

EYFS LTP 2024-2025 (YEAR 2/3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Marvelous Me!	Let's Celebrate!	Superheroes	Circle of Life	Once Upon a Time	Let's go on an adventure
Wow Moments/ Topic Hooks	Photos from home All about me Card Walk around school Key school staff to come and speak to children – dinner team, admin, site team	Finding Stickman! Santa Visit/ Jolly postman Letter link	Superhero clues and lost cape Real life superhero visits	Tadpole delivery Growing vegetables Vegetable tasting and cooking	Finding an enormous turnip in the school garden!	Email from an astronaut Going to space!
Key Texts (Drawing Club – Literacy)	Colour monster Suocer Duper Me My family, your Family In every house on every street	Wideawake Hedgehog Stickman Jolly Postman (The Christmas Pine)	Supertato A Superhero Like you	Tiny Seed/ Olivers vegetables Tad The odd Egg We're going on an Egg Hunt	The Enormous Turnip The Three little pigs	Whatever Next Lost and Found Handa's Surprise
Other Key Literature	What do I look like? Only one you Our class is a family I'm special. I'm me Elmer The Lion Inside Marvelous Me It's ok to be different What makes me me All are welcome Superdooper you Once we were giants Colour Monster Colour Monster starts school Let's make faces Bucket fillers But Martin The boy who loved everyone Wandas first day Wiffy Wilson First day at school Goat goes to playgroup The boy who hated toothbrushes Things I like Don't be a bully Billy Colin and Lee carrot and Pea Good Mood hunt The family book The feelings book Incredible you I look like this faces All kinds of feelings Ruby's worry My mum and dad make me laugh Memory bottles Sometimes I feel sunny All the ways to be smart My skin, your skin hair	Owl babies Leaf man Because of an acorn Little Goose's autumn Goodbye Summer, hello Autumn Squirrel's Autumn search We're going on a leaf hunt A seed is sleepy Fletcher and the falling leaves The perfect shelter Tap the magic tree Hoot Owl Storm Pick a pumpkin Pumpkin soup Funny bones It was a cold dark night Jack Frost Wide awake hedgehog Natures toy box Scarecrows wedding Tatty Bogle Stanley's stick Hedgehogs balloon Autumn Not so loud Oliver Guess how much I love you in Autumn Squirrels busy day Bears snores on Ouch Tree - Seasons comes seasons go Tidy Squirrels who squabbled Little Red Hen Rosie's walk Pumpkin pie The tiny seed	Superheroes Even superheroes have bad days Supertato SuperKid Super Daisy How to be a superhero Superworm Superpants Superbat 10 little super heroes There's a superhero in my book People Who Help Us Clothes line clues – jobs people do Hero's who help us from around the world Real Superheroes A superhero like you (people who help us) I want to do it by myself (every day people who help us) Real superheroes (people who help us) My Mum Is a Supermum (links with Mother's Day) Ness The Nurse Good Night Piggly Wig I am superhero (PSED) Kindness is my superpower The Lion inside (ourselves) The boy who loved everyone The Burp that saved the world Grandma Bird Historical Figures Great women who changed the world Little People Big Stories	Seasonal stories linked to weather. (Spring) Seasons come and Seasons Go - Tree I am the seed that grew the tree- nature poems for every day of the year One Springy Day Busy Spring: Nature Wakes Up The Odd Egg Good Bye Winter, Hello Spring Hatch Fletcher Fox and the spring time blossom Oliver's vegetables/ fruit salad/ milkshakes Jack and the beanstalk / Jasper's beanstalk George- the world came to my place today Ten seeds Titch The Growing Story The enormous Turnip / Alterative A seed is sleepy An egg is quiet Slow Down Hungry Caterpillar Tadpole's promise From Caterpillar to Butterfly A fruit is a suit case full of seeds	Alternative Stories On the way home No dragons in this story You Choose The magic porridge pot The great fairytale disaster The three billy goats fluff Little rude riding hood Goldilocks and the beanstalk Little Red Wolf Don't Bite Traditional Tales Jack and the beanstalk The three little pigs Chicken lickin The ugly duckling Puss in boots Hansel and Gretel The little red hen The gingerbread man Goldilocks and the three bears The elves and the shoes maker Cinderella	People and Places A range of beautiful atlas' Here We are Welcome to our World My world, Your world Hats of faith The world around me Grandma goes to market How to make apple pie and see the world All kinds of people Oxfam Around the world series Children Just Like me Bring in the rain to the kapiti plain Eco George saves the world The world is in danger Wonderful World by Butterworth Someone Swallowed Stanley There's an orangutan in my bedroom Michel Recycle Dear Green Peace Wangari's Trees of Peace The great paper caper What a waste: Rubbish, Recycling Seasonal stories linked to weather. (Summer) Seasons come and Seasons Go - Tree I am the seed that grew the tree- nature poems for every day of the year Billy's Bucket Danny McGee drinks the sea Seaside poems Steven Seagull Action hero Sally and the limpit Warm Sun, Soft Sand
Key Events	Starting school	Diwali	Chinese New Year	World Book Day	Easter	Father's Day

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	Autumn Harvest festival	Bonfire Night Christmas- Nativity Remembrance Day	Pancake Day 3-9 TH Feb Childrens Mental Health week	St Patricks Day Mother's Day St David's Day	St George's Day Mental health week	World Ocean Day Sports Day Transition Celebration assembly
Parent Partnership	Phonics and reading work shop Invite parents for story time	Christmas craft activity session	Invite parents to come in to talk about their jobs	Mothers day tea party and craft	Invite parents for story time	Fathers day tea party and craft End of year celebration assembly
Word Reading	F1- Little Wandle Foundations Programme F2- Little Wandle Phonics Programme					
Personal, Social, Emotional	Being me in my world	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Physical Development- Gross Motor (dependent on PE Scheme)	Fundamental Skills	Gymnastics	Dance	Ball skills	Athletics	Multi skills
Writing	F1- Mark making F2: names, CVC words	F1- Marking Making using a range of tools F2- CVC words and Labelling	F1- Marking Making using a range of tools F2- Captions and Labelling (CVC Words)	F1- Marking Making using a range of tools F2- Captions and Labelling (CVC Words)/ Beginning to write simple sentences	F1- Marking Making using a range of tools, beginning to hear initial sounds, Name writing F2- Captions and Labelling (CVC/ CCVC Words)/ Beginning to write simple sentences	F1- Marking Making using a range of tools, beginning to hear initial sounds, Name writing, give meaning to marks F2- Independently Writing sentences / Story mapping
Fine motor	Fine Motor: Squiggle and Funky Fingers <ul style="list-style-type: none"> Show good pencil control when mark making and drawing 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 Good pencil grip- 4 finger grip moving towards 3 finger grasp Roll dough into a sausage shape		Fine Motor: Dough Disco & Funky Fingers <ul style="list-style-type: none"> Sit at a table to write Hold a pencil in tripod grip Use scissors using a thumb and finger making straight cuts into paper Roll a sausage shaped piece of dough into a coil 		Fine Motor: Dough Disco, Funky Fingers and Handwriting <ul style="list-style-type: none"> Effective tripod pencil grip 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 dough shapes together.	
Communication and Language	<p align="center">The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. This is developed over the year</p>					
C&L progression Nursery 3 – 4 Years Speaking	Speaking <ul style="list-style-type: none"> identify and name a range of familiar objects and people (around 300 words). Use a range of speech sounds to make myself understood by an unfamiliar adults Starting to pronounce multisyllabic words. Use pronouns, plurals and am starting to use prepositions. Beginning to develop conversation with my peers and grown-ups. 	<ul style="list-style-type: none"> use familiar vocabulary in my play. Join in when singing familiar songs. Name familiar objects. Use my voice. Communicate my needs.	<ul style="list-style-type: none"> Speak in short phrases. Join in with repetitive phrases during story time. Confident to talk to a familiar adult.	<ul style="list-style-type: none"> Speak in simple sentences. Join in with conversation with friends engaged in the same activity. Sing a familiar song or rhyme. Use new words I have learned through play and exploration. 	<ul style="list-style-type: none"> Beginning to use sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>). Build up a repertoire of simple songs and rhymes. Initiate a conversation with friends or a grown up while playing 	<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 an adult or a friend and continue it for many turns. Talk about things that are happening now (present day). Initiate a conversation with friends or a grown up while playing
C&L progression Nursery 3 – 4 Years Listening, attention & understanding	<ul style="list-style-type: none"> Starting to join in with familiar stories, songs and rhymes. Can shift my attention when someone uses my name and then follow an instruction. 	<ul style="list-style-type: none"> Enjoy simple stories. Listen and respond to a simple instruction and question with adult support. Start to develop pretend play. 	<ul style="list-style-type: none"> Enjoy a range of stories, songs and rhymes. Listens to others in one to one or small groups, when conversation interests them. 	<ul style="list-style-type: none"> Started to listen to longer stories with interest and join in with familiar or repeating parts e.g. Bear Hunt. I can respond to a simple instruction and question. 	<ul style="list-style-type: none"> can listen to stories, songs and rhymes at group time and respond by joining in. (moved from end box?) 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Talk about a story I have listened to. Join in a conversation.

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	<ul style="list-style-type: none"> Starting to develop conversational skills by listening before I respond. Beginning to understand simple instructions and questions with adult support. Engage in pretend play 		Take part in pretend play using an object to represent something else	Begin to develop stories using small world equipment and during pretend play.	<ul style="list-style-type: none"> Is able to follow directions (if not intently focused on own choice of activity). <p>Begin to develop more complex storylines in their pretend play.</p>	<ul style="list-style-type: none"> Follow a simple 2 step instruction and answer questions. Be able to express a point of view. <p>Begin to develop more complex storylines in their pretend play with their peers.</p>
<p>C&L progression Reception 4 – 5 Years</p> <p>Speaking</p>	<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. Initiate a conversation with friends or a grown up while playing. Start a conversation with an adult or a friend and continue it for many turns. Talk about things that are happening now (present day). 	<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. 	<ul style="list-style-type: none"> Use an new vocabulary in play Use a range of sentence starters Describe past and present events in some details 	<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) 	<ul style="list-style-type: none"> Use new vocabulary in different contexts Connect one idea or action to another using a range of connectives 	<p>ELGs:</p> <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
<p>C&L progression Reception 4 – 5 Years</p> <p>Listening, attention & understanding</p>	<ul style="list-style-type: none"> Understand how to listen carefully Listen to a range of rhymes and stories. I can join in a conversation during group time I can follow a simple 2 step instruction and answer questions. Be able to express a point of view. Begin to develop more complex storylines in their pretend play with their peers. 	<ul style="list-style-type: none"> Understand why listening is important Engage in a range of stories, rhymes and songs, paying attention to how they sound. Ask questions during group time 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Learn an increasing range of rhymes and songs. Listen to and talk about stories to build familiarity and understanding Ask simple who and where questions 	<ul style="list-style-type: none"> 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 they understand what has been said to them – who,? where? 	<ul style="list-style-type: none"> 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 their own words Ask questions to find out more and to check they understand what has been said to them – when and how? 	<ul style="list-style-type: none"> Listen attentively and respond to what I hear 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 they hear with relevant questions, comments and actions when being read. Ask questions to find out more and to check they understand what has been said to them – why, how do you know?
C&L Checkpoints/vocab/progression	<p>2 year old checkpoints Listening, attention and understanding I can develop simple pretend play e.g. putting baby to bed. I can understand simple questions. I listen to others talk with interest, but can be easily distracted.</p> <p>Speaking I can link two or more words together to make myself understood. I am working on pronouncing a range of speech sounds and use: p. b. m. w. I have a rapidly developing vocabulary.</p> <p>Nursery (3-4) Listening, attention and understanding I enjoy simple stories. I can follow a one-step instruction.</p> <p>Speaking I can use familiar vocabulary in my play. I can join in when singing familiar songs.</p>		<p>2 year old checkpoints Listening, attention and understanding I enjoy listening to familiar stories, songs and rhymes. I can understand and act on longer sentences which have 'doing or action' words e.g. "make dolly run". I am interested in and enjoy listening to others. I am starting to join in.</p> <p>Speaking I can link words into short sentences (linking up to 5 words together). I am developing my speech sounds and pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j I can use words for description, function, time and space.</p> <p>Vocab -</p> <p>Nursery (3-4) Listening, attention and understanding</p>	<p>2 year old checkpoints Listening, attention and understanding I am starting to join in with familiar stories, songs and rhymes. I can shift my attention when someone uses my name and then follow an instruction. I am starting to develop conversational skills by listening before I respond.</p> <p>Speaking I can identify and name a range of familiar objects and people (around 300 words). I can make myself understood by unfamiliar adults by using a range of speech sounds and am starting to pronounce multisyllabic words. I can use pronouns, plurals and am starting to use prepositions.</p> <p>Vocab -</p> <p>Nursery (3-4) Listening, attention and understanding I can listen to stories, songs and rhymes at group time and respond by joining in. I can talk about a story I have listened to.</p>		







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	<p>I can name familiar objects. I can use my voice. I can communicate my needs</p> <p>Reception Listening, attention and understanding I can describe events of interest. I can listen to a range of stories I can use props to retell a familiar story. I can ask questions.</p> <p>Speaking I can use props to retell a familiar story. I can start a conversation with an adult or a friend. I can talk about things that interest me. I can speak in sentences.</p>		<p>I can start to listen to longer stories and join in with familiar or repeating parts e.g. Bear Hunt. I can respond to a simple question.</p> <p>Speaking I speak in simple sentences. With adult support, I can join in with conversation with friends engaged in the same activity. I can sing a familiar song or rhyme. I can use new words I have learned through play and exploration.</p> <p>Reception Listening, attention and understanding I can listen to and respond to a friend during play. I can listen to longer stories with increasing recall. I can retell events I have experienced or witnessed in sequence using the correct time words.</p> <p>Speaking I can share my opinion in a small group. I can take turns to speak in circle time. I am beginning to explain why things happen. I can use some vocabulary from stories, non-fiction, rhyme and poems. I can speak in sentences</p>		<p>I can join in a conversation.</p> <p>Speaking I can begin to use new topic vocabulary in play. I create songs, rhymes and rhythms while playing. I speak in a full sentence of 3-6 words. I initiate a conversation with friends or a grown up while playing</p> <p>ELG (Reception) ELG - Listening, Attention and Understanding I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. I can make comments about what they have heard and ask questions to clarify their understanding. I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking I can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	
<p>Maths (White Rose)</p>	<p>F1- more than, fewer than, same, explore and build with shapes and objects, explore repeats, hear and say number names</p> <p>F2- Match, Sort, Compare, Measuring, Patterns, It's me 1,2,3</p>	<p>F1- begin to order number names, I see 1,2,3, join in with repeats, explore position and space</p> <p>F2- Numbers 1-5, Triangle and Circles, shapes with 4 sides</p>	<p>F1- show me 1,2,3 move and label 1,2,3 explore position and routes, explore patterns</p> <p>F2- Alive in 5, Mass and Capacity, Growing 6, 7, 8, Length</p>	<p>F1- take and give 1,2,3, match, talk push and pull, talk about dots, compare and sort collections</p> <p>F2- Length & Height and time, Building 9&10, explore 3D Shapes</p>	<p>F1- lead on own repeats, start to puzzle, making patterns together, make games and actions</p> <p>F2- 20 and beyond, how many now? Manipulate, compose, and decompose</p>	<p>F1- show me 5, my own pattern, stop at 1,2,3,4,5, match, sort and compare</p> <p>F2- Sharing and Grouping, visualise build and map, making connections</p>
<p>Understanding the World</p>	<p>Families, All about me, Different environments and home, Senses, my body</p> <p>Black History Month – (OCT)</p>	<p>Celebrations Across the world & Places of worship Diwali, birthdays, weddings, bonfire night, Remembrance Day, Christmas (Nativity)</p>	<p>People who help us (real superhero visit)</p>	<p>Seasonal Changes (Winter to Spring) Plants – planting beans – life cycle or a bean</p>	<p>Soup Making</p>	<p>Map making of the local area Our Planet Recycling</p>
<p>Understanding of the World: Past and present <i>(National Curriculum Links: History)</i> Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>> To recognise and name members of their family. > Make connections between the features of their family and other families > Begin to make sense of their own life-story and family's history. > Talk about members of their immediate family and community. > Name and describe people who are familiar to them.</p> <p><u>Key Vocabulary</u> Past, long ago, now, today, yesterday, day year, tomorrow, life time, future, local, old, new before, after</p> <p><u>Incidental Vocabulary</u> Mum, dad, parents grandparents, brother, sister, cousin, aunt, uncle, pets.</p>		<p>> Comment on images of familiar situations in the past. > Compare and contrast characters from stories, including figures from the past.</p> <p><u>Key Vocabulary</u> Long ago, museum Photograph</p>	<p><u>Show interest in different occupations</u> > Comment on images of familiar situations in the past. > Compare and contrast characters from stories, including figures from the past. <u>Key Vocabulary</u> _As Autumn + similar, difference(s)</p>		
<p style="text-align: center;">Early Learning Goal >Talk about the lives of the people around them and their roles in society.</p>						

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<p>> 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>> Understand the past through settings, characters and events encountered in books read in class and storytelling</p>						
<p>Understanding of the World: People and Communities</p> <p><i>(National Curriculum Links: RE and Geography)</i></p> <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>Ongoing- Celebrations:</p> <p>> Notice differences between people. > Continue to develop positive attitudes about the differences between people</p> <p>> Recognise that people have different beliefs and celebrate special times in different ways. > Understand that some places are special to members of their community</p> <p><u>Key Vocabulary</u></p> <p>School, church, shop</p> <p>All year – Seasons, Autumn, Winter, Spring, Summer</p> <p><u>Incidental Vocabulary</u></p> <p>House, home, road, street, sign.</p>	<p>Ongoing- Celebrations:</p> <p>> Notice differences between people. > Continue to develop positive attitudes about the differences between people</p> <p>> Recognise that people have different beliefs and celebrate special times in different ways. > Understand that some places are special to members of their community</p> <p><u>Key Vocabulary</u></p> <p>Day, night, journey, farm</p>	<p>Ongoing- Celebrations:</p> <p>> Notice differences between people. > Continue to develop positive attitudes about the differences between people</p> <p>> Recognise that people have different beliefs and celebrate special times in different ways. > Understand that some places are special to members of their community</p> <p><u>Key Vocabulary</u></p> <p>Forest</p> <p><u>Incidental Vocabulary</u></p> <p>Wood</p>	<p>Ongoing- Celebrations:</p> <p>> Notice differences between people. > Continue to develop positive attitudes about the differences between people</p> <p>> Recognise that people have different beliefs and celebrate special times in different ways. > Understand that some places are special to members of their community</p> <p><u>Key Vocabulary</u></p> <p>Police, nurse, Fire (fighter), doctor, dentist, vet, teacher, up/down, left/right, forwards/backwards</p> <p><u>Incidental Vocabulary</u></p> <p>Hospital, ambulance, fire station, police station Where? Who?</p>	<p>Ongoing- Celebrations:</p> <p>> Notice differences between people. > Continue to develop positive attitudes about the differences between people</p> <p>> Recognise that people have different beliefs and celebrate special times in different ways. > Understand that some places are special to members of their community</p>	<p>Ongoing- Celebrations:</p> <p>> Notice differences between people. > Continue to develop positive attitudes about the differences between people</p> <p>> Recognise that people have different beliefs and celebrate special times in different ways. > Understand that some places are special to members of their community</p> <p>> May discuss experiences of visiting different places for example trips to the seaside.</p> <p>> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. > Continue to develop positive attitudes about the differences between people. > Draw information from a simple map > Recognise some similarities and differences between life in this country and life in other countries.</p> <p><u>Key Vocabulary</u></p> <p>Map, bridge, river, hill, mountain, tunnel, beach Weather, hot, cold, roundabout</p> <p><u>Incidental Vocabulary</u></p> <p>World, travel, country names of countries discussed, Place, here, there, near, far</p> <p>What is special about our world and why?</p> <p><u>Key Vocabulary</u></p> <p>World, creation, wonder, natural, animals, plants, caring, beginning</p>
<p>Early Learning Goal</p> <p>> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>> 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.</p>						

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<p>Understanding of the World: Natural World</p> <p><i>(National Curriculum Links: Science)</i></p> <p>Nursery: Two Year Olds Nursery: 3-4 Year Olds Reception: 4-5 Year Olds</p>	<p>> Explore natural materials, indoors and outside.</p> <p>> Use all their senses in hands-on exploration of natural materials.</p> <p>> Explore the natural world around them.</p> <p>> Describe what they see, hear, and feel whilst outside.</p> <p><u>Key Vocabulary</u> Body, head, leg, arm, hands, Animals, run, climb Senses, see, hear, smell, touch, taste</p> <p>Seasons – Autumn, Winter, Spring, summer Hot, cold, warm, change Sun, rain, snow, wind</p> <p><u>Incidental Vocabulary</u> Eyes, ears, nose, mouth, skeleton, skin, face, fingers, toes, hair Hail, thunder, lightning, storm, rainbow</p>	<p>> Repeat actions that have an effect.</p> <p>> Explore how things work.</p> <p>> Explore and talk about different forces they can feel.</p> <p>> Explore and talk about different forces they can feel.</p> <p>Ongoing: Seasonal Change – <u>Autumn</u> *Subject to changes! > Explore and respond to different natural phenomena in their setting and on trips.</p> <p>> Talk about what they see, using a wide vocabulary</p> <p>> Recognise some environments that are different to the one in which they live.</p> <p>> Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them.</p> <p>> Describe what they see, hear and feel whilst outside.</p> <p><u>Key Vocabulary</u> Hard, soft, rough, smooth, squidgy, bumpy, stretchy <u>Incidental Vocabulary</u> Habitats, nocturnal, hibernation, changes, light, dark, night, day woodland.</p>	<p>> Explore materials with different properties.</p> <p>> Explore collections of materials with similar and/or different properties.</p> <p>> Talk about the differences between materials and changes they notice.</p> <p>> Talk about the differences between materials and changes they notice.</p> <p>Ongoing: Seasonal Change – <u>Winter</u> *Subject to changes! > Explore and respond to different natural phenomena in their setting and on trips.</p> <p>> Talk about what they see, using a wide vocabulary</p> <p>> Recognise some environments that are different to the one in which they live.</p> <p>> Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them.</p> <p>> Describe what they see, hear, and feel whilst outside.</p> <p><u>Key Vocabulary</u> Plastic, wood, fabric, metal, brick, rock, glass, paper, material. <u>Incidental Vocabulary</u> Rubber, magnifying glasses.</p>	<p>Ongoing: Seasonal Change – <u>Spring</u> > Plant seeds and care for growing plants.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>> Understand the key features of the life cycle of a plant and an animal.</p> <p>> Understand the effect of changing seasons on the natural world around them</p> <p>> Describe what they see, hear and feel whilst outside.</p> <p><u>Key Vocabulary</u> Under, next to, within, beside, on top of</p>	<p>Ongoing: Seasonal Change – <u>Summer</u> *Subject to changes! > Explore and respond to different natural phenomena in their setting and on trips.</p> <p>> Plant seeds and care for growing plants.</p> <p>> Understand the key features of the life cycle of a plant and an animal.</p> <p>> Begin to understand the need to respect and care for the natural environment and all living things</p> <p>> Recognise some environments that are different to the one in which they live.</p> <p>> Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them.</p> <p>> Understand the key features of the life cycle of a plant and an animal.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p><u>Key Vocabulary</u> Seed, flower, stem, leaf, plant, tree, root, fruit, vegetable, trunk, grow, soil, Paws, feathers, fur, scales, claws, fly, swim, crawl, beak, wing</p> <p><u>Incidental Vocabulary</u> Daisy, dandelion, buttercup, nettle, water, sun, life cycle, butterfly, caterpillar, cocoon, eggs, changes, tadpoles, frogs, insects, minibests, care</p>	<p>>Talk about what they see, using a wide vocabulary</p> <p>> Begin to understand the need to respect and care for the natural environment and all living things</p> <p>>Recognise some environments that are different to the one in which they live.</p> <p>Ongoing: Seasonal Change – <u>Summer</u> *Subject to changes! > Explore and respond to different natural phenomena in their setting and on trips.</p> <p>> Talk about what they see, using a wide vocabulary</p> <p>> Recognise some environments that are different to the one in which they live.</p> <p>> Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them.</p> <p>> Describe what they see, hear and feel whilst outside.</p> <p><u>Key Vocabulary</u> Animals, plants, habitat, living, dead, ocean, desert, jungle, cold, hot, mountain</p>
<p>Expressive Art and Design</p>	<p>Self-Portraits Family drawings Colour mixing – colour monster</p>	<p>Clay Modelling- Diwali Lamps Christmas Cards Making decorations</p>	<p>Superhero masks, capes, accessories Making supertatos and veg</p>	<p>Still life drawing – plants and flowers Printing with leaves – tree rubbings</p>	<p>Puppets- Sewing</p>	<p>Planet painting – marble rolling Junk modelling – rockets</p>
<p>Music Charanga</p>	<p> ME!</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments <p>Share and perform the learning that has taken place</p>	<p> MY STORIES</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments <p>Share and perform the learning that has taken place</p>	<p> EVERYONE</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song <p>Share and perform the learning that has taken place</p>	<p> OUR WORLD</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song <p>Share and perform the learning that has taken place</p>	<p> BIG BEAR FUNK</p> <ul style="list-style-type: none"> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition <p>Share and perform the learning that has taken place</p>	<p> REFLECT, REWIND AND REPLAY</p> <ul style="list-style-type: none"> Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition <p>Share and perform the learning that has taken place</p>
<p>Enrichments</p>	<p>Senses walk</p>	<p>Nativity performance Seasonal walk – Autumn</p>	<p>Possible Visit from Police, Fire, NHS, Army etc</p>	<p>Planting seeds – tasting food Supermarket/ garden centre</p>	<p>Theatre Trip</p>	<p>Picnic Party End of Year – Celebration Assembly</p>

EYFS LTP 2024-2025 (YEAR 2/3)

Personal Development	Self-portraits (Moral, showing individuality)					
Nursery Rhymes and songs	Heads shoulders knees and toes Skeleton dance Two little fingers Tommy thumb one finger one thumb If you're happy and you know it	Dingle dangle scarecrow 5 little leaves 10 little apples 5 pumpkins Skeleton dance	-10 little firefighters -5 little monkeys -I'm a little superhero -Superheroes unite (Koo Koo kangaroo) -Doctor Foster -Superhero song -One potato, two potato Easters: Hot cross buns Koo koo kangaroo – Superheroes unite Superhero brain breaks	This little piggy went to market -I went to the animal fair -The animals went in two by two -The bear went over the mountain	Five little peas Mary Mary There's a tiny caterpillar Round and Round the garden Animals went in two by two? Five little duck Five speckled frogs Here is a bee hive One Potato Two Little Dicky Birds When Goldilocks went to the house of the bears.	RE- Whole world https://www.theguardian.com/childrens-books-site/gallery/2014/oct/13/culturally-diverse-nursery-rhymes-gallery