



EYFS Medium Term Planning Format for Subjects (Intent) YEAR A (January 23 Update)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<u>All About me!</u> Starting school / my new class / New Beginnings My family Superheroes People who help us Wizards	<u>Once upon a time!</u> Traditional Tales – Goldilocks Three little pigs Little Red Hen - Harvest Gingerbread Man Christmas Diwali	<u>Our World!</u> Around the Town Antarctica Where do we live in the UK / world? Transport Space	<u>In the garden!</u> Plants & Flowers Weather / seasons The great outdoors Planting seeds	<u>Animals!</u> Mini beasts Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Habitats	<u>Explorers!</u> Under the sea Pirates Marine life Dinosaurs (Fossils) Seaside
Possible core text to drive topic	Owl Babies Love makes a family Supertato The Smartest Giant The Colour Monster The Rainbow Fish Room on the broom	Goldilocks The three little pigs Little red hen Hansel & Gretel The Jolly Postman Christmas Story / Nativity Rama and Sita	The Snail and the Whale The Way back Home Meercat mail The Train Ride Here we are Journey The Emperors egg	The Tiny Seed Oliver's Vegetables Jasper's Beanstalk Tree, Seasons come and seasons go	The Very Hungry Caterpillar Super worm Aghh Spider! Tiger who came to tea What the ladybird heard. Farmer duck	10 little pirates Pirate mums Lighthouse Keeper's Lunch Under the Sea World Atlases
Possible text for shared reading To also include extracts from reading explorers for the second week.	Funny Bones The family book The Big Book of Families Pete the Cat There's a superhero in your book	We're going on a bear hunt. Suddenly Oliver's vegetables Stick man	And Tango makes three Lost and found Coming to England Aliens love underpants	Jack and the Beanstalk A stroll through the seasons The extraordinary gardener	The very busy spider The bad-tempered ladybird. Worms love worms Diary of a wombat On the farm Handa's surprise	Nen and the Lonely Fisherman Harry and his bucket full of dinosaurs Pirate Pete's smelly feet. Tiddler Grandads camper
Artist theme for each big term	William Johnson Henri Matisse	Shika Sharma	Deborah Roberts Gustav Klimt	Yayoi Kasuma Guiseppe Arcimboldo	Andy Goldsworthy Michelle Reading	Paul Klee Wassily Kandinsky
'Wow' moments / possible visits and visitors	Autumn walk Remembrance Day Nurse / Firefighter visit Talent show	Guy Fawkes / Bonfire Night Nativity Diwali Remembrance day Children in Need	Post a letter Food tasting – different cultures	Walk to the park Planting seeds Easter Weather experiments Nature Scavenger Hunt Mother's Day Eater Egg Hunt	Bee keeper Woodside falconry Chinese New Year LENT Story Telling Week Valentine's Day	Visit to the beach Under the Sea Fossil hunting Father's Day Pirate Day

Theme by week	Links to the Statutory Framework for the Early Years Foundation Stage	Knowledge we want to retain	Skills we want to Develop (From Skills Overview)	Learning Specific to our children	British Values Coverage	Links to Year One NC Subjects
Settling in	Personal, Social and Emotional Development: - Self-Regulation - Managing Self - Building Relationships Communication and Language: - Listening, Attention and Understanding - Speaking	<ul style="list-style-type: none"> To know the name of the adults in the room. To know some of the names of new friends. To know where things are in the classroom. To know the new rules To know new routines. 	<ul style="list-style-type: none"> To say the names of the adults in the classroom. To be aware of their own feelings. E.g. sad, happy, angry and excited. To be able to verbalise our class rules and follow our School expectations. To form positive relationship with both adults and peers. 	Forming relationships and settling into a new routine. Tolerance: Demographic of different settings. Ensuring mixture of settings in transition and class set up.	Mutual Respect and Tolerance: <ul style="list-style-type: none"> Setting rules and expectations. To be made aware of our six Key Christian values. To be able demonstrate their understanding of our values. Show respect for others as they share. 	PSHE Being Me
Settling in Vocabulary	Routines, values, expectations, share, rules, feelings, rewards, house points, hands up, listen, respect, commitment to achieve, co-operation, honesty, caring, fairness (NCPS – happiness, respect, independence, commitment to achieve, caring and co-operation), line up, register					

All About Me	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present 	<ul style="list-style-type: none"> • To know their full name • To know their age • To know what they are good at • To know where they live. • To know what they enjoy 	<ul style="list-style-type: none"> • To be able to describe themselves and others. • To understand we are all unique. 	<p>Recognising what makes them unique</p> <p>Diversity: every family is different. Compare a range of family backgrounds.</p>	<p>Mutual Respect for and Tolerance:</p> <p>Of those who are different to them.</p> <p>Individual Liberty- The freedom to make choices about their clothes, houses and food.</p>	<p>Geography</p> <p>UK Seasons and Weather Around the World</p> <p>Art and Design</p> <p>Drawing And Painting techniques / Sculpture - creating 3D figures</p>
All About Me Vocabulary	<p>Older, Younger, He, She, body, family, clothes, live, food, favourite, special, different, same, brother, sister, mum, dad, step mum, step dad, grandma, grandad, aunty, uncle, pets, hobbies, celebrations, traditions, birthday, happy, angry, sad, parents, embarrassed, excited, worried, surprised. Parts of the body – eyes, ears, nose, hair, mouth, teeth, unique, differences, home, pets, likes and dislikes</p>					

Nursery Rhymes	<p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Physical Development:</p> <ul style="list-style-type: none"> - Gross Motor Skills <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know well-known Nursery Rhymes. • To know what actions are needed for each nursery rhyme. 	<ul style="list-style-type: none"> • Improved listening and attention skills. • To be able to improve phonological awareness. • Ability to recognise pattern and repetition. • To recall the Nursery Rhymes at the end. • To be able to add actions for each nursery rhyme. 	<p>Diversity: Learning Nursery rhymes in modern foreign languages.</p> <p>Health: Incorporating dance, actions and a range of movements.</p>	<p>Democracy: Importance of freedom of speech and having the rights to express their opinion.</p> <p>Mutual Respect: We discuss and appreciate the difference between people, faith and ethnicity.</p>	<p>Music</p> <p>I Wanna Play in a Band Friendship Song</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.
Nursery Rhymes Vocabulary	Repeat, rhyme, sing, actions, pattern, chant, characters, clap, instruments – glockenspiels, bells and drums. Perform, chorus, verse, counting					

Autumn	<p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present 	<ul style="list-style-type: none"> • To know the four seasons. • To know the changes of trees. • To know about different leaves and trees they have come from. • To know what grows at this time of year. • To know what hibernation is. 	<ul style="list-style-type: none"> • To identify the four seasons. • To identify what a season is. • To identify what changes happen in Autumn. • To identify what they have observed. • To identify changes in trees/leaves. • To identify some animals that hibernate. 	<p>Rural: To discuss different trees and wildlife in Autumn Season.</p> <p>Celebrate our surroundings, living in a rural community with plenty of green spaces.</p> <p>Children to acknowledge the differences between a rural and a city environment.</p> <p>Children to share experiences of visit and holidays.</p> <p>Tolerance: Demographic of different settings.</p>	<p>Mutual Respect for and Tolerance: Respect and tolerance of living things.</p>	<p>Science</p> <p>Animals Including Humans</p> <p>To group animals with their young.</p> <p>To identify the common animals which are kept as pets.</p> <p>Science</p> <p>Plants</p> <p>To observe changes in plants from seeds and bulbs over time.</p> <p>Geography: UK Seasons and Weather Around the World.</p>
Autumn Vocabulary	Season, changes, leaves, Autumnal, nocturnal, trees, plants, weather, conkers, hibernation, migration, harvest					

Diwali	<p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present 	<ul style="list-style-type: none"> • To know what Diwali is and when it is celebrated. • To know who celebrates Diwali. • To know what a Diva Lamp is. • To know what a Rangoli Pattern is. 	<ul style="list-style-type: none"> • To be able to verbalise there are different celebrations that are celebrated. • To be able to verbalise the similarities and differences in relation to friends and family. 	<p>Diversity and Tolerance:</p> <p>Children need to understand that Britain is a multicultural society.</p> <p>Rural: Children need to learn about urban areas.</p> <p>Children need a wider knowledge and understanding of the world.</p>	<p>Mutual Respect and Tolerance:</p> <p>Of those with different faiths and beliefs and for those without faith.</p> <p>Mutual Respect: We discuss and appreciate the difference between people, faith and ethnicity.</p>	<p>R.E</p> <p>Religious Education - Places of Worship inc Christianity</p> <p>PSHE</p> <p>Celebrating differences.</p> <p>Relationships</p>
Diwali Vocabulary	Diwali, Rama, Sita, Diva lamp, Rangoli, Hindu, Hinduism, festival, party, Ravana, Lakshmi, lantern, religion, differences, celebrations, similar, Mendhi, light and dark, good and bad					

Bonfire Night	<p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know when Bonfire night is. • To know that Bonfire Night is celebrated in England. • To know where London and the Houses of Parliament are. • To know why Bonfire night is celebrated. • To know how people celebrate bonfire night 	<ul style="list-style-type: none"> • To be able to talk about key events in the gun powder plot. • To be able to talk about the key figures involved. 	<p>Tolerance: Children need to understand the importance of tolerating other individuals.</p>	<p>The Rule of Law:</p> <p>Discuss the importance of the law and recognise that everyone needs to be treated the same.</p>	<p>History</p> <p>Significant Individuals in History</p> <p>Art and Design:</p> <p>Drawing And Painting techniques / Sculpture - creating 3D figures</p> <p>Geography</p> <p>What is it like in?</p> <p>Identify England, Identify London, Identify Houses of Parliament.</p> <p>Identify the differences and distance.</p>
Bonfire Night Vocabulary	Firework, fire, bonfire, Guy Fawkes, houses of parliament, sparkler, November, London, hot, gunpowder, plot, celebration, keeping safe, explode, bang, flicker, sparkle, crackle, London.					

Antarctica (Winter)	Communication and Language: - Listening, Attention and Understanding - Speaking Literacy: - Comprehension Understanding the World: - People, Culture and Communities - The Natural World - Past and Present	<ul style="list-style-type: none"> • To know where Antarctica is. • To know the differences of the climate. • To know which animals live there. 	<ul style="list-style-type: none"> • To be able to look closely at similarities, differences, patterns and change. • To be able to talk about another country in the World. • To be able to talk about how climates vary from the UK. 	Rural: Children need to learn about urban areas and areas outside of Market Rasen. Children need a wider knowledge and understanding of the world. Aspiration: Children need access to “Cultural Capital”. Children need access to high quality visits and visitors. (Visitor or Visit to an aquarium.)	Mutual Respect and Tolerance: Discuss the impact of Climate change on Earth.	Geography What is it like in? Identify England and Antarctica. Geography: UK Seasons and Weather Around the World To name a continent or an ocean. Science: Everyday materials Plants Y2 To observe changes in plants from seeds and bulbs over time. Do plants grow
Antarctica (Winter) Vocabulary	Cold, Frost, winter, north pole, temperature, habitat, seasons, continents, weather, iceberg, snow, Asia, Africa, North and South America, Europe, Australia, Antarctica, Snow, rain, hail, sun, hot, Pacific Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean					

Christmas	<p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know why Christians celebrate Christmas. • To know the names of key characters in the Christmas Story. • To know the date Christmas is celebrated. • To know what a tradition is. 	<ul style="list-style-type: none"> • To be able to talk about why Christmas is a celebration. • To be able to identify key characters in the Christmas Story. • To be able to talk about traditions. 	<p>Diversity and Tolerance</p> <p>Children need to understand that Britain is a multicultural society though this may not be reflected in MR or NCPS.</p> <p>Rural: Children need a wider knowledge and understanding of the world.</p>	<p>Mutual Respect and Tolerance:</p> <p>Of those with different faiths and beliefs and for those without faith.</p>	<p>Religious Education: Creation & God (Term 1)</p> <p>Religious Education: Places of Worship inc Christianity</p> <p>Geography What is it like in? Identify Nazareth and Bethlehem</p>
Christmas Vocabulary	<p>Nativity, Jesus, Mary, Joseph, Bethlehem. Kings, Shepherds, Manger, Frankincense, Myrrh, Gold</p> <p>Celebration, present, Father Christmas, reindeer, sleigh, Christingle, Christmas,</p>					

Fairy Tales	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Physical Development:</p> <ul style="list-style-type: none"> - Gross Motor Skills <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know key fairy tales. • To know some characters from key fairy tales. • To know key story settings. • To know key events. 	<ul style="list-style-type: none"> • To be able to talk about traditions. • To be able to identify key characters from fairy tales. • To have a greater understanding of emotions/feelings. • To be able to talk about consequences for actions taken. • To name key story settings. • To name key events in well-known fairy Tales. 	Tolerance: Children to understand the school values.	Mutual Respect: To celebrate diversity and treat everyone how we would like to be treated. - Discuss the moral behind each Fairy Tale.	<p>Art and Design:</p> <p>Drawing And Painting techniques / Sculpture - creating 3D figures</p> <p>Music:</p> <p>I Wanna Play in a Band Friendship</p>
Fairy Tales Vocabulary	Magic, fiction, pretend, princess, fairy, witch, prince, kingdom, married, happily ever after, once upon a time, stories, happy ending, characters, goodie and villain, scared, happy, sad, fairy god mother, curse					

Chinese New Year	<p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present 	<ul style="list-style-type: none"> • To know the names of the animals of the Zodiac. • To know the order of the animals became how it is today. • To know how the New Year is celebrated. • To know what decorations used • To know the significance of the colour red. • To know the differences and similarities with how we celebrate the New Year in our country. 	<ul style="list-style-type: none"> • To be able to verbalise there are different celebrations that are celebrated. • To be able to verbalise similarities and differences in relation to friends and family. 	<p>Diversity and Tolerance:</p> <p>Children need to understand that Britain is a multicultural society though this may not be reflected in MR or NCPS.</p> <p>Rural: Children need to learn about urban areas.</p> <p>Children need a wider knowledge and understanding of the world.</p>	<p>Mutual Respect and Tolerance:</p> <p>Of those with different faiths and beliefs and for those without faith.</p>	<p>Geography:</p> <p>What is it like in? Market Rasen: Country comparisons.</p> <p>Religious Education</p> <p>Places of Worship inc Christianity</p>
Chinese New Year Vocabulary	Chinese, China, Calendar, Fortune, Lantern, Dragon, Celebration, lucky, food, snake, ox, rooster, ram, year, birth, horse, pig, rat, tiger, rabbit, dog, goat, monkey, zodiac, red envelopes					

Spring (Farming and growing)	Personal, Social and Emotional Development: - Self-Regulation - Managing Self - Building Relationships Communication - Listening, Attention and Understanding - Speaking Physical Dec: - Gross Motor Skills Literacy: - Comprehension Understaing T W - People, Culture and Communities - The Natural World - Past and Present Expressive Arts and Design: - Creating with Materials - Being Imaginative and Expressive	<ul style="list-style-type: none"> To know animals born in springtime. To know fruit and vegetables that are grown and harvested. To know the offspring of farm animals. To know what a plant needs in order to grow successfully. 	<ul style="list-style-type: none"> To be able to talk about some of the things they have observed such as plants, animals, natural and found objects. To be able to talk explain why things happen and how things work. To be able to show care and concern for living things and the environment. To be able to have an understanding of growth, decay and changes over time. 	Rural: To discuss the differences between rural areas and cities. Aspiration: Children need access to “Cultural Capital” Children need access to high quality visits and visitors. (Visitor from a local farmer.)	Mutual Respect and Tolerance: Respect and tolerance of living things.	Science: Everyday materials Y1 (Term 1) Animals Including Humans Y2 (Term 2) To group animals with their young. To identify the common animals which are kept as pets. Science: Plants Y2 (Term 3) To observe changes in plants from seeds and bulbs over time . Geography What is it like in? Market Rasen: City and countryside comparisons. Geography: UK Seasons and Weather Around the World
Spring (Farming and growing) Vocabulary	Planting, Growing, Sunlight, Compost, Water Animals: Lambs, chicks, farm animals Vegetables: Beans, potatoes, carrots, lettuce, tomatoes, onions Spade, Fork, Trowel Seasons spring summer Autumn winter Petal, soil, leaves, bulbs, alive, non-living, living, not alive, dead, artificial					

Mini Beasts	Personal, Social and Emotional Development: - Self-Regulation - Managing Self - Building Relationships Communication - Listening, Attention and Understanding - Speaking Physical Development: - Fine Motor Skills - Gross Motor Skills Literacy: - Comprehension Mathematics: -Number -Numerical Patterns Understanding the World: - People, Culture and Communities - The Natural World - Past and Present Expressive Arts and Design: - Creating with Materials - Being Imaginative and Expressive	<ul style="list-style-type: none"> To know the names of 6 different mini-beasts. To know what a habitat is. To know how to attract insects. To know why they are important for our world. To know and understand the life cycle of a caterpillar. 	<ul style="list-style-type: none"> To name 6 different mini-beasts. To be able to verbalise what a habitat is. To be able to care and concern for living things and the environment. To be able to verbalise the life cycle of a caterpillar. 	Rural: Discussing habitats. Children need to learn about urban areas. Children need a wider knowledge and understanding of the world.	Mutual Respect and Tolerance: Respect and tolerance of living things.	Science: Everyday materials Y1 (Term 1) Animals Including Humans Y2 (Term 2) To group animals with their young. To identify the common animals which are kept as pets.
Mini Beasts Vocabulary	Ladybirds, Spiders, Butterflies, Caterpillar, Bees, habitat, underground, soil, living, animal, dig, minibeast, worm, Legs, Wings, body, nectar, honey, hive, honeycomb Nocturnal, Hibernation, Life cycles					

Easter	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know the events of the Easter Story. • To know the key people involved in the Easter Story • To know how Christians remember Jesus • To know when Easter is celebrated. 	<ul style="list-style-type: none"> • To be able to talk about events in the Easter Story. • To be able to discuss the key people in the Easter story. • To be able to recall how Christians remember Jesus. • To be able to discuss when Easter is celebrated. 	<p>Diversity</p> <p>Children need to understand that Britain is a multicultural society though this may not be reflected in MR or NCPS</p>	<p>Mutual respect for and tolerance:</p> <p>Of those with different faiths and beliefs and for those without faith.</p>	<p>Religious Education: Places of Worship inc Christianity</p> <p>Religious Education: Creation & God</p>
Easter Vocabulary	Jesus, Easter, Cross, Good Friday, Easter Sunday, Hot Cross Buns, Palm Sunday, Lent, Maundy Thursday, Mary, Disciple, Betray, Celebrate, Easter egg, Church, service, Religion					

Holidays	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know about holiday destinations. • To know why we would go on holiday. • To know the similarities and differences between locations. 	<ul style="list-style-type: none"> • To be able to talk about some holiday destinations • To be able to verbalise three different countries. • To be able to talk about the transport involved. 	<p>Rural</p> <p>Children need to learn about urban areas.</p> <p>Children need a wider knowledge and understanding of the world.</p> <p>To discuss possible holiday destinations.</p> <p>Diversity and Tolerance</p> <p>Children need to understand that Britain is a multicultural society though this may not be reflected in MR or NCPS.</p> <p>World beyond MR/NCPS</p> <p>Aspirational</p> <p>To aspire to visit destinations.</p>	<p>Mutual respect for and tolerance:</p> <p>Of those with different faiths and beliefs and for those without faith.</p>	<p>Geography</p> <p>What is it like in Market Rasen?</p> <p>City and countryside comparisons.</p> <p>Country comparisons.</p> <p>Geography</p> <p>UK Seasons and Weather Around the World</p> <p>Design and Technology</p> <p>Design and Make a Summer Hat</p>
Holiday Vocabulary	<p>Abroad, Suitcase, Weather, Distance, Holiday, Transport, England, Spain, France, America, Aeroplane, Ferry, Car, Travel, location, Country, Destination, City, Countryside, Summer, Seasons, Winter, Autumn, Spring, passport</p> <p>Hotel, Caravan, Tent,</p>					

Dinosaurs	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know the names of dinosaurs. • To know that dinosaurs are extinct. • To know the diet of a dinosaur. 	<ul style="list-style-type: none"> • To be able to recall names of dinosaurs. • To be able to discuss that dinosaurs are extinct. • To be able to discuss the diet of a dinosaur. 	<p>Rural</p> <p>Children need a wider knowledge and understanding of the world.</p> <p>Aspiration</p> <p>Children need access to high quality visits and visitors</p>	<p>Mutual Respect and Tolerance: Respect others beliefs.</p>	<p>Science:</p> <p>Animals Including Humans Y2</p> <p>Design and Technology</p> <p>Design and Build a Home For an Animal</p>
Dinosaurs Vocabulary	<p>Omnivore, Herbivore, Carnivore, Extinct</p> <p>Tyrannosaurus Rex, stegosaurus, diplodocus, triceratops, raptor, iguanodon</p> <p>Past, Present, Future, Long Time Ago</p>					

Space	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know the planets found in space. • To know the sun is extremely hot. • To know about other things found in space. • To know how we can get to space? • To know that space is very far away. • To know who has been to space? 	<ul style="list-style-type: none"> • To be able to talk about where you would find space. • To be able to talk about what you might find in space. • To be able to talk about who has been to space. 	<p>Aspiration:</p> <p>World beyond MR/NCPS</p> <p>Rural</p> <p>Children need a wider knowledge and understanding of the world.</p>	<p>Individual Liberty:</p> <p>Individual liberty of own views, tolerance and mutual respect of others views is taught through the topics where different views / ethics are involved.</p>	<p>Science</p> <p>Everyday materials Y1</p> <p>Geography</p> <p>What is it like in?</p>
Space Vocabulary	Moon, Sun, Astronaut, Planets, Rocket, Asteroids, Comets, Stars, Universe, Solar System, Satellite, Gravity, Earth.					

People Who help us	Personal, Social and Emotional Development: - Self-Regulation - Managing Self - Building Relationships Communication and Language: - Listening, Attention and Understanding - Speaking Literacy: - Comprehension Understanding the World: - People, Culture and Communities - The Natural World - Past and Present Expressive Arts and Design: - Creating with Materials - Being Imaginative and Expressive	<ul style="list-style-type: none"> To know the key job roles of people who help us. To know the responsibilities of people who help us. To know when we might need people to help us. To know the locations of where people who help us work. 	<ul style="list-style-type: none"> To be able to recall the roles of people who help us. To discuss the responsibilities of the people who help us. To be able to discuss when we might need help. To be able to recall locations of people who help us. To be able to talk about what jobs we want to do when we are older. 	Aspiration and Rural World beyond MR/NCPS Diversity Children need to understand that Britain is a multicultural society though this may not be reflected in MR or NCPS.	Rule of Law Individual Liberty We provide opportunities to develop self esteem and confidence as individuals across the curriculum. Mutual Respect: Appreciate the differences between individuals.	PSHE: Dreams and Goals Y2 History: Significant Individuals in History
People Who Help Us Vocabulary	Family, Mummy, Daddy, Brother, Sister, Uncle, Aunt, Grandparent Police, Ambulance Service, Fire Brigade, Doctor, Dentist, Teacher, Vet					

Transport	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know different types of transport • To know the differences between the different transports available. • To know which transport would be suitable for different situations? 	<ul style="list-style-type: none"> • To be able to talk about different types of transport. • To be able to discuss where you might find different transport. • To be able to talk about how some transport works. • To be able to talk about what transport I have been on before. 	<p>Aspiration</p> <p>World beyond MR/NCPS</p> <p>Rural</p> <p>Children need to learn about urban areas.</p> <p>Children need a wider knowledge and understanding of the world.</p>	<p>Rule of Law: Law of using the roads.</p> <p>Individual Liberty: The choice of transport (Carbon Footprint)</p>	<p>Geography</p> <p>What is it like in?</p> <p>Art and Design:</p> <p>Drawing And Painting techniques / Sculpture - creating 3D figures</p>
Transport Vocabulary	<p>Car, Van, Bus, Train, Lorry, Boat, Ferry, Aeroplane, Tram, Bicycle, Rocket, Travel, Depart, Arrive, Speed, Signs, Traffic Lights, Wheels, carbon footprint</p>					

Pirates	Personal, Social and Emotional Development: - Self-Regulation - Managing Self - Building Relationships Communication and Language: - Listening, Attention and Understanding - Speaking Literacy: - Comprehension Understanding the World: - People, Culture and Communities - The Natural World - Past and Present Expressive Arts and Design: - Creating with Materials - Being Imaginative and Expressive	<ul style="list-style-type: none"> • To know the names of pirates. • To know the clothing pirate's wear. • To know what a treasure map is used for. • To know the features of a pirate. • To know the key areas on a pirate ship. • 	<ul style="list-style-type: none"> • To be able to recall names of pirates. • To be able to describe the clothing of a pirate. • To be able to follow a treasure map. • To be able to identify the features of a pirate. • To be able to identify the key areas of a pirate ship. • To be able to use their imagination in order to take on a character's role. 	Tolerance: Children to know how to make the correct choices.	Mutual Respect and Tolerance: To celebrate diversity and treat everyone how we would like to be treated.	Geography: What is it like in? History: Significant Individuals in History
Pirates Vocabulary	Pirate, Treasure Chest, Gold, Silver Treasure, Hook, Parrot, Ocean, Map, Hook, Pirate Ship, Sail, Capture, steal, escape, rescue					

Superheroes	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-Regulation - Managing Self - Building Relationships <p>Communication and Language:</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding - Speaking <p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension <p>Understanding the World:</p> <ul style="list-style-type: none"> - People, Culture and Communities - The Natural World - Past and Present <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> - Creating with Materials - Being Imaginative and Expressive 	<ul style="list-style-type: none"> • To know the names of a superhero • To know different types of superpowers. • To know the strengths and weaknesses of different superheroes. 	<ul style="list-style-type: none"> • To be able to recall the names of superheroes. • To be able to identify the different types of superpowers a superhero may have. • To be able to discuss the strengths and weaknesses of different superheroes. • To be able to use their imagination in order to take on a character's role. • To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	Tolerance: Children to know how to make the correct choices.	Mutual Respect and Tolerance: To celebrate diversity and treat everyone how we would like to be treated.	<p>PSHE-</p> <p>Being Me Y2</p> <p>Celebrating Differences Y2</p> <p>Dreams and Goals</p>
Superheroes Vocabulary	Superpower, Ability, Strength, Hero, Disguise, Costume, Transform, Rescue, Enemy, Mask, Character,					