EYFS Reception Medium Term Planning Year A Autumn Term 2026-2027

EYFS PSHE Plan

Relationships, Health and Wellbeing, Living in the Wider World

Worship Year A 2026-27	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Worship Year B 2025-26	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
FS Single year (Followed in FS1)	Why are we special? I Belong PANTS Super Me!	Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind,		How can we look after each other, our community and our environment? Look What I Can Do!	What will change as we go into Year 1 and what will stay the same? Yes I can!
Week 1	PANTaSaurus	PANTaSaurus	PANTaSaurus	PANTaSaurus	PANTaSaurus	PANTaSaurus
Week 2	Look at the All about me book – celebrate each other	Respecting other people – why?	How do we stay safe in the dark, including road safety? **Firefighters visit**	Why is having healthy teeth important?	Why should we look after each other?	What is the same about me as was in September?
Week 3	Look at the All about me book – celebrate each other	Why is listening to each other a good idea?	How do we stay safe from bugs? Why do we need to wash our hands and our bodies?	Why is eating healthy food important?	Why should we look after our town? What could we do?	How am I changing? What will carry on changing?
Week 4	Families What makes a family?	Why is sharing and trust important?	First aid – what do we do in an emergency? **Visit from a Nurse or Doctor**	How do we keep our bodies healthy?	Why should we look after the oceans?	How can I cope with change?
Week 5	What is special about our School Family – RMS/Malhamdale	Resolving conflict.	How do we stay safe online?	Why do we need to look after pets?	Why should we look after the animals?	What do I want to find out about Year 1?
Week 6	Being thankful for each other	Telling the truth and keeping promises.	What do the police/army do to keep us safe?	How do we keep our minds healthy?	Why should we pick up litter?	What have I learnt this year? What do I want to get better at next year?

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Year A

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Festivals/Celebrations	Yom Kippur Rosh Hashanah	Christmas Sukkot Chanukah Diwali		Easter Ramadan Eid-ul-Fitr Passover	Wesley Day Pesach	
	Believing **What is the important fact about…**		**Expressing** **Why is it special?**		**Living** **What is it like to be….**	
FS Understanding Christianity	**Incarnation** Why do Christians perform nativity plays at Christmas?		**Salvation** Why do Christians put a cross in an Easter Garden?		**Creation (God)** 'Why is the word 'God' so important to Christians?	
FS **Christianity** **Judaism** **Islam** **Hinduism**	F2 Which people are special and why?		F3 Which places are special and why? Virtual Visits..		F5 Being special: where do we belong? Methodism	F6 What is special about our world?

	7th September 7th September Training Day	14.9.26	21.9.26	28.9.26	5.10.26	12.10.26	19.10.26		2.11.26	9.11.26	16.11.26	23.11.26	30.11.26	7.12.26	14.12.26
Celebrations		**National Coding Week**	**Harvest**	**Harvest** **Poetry Day** **Introduce Libraries Month**	**Black History Month (Theme: *Honouring Our Communities / Reclaiming Narratives*)** **Wormery Experience Space Week**	**Black History Month (Theme: *Honouring Our Communities / Reclaiming Narratives*)** **Ghanian Cafe Experience**	**Black History Month (Theme: *Honouring Our Communities / Reclaiming Narratives*)**		**Bonfire Night – Firework Safety** **Diwali**	**Remembrance Sunday** **Tomorrow's Engineers Week** **Recycling Week**	**Anti Bullying Week** **Protecting Our Planet Day** **World Children's Day**		**St. Andrew's Day** **Hanukkah** **Guru Nanak's birthday**	**Advent**	**Christmas**
Bl	**Expressive Arts &**		**Technology**		**Expressive Arts &**		**Understanding**		**Understanding the World – The Natural**		**Understanding the World – Past and**		**Understanding the World – People,**		**Understanding**

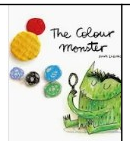
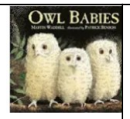
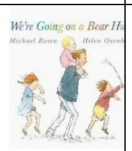
Focus	**Design** – Linked to Art **How can we draw what we really see?**	**How can we use technology to help us learn, create and explore?**	**Design –** Linked to DT Food Technology – Focus on Harvest **How can we use harvest foods to make something healthy and delicious?**	**the World** (Linked to Geography) **What makes our local area special?**		**World** Linked to Science Animals including humans **What makes animals and people special?**	**Present –** Linked to History **How can we put events in order and understand when they happened?**	**Culture, Communities** **How do people celebrate special times and traditions?**	**the World – People, Culture, Communities** Linked to R.E.
K+USticky Knowledge	• Use a range of tools competently & safely • Explore different textures. Encourage accurate drawings of people • Create representations of both imaginary & real-life ideas, events, people & objects • Explore, use & refine colour mixing techniques • Use colour for purpose, including creating moods	• Knows how to operate simple equipment, eg turns on music devices, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as photographic equipment,	• Look closely at similarities, differences, patterns & change • Know & talk about the different factors that support their overall health & well-being	• Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house',		• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health • Describe what they see, hear & feel • Identify different parts of their body & animals · Be able to show care and concern for living things · Know the effects exercise has on their bodies	• Use talk to organise, sequence and clarify thinking and events • Compare & contrast characters from stories, including figures from the past	·Compare & contrast characters from stories, including figures from the past · Talks about past & present events in their own life & in the lives of family members · Talk about members of their immediate family & community · Enjoys joining in with family customs & routines · Understand that some places are special to members of their community	Christmas

		and touchscreen and voice control devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Selects from a range of materials to learn cause and effect, eg makes a string puppet using dowels and string to suspend the puppet, or		'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environment		· Have some understanding of growth and change · Talk about things they have observed including animals • Observational drawings of animals		· Know about similarities & differences between themselves & others, & among families, cultures & traditions · Knows that other children do not always enjoy the same things, & is sensitive to this	

		makes and flies a range of simple kites								
Focus Questions	• What can you see when you look at your face? • Where are your eyes, nose and mouth? • How many eyes, ears, arms and legs do we have? • What shape is your face? • What colour are your eyes and hair? • Where does your nose sit on your face? • What is different about you and your friends? • What is the same about everyone? • How can we draw a person? • What happens if we look carefully before we draw? • What details can you add to make your picture look like you? • Which drawing tools can you use? • How can you improve your drawing?	• What is technology? • Where do we see technology at home and at school? • What different types of technology can we use? • How do we use technology safely? • What can a computer or tablet help us do? • How do we use a mouse or touchscreen? • How can we take a photograph? • How can we use technology to create a picture or drawing? • What happens when we	• What is harvest? • Where does our food come from? • Which foods grow on farms or in gardens? • What fruits and vegetables can you name? • How do we prepare food safely? • What tools can we use to prepare food? • How can we make a healthy snack? • What colours, textures and tastes can we notice? • Why is it important to wash our hands before cooking? • How can we work safely when preparing food? • What do you like or dislike about different foods? • How can we	Where do I live? What is the name of our town or city? What can we see in our local area? How do people travel around our local area? What buildings and places are near our school? What is a map? How can a map help us? What is the difference between a town, city and countryside? What		• What is an animal? • What animals can you name? • How are animals the same? • How are animals different? • What body parts do people and animals have? • What do humans and animals need to stay alive? • Where do different animals live? • What do different animals eat? • How do animals move? • How do we use our five senses? • How can we keep our bodies healthy?	• What does *past* mean? • What does *present* mean? • What does *future* mean? • How do we know when something happened? • What happens first, next and last? • How can we order events in our own lives? • How have we changed from being a baby to now? • What can a timeline show us? • How can photographs help us remember the past? • What things happened before we were born? • How is life	• What is a celebration? • Why do people celebrate special days? • What celebrations are important to different people? • What is the same and different about celebrations around the world? • How do families celebrate Hanukkah? • Why do Jewish people light the menorah during Hanukkah? • How do people celebrate Diwali? • Why is Diwali known as the Festival of Lights?	

		press different buttons? • How can we make a programmable toy move? • What instructions do we need to give it? • How can technology help people in their everyday lives?	improve our food creation?	natural features can we see where we live? How can we care for our local environment? What is the same and different about other places? Why is our local area important to us?		• How do we care for animals and ourselves?	different now compared to the past? • How can we describe the order of events? • Why is it useful to know when things happened?	• Who was Guru Nanak and why is his birthday remembered? • How do Sikhs celebrate Guru Nanak's Gurpurab? • What is St Andrew's Day and why is it celebrated? • What is Advent? • Why do some Christians use an Advent calendar? • What special objects, foods, songs or clothing are linked to celebrations? • How do celebrations bring people together? • How can we respect and learn about other people's traditions?	

Vocabulary	• Self-portrait • Portrait • Face • Head • Eyes • Ears • Nose • Mouth • Hair • Neck • Shoulders • Arms • Hands • Legs • Feet • Features • Observe • Draw • Sketch • Line • Shape • Detail	• Technology • Computer • Tablet • Interactive whiteboard • Keyboard • Mouse • Screen • Touchscreen • Camera • Photograph • Video • Microphone • Robot • Bee-Bot • Program • Instructions • Direction • Forward • Backward • Left • Right • Button • Click • Tap • Safe • Login • Password (introduced simply,	• Harvest • Fruit • Vegetable • Healthy • Ingredients • Recipe • Taste • Smell • Texture • Crunchy • Soft • Sweet • Sour • Juicy • Peel • Chop • Slice • Mix • Stir • Spread • Wash • Hygienic • Safe • Design • Make • Evaluate	Local area Home] School Community Town City Village Countryside Map Globe Route Road Street Building House Shop Park Library Church River Forest		• Animal • Human • Mammal • Bird • Fish • Reptile • Amphibian • Insect • Pet • Wild • Habitat • Home • Body • Head • Eyes • Ears • Nose • Mouth • Arms • Legs • Hands • Feet • Fur • Feathers • Scales • Wings • Tail • Healthy • Exercise • Food • Water • Sleep • Senses	• Chronology • Timeline • Order • Sequence • Before • After • First • Next • Then • Last • Past • Present • Future • Long ago • Recently • Yesterday • Today • Tomorrow • Older • Younger • Beginning • Middle • End • Change • Remember	• Celebration • Festival • Tradition • Culture • Community • Family • Religion • Belief • Respect • Similar • Different • Special • Hanukkah • Menorah • Jewish • Diwali • Hindu • Sikh • Guru Nanak • Gurpurab • Gurdwara • St Andrew • Scotland • Advent • Christian • Christma	Christmas, celebrate, festival, family, Jesus, baby, nativity, story, gift, tree, star, lights, decorations, card, song, church, special, together, kindness, tradition.

			where appropriate) • Digital				Environment Near Far Next to Around Direction Journey		• Sight • Hearing • Smell • Taste • Touch • Care				s • Calendar • Light • Candle • Prayer • Symbol • Story • Ceremony		
Predicted Texts															

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Prime Areas Range 5 Birth to 5 Matters Autumn Term Focus

Personal, Social and Emotional Development (PSED)

- Shows increasing confidence in new situations.
- Begins to manage feelings and behaviour with support.
- Plays cooperatively with other children.
- Develops friendships and shows empathy for others.
- Becomes more independent in managing personal needs.

Communication and Language

- Listens attentively during stories and group activities.
- Understands more complex instructions.
- Speaks in longer sentences to express ideas and feelings.
- Asks and answers questions to extend conversations.
- Uses language for imagining, reasoning and problem-solving.

Physical Development

- Moves confidently with coordination and balance.
- Uses large equipment safely and skilfully.
- Develops fine motor control for drawing, cutting and using tools.
- Manages dressing, toileting and handwashing with increasing independence.

Specific Areas

Literacy

- Enjoys sharing books and retelling familiar stories.
- Recognises some letters, especially those in their name.
- Begins to hear and identify sounds in words.
- Gives meaning to marks and begins early writing.
- Understands that print carries meaning.

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Mathematics

- Counts objects accurately and recognises numerals.
- Compares quantities using mathematical language.
- Explores patterns, shapes and measures.
- Begins simple addition and subtraction through practical play.
- Understands sequencing and order.

Understanding the World

- Talks about family, community and past experiences.
- Explores similarities and differences between people and places.
- Shows curiosity about the natural world.
- Uses technology for a purpose with support.
- Investigates how things work through play.

Expressive Arts and Design

- Uses a variety of materials creatively.
- Sings songs and explores rhythm and movement.
- Engages in imaginative and role play.
- Creates representations through drawing, painting, construction and music.
- Expresses ideas, thoughts and feelings through creative activities.

These outcomes describe the typical development expected by the end of **Range 5**, while recognising that children progress at different rates and may achieve these milestones at different times.

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Prime Areas Range 6 Birth to Fiver Matters – Spring Term Focus

Personal, Social and Emotional Development (PSED)

- Shows confidence and resilience in trying new activities.
- Understands and follows rules and routines.
- Manages feelings and behaviour appropriately.
- Works and plays cooperatively, taking turns and sharing.
- Demonstrates increasing independence in self-care and decision-making.

Communication and Language

- Listens attentively and responds appropriately in conversations.
- Follows instructions involving several ideas or actions.
- Uses a wide range of vocabulary and speaks in well-formed sentences.
- Explains ideas, events and experiences clearly.
- Participates confidently in discussions and storytelling.

Physical Development

- Demonstrates good balance, coordination and agility.
- Uses equipment and tools safely and effectively.
- Holds a pencil correctly and forms recognisable letters.
- Shows control in fine motor tasks such as cutting, drawing and writing.
- Independently manages personal hygiene and self-care routines.

Specific Areas

Literacy

- Enjoys reading independently and with others.
- Recognises most letters and their sounds.
- Blends sounds to read simple words.
- Reads simple sentences with understanding.

- Writes recognisable letters, simple words and short sentences with increasing accuracy.

Mathematics

- Counts reliably beyond 20.
- Recognises and orders numbers.
- Solves simple addition and subtraction problems.
- Explores number bonds and patterns.
- Compares quantities, measures and shapes using mathematical language.

Understanding the World

- Talks about similarities and differences between people, places and cultures.
- Understands changes over time and discusses past and present events.
- Explores the natural world through observation and investigation.
- Uses technology confidently for different purposes.
- Asks questions and explains observations about how things work.

Expressive Arts and Design

- Creates detailed artwork using a variety of materials.
- Sings songs, performs dances and explores musical instruments.
- Uses imagination to develop stories and role-play scenarios.
- Combines materials, movements and sounds creatively.
- Expresses ideas and feelings through art, music, dance and imaginative play.

These outcomes describe the typical development expected by the end of **Range 6**, while recognising that children progress at different rates and may achieve these milestones at different times.

The **Early Learning Goals (ELGs)** describe the expected level of development for children by the end of the Reception year (around age 5). There are **17 ELGs** across the seven areas of learning.

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Prime Areas Early Learning Goals – Summer Term Focus

Personal, Social and Emotional Development (PSED)

Self-Regulation

- Shows understanding of their own feelings and those of others.
- Regulates behaviour appropriately.
- Follows instructions involving several steps.
- Focuses attention and persists with challenges.

Managing Self

- Demonstrates confidence and independence.
- Explains the importance of healthy eating, exercise and hygiene.
- Manages personal care independently.
- Shows perseverance and resilience.

Building Relationships

- Forms positive relationships with adults and peers.
- Works and plays cooperatively.
- Takes turns, shares and resolves conflicts appropriately.
- Shows sensitivity and kindness towards others.

Communication and Language

Listening, Attention and Understanding

- Listens carefully in different situations.
- Responds appropriately to questions and instructions.
- Understands and follows multi-step directions.
- Engages in conversations and discussions.

Speaking

- Expresses ideas clearly using full sentences.
- Uses a wide vocabulary.
- Participates confidently in conversations.
- Explains ideas, events and experiences.

Physical Development

Gross Motor Skills

- Demonstrates strength, balance and coordination.
- Moves confidently in a variety of ways.
- Uses equipment safely and effectively.
- Develops overall physical control.

Fine Motor Skills

- Uses a tripod grip effectively.
- Controls small movements with precision.
- Forms letters accurately and fluently.
- Uses tools and equipment confidently.

Specific Areas

Literacy

Comprehension

- Demonstrates understanding of stories and information.
- Predicts and discusses texts.
- Retells stories in sequence.
- Answers questions about what has been read.

Word Reading

- Says sounds for most letters.
- Blends sounds to read unfamiliar words.
- Reads simple sentences accurately.
- Recognises common exception words.

Writing

- Writes recognisable letters correctly.
- Spells words using known sounds.
- Writes simple phrases and sentences.
- Uses capital letters, finger spaces and full stops with increasing accuracy.

Mathematics

Number

- Counts confidently beyond 20.
- Understands number relationships and composition.
- Automatically recalls number bonds to 5 and some to 10.
- Solves simple addition and subtraction problems.

Numerical Patterns

- Recognises, creates and extends patterns.
- Understands sequencing.
- Compares quantities.
- Explores shape, space and measure.

Understanding the World

Past and Present

- Talks about events in their own lives.
- Understands differences between the past and present.
- Uses stories to compare past experiences.

People, Culture and Communities

- Describes their own community.
- Understands similarities and differences between cultures.
- Explores traditions, celebrations and beliefs.
- Respects diversity.

The Natural World

- Explores and observes the natural environment.
- Describes plants, animals and habitats.
- Understands seasonal changes.
- Makes observations and explains what they notice.

Expressive Arts and Design

Creating with Materials

- Safely uses a range of materials and tools.
- Creates artwork with purpose.
- Explores colour, texture, shape and design.
- Shares ideas about their creations.

Being Imaginative and Expressive

- Invents, adapts and tells stories.
- Performs songs, rhymes and music.
- Uses role play and small-world play imaginatively.
- Expresses ideas through drama, movement and creative activities.

These 17 Early Learning Goals are used to assess whether children have reached the **expected level of development** at the end of the Reception

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year as part of the **EYFS Profile**.

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EYFS Nursery Medium Term Planning Year A Spring (Range 4 Development Matters)

EYFS PSHE Plan

Relationships, Health and Wellbeing, Living in the Wider World

Worship Year A 2026-27	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Worship Year B 2025-26	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
FS Single year (Followed in FS1)	Why are we special? I Belong PANTS Super Me!	Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind,		How can we look after each other, our community and our environment? Look What I Can Do!	What will change as we go into Year 1 and what will stay the same? Yes I can!
Week 1	**PANIaSaurus**	**PANIaSaurus**	**PANIaSaurus**	**PANIaSaurus**	**PANIaSaurus**	**PANIaSaurus**
Week 2	Look at the All about me book – celebrate each other	Respecting other people – why?	How do we stay safe in the dark, including road safety? **Firefighters visit**	Why is having healthy teeth important?	Why should we look after each other?	What is the same about me as was in September?
Week 3	Look at the All about me book – celebrate each other	Why is listening to each other a good idea?	How do we stay safe from bugs? Why do we need to wash our hands and our bodies?	Why is eating healthy food important?	Why should we look after our town? What could we do?	How am I changing? What will carry on changing?
Week 4	Families What makes a family?	Why is sharing and trust important?	First aid – what do we do in an emergency? **Visit from a Nurse or Doctor**	How do we keep our bodies healthy?	Why should we look after the oceans?	How can I cope with change?
Week 5	What is special about our School Family – RMS/Malhamdale	Resolving conflict.	How do we stay safe online?	Why do we need to look after pets?	Why should we look after the animals?	What do I want to find out about Year 1?
Week 6	Being thankful for each other	Telling the truth and keeping promises.	What do the police/army do to keep us safe?	How do we keep our minds healthy?	Why should we pick up litter?	What have I learnt this year? What do I want to get better at next year?

	5.1.26 + 12.1.26	19.1.26	26.1.26	2.2.26	9.2.26	23.2.26	2.3.26	9.3.26 Swap DT and science week around as science week is 9.3.26	16.3.26 Now is DT Week	23.3.26 RE
Block Focus	**The Natural World** (Science)	**Technology and E Safety** (Computing) And K&U of the W cont.	**Past and Present** (History)		**Being Imaginative and Expressive** (Music)	**Creating With Materials** (Art)		**Creating With Materials** (D&T)	British Science Week Time	
K+U Sticky Knowledge	• Explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees • Observe growth & decay over time • Begin to understand the need to respect & care for the natural environment & all living things • Talk about what they see, using a wide vocabulary • Understand the key features of the life cycle of a butterfly • Observe animals closely through a variety of means e.g. magnifiers & photographs • Look at key stages of development from birth to adult • Name & identify body parts • Observe & describe in words or actions the effects of physical activity on body • Understand the key features of the life cycle of an animal	• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable	• Retell past events in correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how • Develop an understanding of growth, decay and changes over time • Comment and ask questions about		• Remember & sing familiar songs e.g. pop songs, rhymes • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs • Play instruments with increasing	• Create closed shapes with continuous lines, & begin to use these shapes to represent objects • Begin to use a variety of drawing tools • Draw with increasing complexity & detail, such as representing a face with a circle & including details • Show different emotions in their drawings • Explore colour & colour mixing • Explore different materials freely, in order to develop ideas about how to use them & what to make • Join different materials & explore different textures • Handling, feeling, enjoying and manipulating materials • Use variety of construction materials • Join different materials & explore different textures • Develop own ideas &		. • Develop own ideas & decide which materials to use to express them • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play • Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously • Develop new skills & techniques	Time is key to so many discoveries in science, technology, engineering and maths. Evolution looks at how plants and animals changed over a long period of time, the Earth's movements show us why we have seasons and different time zones. Lifecycles are all about how organisms grow and die during their time on our planet. The average human lifespan is almost 73 years. The passing of time prompted the invention of ways to mark it, from the sundial, to the pendulum clock to digital clocks. Time is also vital in engineering; complicated machines have moving parts that all need work in time with each other for the machine to work smoothly.	

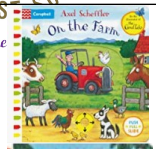
		technology with support • Know how to handle equipment safely • Begin to know that they shouldn't use devices without supervision	aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor • Preserve memories of special events e.g. make a book, video, photos • Share stories about people from the past who have an influence on the present • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because	control to express their feelings & ideas • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously • Respond to what they have heard, expressing their thoughts & feelings • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know		decide which materials to use to express them • Notice what other children & adults do, mirroring what is observed • Practise artist's techniques • Discuss likes & dislikes about artwork	• Use tools for a purpose • Talk about the differences between materials & changes they notice • Make healthy choices	

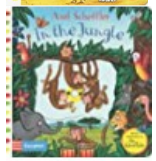
Seasons and Celebrations Stimulus				**Rosa Parks Day** **LGBT+ History Month** 1.2.26 28.2.26	**Valentines Day** 14.2.26 **Shrove Tuesday** 17.2.26 **Ash Wednesday** 18.2.26 **Chinese New Year** 17.2.26		**Ramada starts** 17.2.26 until 18.3.26	**Holi** 4.3.26 **World Book Day** 5.3.26	**Science week** 9.3.26 **Mothers Day** 15.3.26	**Easter**
Christian Valu	Perseverance						Justice			

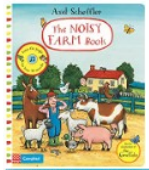
RICHMOND R.M.S. METHODIST SCHOOL

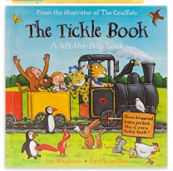
Doing all the

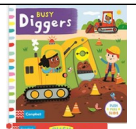
Predicted Texts

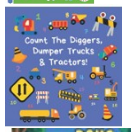


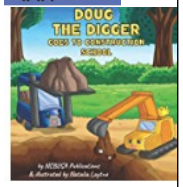


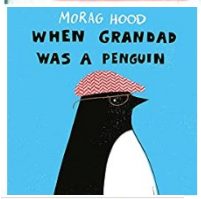


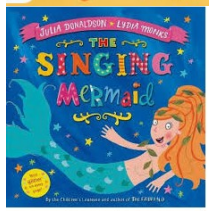


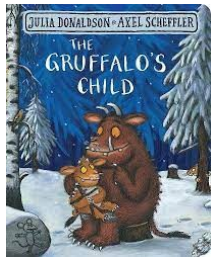


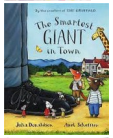


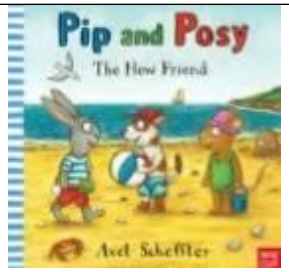


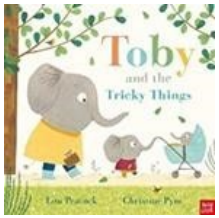












C & L Listening, Attention and U	• Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)				• Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)		

nderstanding			
C & L Speaking	• Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats		• Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats
P, S and ED SelfRegul	• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows		• Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows

ation			
P, S and ED Managing Self	• Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions		• Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
P, S and ED Building	• Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest		• Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest

RICHMOND R.M.S.

g Relationships			
PD Gross Motor Skills	• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers		• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers
PD Fine Motor Skills			
L Compr			

ehension			
LWordReading	• Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes		• Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
LWriting	• Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.		• Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
MNumber MNumberPatterns	Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time		Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time
Uthe			

WPastandPresent			
UtheWPeople,CultureandCommunities	• Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others		• Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others
UtheWT	• Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake		• Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

The Natural World			
EA&D Creating with Materials	• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas		• Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas
EA&D Being Imaginative	• Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements		Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements

tiveandExpressive			
Technology	• Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate “low technology” such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another		• Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate “low technology” such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another

RICHMOND R.M.S. METHODIST SCHOOL

Doing all the good we can

EYFS Reception Medium Term Planning Year A Spring (Range 5 in Birth to 5 Matters)

EYFS PSHE Plan

Relationships, Health and Wellbeing, Living in the Wider World

Worship Year A 2026-27	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Worship Year B 2025-26	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
FS Single year **(Followed in FS1)**	Why are we special? I Belong PANTS Super Me!	Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind,		How can we look after each other, our community and our environment? Look What I Can Do!	What will change as we go into Year 1 and what will stay the same? Yes I can!
Week 1	**PANTaSaurus**	**PANTaSaurus**	**PANTaSaurus**	**PANTaSaurus**	**PANTaSaurus**	**PANTaSaurus**
Week 2	Look at the All about me book – celebrate each other	Respecting other people – why?	How do we stay safe in the dark, including road safety? **Firefighters visit**	Why is having healthy teeth important?	Why should we look after each other?	What is the same about me as was in September?
Week 3	Look at the All about me book – celebrate each other	Why is listening to each other a good idea?	How do we stay safe from bugs? Why do we need to wash our hands and our bodies?	Why is eating healthy food important?	Why should we look after our town? What could we do?	How am I changing? What will carry on changing?
Week 4	Families What makes a family?	Why is sharing and trust important?	First aid – what do we do in an emergency? **Visit from a Nurse or Doctor**	How do we keep our bodies healthy?	Why should we look after the oceans?	How can I cope with change?
Week 5	What is special about our School Family – RMS/Malhamdale	Resolving conflict.	How do we stay safe online?	Why do we need to look after pets?	Why should we look after the animals?	What do I want to find out about Year 1?
Week 6	Being thankful for each other	Telling the truth and keeping promises.	What do the police/army do to keep us safe?	How do we keep our minds healthy?	Why should we pick up litter?	What have I learnt this year? What do I want to get better at next year?

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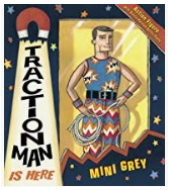
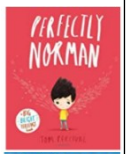
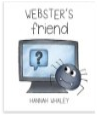
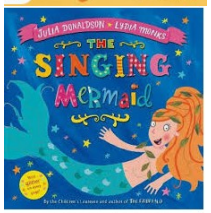
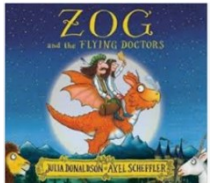
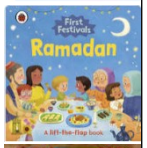
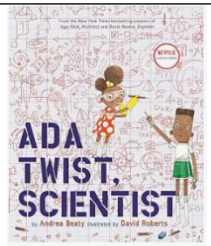
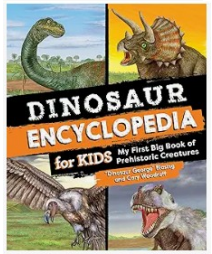
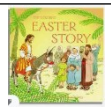
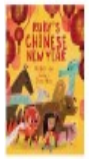
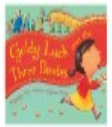
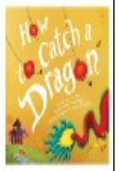
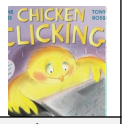
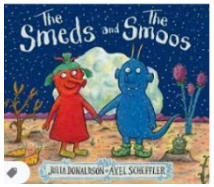
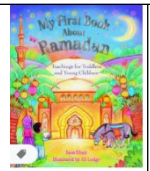
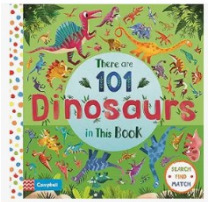
Year A

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Festivals/Celebrations	Yom Kippur Rosh Hashanah	Christmas Sukkot Chanukah Diwali		Easter Ramadan Eid-ul-Fitr Passover	Wesley Day Pesach	
	Believing **What is the important fact about…**		**Expressing** **Why is it special?**		**Living** **What is it like to be….**	
FS Understanding Christianity	**Incarnation** Why do Christians perform nativity plays at Christmas?		**Salvation** Why do Christians put a cross in an Easter Garden?		**Creation (God)** 'Why is the word 'God' so important to Christians?	
FS **Christianity** **Judaism** **Islam** **Hinduism**	F2 Which people are special and why?		F3 Which places are special and why? Virtual Visits..		F5 Being special: where do we belong? Methodism	F6 What is special about our world?

Area of Learning	**5.1.26**	**12.1.26**	**19.1.26**	**26.1.26**	**2.2.26**	**9.2.26**	**23.2.26**	**2.3.26**	**9.3.26**	**16.3.26**	**23.3.26**
Celebrations/ Awareness Days	**Epiphany**	**Hindu Harvest Festival**			**Black History Month**	**Shrove Tues (17th) Ash Wednesday (18th) Chinese New Year**	**Ramadan Mental Health Week**	**Ramadan** **Purim** **Holi Worl Book Day**	**Ramadan** **Mothering Sunday**	**Ramadan** **Eid-Al Fitr**	**Ramadan** **Palm Sunday**
Block Focus	**The Natural World** (Science) **Looking at materials** **What is this made of and how can we use it?**			**Past and Present** (History) **What toys did children play with before, and how are they the same or different from ours?**		**K & U The World** E Safety Week	**Creating With Materials** (Art) Drawing People Accurately Experimenting with materials, textures		**Creating With Materials** (D&T) Healthy Eating	**British Science Week - What questions would we ask?** **The Great Egg Drop Challenge**	**People, Culture and Communities** (RE) **What is Easter and why is it**

			(Geography) **Which places can we visit in our school or Richmond and how do we get there?**		**How are people the same and different?**	**Which foods help our bodies grow and stay healthy?**	**How can we keep our Egg –stronaut safe?**	**important to Christians? How do people celebrate it?**
K+U Sticky Knowledge	Observe & interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object & a boat floating on water · Use vocabulary to name specific features of the natural world, both natural & man-made · Notice & discuss patterns around them e.g. the effect of seasons on flora & fauna	• Use talk to organise, sequence and clarify thinking and events • Compare & contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past • Ask questions to find out more & to check understanding of what has been said • Understands questions such as who, why, when, where & how • Understands a range of complex sentence structures including tense markers • Engage in non-fiction books • Use talk to organise, sequence & clarify thinking, ideas, feelings & events • Articulate ideas & thoughts in well-formed sentences • Ask questions to find out more & to check understanding of what has been said • Understand and use vocabulary such as: yesterday,	• Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. • Describe some actions which people in their own community do that help to maintain the		• Use a range of tools competently & safely • Explore different textures. Encourage accurate drawings of people • Experiment to create different textures • Use tools to create different textures • Use a range of materials to create different textures • Manipulate materials to have a planned effect • Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding	• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health · Know & talk about the different factors that support their overall health & well-being: regular	• All plants need water, light and warmth to grow and survive • A seed produces roots to allow water to get into the plant and shoots to produce leaves to collects the sunlight • Extend vocabulary: blossom, buds, bulb, evergreen, deciduous • Describe what they see, hear & feel whilst outside • Name & describe some plants • Draw pictures of plants • Understand the effect of changing seasons on the natural world around them • Describe what they see, hear & feel whilst outside • Observational drawings of the natural world • Discuss how to care for the living things & their habitats	EASTER · Compare & contrast characters from stories, including figures from the past · Talks about past & present events in their own life & in the lives of family members

			last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain		area they live in. • Draw information from a simple map • Interpret range of sources of geographical information, including maps, globes, photographs			physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian	• observe how flora & fauna behave differently as the seasons change • Examine change over time • Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly & ladybirds	
Predicted Texts	 		 	  	Maps Atlas'  		Julia Donaldson Focus  	  	 	

					   					
C & L Listening, Attention and Understanding	• Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions					• Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions				
C&L Speaking	• Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle					• Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle				
P,S	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt					Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May				

and E D Self Regulation	• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions		exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
P,S and E D Managing Self	• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom		• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
P,S and E D Building Relationships	• Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play		Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
PD Gross Motor Skills	• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of		• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes,

	tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons		scissors, hairbrushes, toothbrush, scarves or ribbons
L Comprehension	• Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions		• Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions
L Word Reading	• Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words		• Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words
L Writing	• Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words		• Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
M Number And M Number Patterns	Comparison • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise		Comparison • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different

Whiter ose	that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Spatial Awareness • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like Shape • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks Pattern • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Measures • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories		ways, beginning to recognise that the total is still the same Spatial Awareness • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like Shape • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks Pattern • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Measures • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories
U the W Past and Presen t	Comment on images of familiar situations in the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Compare and contrast characters from stories, including figures from the past. Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.		Comment on images of familiar situations in the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Compare and contrast characters from stories, including figures from the past. Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods
U the W Peopl e, Cultur e and Comm unities	• Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family		Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
U the W The	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment •		• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the

Natural World	Begin to understand the effect their behaviour can have on the environment		effect their behaviour can have on the environment
E A & D Creating with Materials	• Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose		• Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose
EA & D Being Imaginative and Expressive	• Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally		• Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally
Technology	• Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet		• Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

RICHMOND

R.M.S.

METHODIST SCHOOL

Doing all the good we can

RICHMOND R.M.S. METHODIST SCHOOL

Doing all the good we can

EYFS Silverdale Medium Term Planning Year 2025/2026 (Range 1-2in Development Matters)

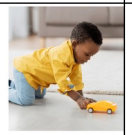
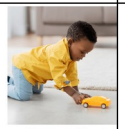
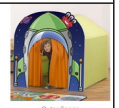
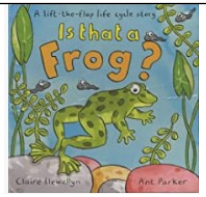
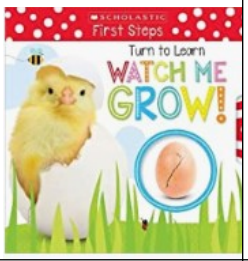
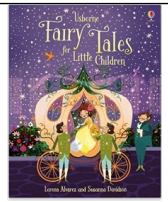
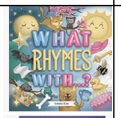
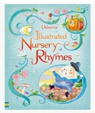
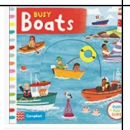
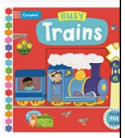
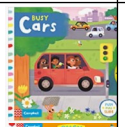
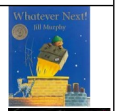
EYFS PSHE Plan

Relationships, Health and Wellbeing, Living in the Wider World

Worship Year A 2026-27	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Worship Year B 2025-26	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
FS Single year **(Followed in FS1)**	Why are we special? I Belong PANTS Super Me!	Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind,		How can we look after each other, our community and our environment? Look What I Can Do!	What will change as we go into Year 1 and what will stay the same? Yes I can!
Week 1	**PANTaSaurus**	**PANTaSaurus**	**PANTaSaurus**	**PANTaSaurus**	**PANTaSaurus**	**PANTaSaurus**
Week 2	Look at the All about me book – celebrate each other	Respecting other people – why?	How do we stay safe in the dark, including road safety? **Firefighters visit**	Why is having healthy teeth important?	Why should we look after each other?	What is the same about me as was in September?
Week 3	Look at the All about me book – celebrate each other	Why is listening to each other a good idea?	How do we stay safe from bugs? Why do we need to wash our hands and our bodies?	Why is eating healthy food important?	Why should we look after our town? What could we do?	How am I changing? What will carry on changing?
Week 4	Families What makes a family?	Why is sharing and trust important?	First aid – what do we do in an emergency? **Visit from a Nurse or Doctor**	How do we keep our bodies healthy?	Why should we look after the oceans?	How can I cope with change?
Week 5	What is special about our School Family – RMS/Malhamdale	Resolving conflict.	How do we stay safe online?	Why do we need to look after pets?	Why should we look after the animals?	What do I want to find out about Year 1?
Week 6	Being thankful for each other	Telling the truth and keeping promises.	What do the police/army do to keep us safe?	How do we keep our minds healthy?	Why should we pick up litter?	What have I learnt this year? What do I want to get better at next year?

RICHMOND R.M.S. METHODIST SCHOOL

Doing all the good we can

Area of Learning	5.1.26	1.1.26	19.1.26	26.1.26	2.2.26	9.2.26	16.2.26	23.2.26	2.3.26	9.3.26	16.3.26	23.3.26
Block Focus	**The Natural World** (Science)	**Technology and E Safety** (Computing) And K&U of the W cont.	**Past and Present** (History)		**Being Imaginative and Expressive** (Music)	**Creating With Materials** (Art)		**Creating With Materials** (Art)	**D & T** **World Book Day – 5/3/26**	**British Science Week** **Weather & Seasons**	**D & T**	**People, Culture and Communities** (RE)
Themes	 Life Cycles	 Road Safety Awareness Road safety and machines	 Mythical Creatures		**Nursery Rhymes Traditional**	 Safari			 Transport and Travel	 Weather and Seasons	 Transport and Travel	 Space
Predicted Texts	  		 	  	 			  	 	 	
K+U Sticky Knowled	• Explore different habitats outdoors, e.g. scent, colour & shape	• Shows skill in making toys work	• Retell past events in correct order • Use talk to connect ideas,		• Remember & sing familiar	• Create closed shapes with continuous			Time is key to so many discoveries in science,	• Develop own ideas & decide which	Time is key to so many discoveries in science,	Salvation Which

ge. This is a basis for further work in N1 & 2	of flowers attracting bees • Observe growth & decay over time • Begin to understand the need to respect & care for the natural environment & all living things • Talk about what they see, using a wide vocabulary • Understand the key features of the life cycle of a butterfly • Observe animals closely through a variety of means e.g. magnifiers & photographs • Look at key stages of development from birth to adult • Name & identify body parts • Observe & describe in words or actions the effects of physical activity on body • Understand the key features of the life cycle of an animal	by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-	explain what is happening and anticipate what might happen next, recall and relive past experiences • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how • Develop an understanding of growth, decay and changes over time • Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor • Preserve memories of special events e.g. make a book, video, photos • Share stories about people from the past who have an influence on the present	songs e.g. pop songs, rhymes • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs • Play instruments with increasing control to express their feelings & ideas • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding	lines, & begin to use these shapes to represent objects • Begin to use a variety of drawing tools • Draw with increasing complexity & detail, such as representing a face with a circle & including details • Show different emotions in their drawings • Explore colour & colour mixing • Explore different materials freely, in order to develop ideas about how to use them & what to make • Join different materials & explore different textures • Handling, feeling, enjoying and manipulating materials • Use variety of construction			technology, engineering and maths. Evolution looks at how plants and animals changed over a long period of time, the Earth's movements show us why we have seasons and different time zones. Lifecycles are all about how organisms grow and die during their time on our planet. The average human lifespan is almost 73 years. The passing of time prompted the invention of ways to mark it, from the sundial, to the pendulum	materials to use to express them • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play • Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously • Develop new skills & techniques • Use tools for a	technology, engineering and maths. Evolution looks at how plants and animals changed over a long period of time, the Earth's movements show us why we have seasons and different time zones. Lifecycles are all about how organisms grow and die during their time on our planet. The average human lifespan is almost 73 years. The passing of time prompted the invention of ways to mark it, from the sundial, to	places are special and why?

		capable technology with support • Know how to handle equipment safely • Begin to know that they shouldn't use devices without supervision	• Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because		variations & doing it spontaneously • Respond to what they have heard, expressing their thoughts & feelings • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know	materials • Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them • Notice what other children & adults do, mirroring what is observed • Practise artist's techniques • Discuss likes & dislikes about artwork			clock to digital clocks. Time is also vital in engineering; complicated machines have moving parts that all need work in time with each other for the machine to work smoothly.	purpose • Talk about the differences between materials & changes they notice • Make healthy choices	the pendulum clock to digital clocks. Time is also vital in engineering; complicated machines have moving parts that all need work in time with each other for the machine to work smoothly.	
Seasons and Celebration Stimulus						**Valentines** **Shrove Tuesday 17/2/26**		**Chinese New Year – Year of the Horse**	**Ramadan**	**Mothers Day**		**Easter**
PSHE	How do we stay safe and healthy? My Marvellous Mind							How I feel Changing Me				
Christian Values	Perseverance							Justice				
C & L Listening,	• Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in							• Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and				

Attention and Understanding	with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity • Understands different situations - able to follow routine events and activities using nonverbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. Throw the ball)		demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity • Understands different situations - able to follow routine events and activities using nonverbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. Throw the ball)
C&L Speaking	• Copies familiar expressions, e.g. Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) • Beginning to put two words together (e.g. Want ball, More juice) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it		• Copies familiar expressions, e.g. Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) • Beginning to put two words together (e.g. Want ball, More juice) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it
P,S and E D Self Regulation	• Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries		• Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries
P,S and E D Managing Self	• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine • Be ready to provide the kind of recovery method that each child needs, or to support the child in managing recovery for themselves. • Continue discussions with parents about the critical nature of sufficient sleep and how to provide daytime naps. • Be responsive to and encourage each child's drive to become independent in self-care situations. • Be aware of and learn about differences in cultural attitudes to children's developing independence. • Value children's choices and encourage them to try something new and healthy. • Create rituals and rhythms around dressing and hygiene routines, so that they are anticipated, enjoyable and effective. • Help toddlers to select clothing for going outside and make sure there is ample time for changing for going out and coming back inside, so that this becomes a pleasurable part of the overall		• Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine • Be ready to provide the kind of recovery method that each child needs, or to support the child in managing recovery for themselves. • Continue discussions with parents about the critical nature of sufficient sleep and how to provide daytime naps. • Be responsive to and encourage each child's drive to become independent in self-care situations. • Be aware of and learn about differences in cultural attitudes to children's developing independence. • Value children's choices and encourage them to try something new and healthy. • Create rituals and rhythms

	experience. • Encourage efforts such as when a young child offers their arm to put in a coat sleeve. • Discuss family expectations for toileting, since in some families and cultures young boys may be used to sitting rather than standing at the toilet.		around dressing and hygiene routines, so that they are anticipated, enjoyable and effective. • Help toddlers to select clothing for going outside and make sure there is ample time for changing for going out and coming back inside, so that this becomes a pleasurable part of the overall experience. • Encourage efforts such as when a young child offers their arm to put in a coat sleeve. • Discuss family expectations for toileting, since in some families and cultures young boys may be used to sitting rather than standing at the toilet.
P,S and E D Building Relationships	• Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration		• Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration
PD Gross Motor Skills PD Fine Motor Skills	• Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use		• Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use
L Comprehension			
L Word	• Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song		• Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with

Reading	and book sharing experience		actions and sounds in familiar song and book sharing experience
L Writing	As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child. • Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks		As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child. • Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks
M Number M Number Patterns	Comparison • Responds to words like lots or more Counting • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Cardinality • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things Spatial Awareness • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces Shape • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create the Pattern • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys Measures • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time		Comparison • Responds to words like lots or more Counting • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Cardinality • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things Spatial Awareness • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces Shape • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create the Pattern • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys Measures • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens

			next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time
U the W Past and Present			
U the W People, Culture and Communities	• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.		• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.
U the W The Natural World	• Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot		• Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot
E A & D Creating with Materials	• Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Notices and becomes interested in the transformative effect of their action on materials and resources		• Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Notices and becomes interested in the transformative effect of their action on materials and resources
EA & D Being Imaginative and Expressive	• Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals		• Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals
Technology	• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times • Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them		Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times • Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them

RICHMOND

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METHODIST SCHOOL

Doing all the good we can