</p>	<p>Mixing with others (making new friends – recognising who our friends are)</p>	<p>Feelings  Perseverance – linking to Beautiful Oops</p>	<p>Playing with something new/different  Sharing/turn taking more independently</p>	<p>New experiences and new challenges.</p>
	<p><b>3-4:</b> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Understand gradually how others might be feeling.</p> <p><b>R:</b>See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.</p> <p><b>ELG: SR</b>  Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p><b>3-4:</b> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Understand gradually how others might be feeling.  Become more outgoing with unfamiliar people, in the safe context of their setting.  Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p><b>R:</b> See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.</p> <p><b>ELG: SR</b> Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly..</p>	<p><b>3-4:</b> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Understand gradually how others might be feeling.  Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations</p> <p><b>R:</b> See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.</p> <p><b>ELG: BR</b>  Form positive attachments to adults and friendships with peers.  Work and play cooperatively and take turns with others</p>	<p><b>3-4:</b>  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Understand gradually how others might be feeling.  Develop their sense of responsibility and membership of a community.</p> <p><b>R:</b>  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p><b>ELG: SR</b>  Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p><b>3-4:</b>  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Understand gradually how others might be feeling.</p> <p><b>R:</b>  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.</p> <p><b>ELG: SR</b>  Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.</p> <p><b>ELG: BR</b>  Form positive attachments to adults and friendships with peers.  Work and play cooperatively and take turns with others.</p>	<p><b>3-4:</b>  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  Understand gradually how others might be feeling.  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.</p> <p><b>R:</b>  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.</p> <p><b>ELG: SR</b>  Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly.</p>

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<b>P.E</b>	Floor Movement Patterns	Dynamic Balance to Agility	Static Balance – One Leg Standing	Dynamic Balance to Agility	Static Balance – One Leg Standing	Floor Movement Patterns
	Side Steps Gallop	2-2 feet jump forward and backward	5s on left foot 5s on right foot	2-2 feet jump forward and backward	10s on left foot 10s on right foot	Hop on right foot Hop on left foot Skipping
	PE Service	Ball Skills – Unit 1	Gymnastics- Unit 1	Dance – Unit 1	Fundamentals- Unit 1	Games – Unit 1
		Intro to PE – Unit 1	<b>Yoga</b>	<b>Yoga</b>	<b>PE Service</b>	<b>Sports Day</b>

**PE in Continuous Provision in Triangle Zone**

<p><b>Physical Development in continuous Provision</b></p>	<p><b>3-4:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p><b>R:</b> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p><b>ELG: GMS</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><b>3-4:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>R:</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.</p> <p><b>ELG: GMS</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p>		<p><b>3-4:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>R:</b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p><b>ELG: GMS</b></p>	<p><b>3-4:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>R:</b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>ELG: GMS</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>3-4:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>R:</b>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p><b>ELG: GMS</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p>
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*Having fun, learning together.*

*Curious, caring, creative and courageous.*

		Move energetically such as running, jumping, dancing, hopping, skipping and climbing.		Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.		Demonstrate strength, balance and coordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spanish</b>	Basic Greetings Saying your name Saying you feel good / bad Spanish Day		Basic colours Numbers 0-10, Saying your age		Parts of the body Simple pet words Simple drinks	
<b>Trips Nursery</b>		<b>Northern Stage Unit Visit</b>	<b>ART Session</b>	<b>Library</b>	<b>White House Farm Unit Visit</b>	<b>N+R Forest School Days N+R Sharing Week R: Beach Visit</b>
<b>Trips Reception</b>	<b>Autumn Walk</b>		<b>Discovery Museum</b>	<b>Church Library</b>		

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