



Medium-Term Planning



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Core Book Offer

The following core books will be read and covered repeatedly on multiple occasions throughout the year - copies of books will move up with children into the following year group so by the end of EYFS they will know 12 books very well.

2 YO	Nursery	Reception
Lama Lama Red Pyjamas	We're going on a bear hunt	Room on a broom
3 Little Pigs	Shark in the park	5 minutes peace
Dear Zoo	There was an old lady who swallowed a fly	Oi dog
	Gruffalo	Supertato
		Bob on the moon

The following Fairy Tales will also be covered in each year group

2 YO	Nursery	Reception
3 Little Pigs	Jack and the bean stalk	Cinderella
Little Red Riding Hood	Goldilocks and the 3 bears	Porridge Pot
Gingerbread man	Billy Goats Gruff	Hansel and Greta

Core Nursery Rhyme Spine

Over the course of the year the expectation would be that you continue to re-cap rhymes taught in previous terms and years. These are the core rhymes to be covered – additional rhymes can be added to suit interests and areas of learning.

Use the following website to support teaching rhymes and researching supplementary songs:

<https://www.bbc.co.uk/teach/school-radio/articles/z4ddgwx>

2YO	Nursery	Reception
Baa Baa Black Sheep	Old King Cole	Farmers in his den
Humpty Dumpty	Little Bo Peep	Frere Jacques
Twinkl Twinkl	Mary had a little lamb	It's raining, it's pouring
Incy Wincey	Jack and Jill	1 2 Buckle my shoe
Grand Old Duke of York	12345 Once I caught	Pat a cake
Row Row Row Your Boat	Hickory Dickory	She sells sea shells
Old Macdonald	Ring a ring a roses	5 little speckled frogs
Heads Shoulders Knees and Toes	5 little ducks	Hot Cross Buns

Autumn A – Marvellous Me



Marvellous Me - Unit Summary

	Rainbow	Nursery	Reception
Themes	My name My body Who lives in my house Playing with others	Staring Nursery My new class My family My body My house Being Kind Playing with others	Starting new school Routines and timetables My new class Belonging – family, class, school Ourselves/Our Bodies How am I feeling? Recognising emotions? How have I changed? What am I good at? Looking after each other
	Autumn	Autumn Harvest	Autumn Harvest
Weekly Key Texts	Llama Llama red pyjamas From head to toe Bath time for little rabbit Snappy croc Autumn That's not my squirrel That's not my hedgehog That's not my witch	Lulus first day Super Duper Me This is Me! In every house on every street Owl babies There's only one you The leaf thief Funny bones	Teddy Bears Picnic Starting School Peace at last Colour Monster 5 minutes peace Giraffes can't dance Storm Pumpkin Soup Little Monsters
Suggested Activities	Discussion about who lives in your house. Simple self portraits Identify key basic body parts Daily routines that you follow – bed-time, cleaning teeth Harvest/autumn links – nature, leaves falling, change of colour, hedgehogs, squirrels,	Emotions – starting school. Songs/routines Building faces. Your height Body parts – including body parts needed for heads shoulders knees and toes Key family members – names. Plus wider family What does your house look like. AccessArt link: https://www.accessart.org.uk/autumn-floor-textiles/	Recognising and naming emotions and behaviours linked to emotions. Self-portraits. My family. Your home. Rooms in your home – simple map. Belonging to wider family beyond your home. Chronology of lives so far. Changes from baby to child. Recognising own and other's strengths and weaknesses. Access Art: https://www.accessart.org.uk/nursery-night-time-collage/ link to Peace at last

Key Vocab	Body Face eyes ears nose mouth arms legs House – walls, roof, rooms Family – mum dad sister brother Emotions – happy and sad Autumn – leaves fall	Happy sad angry Body as 2 YO+ shoulders, elbows knees toes feet Tall, height House – walls, roof, rooms, chimney, garden, upstairs downstairs, cellar Family as 2YO plus, older younger Autumn – as 2YO plus cool wind weather	Happy sad excited scared nervous worried Body as YN + stomach, neck, shin, thigh, ankle House – As YN plus kitchen bathroom bedrooms garage loft Birth baby toddler crawl walk Family as YN + Grandparents, cousins, aunt, uncle Same different Autumn – as YN plus dry crisp golden blow
Why?	Exploring sense of self, face when you look in the mirror and immediate family around you. 2 zones of regulation in the 2 year old room – yellow sad and green happy. In the moment, outside exploration of autumn. What is happening to the tree in the garden.	Building on 2YO experiences in more detail. Focusing on 3 main emotions – behaviours linked to them and body responses to them. Introduce 3 of the 4 zones of regulation – red angry, yellow - sad. Green is clam/happy. Children to identify what to do when feeling like this. Looking at concept of age and how some people are older, and others are younger than you. Looking at how you change as you get older – taller. Body parts so can sing heads shoulders knees and toes. House – main features of a house, plus link to Funny bones text. Looking at how the weather changes in autumn – not just leaves falling off trees.	Going into further depth than in Nursery. More emotions covered than in nursery – same depth of knowledge – more emotions. Link to the colour monster and all 4 zones of regulation. Looking at you belonging to your family - part of a wider family. More detailed knowledge of rooms of house - introducing idea of a map. Adding detail and description to our understanding of Autumn.

Autumn B – It's Getting Dark Outside



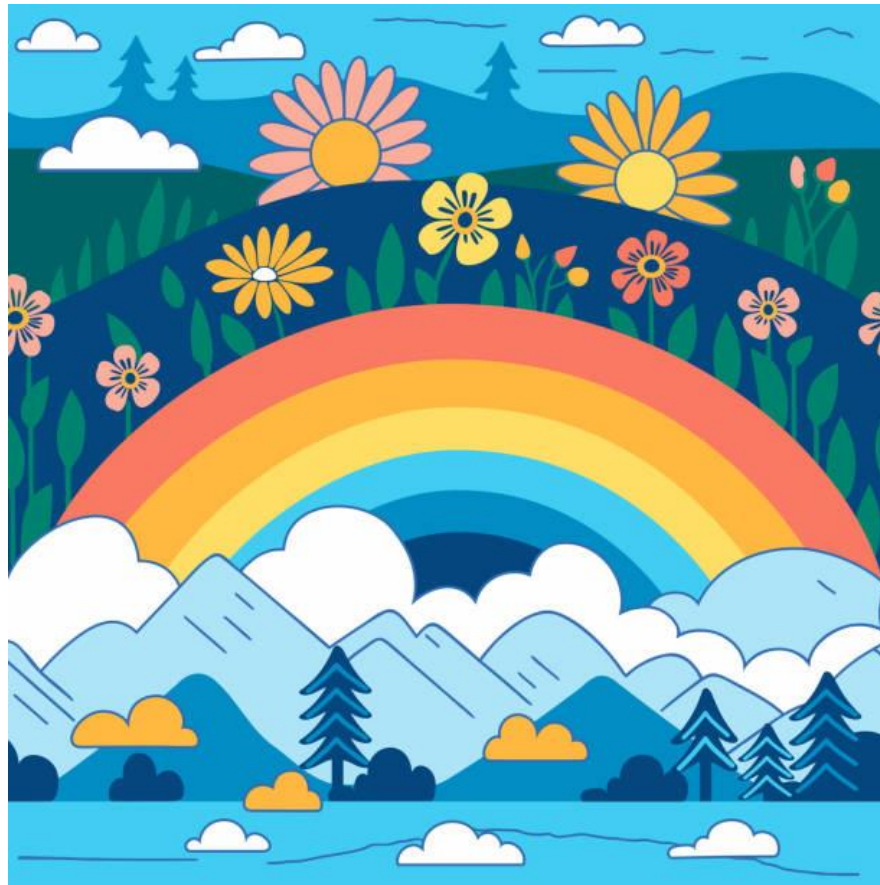
It's Getting Dark Outside - Unit Summary

	Rainbow	Nursery	Reception
Themes		Light and dark Shadows Daily Routine	Light and dark Daily Routine Sources of light How did we see before electricity? Shadows – Telling stories
	Autumn into winter Fireworks Christmas	Autumn into winter Fireworks Remembrance Christmas/Nativity	Autumn into winter Firework night/Guy Fawkes Diwali Remembrance Christmas/Nativity/Christmas Traditions – changed over time.
Weekly Key Texts	Little Red Riding Hood Three little pigs Dear Zoo That's not my polar bear Peter Rabbit – Christmas story The Nativity Story Dear Santa	Whatever Next! My Shadow Shark in the dark How to catch a star The Night Pirates Elf Chase. Nativity Story	Winnie the witch Room on the broom In the darkness of the night Rain Hansel and Gretel Jolly Christmas postman Stick Man Snow Man Nativity story
Suggested Activities	Weather -water play, art. Exploring melting ice. Wind. Light and dark – exploring colour on black. Fireworks –safety, art, listen to sounds – what can you hear? Christmas – basic story, nativity set,	Daily routine – what do we do in the dark? What do we do during the light? What do we see in the sky when it is the day/the night? sun, moon, stars We can see into space when it is dark – introduce idea of what is in space. Why do we sleep? What can we do to help us sleep? Importance of bedtime routine. Exploring torches/Using light boxes. How is the weather changing now?	What is dark? What is light? How do they make you feel? When is it dark/light? Which animals do we see during the night? – NOCTURNAL animals Daily routine – sequence what do we do in the light/dark? Introduce that things we have to do in a set order. Where do we get light from? Simple planet/solar system explanations – earth goes around the sun, earth spins – makes night and day.

		Fireworks night – safety, art, traditions (what do people do on firework night) Making firework sounds with percussion instruments Remembrance Christmas – nativity story, traditions, Christmas food, giving presents,	Simple electricity – making lights come on. Torches. Electrical safety. Shadows. Shadow puppets Firework night- safety, art, traditions, story Diwali Remembrance Christmas – nativity story, celebrations, how have Christmas presents changed over time, how people celebrate Christmas in other countries
Key Vocab	Water, cold, ice, melt Wind, blow, storm Light, dark, Fireworks, flash, bright, sparkle, bang, boom, bonfire Christmas, baby, born, Jesus Christmas tree, reindeer, Rudolph, cracker, father Christmas, presents	Morning, afternoon, evening, night, sunrise, sunset Space, moon, stars, planets, sun Sleep, rest As 2YO plus : torch, shadow, shine Zoom , whizz, sizzle safety, sparkler, flames, toffee apple Remember, soldiers, war, poppy Nativity, Mary, Joseph, Bethlehem, , angels Stable Shepherd, camels, donkey, Wisemen, turkey, sprouts, Christmas pudding, decorations, baubles, tinsel, fairy lights	As Nursery plus: Dawn, dusk, routine, regular, nocturnal, hope, safety, fear, unknown Rotate, spin, orbit Sunlight, block, electricity, light bulb, wires, switch, circuit, natural, man made, battery Diwali, rangoli, diva, Hindu Guy Fawkes, Houses of Parliament, Treason Gabriel, King Herod, Manger, , candles, gifts, stocking, satsuma, walnuts, peg dolls, cup and ball, rocking horse, Christmas Eve
Why?	Exploration into winter is based on what children can easily see around them. Some parts of the day are dark, some parts are light. Fireworks focus on the bright colours and sounds that children will hear. Christmas is at the level that Children will easily see around them. Nativity story focuses on the idea that a baby called Jesus was born.	Key parts of the day and that the sun rising and setting is what causes each new day. Certain activities must be done at certain times. Shadows happen when light is blocked. Light can be different colours. Very basic intro into space – what can be seen in the sky when it is dark or light? Fireworks focus on the sounds that children will hear, describing them, plus foods and activities they may do on bonfire night. Nativity story looks in more depth at the characters and settings. Explore Christmas decorations in more detail, and traditional food eaten for Christmas Dinner.	Linking the idea of light and dark to feelings. Why does the sun go up and down? How do we see when the sun goes down – introducing basic idea of electricity – we can make our own light using simple circuits. Exploring why shadows happen and making our own shadows. Exploring things that happen in the dark when we are asleep – nocturnal animals. Drawing together the idea that lots of festivals have light at the source of them – Diwali, fireworks, Christmas. When we look at these festivals in detail we will look at not only how they are celebrated but also why and differences between how they are celebrated – around the world and as well as in the

			past. Pupils will have a detailed knowledge of the Nativity story and be able to retell it with confidence.
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Spring A – What a Wonderful World



What a Wonderful World - Unit Summary

	Rainbow	Nursery	Reception
Themes	Winter weather/What do we wear? Animals that like the cold. Polar animals Our wonderful village	Winter weather/What do we wear? Polar regions/animals How do countries differ? Where do you live? Customs around the world – food tasting	Where do we live? Is everywhere like LP? Wonders of the world. Contrasting climates – polar regions and deserts Incredible animals – hibernations, plus adaptations for hot and cold weather Space
	Winter Valentine's Day Pancake Day	Winter Chinese New Year Pancake Day	Winter Valentine's Day Pancake Day
Weekly Key Texts	Polar Bear, Polar Bear, What Do You Hear? That's not my penguin. Squirrel's Snowman: Tales from acorn wood Little red riding hood 3 little pigs Guess how much I love you Gingerbread man	Shark in the park Shark in the snow One Snowy Night – Percy the park keeper Chinese New Year: The Great Race story A Dot in the Snow We're Going on a Bear Hunt Goldilocks and the 3 bears	Cinderella Snow Squirrels who squabbled Bob the man on the moon The Darkest Dark The first hippo in space Mr Wolfs pancakes (pancake day) The scarecrows wedding (Valentine's day)
Suggested Activities	Naming winter weather – colours, linked art work. What do we need to wear in winter – hats, gloves and scarves? Dressing each other/dressing dolls. Sorting groups of hats, gloves and scarfs, wellies. Can you make the sets of wellies? – counting 2 wellies, 2 gloves. Hats gloves and scarfs to access in home corner Watch ice melt. Painting on ice – watching the colours run. What happens to the paint? Looking at polar bears and penguins. Small work play in block area Describing words to link to animals. Linked art, expressive play.	Winter – identify what it is like in this season? What weather will we see? What do we need to wear in winter – hats, gloves and scarves? Dressing each other/dressing dolls. Why do we need to dress up warm? Introduce term pairs – put gloves and socks/wellies into pairs. What do our hats/gloves etc. need to be made from? Why? Design and make (?) own warm weather clothes. Toys frozen in ice – how can we get them out? How can we speed up the melting process? Our world has some wonderful cold places. Identify the cold areas on the map. Look at	Where do we live – walk around village. Make maps of village. What is wonderful about LP? Is everywhere in the world the same? – What is wonderful about our planet? What differences are there between places – link to contrasting climates – identify climate extremes – hot deserts and polar regions on map. What do we notice about them? What would it be like to live there? What animals would we find in these places? How are they suited to living there – hibernating, PLUS ELEMENTS FROM CHARANGA – SPRING 2 UNIT – OUR WORLD. It is not only our world that is wonderful but our solar system and galaxy too – look at our place in space –

	Polystyrene packing cubes in trays. Where do we live – what is wonderful about our village? Pancake day – taste. Valentine’s day – explore the shape of a heart and the colour red. Make a card.	pictures, watch videos of polar regions. Would you like to visit? What is incredible about these places? What might you see? Who lives there? How do they get about? How are these places different to Langley Park? Where would you rather live? Why? Naming and identifying animals suited to cold weather climates – polar bears, whales, artic foxes, seals, penguins. What have all these animals got in common? What makes these animals wonderful? Can Nursery come up with their own version (shortened) of we are going on a polar bear hunt. What will they have to cross in artic? Chinese new year. Learn about the story of Chinese new year. Look at traditions – lanterns, dragons. Taste Chinese food. Pancake day - taste	the moon, the planets, the milky way. Look at example of real life space travel. Pictures from telescopes. Children to write their own story about their trip to the moon. Design and build their own rockets. Create and design own rockets. Access Art link – painting the galaxy. https://www.accessart.org.uk/galaxy-painting/ Pancake day – ordering recipes as to how to make them. Design own dream pancakes – what topping would you make. Make our own cooking show. Valentine’s day – what is valentine’s day – why do we celebrate it..... PLUS ELEMENTS FROM CHARANGA – SPRING 2 UNIT – OUR WORLD.
Key Vocab	Winter, snow, ice, water Freezing, melt Hat, gloves, scarves, wellies, coats Soft, warm, furry Polar Bears, penguins Village, Langley Park, shops, library, park, home Pancakes, frying pan chocolate spread, sugar, jam, banana Valentine’s day – heart, love, card.	Winter, snow, ice, hail, freeze, frost, frozen water thaw, melt Wool, warm, pair, water proof, fleecy North pole, south pole. Ice, snow. Inuit, igloo, sledge, snowmobile, northern lights, glacier, iceberg, frozen sea Polar bears, whales, artic foxes, seals, penguins. Chinese new year, dragon, lantern, rice, noodles, fortune cookie, money wallet	Map, birds eye view, route Village Mountains – e.g. Himalayas,, volcanoes – e.g., Mt Etna, polar, Artic, Antarctic, deserts – e.g., Sahara, animals, creatures, oceans, rainforests – the Amazon, weather – tornadoes, climate. As nursery plus equator Extremes, adapt, survive Polar animals as nursery – plus camel, scorpion, meerkat, lizards Blubber, fur, store water, don’t need much water to survive, live underground where cool, hibernate Solar system, names of planets, part of the Milky Way galaxy. Neil Armstrong, Apollo 11. Shrove Tuesday, Lent, method, ingredients Valentine’s Day, St Valentine, bouquet.

Why?	Introduction to next season – what can children see out of the window. What do they need to put on when they feel cold outside? Practising counting 2. Focusing on what they know and is familiar to them – what is wonderful about their world. Challenge by introducing non familiar yet distinct animals that don't live near them. Stories and play linked to these ideas. Pupils will hear and see lots of talk and images around them for pancake day and valentine's day. Change to explore these too within the rainbow room.	Building on from Rainbow room – introducing winter. Looking at the term pairs to mean 2. Why do we choose hats, gloves, scarves – what makes them effective at keeping us warm? Exploring freezing and melting – what causes each one. Introducing the idea that some parts of their world are very different to where they live? The north and south pole are very cold all of the time. Looking at similarities and differences to LP – giving children to make and express their own opinion. Exploring a wider range of polar animals – looking at common features – what do they all need. A detailed look at Chinese new Year – looking at the story and traditions from this other culture – including giving pupils a chance to try Chinese food.	With a focus on what is known to them, making maps of the familiar, children look in detail at a greater range of wonderful things in their world – 1) geographical features very different to LP 2) Extreme hot and cold places. Identifying what adaptations these animals have made to help them survive. 3) Space Children have the opportunities to see real life as well as fictional examples of their wonderful world. Children look in more detail as to why we celebrate Valentines as well as Pancake day.
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Spring B – Helping Hands



Helping Hands - Unit Summary

	Rainbow	Nursery	Reception
Themes	People who help us – different jobs Using kind hands	People who help us – different jobs Using kind hands How can we help others? What to do if.... Helping ourselves – staying healthy	Superheroes – fiction, real life and fiction Real life superheroes Heroes in history – E. Pankhurst You're a superhero....getting along, what to do if..... helping others and helping ourselves – staying health Recognising others feelings.
	Pancake Day World Book Day Signs of Spring Mothers Day Easter traditions	Pancake Day World Book Day Signs of Spring Mothers Day Easter traditions	Pancake Day World Book Day Signs of Spring Mothers Day Why do we celebrate Easter? Why do we have eggs, chicks and bunnies at Easter?
Weekly Key Texts	Builders tool kit Car car truck truck jeep jeep Usborne emergency vehicles The red fire engine I am helpful. Springtime 199 jobs	Zog Ness the nurse Emergency Flashing fire engine Postman bear/Jolly postman You can't call an elephant in an emergency Easter	Mr Wolfs pancakes There's a superhero in your book Supertato Dr Ranj Superhero's everywhere Lions inside Incredible you Our girl Paddington easter egg hunt
Suggested Activities	Walk around village – look for people doing a job in our village– working in the shop, builders, people at school. Watch the bin man one week. Emergency services – look at the vehicles (2 and 4 piece jigsaw pieces), explore sounds they make. What does a doctor do? What does a firefighter do? What do the police do? Block play enhancements with emergency and assorted vehicles Role play dressing up Jet and Ben trip	Post office trip Jet and Ben visit Then describing trip events in detail using connectives. Linked to books read: Understanding and using question words such as what, where, who... Doctors role play. Puppet play – police, firefighters etc. Mix and match activities – looking at uniforms needed for different jobs Keeping ourselves fit and healthy – cleaning teeth, washing hands,. What to do if you have hurt yourself.	Read a range of books about superheroes Design own kindness superhero and write own story about them. Look at real life super heroes –current (people who help us) and in the past – Emelia Pankhurst (She was inspired by the idea of heroes helping people around her) You're a superhero....getting along, being kind/a good friend. What to do if? helping others, and helping ourselves – staying healthy – hand washing, Recognising other feelings. Looking after pets. Looking After our Planet. Mother's day cards

	Mother's day cards Signs of spring JET AND BEN VISIT	Writing letters to post – a letter/card to send to their parents to arrive at home Mother's day cards Signs of spring Easter traditions JET AND BEN VISIT	Signs of spring Simple Easter story LOCAL PSCO visit
Key Vocab	Houses, shops, library, coaches, road, café, bin wagon, builder Police, firefighter, paramedic, doctor, nurse, builder Police car, ambulance, fire engine, siren Mothers day, gift Easter, egg, bunny, rabbit flowers,	Post office, letter, envelope, stamp, post box Doctor, nurse, heal, bandage, plaster, xray, uniforms, safe, prescription, medicine, uniform Tooth brush, tooth paste, soap Card, Easter, egg, hunt, chicks, bunnies, hot cross buns Spring, blossom, warmer Mothers day, thank you	Kind, caring, thoughtful, helpful Emmeline Pankhurst, votes, fair, democracy Crossing patrol, paramedic, air ambulance, coast guard Easter, Jesus, tomb, resurrection rebirth, new life, recently born. Care, healthy, need vs want Recycle, litter, rubbish, environment Spring – bulbs, daffodils, stop motion, blossom, buds
Why?	Who helps them? Who do they see in Langley Park? Focus on the vehicles they will see on the road and in Langley Park. Common signs of spring – see around them in posters, books, shop windows Focus on the pleasure they will get on giving a gift.	Build on from emergency services and focus on two professions. Doctors – who might you see at the doctors, how can the help. Discuss medicines and when to take them – being safe. Learn in detail about the post office and how a letter/card you write makes it to the right person. Visit local post office and post letters. How do you get there? Where is the post office in our village – what can we see from the post office? Link sending letters to Mother's Day... Why do we have uniforms – keep people safe. What do different people have to wear? How do the uniforms tell us what job the do? How do uniforms help them to do their job. Mother's Day - What does your mum do to help you? What could we do to show we care/to saw thankyou.... Send a card. Spring – observe generally changes we are beginning to see outside out windows. What can children see/feel/hear?	Moving on from looking at professions and people who help us – we explore the idea of real-life superheroes. What makes superhero? Design your own – what superpowers do they have? Fiction vs real life superheroes? Explore superheroes who lived in the past as well as those who live today. What superpowers do those people who help us have? What do we need to say to them? Which superheroes live in our village? Could you be a superhero? What would you superhero powers be? – Kindness, friendship, thoughtfulness. Would looking after yourself properly be a superpower too? How should you look after yourself? How about looking after animals and our planet – what superpowers do we need to do that. Mother's Day – move on to thinking about her as a superhero. What superpowers does she have? Spring – focus on daffodils – look at how they grow, how the take time to come into flower. Features all daffodils have in common. Similarities and differences. Careful observation of this one flower in detail

Summer A – Amazing Plants and Animals



Amazing Plants and Animals - Unit Summary

	Rainbow	Nursery	Reception
Themes	Animals in our lives – pets/our local area and in familiar books Noises animals make How animals move Name plants in our garden. Identify visible features of a plant.	Difference in animals around the world – size, patterns, unique features Life cycle – butterfly Matching animals to their young How do plants grow? What do you need to do to look after plants?	Animals on Farms Things you will find on a farm Differences in farms around the world Changes in farming over time Life cycles – chicks Where does our food come from? Growing plants, growing our own food, caring for our crops Healthy eating
	Signs of Spring	Signs of Spring	Signs of Spring
Weekly Key Texts	Elmer Elephant pants Doing the animal bop A busy day for birds	The very hungry caterpillar Monkey puzzle We found a seed Jack and the beanstalk Little monkey There was an old lady who swallowed a fly	What the ladybird heard Cow Muncha Muncha Muncha The magic porridge pot The giant jam sandwich Catch that chicken Handa's surprise
Suggested Activities	Familiar animals – what is a pet? What pets do you have? What are their names? What do you have to do to look after them/stay safe? What pet would you like to have? Enhance home area with toy pets – add food bowls, leads etc., dog beds. Go on a walk to LP pet shop - get some basics? Sort pictures of pets into groups – all the dogs, all the cats, rabbits etc. Walk around LP EYFS Garden – what animals are there – mini beast hunt. Walk up to field above school and look at horses. What animals do you see on the way to school? Name a range of animals – ones you see regularly in stories: can you name all the animals you can see in Elmer. Bring in other familiar stories e.g. 3 little pigs, dear zoo. Identify in books the wild animals we do not have as pets in England. Count groups of animal toys, count legs and features of animals (up to 5).	Looking at the variety in animals – exploring similarities and differences – size, shape and pattern – largest animals down to tiny minibeasts. Collect worms and make a wormery Children to work together to make own bug hotels to go in our garden. Simple version of:  https://www.accessart.org.uk/insect-hotels/ Can children identify animals by just looking at a tiny part of them EAD activities – linked to animal patterns. E.g. Access art https://www.accessart.org.uk/painting-savannah-chloe-williams/	What is farm? Why do we have a farms? What types of farms are there – animal and arable? What do you find on a farm? – Labelling and caption writing, Use technical terms for animals – common nouns, male/female, and adult/young names. Difference in male and female names. Explore life cycle of a farm animal – chicks. Using adjectives to describe the animals you find (as in what the ladybird heard – copying pattern of phrases in books). Draw maps of farms – what would you like to have on your own farm. What food do we get from plants and animals on the farm – milk from dairy cows, beef burgers and mince from cows, bacon and sausages from pigs, eggs and chicken from chickens, flour/bread form wheat, porridge form oats, and vegetables we can easily grow. Local artist link – Alex Clark – look at pictures. What do we like, not like. Simple drawings and bright colours. The expressions on the animals faces. DO own pictures in the style to AC. Send off to AC – try and get a response.

Block play enhanced with animals – change to match text focus – e.g., - pets, 3 little pigs, zoo animals, elephants.



With plastic animals - how many? Can you give me? Art/colour work linked to Elmer – colour sorting and matching, naming colours, 3D Elmer's using 4-pint milk bottles and tissue paper squares.

Explore how animals move? Can you move in the same way?

What noises do animals make? Can you make the noises too? Sing Old MacDonald had a farm and down in the jungle where nobody goes. Listening games – listen to animal noises – can they name the animals (both humans impersonating and real-life recordings)

Toilet training linking – talk about using the toilet. Design own pants – maybe for Elmer to wear? What pants would Elmer like to have? Pairs game – matching the patterned pants. [Matching Activity to Support Teaching on Pants - Twinkl](#). Play patterned pants lotto – can you match the pants to the ones on your card? [My Potty-Training Pants Game \(teacher made\) - Twinkl](#)

Investigate getting dressed – putting clothes on the right order. General discussion and interaction during toileting activities. Emphasis on we need pants on under our trousers etc. [Potty Training Paper Dolls Dress Up \(teacher made\) - Twinkl](#)

Maths links: Animal themed number hunts in the garden – exploring idea of how many, counting, and finding more. Looking at spots on ladybirds. Simple animal puzzles - inset and then 4-6 pieces. Kim's game using animals.



Match grown animals to their young – using correct names – exploring how now all young look like the grown version.

Life cycles of a butterfly – children to sequence order, be able to talk through what happens to a caterpillar – pattern work looking at butterfly wings. Counting work linked to food in story, subitising up to 3, compare groups of food – more and less, ordering groups and numbers to 5 – dots, numerals, picture representations), days of the week, sorting the healthy and unhealthy food he eats)

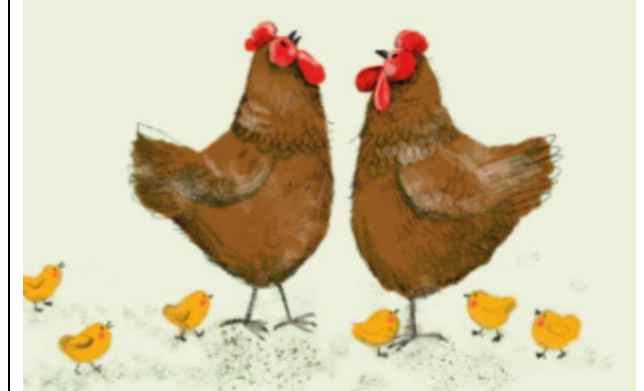
Observing a range of familiar plants – what is the same between them all? What is different? Dig a plant up and look at the roots. Look at where plants come from? How do they grow? What do we need to do to make them grow? Plant our seeds – quick growing – cress, and longer growing beans to grow inside and then transplant into the nursery garden when big enough. Children to be responsible for caring for the plants. Measure plants as they grow – observe them getting taller. Compare heights

Animal themed games and puzzles – lotto, memory pairs

Positional language – where are the animal
JtBS bbc music
link: <https://www.bbc.co.uk/teach/class-clips-video/music-ks1-musical-storyland-jack-and-the-beanstalk/zmskmbk?>

*Book visit from Crazy Creatures – Consett - <https://mobilepettingzoo.co.uk/>

Alex's Story | Alex Clark Art



Look all the different crops farms grow – what plants do we eat. Link to fruit and veg. Discuss how veg grow from seeds – make our own mini farm – inside and outside– using pots, sacks, and tyres. Plant own quick growing salad seeds and veg plugs. What do farmers do to look after their plants - on a smaller scale what do we need to do? Children to care for and grow their own food.

Lots of cooking, using food grown on a farm, throughout half term– porridge, jam sandwiches.

ART: pressing crops/veg into clay to make own patterns/tiles etc.

Have farms always been the same? How have farms changed over time – change in vehicles and machinery which helps us – horses to tractors, milking by hand to milking machines, scythes to combine harvesters.

Are farms the same all over the world? Difference in animals you have and the crops you grow. Use info from Catch that chicken and Handa's surprise to list similarities and differences.

English activities linked to texts – simple sentence writing, character description and story sequencing (farmer in muncha muncha) instruction writing (porridge pot),

	Auditory memory work – putting animals in the correct order – can you give me a pig, cow and horse. Starting with 1 and building up to 4 animals. Simple positional language – where are the animals Plants you will see in our garden – daisies and buttercups Basic parts of plant you can see.		
Key Vocab	Pet, dog, puppy, cat, kitten, rabbit, goldfish, hamster, lead, food bowl Horse, sheep, lamb, cow, pigs, piglets, farm, field Zoo, elephant, monkey, lion, camel, snake, frog, giraffe trunk, mane, tail, neck pigs, wolf, huff puff, plant, tree leaves, flowers, stem, trunk, wood	Patterns, stripes, fur, feathers, skin, rough, smooth, trunk, horn, mane, claws, cow, calf, sheep, lamb, pig, piglet, chick, chicken, horse, foal, dog, puppy, cat, kitten, life cycle, butterfly, caterpillar, cocoon, protected, energy, eggs, wings, antennae, Plants as 2YO room plus roots, petals, soil, light watering can, growth, taller, shorter, measure, compare,	Farm, produce, arable, pastoral, dairy, tractor, combine harvester, tank, barn gates, crop, harvest, hay bale, cattle grid, cattle, bull, calf, lamb ewe, ram, boar, sow, hen, cockerel, stallion, mare, wheat, oats, vegetables, milking, udder, plough, shire, horse, sow, cart, scythe, Recap Nursery plant vocab plus nutrients, moisture, allotment,
Why?	Animals in their lives – what will they see every day and in their favourite stories. Lots of PD and EAD work – moving and sounding like animals. What plants will they see every day – can they recognise and name them.	Pupils look at animals in more detail – what makes them different to other animals? Explore 1 life cycle in detail. Opportunity to create own animals using everything they have learnt. Pupils can explore how animals change as they grow and can use correct vocab Building on from the work looking at the visible parts of plants, pupils can learn about plants and what they need to stay healthy. Observations of plants growing.	With a focus on farms, pupils learn in detail about where their food comes from – both meat and crops. A large focus on KUW – comparing different cultures and past and present. Children grow their own food and eat it – make, care for and tend own mini allotment in garden.

Summer B – Dive into Summer



Dive into Summer - Unit Summary

	Rainbow	Nursery	Reception
Themes	What do I do in the summer: Go to the beach – do and eat, very simple animals Play at the park/outside/hide&seek Have a picnic	Marine life – explore differences between land and water animals Observing Underwater worlds in detail - rockpools Continue with plants – observing your own plants grow	Underwater worlds – giants of the sea Recycling/pollution/looking after our world – plastic in oceans
	Summer How to stay safe in the sun Sports day	Summer How to stay safe in the sun Transition into YR Sports day	Summer How to stay safe in the sun Transition into KS1 Sports day
Weekly Key Texts	Hide and seek pig Off the park – park themed tactile book We are going on a picnic (pat hutchins) Toddle Woddle – seaside themed Off to the beach – seaside themed tactile book Horary for the fish – different types of fish key text/fairy tale – chns favourite from year	Rainbow fish Commotion in the Ocean – focus on rockpool animal poems Sharing a shell Don't worry little crab – Chris Haughton Billy's bucket key text/fairy tale – chns favourite from year	Porridge pot – carried over from last half term. Hope the Whale Shark in the dark The shark lady The odd fish Somebody swallowed Stanley Sun
Suggested Activities	Play a range of outdoor games e.g. hide and seek Talk about trips to the park – what do you see/do there. Go to the park. Role play picnics, make iced biscuits to take on a picnic. Go back to park and have a picnic. Seaside – what do they do at the seaside – sandcastles, ice-creams, paddling in the sea. Create own seaside in the garden – paddle and sandpit. NOW PRESS PLAY: SEASIDE Explore the season of summer – importance of sun hats and sunscreen.	Rainbow fish week: Recap basics of the beach/under the sea. What do you know already about sea creatures? Commotion in the ocean week: lets look more closely at what you find on the beach – rockpools... Learn about what a rock pool is – what animals/things do you find in a rock pool. Rock pool in a tuff tray in provision. Maths – eye spy in a rock pool – can you find *? How many are there? Magnet fishing games – fine motor/number Sharing a shell week rhyming work and Access art: observational drawing of shells. Loose part patterns with shells. Comparing and sorting shells. Don't worry little crab week: Access art : communal drawing – rock pool	TOPIC STARTER: NOW PRESS PLAY – UNDER THE SEA Hope and the whale – retelling from Hopes point of view, learn about whales – Cbeebies and Andy's Adventures, labelling whales, Jonah and the whale retelling and sequencing. Shark in the dark – how would you hide from a shark? Write own narrative – finish the story. Non fiction writing about sharks. Shark lady – learn about Eugenie Clark. LINK TO KEY TEXT _ SHARK IN THE PARK. Rhyming work linked to this book. Can children write their own rhyming sentences based on this book. Why should we put rubbish in the bin? What happens to our rubbish if we don't dispose of it properly. Make clean up posters to encourage people to put their rubbish in the bin. Both for at the beach and in LP.

		Billys bucket week – what would you want to find at the bottom of your bucket? Running throughout the half term – the season of summer and staying safe.	Instead of putting all rubbish in the bin – what else could we do with it? What is recycling? What do we already recycle? What could we recycle more? Why should re recycle? Children to make a video to go on Facebook telling people the importance of recycling. Write a letter to Jill/Ian saying how we think school to recycle more – e.g. collecting batteries, paper etc. Access Art: Sea sculptures – plastic bottles and bags. Story linked activities – retelling using simple sentences- introduce idea of beginning middle and end to create a series of sentences. Floating vs sinking – explore objects that float and sink under water? Can you make a that floats? a That sinks? Sun/summer safety. What do we wear in the summer compared to other times of the year. How do we stay safe in the sun.
Key Vocab	Hide, seek, find, cover, curl, creep, “Ready or not here I come” sneak Slide, swing, see saw, push, pull, zoom, fly, reach, stretch, leap, Picnic, blanket, napkin, serve, pass, please, thank you, share Beach, seaside, sand, sea, waves, paddle, splash, jump, ice cream, sprinkles, sauce, flake, flavour, sandcastle, bucket, pat, shell, pebble, flag, Jellyfish, octopus, fish, shark, whale, seahorse Sun, hot, sunhat, sun cream	Fish, scales, fin, tail, gills, iridescent, glitter, reflect, lonely, isolated. Stingray, angel fish, crab, lobster, swordfish, deep, shallow Rockpools – crab, anemone, urchin, seaweed, limpet, starfish, net, scoop, search, reveal, trap, explore Shell, curve, spiral, markings, straight, patterns Dive, mystery Sun, hot, sunhat, suncream, shade, cool, protect,	Gigantic, blowhole, fluke, fin, flipper, migrate, north, south Bible, deep, dive, camouflage, jaws, powerful, strong, muscles, prey, sneak, fearless Pollution, damage, dispose, recycle, reuse, biodégradable, sort, paper, plastic, batteries, protect, environnement, responsible Sculpture, recreate, evaluate Sink, float, buoyancy, liquid, surface, below Sun, hot, sunhat, suncream, shade, cool, protect,
Why?	Focusing on what our children do in the summer – activities are familiar to them. Giving children opportunities to deepen these experiences with the prime areas at the heart of them. The summer season is at the centre of their learning	Explore what you may find at the seaside in slightly more detail plus looking at the variety of animals with the ocean – more than just fish. Providing opportunities for children to explore and observe an area of the beach – a rock pool – in lots of detail. As well as leaning about the season of summer, pupils will begin to look at how what they wear in the summer is different, why this is the case but most importantly what they have to do to stay safe in the sun. Much time will be devoted to preparing children for their transition in to YR too – lots of PSED work preparing pupils for this move.	Preparing for KS1 – writing activities and stories chosen to bridge the gap. Beginning to think about the ideas of stand along subjects not just areas of learning. Opportunity to lean about 2 animals in detail - apply the knowledge they have learnt to lots of different opportunities. Children are given the opportunity to talk about what they have learnt. Looking at how human behaviour can impact on our world. Children look at we have to care for ourselves and our planet. Children begin to think about choices they and others can do to look after our environment.

EYFS Maths Planning



We have chosen to use WRM and NCTEM Mastering Number in our EFYS maths curriculum because they provide a structured, research-informed approach to developing strong number sense from an early age. These resources support consistent progression, deep conceptual understanding, and playful, purposeful learning that aligns with the developmental needs of young children.

Units are mapped out to ensure coverage meeting and extending Development Matters requirements.

2YO/Nursery blocks ensure a) the child's time in nursey/stage of development is taken into account and b) there are opportunities for recap. Where appropriate staff are to adapt suggested activities to familiar themes – to make learning relevant and in context. Reception class use the NCTEM mastering number scheme, supplemented with WRM units, ensuring full coverage. In all rooms, where appropriate and relevant, additional maths coverage can be found in the half term topic.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Comparison, Counting and Cardinality	Spatial Awareness Shape	Pattern Measures	Comparison, Counting and Cardinality	Spatial Awareness Shape	Pattern Measures
2YO	1 More than, fewer than, same 4 Hear and say number names	2 Explore and build with shapes and objects 11 Explore position and routes 12 Explore patterns	3 Explore repeats 7 Join in with repeats 8 Explore position and space 16 Compare and sort collections	1 More than, fewer than, same 4 Hear and say number names	2 Explore and build with shapes and objects 11 Explore position and routes 12 Explore patterns	3 Explore repeats 7 Join in with repeats 8 Explore position and space 16 Compare and sort collections
N1	5 Begin to order number names 6 I see 1, 2, 3 9 Show me 1, 2, 3	8 Explore position and space 14 Match, talk, push and pull	12 Explore patterns 17 Lead on own repeats 19 Making patterns together 22 My own pattern	5 Begin to order number names 6 I see 1, 2, 3 9 Show me 1, 2, 3	8 Explore position and space 14 Match, talk, push and pull	12 Explore patterns 17 Lead on own repeats 19 Making patterns together 22 My own pattern
N2	10 Move and label 1, 2, 3 13 Take and give 1, 2, 3 15 Talk about dots 16 Compare and sort collections	18 Start to puzzle		20 Make games and actions 21 Show me 5 23 Stop at 1, 2, 3, 4, 5 24 Match, sort, compare		
YR	NCTEM units 1-5	NCTEM units 6-10	NCTEM units 11-15	NCTEM units 16-20	NCTEM units 21-25	NCTEM units 26-30
	Talk about measure and patterns	Circle and triangles Shapes with 4 sides	Mass and Capacity Length, Height and Time	3D shapes	Manipulate, Compose and decompose	Visualise Build and Map

ensuring progression from EYFS into KS1 and KS1



PE Planning – iPEP units

In Nursery and Reception, iPEP PE units provide a structured and engaging approach to developing children's physical skills through age-appropriate activities. These units support the development of fundamental movement skills such as running, jumping, balancing, and throwing, while also promoting body awareness, coordination, and spatial understanding. Through carefully planned lessons, children build confidence, resilience, and independence, as well as essential social skills like teamwork and communication. The iPEP programme aligns with the EYFS framework, ensuring that physical development is purposeful, progressive, and enjoyable for all learners.

*Lessons are to be fitted in as and when appropriate within our half termly topic planning – not necessarily one each week.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Nursery	Gym - Balance		Fundamental Games - Ball skills at the zoo		Dance - Minibeasts	
Reception	Gym – jumping and balance	Dance – UK weather	Dance – Fictional Characters	Fundamental Games – Beanbag skills	Athletics – Fun with quoits and cones	Striking and fielding – Taking turns on holiday

Music Planning – Kapow units

Kapow Primary's music planning in EYFS offers a rich, structured approach to developing children's musical understanding through engaging, play-based learning. The scheme supports the EYFS goals for Expressive Arts and Design by encouraging children to explore sound, rhythm, pitch, and movement using their voices, bodies, and instruments. Pupils benefit from a progressive curriculum that nurtures creativity, listening skills, and emotional expression, while also building confidence and communication.

*Lessons are to be fitted in as and when appropriate within our half termly topic planning – not necessarily one each week.

	Autumn A	Autumn B	Spring A	Spring B	Summer A +B
Reception	Musical stories Unit - this links to Reception's first book of the year 'teddy bears picnic' and builds on their knowledge of "we are going on a bear hunt" one of Nursery's Key Texts.	Celebration Music - Lessons 1,4 and 5. To link to our work on Diwali and Christmas	Exploring Sound - full unit	Big Band Unit - lessons 1 and 2 prior to moving onto learning about Holst's Planet Suite	Music and Movement - full unit

PSHE Planning – Jigsaw Units

Jigsaw PSHE provides a mindful, whole-school approach to personal, social, and emotional development, tailored to meet the needs of EYFS learners. Through engaging, age-appropriate lessons and characters like Jigsaw Jenie and Jerrie Cat, children are supported in understanding their emotions, building positive relationships, and developing a strong sense of self. The programme aligns with the EYFS framework and Development Matters, helping children learn to manage feelings, resolve conflicts, and make healthy choices. Uniquely, Jigsaw integrates mindfulness into every session, empowering even the youngest children to pause, reflect, and grow in emotional literacy and self-regulation.

Each year group will cover the same topics, however the content in each year group will differ and progress across Key Stages. Lessons are to be fitted in as and when appropriate within our half termly topic planning – not necessarily one each week.

<https://jigsawpshe.online/login/>

The username is: Langley Park Primary School

The password is: LangleyPSHE25

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Nursery	Being me in my world - Who am I and how do I fit?	Celebrating difference - Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals - Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy me - Being and keeping safe and healthy	Relationships - Building positive, healthy relationships	Changing me - Coping positively with change
Reception						

Computer Planning – Barefoot Units

The Barefoot Computing units introduce young learners to foundational computational thinking through developmentally appropriate, play-based activities. Pupils explore key concepts such as logical reasoning, sequencing, pattern recognition, and problem-solving, all of which support early cognitive development and align with the EYFS framework. These activities also promote collaboration, communication, and resilience, laying the groundwork for future learning in computing and across the curriculum. The activities chosen fit with seasonal themes as well as specific links with our half termly topics. They support and enhance learning that is already taking place, in a familiar context.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Nursery	Awesome Autumn – Garlands Galore	Winter warmers – scarfs for snowmen			Spring time – Seed sequencing – to go alongside seed/bean planting	Summer fun – colour collections
Reception	Awesome Autumn – Leaf Labyrinth		Summer fun – Journeys – to go alongside mapping Langley Park.		Spring time – Run Rabbit (to match Muncha Muncha book)	Boats ahoy – build a boat and is this a good boat?

RE Planning

In our EYFS, we deliver some focused RE lessons throughout the year that are thoughtfully designed to align with familiar festivals and introduce children to a range of cultural and religious celebrations in an age-appropriate and engaging way. This bespoke curriculum, developed in collaboration with RE specialists and our school's RE lead, is tailored specifically to reflect the backgrounds and needs of our pupils. These lessons support the EYFS Early Learning Goals for **Understanding the World**, particularly *People, Culture and Communities*, by helping children develop respect for others, recognise similarities and differences, and begin to understand the diverse world around them. Through stories, songs, artefacts, and celebrations, children build a foundation of curiosity, empathy, and cultural awareness that enriches their personal and social development.

*For further details and lesson planning see RE Subject planning on SharePoint. Lessons are to be fitted in as and when appropriate within our half termly topic planning – not necessarily one each week.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Nursery	Let's find out about Harvest Let's find out about Raksha Bandan – link to learning about brothers and sisters when learning about family	Let's find out about the Christmas story		Let's find out about the Easter story Let's find out about the Bible and Let's hear some stories about Jesus. Link to promises – helping others.		
Reception	Let's find out about Harvest in a Church	Let's find out about Diwali (YN planning) Let's find out about the Christmas story? Let's find out about Christmas celebrations in churches.	Let's find out about Shabbat – link to God creating our wonderful world	Let's find out about Easter celebrations in churches	Let's find out about holy books	Let's find out about special buildings and worship there



Now Press Play Links

Now Press Play enhances our EYFS curriculum by bringing learning to life through immersive audio adventures. These interactive experiences support key areas of development, including communication and language, physical development, and personal, social and emotional skills. By engaging in active storytelling, children explore topics in a fun and meaningful way, helping them to build vocabulary, develop empathy, and deepen their understanding of the world around them. It also enriches continuous provision by encouraging imaginative play and independent learning.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
2YO		3 little pigs Little Red Riding Hood	Gingerbread man	3 little pigs	Little Red Riding Hood	Gingerbread man
Nursery	Autumn Nursery rhymes	Winter Christmas Story	Goldilocks and the 3 bears	People who help us Spring	Jack and the beanstalk Minibeasts	Seaside Summer
Reception	We are all different Autumn	Christmas Story Winter	Space	Spring	On the farm	Under the sea Summer