

## The Early Years Foundation Stage Curriculum

Intent: The EYFS is a crucial time in a child's life as it is the beginning of their understanding of themselves and their world. It is the time when their curiosity and fascination begins and it is vital that these attributes are encouraged and developed so that every child loves to learn, values the importance of life-long learning and is self-assured, confident and resilient to do so.

Learning is separated into three terms with three overriding themes; All About Me, All About Animals and All About Adventure. Jolly Phonics is used to develop children's reading and language skills and this is embedding across all learning, every day as well as being taught specifically so that reading begins at an early age. White Rose Maths leads our mathematics learning alongside a wide range of resources and purposeful, real-life learning. All classes are well resourced to support the development of all areas of learning including children's physical, expressive and emotional development. A range of cultural and spiritual events and festivals are celebrated throughout the year.

### All About Me

Autumn Term

Intent: Children begin by learning special things about themselves, understanding their uniqueness and learning what they are capable of achieving. The love of learning begins here with children being confident with who they are and developing skills to form positive relationships.

Autumn	Pre-Nursery	Nursery	Reception
<b>Families</b>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li><b>A family is one or more adult and one or more children.</b></li> </ul> <p>C&amp;L: Talking about myself: my name, my toys, name parts of the body (head, arms, legs, hands and feet).</p> <p>UTW: Mum, Dad, brother, sister, birthdays.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li><b>A family is one or more adult and one or more children.</b></li> </ul> <p>C&amp;L: Talking about myself: my full name, my age, my clothes, things I like, name parts of the body (head, arms, legs, hands, feet, knee, ears, eyes, nose, shoulders).</p> <p>Language such as 'older/younger, taller/shorter'.</p> <p>Significant celebrations – birthdays.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li><b>A family is one or more adult and one or more children.</b></li> <li><b>A home is where someone lives.</b></li> <li><b>I live in England.</b></li> <li><b>England is a country.</b></li> </ul> <p>Core Texts: Elmer by David McKee, All Kinds of People by Emma Damon, The Family Book by Todd Parr</p> <p>C&amp;L/PSED: Talking about myself, new routines, likes/dislikes.</p> <p>Recap: Families (nursery)</p>

		UTW: Extended families; auntie, uncle, nan, grandad. Similarities and differences between people.	Week 1: UTW (History): My Timeline, My family tree, My memories  Week 2: UTW (Geography): My home / house (what it looks like and who lives there), simple map of my house, looking at the UK on a map. Compare different homes (flats, houses, bungalows, farms, castles)
<b>Traditional Tales</b>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Core Text: Goldilocks and the Three Bears</p> <p>UTW (Science): making porridge Literacy/C&amp;L: Listening to the story, talking about the story.</p> <p>PSED: Feelings - happy and sad.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Core Text:</p> <p>Literacy/C&amp;L: listening and talking about the story, verbally retelling and role playing the story.</p> <p>PSED: Feelings - happy, sad, angry, scared, worried.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Core Text: The Enormous Turnip</p> <p>Literacy/C&amp;L: listening and talking about the story, retelling the story in sequence with some detail, phonics and letter formation.</p> <p>PSED: Feelings - me and others.</p>
<b>Autumn</b>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Fruit and vegetables are good for our body.</b></li> </ul> <p>C&amp;L: following instructions, listening to rhymes and using actions</p> <p>UTW: name common fruit and vegetables.</p> <p>EAD: sensory exploration; smell, taste and touch.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Fruit and vegetables are good for our body.</b></li> <li>• <b>Harvest is a time when people share food</b></li> </ul> <p>C&amp;L/EAD: following instructions, listening and joining in with to rhymes.</p> <p>UTW: name and describe common fruit and vegetables, now that fruit and vegetables come from the soil or plants, Talk about farming equipment (tractors, combine harvesters).</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Autumn is a time after summer when it gets a little colder.</b></li> <li>• <b>During Autumn some leaves change colour and fall off their trees.</b></li> <li>• <b>Harvest is a time when people share food.</b></li> </ul> <p>Core Texts: Farmer Duck by Martin Waddell, We Planted a Pumpkin by Rob Ramsden, Tidy by Emily Gravett</p> <p>UTW: describe and sort common fruit and vegetables based on different</p>

		<p>AED: role play of farming, learn about healthy eating (fruit and vegetables are healthy).</p>	<p>criteria, know that harvest is sharing food with other people.</p> <p>AED: tasting and talking about foods (healthy options), role play farmers who dig and pick foods to sell.</p> <p>UTW (Science): autumnal changes (leaves and animals who hibernate continued or recapped). British wildlife animals and their homes (hedgehogs and squirrels), hibernation. Exploring fruit and vegetables based on the harvest festival.</p>
<p><b>People Who Help Us</b></p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Some people have jobs which can help us.</li> <li>• A job is when someone gets money for something they do.</li> </ul> <p>C&amp;L: name people who help us (doctor, policeperson, fireperson) from pictures and the clothes they wear.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Some people have jobs which can help us.</li> <li>• A job is when someone gets money for something they do.</li> </ul> <p>C&amp;L: talk about the jobs of a doctor, nurse, policeperson, fireperson, vet, teacher, ambulance driver and match equipment to the job.</p> <p>C&amp;L: road safety (must hold hands with an adult near the road), stranger awareness.</p> <p>AED: role play these jobs.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Some people have jobs which can help us.</li> <li>• A job is when someone gets money for something they do.</li> </ul> <p>Week 1: People Who Help Us at Home and School. Core Text: People Need People by Benjamin Zephaniah.</p> <p>Week 2: People Who Help Us to be Safe Core Text: Mrs Jollipop by Dick King Smith.</p> <p>Week 3: People Who Help Us to be Healthy Core Texts: Katie Goes to the Hospital by Barbara Cork and Danny Goes to the Dentist by Robert Robinson.</p> <p>C&amp;L: talk about the jobs of a doctor, nurse, policeperson, fireperson, vet,</p>

			<p>teacher, postal worker, builder, ambulance driver and describe the things they use in their job.</p> <p>AED: role play these jobs.</p> <p>UTW: know about the jobs of people they know.</p> <p>C&amp;L: road safety recap (know: stop, look and wait for an adult), fire safety, water safety.</p>
<p><b>Traditional Tales</b></p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Core Text: The Three Little Pigs</p> <p>C&amp;L: talk about the characters in the story.</p> <p>AED: role play the story.</p> <p>UTW (Science): exploring different materials; straw, sticks and bricks. Sensory exploration; hard and soft, smooth and rough.</p> <p>PSED: friendship - helping others.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Core Text: The Little Red Hen</p> <p>C&amp;L: verbal and pictorial story sequencing and recall.</p> <p>UTW (Science): exploring different materials: straw, sticks, bricks, feathers, grains.</p> <p>PSED: friendships - being kind (behaviours: kind, unkind).</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Core Text: The Gingerbread Man (two different versions)</p> <p>C&amp;L: describe the characters in the story and retell the sequence they appear.</p> <p>PSED: Exploring the feelings of the characters.</p> <p>UTW (Geography): Making a simple map.</p> <p>PSED: friendship - being kind, helping and sharing.</p>

<p style="text-align: center;"><b>Christmas</b></p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Christmas is a time when some people give presents.</b></li> </ul> <p>EAD: Santa, presents, Christmas tree School performance – Christmas songs and performing. Giving gifts.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Christmas is a time when some people give presents.</b></li> <li>• <b>The Nativity Story is about when Jesus was born.</b></li> <li>• <b>Jesus was a man who liked people to be kind.</b></li> </ul> <p>EAD: Simple Christmas / Nativity story (Baby Jesus). School performance – Christmas songs and performing. Giving gifts.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Christmas is a time when some people give presents.</b></li> <li>• <b>Christmas is a time when people remember the birth of Jesus.</b></li> <li>• <b>The Nativity Story is about when Jesus was born.</b></li> <li>• <b>Jesus was a man who liked people to be kind.</b></li> </ul> <p>Core Texts: When Will it Snow by Kathryn White and Alison Edgson, Dear Santa by Rod Campbell and One Snowy Night by Christina Butler</p> <p>EAD: Role play and concert: The Nativity Story (Mary, Joseph, baby Jesus and the donkey) and Christmas crafts.</p> <p>UTW: Making maps for Santa.</p>

## All About Animals

Spring Term

Intent: Children now begin to think about animals and their environments. This develops children's empathy and thoughts of others whilst nurturing their interest in the wider world.

Spring	Pre-Nursery	Nursery	Reception
<b>New Year</b>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>January is the start of the year.</b></li> </ul> <p>C&amp;L / PSED: Experiences from Christmas.</p> <p>Recap routines.</p> <p>Classroom expectations – making good choices.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>January is the start of the year.</b></li> </ul> <p>C&amp;L / PSED: Experiences from Christmas.</p> <p>Recap routines.</p> <p>Classroom expectations – making good choices and following routines.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>January is the start of the year.</b></li> <li>• <b>There are twelve months in a year.</b></li> </ul> <p>Core Text: Hello, Friend by Rebecca Cobb</p> <p>PSED: New Year – the start of a year.</p> <p>Recap routines.</p> <p>Classroom and school expectations – making good choices and being kind.</p>
<b>Winter and Animals</b>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Winter is colder</b></li> <li>• <b>We always need to wear a coat during Winter.</b></li> <li>• <b>Ice is made from water.</b></li> </ul> <p>Clothes we wear in winter.</p> <p>Things made of snow and ice.</p> <p>Sensory exploration of ice / snow</p> <p>Polar animals</p> <p>Keeping healthy in winter – washing hands / teeth brushing.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>We always need to wear a coat during Winter.</b></li> <li>• <b>Winter is the coldest time of year.</b></li> <li>• <b>Ice is made from water.</b></li> </ul> <p>Core Text: Snow Bear</p> <p>Polar Animals</p> <p>Things that water can do – freeze, melt, move</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Winter is the coldest time of year.</b></li> <li>• <b>We always need to wear a coat during Winter.</b></li> <li>• <b>Ice is made of water</b></li> </ul> <p>Core Text: Kipper's Snowy Day by Mick Inkpen</p> <p>UTW (Science): The Winter Season – exploring different ways to melt ice</p>

		Making ice melt. Keeping healthy – healthy / unhealthy food.	UTW (Geography): Polar regions
<b>Stories About Animals</b>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Change is when something becomes different.</b></li> </ul> <p>Recap – Goldilocks.</p> <p>Core Text: We're Going on a Bear Hunt – Michael Rosen.</p> <p>PSED: Bedtime.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Change is when something becomes different.</b></li> </ul> <p>Core Text: The Hungry Caterpillar – Eric Carle</p> <p>PSED: Changes during the day.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Change is when something becomes different.</b></li> <li>• <b>Floating is when something sits on top of the water on its own.</b></li> <li>• <b>Sinking is when something goes under the water.</b></li> </ul> <p>Core Text: The Ugly Duckling (focus on seasonal change and maturity)</p> <p>PSED: Fears and worries.</p>
	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Growing is when something gets greater over time.</b></li> </ul> <p>Name farm animals and their sounds. Key vocab – tractor, scarecrow, farmer.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Growing is when something gets greater over time.</b></li> </ul> <p>Growing: babies to children. Describe farm animals and their young. Talk about things that happen at the farm.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Growing is when something gets greater over time.</b></li> <li>• <b>Some baby animals look like their parents. Some do not.</b></li> </ul> <p>Core Text: Monkey Puzzle by Julia Donaldson</p> <p>Baby animals: puppies to dogs, kittens to cats, (include pets, farm animals and British wildlife animals). Animal growth and change: egg, chick, hen.</p> <p>Life cycles: hen, butterfly, frog</p>
	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Animals look different.</b></li> <li>• <b>Some animals are really big.</b></li> </ul>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Animals look different.</b></li> <li>• <b>Some animals are really big.</b></li> </ul>	<p><b>Crucial Knowledge:</b></p>

<p><b>Animals in the Wild</b></p>	<p>Names and noises of five wild animals: elephant, monkey, lion, zebra, giraffe. Comparing colours, patterns and size. Physical movement: stomping, swinging.</p>	<ul style="list-style-type: none"> <li>• <b>Some animals live in different countries.</b></li> </ul> <p>All about wild animals – where they live, foods they eat, what they look like, what their babies look like.</p> <p>Comparing similarities and differences including patterns and physical movement; stomping, swinging, crawling, slithering.</p> <p>EAD: Role play animals.</p>	<ul style="list-style-type: none"> <li>• <b>Some animals live in the wild. This means they take care of themselves.</b></li> <li>• <b>Some large wild animals live in different countries.</b></li> </ul> <p>Core text:</p> <p>Literacy: Features of wild animals and what makes them unique. (description) e.g. Elephants have trunks.</p> <p>UTW (Geography): where wild animals live. (habitats) homes of animals Ocean, arctic (snow), desert, forest</p>
<p><b>Animals from a Long Time Ago: Dinosaurs</b></p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Dinosaurs were a group of animals.</b></li> <li>• <b>They lived a very long time ago.</b></li> <li>• <b>Dinosaurs came from a dinosaur egg.</b></li> </ul> <p>Core Text:</p> <p>Compare colours and textures. Hatching eggs</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Dinosaurs were a group of animals.</b></li> <li>• <b>They lived a very long time ago and most are dead now.</b></li> </ul> <p>Core Text:</p> <p>Compare little and large dinosaurs. Nests in the sand and hatching eggs</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Dinosaurs were a group of animals.</b></li> <li>• <b>They lived a very long time ago and most have been dead for a long time.</b></li> <li>• <b>Dinosaurs came from a dinosaur egg.</b></li> <li>• <b>Dinosaurs could not fly.</b></li> </ul> <p>Core Text:</p> <p>Recognise and name some dinosaurs. Label basic body parts (tail, mouth, claws, legs, horns). Meat eaters and plant eaters</p>
<p><b>Minibeasts</b></p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Some animals are very small.</b></li> </ul> <p>Colour / Pattern – spots/stripes</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Some animals are very small.</b></li> <li>• <b>Insects have six legs and wings.</b></li> </ul>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>A home is where someone lives.</b></li> <li>• <b>Minibeasts are small animals without bones inside their body.</b></li> </ul>



	<p>(bee/ladybird). Name: spider / bee / ladybird / butterfly / worm.</p> <p>Physical movement – slither, crawl, flap.</p>	<p>Lifecycle of a caterpillar / butterfly Pattern / symmetry.</p> <p>Physical movement – moving whole body with control.</p>	<ul style="list-style-type: none"> <li>• <b>Insects and spiders are minibeasts.</b></li> <li>• <b>Insects have six legs and one or more wings.</b></li> </ul> <p>UTW (Geography): Homes of minibeasts. UTW (Science): Minibeasts - identify, name and know features of snails, slugs, beetles. Know the different between a bee and a wasp, a moth and a butterfly. <i>Recap – lifecycle of a caterpillar / butterfly.</i></p>
<p><b>Easter and Baby Animals</b></p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Easter is a time when people share chocolate eggs.</b></li> <li>• <b>Bunnies are baby rabbits.</b></li> </ul> <p>Easter eggs. Bunnies.</p> <p>Easter Nests – mixing and creating.</p> <p>Maths: making patterns.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Easter is a time when people share chocolate eggs.</b></li> <li>• <b>Bunnies are baby rabbits.</b></li> <li>• <b>Lambs are baby sheep.</b></li> </ul> <p>Easter eggs. Bunnies and lambs.</p> <p>Easter nests – melting and creating.</p> <p>Maths: making patterns with shapes.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Easter is a time when people think about Jesus.</b></li> <li>• <b>Jesus liked people to have hope.</b></li> <li>• <b>Hope is wanting good things to happen.</b></li> <li>• <b>A hen comes from an egg.</b></li> <li>• <b>A chick is the name for a baby hen.</b></li> <li>• <b>Spring is the time when animal babies tend to be born.</b></li> </ul> <p><i>(Chickens are the name for a hen which is dead).</i></p> <p>New life and new hope.</p> <p>Eggs, chicks, hens.</p> <p>Recap: Spring</p>

**All About Adventures**

Summer Term

Intent: Children begin to think about the wider world and the opportunities that the world has to offer. They will develop skills to talk about things that are the same and things that are different whilst considering ideas beyond their present experiences whilst providing a sense of excitement about opportunities and adventure.

Summer	Pre-Nursery	Nursery	Reception
<p><b>Growing: Plants</b></p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Growing is when something gets greater over time.</li> <li>• Seeds can grow into plants.</li> </ul> <p>Core Text: Jasper's Beanstalk</p> <p>Growing cress (seeds). Sensory exploration of soil.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Growing is when something gets greater over time.</li> <li>• Seed and bulbs can grow into plants.</li> </ul> <p>Core Text: Jack and the Beanstalk</p> <p>Growing seeds and beans. Observe process of change.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Growing is when something gets greater over time.</li> <li>• A plant grows from a seed or bulb.</li> <li>• Sun helps plants to grow.</li> </ul> <p>Core Text: The Tin Forest</p> <p>Growing plants from seeds and bulbs. Plant lifecycle: planting, growing, dying Spring and summer seasons.</p>
	<p><b>Weather</b></p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Weather is the way the air feels.</li> <li>• Air is all around us. We can't always see it.</li> </ul> <p>UTW (Science): rain, sun, cloud.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Weather is the way the air feels.</li> <li>• Air is all around us. We can't always see it.</li> </ul> <p>UTW (Science): rain, sun, cloud, hot, cold.</p> <p>Things we can do in the weather.</p>
		<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• A castle is a large, old building with tall, thick walls.</li> </ul>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• A castle is a large, old building with tall, thick walls.</li> </ul>

<p><b>Castles (and their community)</b></p>	<ul style="list-style-type: none"> <li>• <b>Kings and queens are leaders.</b></li> <li>• <b>Kings and queens can live in a castle.</b></li> </ul> <p>Big builds.</p> <p>Core Text: Ben and Holly's Little Kingdom</p> <p>PSED: Friendships – sharing, being kind, taking turns and working together</p>	<ul style="list-style-type: none"> <li>• <b>A long time ago kings and queens lived in castles.</b></li> <li>• <b>Kings and queens are leaders.</b></li> </ul> <p>Big builds.</p> <p>Core Text: The Little Princess</p> <p>Literacy: "I want..."</p> <p>EAD: role play</p>	<ul style="list-style-type: none"> <li>• <b>People in the castles had lots of different jobs.</b></li> </ul> <p>Core Texts: The Castle the King Built by Rebecca Colby and DK Find Out! Castles by Philip Steele</p> <p>Week 1: UTW (History): Castles - design of castle, place to be safe, different jobs as part of castle life.</p> <p>UTW (Science): basic materials (wood, stone, metal).</p> <p>Writing: label parts of a castle (wall, flag, moat, door).</p> <ul style="list-style-type: none"> <li>• <b>Kings and queens are leaders.</b></li> <li>• <b>A long time ago kings and queens lived in castles.</b></li> <li>• <b>Children of the king or queen are called a prince (boy) or princess (girl).</b></li> </ul> <p>Core Texts: King for a Day by Dr Booker</p> <p>Week 2: UTW (History): Kings and Queens. Windsor Castle.</p>
<p><b>Traditional Tales</b></p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Text: Billy Goats Gruff.</p> <p>To say along with repeated phrases. Troll, goat, bridge.</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Text: Little Red Riding Hood.</p> <p>To finish phrases in a familiar story</p>	<p><b><u>Crucial Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• <b>A story which has been told for a long time.</b></li> </ul> <p>Text: Hansel and Gretel.</p> <p>Retell a story - beginning, middle, end.</p>

	Singing along to rhymes. Over and under.	Saying words that rhyme. Using rhythm when saying familiar rhymes. Retell a stories main theme Stranger danger.	Finishing phrases and sentences within a familiar story. Finding and using words that rhyme.
<b>Travel</b>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Travel is when something moves from one place to another place.</b></li> <li>• <b>People travel in lots of ways.</b></li> </ul> <p>Ways to travel: walking, using wheels (bike, bus, car).</p> <p>UTW (Science): sun, moon and stars. Day and night.</p> <p><i>Transitions to new year groups.</i></p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Travel is when something moves from one place to another place.</b></li> <li>• <b>People travel in lots of ways.</b></li> </ul> <p>Ways to travel: by foot (walk, run), by road (bike, car, bus), by rail (train), by air (balloons).</p> <p>UTW (Science): sun, moon, stars and planet Earth. Light and dark.</p> <p><i>Transitions to new year groups.</i></p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Travel is when something moves from one place to another place.</b></li> <li>• <b>People travel in lots of ways.</b></li> </ul> <p>UTW (Geography): simple maps – ways that we travel on journeys. Walk, bike, car, bus, by air (planes, hot air balloons), by water (types of boats), by rail (steam and electric), by rocket.</p> <p>UTW (Science): light, dark, shadows, sun, moon, stars, planets (Earth, Mars).</p> <p><i>Transitions to new year groups.</i></p>
<b>Holidays</b>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>A holiday is when people do not work.</b></li> </ul> <p>Literacy: seaside, sea, shells, sand, holiday.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>A holiday is when people do not work.</b></li> <li>• <b>People enjoy lots of different types of holidays.</b></li> </ul> <p>Literacy: Different types of holidays: hotel, camping, caravan, seaside (bucket, spade, sand, net). Recall of past experiences.</p> <p>EAD: Role play.</p>	<p><b>Crucial Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>A holiday is when people do not work.</b></li> <li>• <b>Often people visit another place and sleep there during a holiday.</b></li> <li>• <b>People enjoy lots of different types of holidays.</b></li> </ul> <p>UTW (Geography): Types of holidays. camping (tents, caravans), hotels, boats (ship, barge), the beach (sand, sea).</p>