

# Wistow Parochial Primary School

# LTP EYFS

# 1 Year Rolling Programme

Communication and Language	Personal, Social and Emotional Development	Literacy	Mathematics	Physical Development	Understanding the World	Expressive Arts and Design	Religious Education	Foreign Language
<ul style="list-style-type: none"> <li>Listening, Attention and Understanding</li> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Self-Regulation</li> <li>Managing Self</li> <li>Building Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Reading</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Number</li> <li>Numerical Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>Past and Present</li> <li>People, Culture and Communities</li> <li>The Natural World</li> </ul>	<ul style="list-style-type: none"> <li>Creating with Materials</li> <li>Being Imaginative</li> </ul>	<ul style="list-style-type: none"> <li>To know a range of religious views.</li> <li>To know some religious stories.</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Colours and numbers</li> <li>Nursery rhymes</li> </ul>

Key Texts	<b>The Gingerbread Man</b> There's only one you <b>Marvellous Body: A Magic Lens book</b> <b>Get into Science: The Five Senses</b>		<b>Festivals</b> <b>The Little Red Hen</b> <b>Supertato Carnival Catastro-Pea</b> Eight nights, Eight lights		<b>The Journey Home</b> <b>The Three Billy Goats Gruff</b> <b>The Story of Snow</b> <b>The Emperors Egg</b>		<b>Let's all creep through crocodile creek</b> <b>Chicken Licken</b> <b>A Superhero like you</b>		<b>Gigantosaurus</b> <b>The Enormous Turnip</b> <b>My Encyclopaedia of very important animals</b> <b>Amazing animal journeys</b>		<b>Supertato</b> <b>The Three Little Pigs</b> <b>Handa's Surprise</b> <b>The hunter</b>	
C&L	To be able to answer questions about stories. Be able to use vocabulary linked to theme in conversations. <b>Unique, individual, different, similar, special</b>		Will be able to join in with repeated phrases. Be able to use vocabulary linked to theme in conversations. <b>Hanukkah, religion, festivals, celebrations, Christmas, tradition</b>		To be able to discuss key events of a story. Express ideas using past and present tense by looking at changes in the environment. Be able to use vocabulary linked to theme. <b>Arctic, Antarctic, icy, frosty, freeze, icicles.</b>		Will be able to identify the main characters in the story and discuss their feelings. Be able to use vocabulary linked to theme. <b>Jobs, career, goals, aspirations, society</b>		Will be able to link events in stories to their own experiences. Be able to use vocabulary linked to a theme. <b>nocturnal, hibernate, mammals, reptiles, birds, fish, insects and amphibians</b>		Children will be able to hot seat characters from a story. Children will express ideas using past and present tense by looking at past and present seaside. <b>fossils, beach, cliffs, landscapes, ocean</b>	
PSED	Be able to discuss themselves as unique. To know regular teeth brushing is important for health. Will be able to identify their feelings in a range of situations.		Show helpfulness Will know the golden values of school/ Will know that healthy eating is important for health. Can listen with respect to others.		Will know how to make the right choice and the consequences. Will know how to treat others in class. They will know that exercise is important for their health.		To recognise their behaviour on others. Be able to know what a sensible amount of screen time is and how it can affect health. Can describe what makes a good friend.		Will know how to use the calm corner when angry. Will know about the importance of good sleep. Will be able to express their opinions and that different is okay.		Can overcome challenges support with books such as 'the most magnificent thing'. Can be a safe pedestrian and why it is important. Can resolve problems by talking it through with a friend or adult	
L	<b>RWI – set 1 single sounds</b> Spotting initial and end sounds in words <i>I, of and my</i>	<b>Name writing Orally and through pictures retell a story Label</b>	<b>RWI – set 1 digraph's</b> Blends known sounds in words focusing on VC words <i>To, the and no</i>	<b>Write initial sounds of words Label and caption writing</b>	<b>RWI – set 1 consolidation</b> Blends known sounds in words focusing on CVC words <i>Your, said and you</i>	<b>Write CVC/CVCC words Story mapping</b>	<b>RWI – set 2</b> Blends known sounds in words <i>My, he and are</i>	<b>Write short phrases story mapping sentence writing to retell the story</b>	<b>RWI – set 2</b> Blend known sounds in words <i>Me, go and she</i>	<b>Writing short sentences to rewrite the story</b>	<b>RWI - set 2 consolidation</b> Blend words with set 1 and 2 sounds <i>All, we, be</i>	<b>Know how to read and check what they have written.</b>  <b>Writing sentences to rewrite the story</b>
M	<b>Getting to know you</b> <b>Match, sort and compare</b> <b>Talk about measure and patterns</b>		<b>It's me 1, 2, 3</b> <b>Circles and triangles</b> <b>1, 2, 3, 4, 5</b> <b>Shapes with 4 sides</b>		<b>Alive in 5</b> <b>Mass and Capacity</b> <b>Growing 6, 7, 8</b>		<b>Length, Height and Time</b> <b>Building 9 and 10</b> <b>Explore 3D Shapes</b>		<b>To 20 and Beyond</b> <b>How Many Now?</b> <b>Manipulate, Compose and Decompose</b>		<b>Sharing and Grouping</b> <b>Visualise, Build and Map</b> <b>Make Connections</b>	
PD	<b>Squiggle while you wiggle focusing on move 1 -4</b>	<b>Fundamental movements</b>	<b>Squiggle while you wiggle focusing on moves 5 - 9</b>	<b>Dance - winter</b>	<b>Squiggle while you wiggle/Dough disco</b>	<b>Gymnastics</b>	<b>Wiggle me into a writer/Dough disco</b> <b>Focusing on moves 1 - 5</b>	<b>Multi Skills</b>	<b>Wiggle me into a writer</b> <b>Focusing on moves 4 - 9</b>	<b>Ball skills</b>	<b>Wiggle me into a writer</b> <b>Recap and revisit</b>	<b>Target Games</b>
UTW	Changes from being a baby Can name a variety of body parts and their 5 senses. Identify typical autumn weather Discusses features of a globe.		Remembrance Day – what does it represent? Know how different countries celebrate Christmas. Know Wistow is in England. Explore which materials are magnetic.		Will know what past and present means. Explore aerial maps of school and area. Identify typical winter weather. They will know that there is 8 planets in our Solar System.		Children will know that the present is now and the future is what's to come. Will know what the UK looks like and what the 4 countries are. To understand people's roles in society especially those linked to jobs that help people. Identify typical spring weather.		Will know who David Attenborough is and why he is important. Will know certain animals live in different countries. To observe a variety of life cycles for animals and plants. Explore objects that float and sink.		Children will know who Mary Anning is. Explore images and stories from the past linked to the seaside. They will spot similarities and differences between the UK and Africa. Identify typical Summer weather.	

<b>EAD</b>	To know nurse rhymes and school songs Make a fruit and vegetable portrait – Giuseppe Arcimboldo Marvellous marks	To know nurse rhymes and school songs. Listen to a range of instruments. Know how to make 2D collages. Can use different techniques to make 3D collages. Use glue or tape for a specific purpose.	To know nurse rhymes and school songs. Clap/tap along to a rhyme Will know how to sow, thread and weave.	To know nurse rhymes and school songs. Know how to use and mix primary colours. Will explore a range of painting techniques. Explore the art style of Henry Matisse. Know how to coil and fold paper.	To know nurse rhymes and school songs. Know how to match pitch. Know how to make a mono print. Explore the art style of Georgia O'Keefe. Will know how to design and create a waterproof, floating structure.	To know nurse rhymes and school songs. Can make different shades of the same colour. Will know how to be able to sculpt and mould malleable material.
<b>RE</b>	<b>Where do we belong?</b>	<b>Which times are special and why?</b>	<b>What is special about our world?</b>	<b>Which people are special and why?</b>	<b>Which places are special and why?</b>	<b>Which places are special and why?</b>
<b>What stories are special and why?</b>						
<b>Music</b>	<b>Exploring sounds</b> To listen carefully. Exploring different sounds that can be copied by my voice, body percussion and instruments.	<b>Celebration music</b> Songs that are special during different times of the year and from different cultures. Recognise that sounds can be long or short. To recognise different tempos.	<b>Music and Movement</b> To know that the beat is the steady pulse of a song. Recognise different tempos. To match body movement to pulse or tempo. To know signals can tell us to start or stop playing music.	<b>Musical stories</b> Music can tell a story with sounds. Different music can indicate different characters. To understand pitch.	<b>Transport</b> To know and understand a simple score. Play music following a simple score.	<b>Big Band</b> To know what an orchestra is. To recognise different sounds, match different instruments. To know an untuned instrument. To understand what performing is.
<b>Spanish</b>	<b>Greeting</b>		<b>Colours and numbers</b>		<b>Nursery Rhymes</b>	