



Loscoe C of E Primary School
Alps Class (Reception) Long Term Plan 2025-26

Themes to Explore	We're Explorers!	All About machines	Long Ago	Ready Steady... Let's Grow	Safari Animals	On The Beach
Core Rhymes and Songs				Five Little Ducks Ten Green Bottles If You're Happy and You Know It Five Currant Buns The Animals Went in Two by Two Old Macdonald Had a Farm		
Core Storybook	We're going on a Bear Hunt – Michael Rosen 	Room on the Broom – Julia Donaldson 	Jack and the Beanstalk – Traditional Tale 	Owl Babies – Martin Waddell 	The Three Billy Goats Gruff – Traditional Tale 	Ruby's Worry – Tom Percival
Shared Texts	1. The Colour Monster goes to School 2. We're going on a Bear Hunt 3. In every house, on every street 4. The Lighthouse Keepers Lunch 5. You can't take an elephant on Holiday 6. Explorers: My First Heroes 7. Pumpkin Soup	1. Nobot, The Robot with no Bottom 2. Harry and The Robots 3. Robots don't make you go to bed 4. Winnie and the Big Bad Robot 5. The Jolly Postman 6. The Polar Express	1. The Baby Catalogue 2. Rosie's Hat 3. The Big Alfie and Anna-Rose Story 4. Peepo 5. Major Glad, Major Dizzy 6. The Smartest Giant in Town	1. Jim and the Beanstalk 2. Pip and Egg 3. What the ladybird Heard 4. The Bumble Bear 5. Supertato, the Great Eggscape 6. What is Easter?	1. Walking through the Jungle 2. The Jungle Run 3. Oi Aardvark 4. Giraffes can't Dance 5. The Mixed-up Chameleon 6. Chumidyue: A folk tale of the Amazon Rainforest by Leslie Falconer 7. Rainforest Romp	1. at the Ladybird heard at the Seaside 2. Someone Swallowed Stanley 3. Octopus, Shocktopus 4. Tiddler 5. The Baker by the Sea 6. Staying Safe in the Sun
Wow Words	1. Classroom, Mrs Saunders, Friends, Hobbies, Favourite, Alps 2. Splish-splash, Squelch, Forest, Adventure, Exciting, Play ground 3. Office, Chef, Caretaker, Teacher, Cleaner, Head Teacher 4. Back pack, Compass, Map, Investigate, Discover, Adventure 5. Country, Travel, Holiday, Explore, Family, Earth 6. Pilot, Ocean, Land, Determined, Brave, Solo	1. Machine, appliance, safety, dishwasher, hoover, toaster 2. Hospital, operation, patient, x-ray, doctor, care 3. Robot, computer, programme, switch, invent, power. 4. Recycle , junk, create, robot, cardboard, foil 5. Transport factory, vehicles, car, train, plane. 6. Post, delivery. Card, service, message, receive. 7. Christmas, celebration, family, together, present, Father Christmas	1. memory, remember, baby, toddler, adult, grow, history 2. Baby, parent, caring, questions, information, love 3. Grandparents, past, grandma, grandad, family, special. 4. Change, timeline, events, , past, future, history 5. Artefacts, past, toys, clothes, items, old, 6. Season, changes, weather, change, different, celebrations	1. Fruit, Vegetable, seed, bulb, sow, plant 2. grow, egg, hatch, incubator, lifecycle, develop 3. Spring, new life, Lamb(s), Calf/Calfes, Foal(s), Kid(s) 4. Changes, bee, honey, hive, save , rescue 5. Farmyard, season, change, celebration, offspring, farmer 6. Easter, cross, symbol, crucified, tradition, bonnet	1. Giraffe, Zebra Gorilla, Leopard, Antelope, Safari 2. World, Map, Weather, Climate Globe, Africa 3. Rainforest, Tarantula Millipede, Scorpion, Equator, Tropical 4. Trees, plants, vines, layer, Canopy, Forest Floor 5. home, build, same, different, compare, construct 6. Wood, plastic, Recycle, Materials 7. Deforestation, Endangered	1. aeroplane, train, coach, travel ,transport, holiday 2. recycle, litter, responsible, tidy, pollution, posters 3. formed, rocks, tide, current, seaside, past. 4. oral hygiene, toothpaste, toothbrush, toiletries, language, Suitcase 5. shell, lighthouse, promenade, Sand, pier, ocean 6. past, present, olden days, beach hut, bathing costume, beach ball 7. safe, sun cream, sun hat, protection, hydrate, coast guard

National Events to consider	Autumn Equinox - 22.9.25 Grandparents' day- 2.10.25 Diwali- 21.10.25	Bonfire Night - 5.11.25 Remembrance Day - 11.11.25 AB Week – 10.11.25-14.11.25 Winter Solstice - 21.12.25 Hanukkah- 25.12.25-2.1.26	National Handwriting Day – 23.1.26 Children's Mental Health Week – w/c 3.2.26- NSPCC Number Day - 6.2.26 Safer Internet Day – 10.2.26 Valentine's Day - 14.2.25 Chinese New Year- 17.2.26	Shrove Tuesday - 17.2.26 Ash Wednesday - 18.2.26 Holi – 3.3.26 British Science Week – 6.3.26-15.3.26 Mother's Day – 15.3.26 Ramadan - 17.2.26-3-18.3.25 Eid – 19.3.26-20.3.26 Spring Equinox - 20.3.26 Red Nose Day - TBC	Easter – 5.4.26 ACES Day - 6.5.26 Walk to School Week – 20.5.26-25.5.26	World Oceans Day - 8.6.26 Healthy Eating Week – 8.6.26-12.6.26 Father's Day - 21.6.26 Summer Solstice – 21.6.26
Loscoe Promise Enrichment and Enhancement	Harvesting crops grown on school grounds and baking with these	Pinxton Puppets Visit – Traditional Story Puppet Show (Little Red Riding Hood)	Librarian Visit/Visit to Library Local Nursing Home Residents visit for songs and snacks	Observe lifecycle of a egg (Chicken) Visit from Bee Keeper (Mrs Ward) Engage in Easter Traditions -Easter Egg Hunt, Egg Rolling and Easter Bonnet parade	Jungle Jo Visit (Rainforest Creatures)	Teddy Bears Picnic
Parent Partnership	Play and Stay – Autumn Celebrations Parent consultations	Play and Stay – Christmas Crafts EYFS Christmas Nativity Concert Christmas Carol Service – St Luke's Church	Play and Stay Session – Parent consultations	Play and Stay – Easter Traditions Easter Service – St Luke's Church	Play and Stay Session – Exploring the Rainforest (activities)	Play and Stay Session – Seaside Activities End of year written report Teddy Bears Picnic and performance of core songs and rhymes
Rhyme and Reading Events	*Book and a Biscuit Session *National Poetry Day – 2.10.25	*Book and a Biscuit Session *World Nursery Rhyme Week – w/c 9/11/25 *National Non-Fiction November	*Book and a Biscuit Session *International Book Giving Day - 14.2.26	*Book and a Biscuit Session *World Book Day - 5.3.26	*Book and a Biscuit Session *National Share a Story month (May)	Book and a Biscuit Session Librarian to visit from Heanor Library -Summer Reading Challenge (Over the summer holiday)
Communication and Language	<ul style="list-style-type: none"> Begin to use new topic vocabulary in play. Know a range of songs, rhymes and rhythms and use while playing. Speak in a full sentence of 3-6 words. Start a conversation with friends or a grown up while playing. Start a conversation and continue it with an adult or a friend. Talk about things that are happening now (present day). Enjoy listening to longer stories and remember much of what happened. Talk about a story heard. Join in a conversation. Follow a simple 2 step instruction and answer questions. Express a point of view. Begin to develop more complex storylines in pretend play with peers. 	<ul style="list-style-type: none"> Learn an increasing range of new vocabulary. Use complete sentences in everyday talk. Talk about things in the past. Understand why listening is important. Engage in a range of stories, rhymes, and songs, paying attention to how they sound. <p>Ask questions during group time.</p>	<ul style="list-style-type: none"> Use new vocabulary in play. Use a range of sentence starters. Describe past and present events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn an increasing range of rhymes and songs. <p>Ask simple 'who' and 'where' questions.</p>	<ul style="list-style-type: none"> Use new vocabulary in context. Use longer sentences using conjunctions. Talk about things that are going to happen (future). Listen to longer stories with increasing recall. Learn an increasing range of rhymes, poems and songs. Listen to longer stories with increasing recall. Ask questions to find out more and to check understanding of what has been said – who, where? 	<ul style="list-style-type: none"> Use new vocabulary in different contexts. Link one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell stories, some as exact repetition and some in own words. Ask questions to find out more and to check understanding of what has been said – when and how? 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions. Offer own ideas using recently introduced vocabulary. Offer explanations for why things might happen. Listen attentively and respond to what is heard with relevant questions, comments, and actions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what is heard with relevant questions, comments and actions when being read. Ask questions to find out more and to check understanding of what has been said – why, how do you know?

Personal, Social and Emotional Development	<ul style="list-style-type: none"> Identify a range of feelings and tell a grown up how they are feeling. Choose an activity independently. Follow simple instructions (2 to 3 words e.g. sit down). Put own coat on. Use respectful manners. Start to understand how to keep themselves healthy (wash hands and clean teeth). Make safe choices within the setting. Play with a small group of children cooperatively. 	<ul style="list-style-type: none"> Be aware of school values/ rules. Follow the structure, routine, and rules of the reception classroom, without support. Begin to show perseverance to achieve goals. Put on and fasten own coat (buttons / Velcro). Tidy up and care for the resources in the classroom. Play with a small group of children, co-operatively sharing ideas. 	<ul style="list-style-type: none"> Understand some of their own feelings and respond to them appropriately. Complete a task of their own choice and concentrate on it for a suitable time (age +/- 1 min). Zip up own coat. Put own shoes on. Begin to try activities that are unfamiliar. Share and take turns with favourite resources. Show friendly behaviour around the classroom and around school Develop friendships with lots of people. 	<ul style="list-style-type: none"> Begin to understand the feelings of others. Talk about what is right and wrong. Say how they can keep themselves healthy (diet, exercise). Begin to understand the consequences of their actions. Listen to and respond to the ideas of others. Solve conflicts with others, listening and sharing e.g. using strategies like a timer to share. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity. Show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and make friendships with peers.
PSHCE (KAPOW)	<p>Self Regulation- Children to explore and identify their feelings, identify when they may be feeling something and begin to learn how to communicate and cope with their feelings and emotions.</p>	<p>Building Relationships- Children explore why families and special people in their lives are valuable. Children explore why it's important to share and develop strategies, see themselves as valuable individuals and explore diversity through thinking about differences and similarities to their peers and families.</p>	<p>Managing self- Taking on challenges- Children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies and to learn skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Self-regulation- Listening and following instructions. Children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>Building relationships- My family and friends. Children will learn how we all have different beliefs and celebrations; what characteristics make a good friend and how we need to listen to one another.</p>
Physical Development Gross Motor	<ul style="list-style-type: none"> Begin to use large-muscle movements to wave flags and streamers, paint and make marks. Use and remember <ul style="list-style-type: none"> sequences and patterns of movement related to music. Continue to develop movement, balancing, riding and ball skills. Hold a pose for a game like musical statues. Use a scooter or ride a <ul style="list-style-type: none"> tricycle. Independently transfer gross motor movements to mark make on a large scale. Climb over, under and through obstacles. <ul style="list-style-type: none"> Move safely and with awareness of others. 	<ul style="list-style-type: none"> Increasing core strength. Throw, kick pass and aim a variety of balls with increasing control. Move in a variety of ways (running, walking) with increasing control. Travel around space and obstacles safely. <ul style="list-style-type: none"> Start to sit at a table to write 	<ul style="list-style-type: none"> Climb, balance and dismount with safety and control. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Regularly sit at a table to write. <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Combine different movements with ease and fluency. Move in a variety of ways (jumping, skipping, hopping, balancing) with increasing control. Show strength, balance and coordination in movement. Sit at a table to write. <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Climb stairs using alternate feet. Sit at a table with good posture. <ul style="list-style-type: none"> Revise and refine the fundamental movement skills already acquired. <ul style="list-style-type: none"> Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.

P.E (AVSSP)	<p>Focus :</p> <ul style="list-style-type: none"> • walk and move into space, change direction and keep away from defenders. • Develop an understanding of moving into space as they explore moving and walking. • Develop their own self- belief as they move and travel with confidence. 	<p>Focus :</p> <ul style="list-style-type: none"> • throw, roll and stop a ball with control. • explore catching and will be ready to receive a ball. • develop life skills such as concentration by focusing on the ball and the target. • listen carefully and follow the instructions. • apply their skills with developing success as they demonstrate courage and self- belief to keep working as hard as possible. 	<p>Focus :</p> <ul style="list-style-type: none"> • move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus. • experiment moving in a variety of ways on the floor and on apparatus. • show self- belief as they travel with confidence, over, under and through apparatus 	<p>Focus :</p> <ul style="list-style-type: none"> • dribble the ball keeping control. • move the ball into spaces avoiding any defenders. • apply developing concentration skills, focus on the ball and listen to all the instructions. • apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible 	<p>Focus :</p> <ul style="list-style-type: none"> • push/hit their balloon with both hands, keeping control. • balance their object on their racket/bat. • focus on the balloon /object and rackets/bats safely. • understand why the balloon is sent into space when hitting. • apply life skills such a self-belief and courage, try new skills and work hard to improve control. 	<p>Focus :</p> <ul style="list-style-type: none"> • move into spaces avoiding other pupils. • adjust their speed and change direction to avoid other pupils. • experiment moving in different ways, moving confidently and concentrating on any instructions. • explore honesty, keep the score, understanding why it is important to try our hardest
Fine Motor	<ul style="list-style-type: none"> • Use cutlery and other one-handed equipment. • Use scissors using a thumb and four fingers, making straight cuts. • Continue to show increasing control with dominant hand. • Show good pencil grip - 4 finger grip moving towards 3 finger grasp. • Roll dough into a sausage shape. <ul style="list-style-type: none"> • Increased opportunities to sit at a table to write. 	<ul style="list-style-type: none"> • Holds scissors using thumb and one finger. • Roll a sausage shaped piece of dough into a coil. • Hold a pencil in tripod grip. <ul style="list-style-type: none"> • Show good pencil control when mark making and drawing. 	<ul style="list-style-type: none"> • Use scissors using a thumb and finger making straight cuts into paper. Roll dough into a ball. 	<ul style="list-style-type: none"> • Roll out dough and cut out forms from cookie cutters. • Use effective tripod pencil grip. • Cut straight lines across paper. 	<ul style="list-style-type: none"> • Use a range of tools e.g., pencils, paintbrushes. • Draw with accuracy. • Use scissors using a thumb and finger making angled cuts. • Roll dough into a ball. • Join made dough shapes together to make recognisable forms. 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Develop small motor skills to use a range of tools competently, safely and confidently. • Use scissors to cut curves and circles • Create people and things out of dough in a vertical position. • Use dough more like clay to join and form.
Literacy	<ul style="list-style-type: none"> • Form some lower-case letters. • Use initial sounds. • Talk about what they have written. • Write labels using initial and end sounds. • Say a complete sentence orally. • Write their name with recognisable letters. 	<ul style="list-style-type: none"> • Write their name correctly. • Spell CVC words with an increasing number of phase 2 sounds. • Spell some sight words (is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be). • Write a label. • Start to write simple captions. • Form some capital letters correctly. 	<ul style="list-style-type: none"> • Spell phonetically plausible words. • Spell CVC words with an increasing number of phase 3 sounds. • Write captions. • Read sentences back to an adult. 	<ul style="list-style-type: none"> • Spell phonetically plausible words. • Spell CVC words with an increasing number of phase 3 sounds. • Write captions. • Read sentences back to an adult. 	<ul style="list-style-type: none"> • Spell CVCC/CCVC words that include phase 2 and 3 graphemes and make plausible phonetic attempts at longer words/ compound words. • Write sentences that can be read by self and others. 	<ul style="list-style-type: none"> • Form most lower-case and some capital letters correctly with a strong tripod grip. • Spell all tricky words (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today). • Re-read own writing to check it.
Reading	<ul style="list-style-type: none"> • Begin to repeat words and phrases from familiar stories, songs and rhymes. • Beginning to understand that words have meaning. • Recognise my name. • Distinguish between different sounds (environmental and musical sounds). 	<ul style="list-style-type: none"> • Retell key events in stories. • Start to recall facts from nonfiction. • Enjoy sharing books with an adult or a friend. • Say what has happened in stories so far. 	<ul style="list-style-type: none"> • Say what might happen next in stories. • Say if they liked a story and why. 	<ul style="list-style-type: none"> • Describe key events in stories in detail. • Recall facts from non-fiction. • Answer questions about key events and characters in stories. 	<ul style="list-style-type: none"> • Retell simple stories. • Say what might happen next in stories, giving reasons. • Answer questions about key events and characters in the story. • Anticipate key events in stories 	<ul style="list-style-type: none"> • Recall facts from a range of information sources. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, during role play.
Phonics (Little Wandle Letters and Sounds)	<p>Phase 2</p> <ul style="list-style-type: none"> • Week 1- s a t p • Week 2- i n m d • Week 3- g o c k (is) • Week 4- ck e u r (l) • Week 5- h b f l (the) 	<p>Phase 2</p> <ul style="list-style-type: none"> • Week 1- ff ll ss j (as) • Week 2- v w x y (and has his her) • Week 3- z zz qu ch (go no to into) • Week 4- sh th ng nk (she he of) • Week 5- -s/s/ -s/z/ (we me be) 	<p>Phase 3</p> <ul style="list-style-type: none"> • Week 1- ai ee igh oa • Week 2- oo oo oar or (was you they) • Week 3- ur ow oi ear (my by all) • Week 4- air er double letters (are sure pure) • Week 5- longer words 	<p>Phase 3</p> <ul style="list-style-type: none"> • Week 1- review phase 3 • Week 2- review phase 3 • Week 3- words with 2 or more digraphs • Week 4- compound words - ing • Week 5- s/z/ -s/z/ -es/z/ 	<p>Phase 4</p> <ul style="list-style-type: none"> • Week 1- short vowels cvcc (said so have like) • Week 2- short vowels cvcc ccvc (some come love do) • Week 3- short vowels ccvcc cccvc (were here little says) • Week 4- longer words co mpound words (there when what one) 	<p>Phase 4</p> <ul style="list-style-type: none"> • Week 1- long vowels cvcc • ccvc • Week 2- long vowels ccvc cccvc ccvcc • Week 3- -s/-s/-z/-es/-z/- • Week 4- -ing/-ed/-t/-ed/-id/-ed/-d/- • Week 5- -er/-est longer words

					<ul style="list-style-type: none"> Week 5- -ing -ed /t/ -ed /id/ ed/ -est (out today) 	
Mathematics (White Rose Maths)	<ul style="list-style-type: none"> Match, sort and compare Talk about measure and patterns Its me 1,2,3 	<ul style="list-style-type: none"> Circles and Triangles 1,2,3,4,5 Shapes with 4 sides 	<ul style="list-style-type: none"> Alive in 5 Mass and Capacity Growing 6,7,8 	<ul style="list-style-type: none"> Length, Height and Time Building 9 and 10 Exploring 3D shapes 	<ul style="list-style-type: none"> To 20 and beyond How many now? Manipulate, compose, decompose 	<ul style="list-style-type: none"> Sharing and grouping Visualise, build and map Make connections
Understanding the World	<ul style="list-style-type: none"> Talk about members of own family – share pictures and explore differences between different families, use resources to show there are many different families. Name and describe people who are familiar to them – external family. Friends, People who help in immediate community Explore new environment and identify people who will help them in school. Explore local community. Draw a simple map – what road, village, etc is your house on/in? Look at aerial photographs of Loscoe and school environment– can you identify landmarks/parts of the school grounds or your house if live nearby? Identify what an Explorer is and what resources might be needed to explore. To know who explorer Emilia Earhart was, the first female pilot to attempt to travel around the world. Which places (UK and wider World) have children visited and explored. Recognise some similarities and differences between life in this country and life in other countries - read stories, watch videos and look at pictures about places around the world and compare to UK. Comments and questions about the place they live or the natural world. Explore the natural world around them – sing songs and join in with rhymes and poems about autumn Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in autumn 	<ul style="list-style-type: none"> Talk about members of the local community Show interests in different occupations. (identify machines which they use) Name and describe people who are familiar to them - community figures Compare and contrast characters from stories related to people who help us / jobs/machines used Understand some places are special to members of their community – Where do people who help us work? What is special about these buildings? Recognise that technology that is part of their daily lives and how machines help us. Learn how to programme and use simple robots (Beebot) and remote control toys such as Walkie Talkies, remote Control toys and Metal Detectors. Explore and identify machines that are around us and also how machines help us in our day to day lives. Explore machines that Doctors use in Hospitals to make us feel better and keep us well. Explore machines that are in space. Recognise that people have different beliefs and celebrate special times in different ways – Christmas Understand the significance and symbolism of light at this time of year. Retell The story of the First Christmas and explore Christian belief that Jesus was a gift to us all, who was born on Christmas day. 	<ul style="list-style-type: none"> Identify changes since being a baby. Comment on images of familiar situations in the past – family photos, baby photos/ homes / family time lines Use language of Past, Present and future. Explore life of Grandparents and how it was different when they were a child of similar age Comment on images of familiar situations in the past – toys now and then Recognise some similarities and differences between life in this country and life in other countries – What toys may be used around the world. Compare and contrast characters from stories. Explore the natural world around them e.g. puddles freezing, ice melting. Sing songs and join in with rhymes and poems about Winter Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in Winter 	<ul style="list-style-type: none"> Compare and contrast characters from traditional tales Explore alternative versions of tradition tales linked to 'growing' To explore what grows from a seed and what seeds needs to grow. To identify and name parts of a plant (root, shoot, stem, leaf, flower) To understand what a lifecycle is and use associated vocabulary to independently describe ones explored as a class. Explore the natural world around them – observe animal life cycles e.g. chicks hatching. Recognise some environments that are different from the one in which they live- home and farm. To understand the role of a Bee in the environment Explore how honey is made (Bee Keeper visit) Explore the natural world around them – sing songs and join in with rhymes and poems about Spring Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in Spring Recognise that people have different beliefs and celebrate special times in different ways – Easter Explore and enjoy taking part in traditions linked to easter (egg decorating, rolling eggs, Easter Bonnet parade) 	<ul style="list-style-type: none"> Know the names of the animals that may live in the Jungle. Locate UK and Africa on a map. Know which animals and creatures we would find in the Rainforest. Investigate different habitats that animals live in. Explore the different Layers of the Rainforest. Know what is meant by Deforestation and its implications for animals and the world. Learn how we, as humans, can take care of our rainforests. Learn responsibility of all to 'Reduce, Reuse and Recycle.' Explore the natural world around them – use all senses to explore the outdoor environment at this time in the year Describe what they see, hear and feel whilst outside- focus on nature, comment on animals and plants they see, name and describe some familiar plants and animals Explore the natural world around them – discuss how we care for plants and animals, observe and draw pictures of the natural world seen around them, including animals and plants. Explore the natural world around them - observe and interact with natural processes e.g. shadows 	<ul style="list-style-type: none"> Explore where 'the seaside is' using maps and globes. Identify places which they have visited on holiday. Recognise some similarities and differences between life in this country and life in other countries – compare a typical UK seaside to a contrasting seaside abroad Understand ways to travel to different places in the UK and wider world. Locate a seaside town on a map. Learn how a beach is formed. Identify different objects/items we may see at the seaside Explore similarities and differences of the landscapes between the seaside and the village of Loscoe. Explore how we can look after our beaches. Learn the importance of oral hygiene. (linked to what we need to pack for a holiday/trip away) Begin to understand how a visit to the beach/seaside would have been different 100 years ago. Explore the natural world around them – how do we look after the beaches and seas? Focus on sea pollution / recycling Recognise some environments that are different from the one in which they live – compare and contrast inland and seaside locations Comment on images of familiar situations in the past – seaside now and then Explore the natural world around them – sing songs and join in with rhymes and poems about Summer Understand the effect of the changing seasons around them – weather, seasonal features,

					changing seasons and animal behaviour in Summer	
Religious Education Derbyshire and Derby City Agreed Syllabus 2020-2025 (taught through weekly adult led session, integrated into provision and through celebrations festivals)	F5 - Where do we belong? <ul style="list-style-type: none">Re-tell religious stories making connections with personal experiencesShare and record occasions when things have happened in their lives that made them feel specialRecall simply what happens at a traditional Christian infant baptism and dedicationAdditional opportunity if you have children from religions other than Christianity in your settingRecall simply what happens when a baby is welcomed into a religion other than Christianity. Festival: Harvest	F2 - Which people are special and why? <ul style="list-style-type: none">Talk about people who are special to themSay what makes their family and friends special to themIdentify some of the qualities of a good friendReflect on the question 'Am I a good friend?'Recall and talk about stories of Jesus as a friend to othersRecall stories about special people in other religions and talk about what we can learn from them. Festival: Christmas	F1 – Which stories are special and why? <ul style="list-style-type: none">Talk about some religious storiesRecognise some religious words, e.g. about GodIdentify some of their own feelings in the stories they hearIdentify a sacred text e.g. Bible, Qur'anTalk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to doTalk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. Festival: Chinese New Year	F4 - Which times are special and why? <ul style="list-style-type: none">Give examples of special occasions and suggest features of a good celebrationRecall simple stories connected with Christmas/ Easter and a festival from another faithSay why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. Festival: Easter	F6 - What is special about our world and why? <ul style="list-style-type: none">Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the worldRe-tell stories, talking about what they say about the world, God, human beingsThink about the wonders of the natural world, expressing ideas and feelingsExpress ideas about how to look after animals and plantsTalk about what people do to mess up the world and what they do to look after it	F3 – Which places are special and why? <ul style="list-style-type: none">Talk about somewhere that is special to themselves, saying whyBe aware that some religious people have places which have special meaning for themTalk about the things that are special and valued in a place of worshipIdentify some significant features of sacred placesRecognise a place of worshipGet to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
Expressive Arts and Design Taught through KAPOW in adult led session, then integrated into provision and weekly creative challenge	PAINTING <ul style="list-style-type: none">Look at portraits by a range of famous artists.Draw self / family portraits. Mix colours.Uses good control to correctly hold and paint carefully in the lines.Uses very good control to correctly hold and paint carefully in the lines.Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.Mixes and matches to a specific colour or shade needed.Paints with detail including finer details such as fingers, ears, hair styles or items onto features.Paints from observation by making a careful study and then includes features and details in the pictures	DRAWING <ul style="list-style-type: none">Look at pictures of a range of heroes such as firefighters.Draw local community heroes. Comic book style.Draws with detail including finer details such as fingers, ears, hair styles or items onto features.Draws from observation by making a careful study and then includes features and details in the pictures.Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.	PRINTING <ul style="list-style-type: none">Use different printing resources to create pictures of transport e.g. 3D shapesPrint clear representations to create full pictures, without any support and add detail. Print very careful representations to create full pictures, without any support and add fine details. Think about the full composition of the picture and use the space	3D / SCULPTURE <ul style="list-style-type: none">Use a variety of materials (including dough) and joining techniques to build models of farms and farm animalsMake something with clear intentions from start to finish.Use a variety of techniques, shapes and to sculptCarefully select additional materials to incorporate and enhance my model.Joins items which are cut, torn and glued.	COLLAGE <ul style="list-style-type: none">Use natural materials to create collaborative transient art (Goldsworthy)Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid.Makes collages/mosaics adding details with a wide range of textures and describes these.	TEXTILES <ul style="list-style-type: none">Use a range of textiles to create seaside picturesSort threads and fabric and talk about colour and textureIdentify and talk about textiles in the environmentMake pictures using fabricsThread and weave in orange netting, garden netting, fencing, sequin meshPrint on fabric
Music	Pulse <ul style="list-style-type: none">Explore Pulse and begin to identify what a Steady pulse is.Move to music Listen and respond to sounds and musicTo identify long and short sounds	Voice <ul style="list-style-type: none">Sing songs and nursery rhymesTo perform songs from World Nursery Rhyme Week (see online resource pack)	Rhythm <ul style="list-style-type: none">Steady pulseRhythms and symbolsChanges in tempoListening to others' ideas	Pitch <ul style="list-style-type: none">Sing in tune (small range)Sing to an audienceCreate own music and use simple symbols to represent soundsExplore and begin to recognise changes in timbre, tempo, pitch, and dynamics	Technology, structure & form <ul style="list-style-type: none">Change sounds and music through technologyCreate music and use symbols to represent soundsRespond to sound recordings	Explore 20th Century Music <ul style="list-style-type: none">Sing songs and nursery rhymesPerform songs and rhymes with othersMove in time with musicRespond to recorded music from different traditions, genres, styles and times

<p>Literacy- Drawing Club Linked to Core Book and weekly shared reads</p>	<ul style="list-style-type: none"> • We're going on a Bear Hunt <p>Codes- Initial sounds of first name, writing first name/ initial sounds of descriptive words related to story- bear, hunt, explore</p> <p>Practise of the formation of sounds linked to weekly phonic sessions;</p> <ul style="list-style-type: none"> • s a t p, i n m d g o c k ck e u r (l) h b f l • Tricky words- ls, the l 	<ul style="list-style-type: none"> • Room on the Broom <p>Codes- Initial sounds of first name, writing first name/ initial sounds of descriptive words related to story- Practise of the formation of sounds linked to weekly phonic sessions and tricky words;</p> <p>ff ll ss j (as) v w x y (and has his her) z zz qu ch (go no to into) sh th ng nk (she he of) -s/s/ -s/z/ (we me be) CVC words</p>	<ul style="list-style-type: none"> • Jack and the Beanstalk <p>Codes- Initial sounds of first name, writing first name/ initial sounds of descriptive words related to story- Practise of the formation of sounds linked to weekly phonic sessions and tricky words;</p> <ul style="list-style-type: none"> • ai ee igh oa oo oo oar or (was you they) • ur ow oi ear (my by all) air er double letters (are sure pure) <p>CVC/ CVCC words- linked to the core book</p> <p>Writing captions- It is big/this is jack/fee fi fum</p>	<ul style="list-style-type: none"> • Owl Babies <p>Codes- Initial sounds of first name, writing first name/ initial sounds of descriptive words related to story- Practise of the formation of sounds linked to weekly phonic sessions and tricky words;</p> <p>words with 2 or more digraphs compound words , ing 5- s /z/ -s /z/ -es /z/</p> <p>Writing CVC/CVCC words linked to the core story</p> <p>Writing sentences- Expanding on short caption- Adventure Time' -What is the owls favourite food? A pink Sweet</p>	<ul style="list-style-type: none"> • The Three Billy Goats Gruff <p>Codes- Initial sounds of first name, writing first name/ initial sounds of descriptive words related to story- Practise of the formation of sounds linked to weekly phonic sessions and tricky words;</p> <p>cvcc (said so have like) ,short vowels cvcc cvcc (some come love do) ,short vowels cvcc cccvc cccvcc (were here little says) longer words compound words (there when what one) ,ing -ed /t/ -ed /id/ -es /z/ -ing -ed /t/ -ed /id/ -er -est longer words</p> <p>Writing CVC/CVCC/CCCVCC words linked to the core story</p> <p>Writing sentences- 'Adventure Time' – expanding ideas and adding meaning to drawing made.</p>	<ul style="list-style-type: none"> • Ruby's Worry <p>Codes- Initial sounds of first name, writing first name/ initial sounds of descriptive words related to story- Practise of the formation of sounds linked to weekly phonic sessions and tricky words;</p> <ul style="list-style-type: none"> • Spell all tricky words for the term. (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today). • long vowel cvcc/ cvcc • long vowels cvcc cccvc ccvcc -s /s/ -s /z/ -es /z/ -ing -ed /t/ -ed /id/ -ed /d/ -er -est longer words <p>Codes- Writing sentences to add meaning to drawings made and linked to the core/weekly topic books</p>
---	---	--	---	--	--	--