Treker	etter etter ing and Laughing Together	Trekenner Primary School FS1/2 Long Term Plan Cycle A							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
		PSED	LITERACY	UTW	UTW	UTW	UTW		
		Let's Explore Build It Up	Marvellous Machines	Long Ago Stories & Rhymes	Ready, Steady Grow	Animal Safari Creep, Crawl,	On The Beach Move It, Moving		
			Puppets & Pop Ups	Stories & Knymes	Signs of Spring	Wriggle	On		

	Nursery [2-3yo]:	Nursery [2-3yo]:				
	o Express their ideas	o Express their ideas	o Express their	o Express their ideas	o Express their ideas	o Express their
	and feelings about	and feelings about	ideas and feelings	and feelings about	and feelings about	ideas and feelings
	their experiences	their experiences	about their	their experiences	their experiences	about their
	using full sentences,	using full sentences,	experiences using	using full sentences,	using full sentences,	experiences using
<u></u>	including use of past,	including use of past,	full sentences,	including use of past,	including use of past,	full sentences,
ag	present and future	present and future	including use of past,	present and future	present and future	including use of
anguage	tenses and making use	tenses and making use	present and future	tenses and making use	tenses and making use	past, present and
an	of conjunctions, with	of conjunctions, with	tenses and making	of conjunctions, with	of conjunctions, with	future tenses and
	modelling and support	modelling and support	use of conjunctions,	modelling and support	modelling and support	making use of
and	from their teacher	from their teacher	with modelling and	from their teacher	from their teacher	conjunctions, with
	FS1[3/4yo]	FS1[3/4yo]	support from their	FS1[3/4yo]	FS1[3/4yo]	modelling and
Communication	o Hold conversation	o Make comments	teacher	o Give focused	o Hold conversation	support from their
ati	when engaged in back-	about what they have	FS1[3/4yo]	attention to what the	when engaged in	teacher
ic.	and-forth exchanges	heard and ask	o Give focused	teacher says,	back-and-forth	FS1[3/4yo]
	with their teacher and	questions to clarify	attention to what	responding	exchanges with their	o Make comments
M	peers.	their understanding. o	the teacher says,	appropriately even	teacher and peers.	about what they
u o	o Participate in small	Offer explanations	responding	when engaged in	o Participate in small	have heard and ask
0	group, class and one-	for why things might	appropriately even	activity, and show an	group, class and one-	questions to clarify
	to-one discussions,	happen, making use of	when engaged in	ability to follow	to-one discussions,	their understanding.
	offering their own	recently introduced	activity, and show an	instructions involving	offering their own	o Offer explanations
	ideas, using recently	vocabulary from	ability to follow	several ideas or	ideas, using recently	for why things might
	introduced vocabulary.	stories, non-fiction,	instructions involving	actions.	introduced	happen, making use
	FS2[Reception]			FS2[Reception]	vocabulary.	of recently

Treken	The Primary School Ining and Laughing Together	Trek	enner Primary Scho	ol FS1/2 Long Ter	rm Plan Cycle A		TREMEMIER
		Autumn 1Autumn 2Spring 1Spring 2Summer 1					
		PSED	LITERACY	UTW	UTW	UTW	UTW
		Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On
		o Listen attentively and respond to what they hear with relevant questions, comments and actions	rhymes and poems when appropriate. FS2[Reception] o Listen attentively and respond to what	several ideas or actions. FS2[Reception] o Listen attentively and respond to what	o Listen attentively and respond to what they hear with relevant questions, comments and actions	FS2[Reception] o Listen attentively and respond to what they hear with relevant questions,	introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

	0	Listen attentively	rnymes and poems	several ideas or	o Listen attentively	r 52[Reception]	introduced
	ar	nd respond to what	when appropriate.	actions.	and respond to what	o Listen attentively	vocabulary from
	tł	hey hear with	FS2[Reception]	FS2[Reception]	they hear with	and respond to what	stories, non-fiction,
	re	elevant questions,	o Listen attentively	o Listen attentively	relevant questions,	they hear with	rhymes and poems
	cc	omments and actions	and respond to what	and respond to what	comments and actions	relevant questions,	when appropriate.
	w	hen being read to	they hear with	they hear with	when being read to	comments and actions	FS2[Reception]
	ar	nd during whole class	relevant questions,	relevant questions,	and during whole class	when being read to	o Listen attentively
	di	iscussions and small	comments and actions	comments and	discussions and small	and during whole class	and respond to what
	gr	roup interactions. o	when being read to	actions when being	group interactions. o	discussions and small	they hear with
	M	lake comments about	and during whole class	read to and during	Hold conversation	group interactions. o	relevant questions,
	w	hat they have heard	discussions and small	whole class	when engaged in back-	Make comments about	comments and
	ar	nd ask questions to	group interactions. o	discussions and small	and-forth exchanges	what they have heard	actions when being
	cl	larify their	Hold conversation	group interactions. o	with their teacher and	and ask questions to	read to and during
	ur	nderstanding. o	when engaged in back-	Make comments	peers. o Participate in	clarify their	whole class
	0	offer explanations	and-forth exchanges	about what they	small group, class and	understanding. o	discussions and small
	fc	or why things might	with their teacher and	have heard and ask	one-to-one	Offer explanations	group interactions. o
	ha	appen, making use of	peers. o Participate in	questions to clarify	discussions, offering	for why things might	Hold conversation
	re	ecently introduced	small group, class and	their understanding.	their own ideas, using	happen, making use of	when engaged in
	vo	ocabulary from	one-to-one	o Offer explanations	recently introduced	recently introduced	back-and-forth
	st	tories, non-fiction,	discussions, offering	for why things might	vocabulary.	vocabulary from	exchanges with
	rł	hymes and poems	their own ideas, using	happen, making use	FS2[Reception]:	stories, non-fiction,	their teacher and
	w	hen appropriate. o	recently introduced	of recently	o Set and work	rhymes and poems	peers. o Participate
	E	xpress their ideas	vocabulary.	introduced	towards simple goals,	when appropriate. o	in small group, class
	ar	nd feelings about	FS2[Reception]:	vocabulary from	being able to wait for	Express their ideas	and one-to-one
		_	o Set and work	stories, non-fiction,	what they want and	and feelings about	discussions, offering
	us	sing full sentences,	towards simple goals,	rhymes and poems	control their	their experiences	their own ideas,

Trekenner Primary School Liking. Laarning and Laughing Together	Treke	enner Primary Scho	ol FS1/2 Long Ter	rm Plan Cycle A		TREMERANNER
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PSED	LITERACY	UTW	UTW	UTW	UTW
	Let's Explore Build It Up including use of past,	Marvellous Machines Puppets & Pop Ups being able to wait for	Long Ago Stories & Rhymes when appropriate. o	Ready, Steady Grow Signs of Spring immediate impulses	Animal Safari Creep, Crawl, Wriggle using full sentences,	On The Beach Move It, Moving On using recently
	present and future tenses and making use of conjunctions, with modelling and support from their teacher.	what they want and control their immediate impulses when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others.	including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	introduced vocabulary. FS2[Reception]: o Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and

Trekenner Primary School Living. Learning and Laughing Together	Trekenner Primary School FS1/2 Long Term Plan Cycle A							
	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1							
	PSED	LITERACY	UTW	UTW	UTW	UTW		
	Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On		

	cooperatively and take turns with others.				perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play cooperatively and take turns with others.
FS1[3/4yo]:	FS1[3/4yo]:	FS1[3/4yo]:	FS1[3/4yo]:	FS1[3/4yo]:	FS1[3/4yo]:
o Show an	o Show an	o Show an	o Show an	o Show an	o Show an
understanding of their	understanding of their	understanding of	understanding of their	understanding of	understanding of
own feelings and those	own feelings and those	their own feelings	own feelings and those	their own feelings and	their own feelings
of others, and begin	of others, and begin	and those of others,	of others, and begin	those of others, and	and those of others,
to regulate their	to regulate their	and begin to	to regulate their	begin to regulate	and begin to
behaviour accordingly.	behaviour accordingly.	regulate their	behaviour accordingly.	their behaviour	regulate their
FS2[Reception]:	FS2[Reception]:	behaviour	FS2[Reception]:	accordingly.	behaviour
o Set and work	o Give focused	accordingly.	o Give focused	FS2[Reception]:	accordingly.
towards simple goals,	attention to what the	FS2[Reception]:	attention to what the	o Set and work	FS2[Reception]:
being able to wait for	teacher says,	o Set and work	teacher says,	towards simple goals,	o Give focused
what they want and	responding	towards simple	responding	being able to wait for	attention to what
control their	appropriately even	goals, being able to	appropriately even	what they want and	the teacher says,
immediate impulses	when engaged in	wait for what they	when engaged in	control their	responding
when appropriate. o	activity, and show an	want and control	activity, and show an	immediate impulses	appropriately even

Trekenner Primary School Living. Learning and Laughing Together	Irekenner Primary School FS1/2 Long Term Plan Cycle A									
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
	PSED	LITERACY	UTW	UTW	UTW	UTW				
	Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On				
	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the	ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play	their immediate impulses when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show	ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try to behave accordingly. o Work and play	when appropriate. o Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence,	when engaged in activity, and show ar ability to follow instructions involving several ideas or actions. o Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. o Explain the reasons for rules, know right from wrong and try				

independence,

resilience and

perseverance in the

face of challenge. o

Explain the reasons

for rules, know right

from wrong and try

accordingly. o Work

cooperatively and

to behave

and play

cooperatively and take

Know which adults look

after them and who to

turns with others, o

tell if they feel

worried or scared.

resilience and

perseverance in the

face of challenge. o

Explain the reasons

for rules, know right

from wrong and try to

behave accordingly. o

Work and play

cooperatively and

take turns with

others.

to behave

and play

accordingly. o Work

cooperatively and

others, o Know which

them and who to tell

if they feel worried

take turns with

adults look after

or scared.

cooperatively and take

Know which adults look

after them and who to

turns with others, o

tell if they feel

worried or scared.

cooperatively and take turns with others.

face of challenge. o

Explain the reasons

for rules, know right

from wrong and try to

behave accordingly. o

Work and play

Trekenner Primary School Living. Learning and Laughing Together	Trek	enner Primary Scho	ol FS1/2 Long Ter	m Plan Cycle A		TREMEMAN		
	Autumn 1	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1						
	PSED	LITERACY	UTW	UTW	UTW	UTW		
	Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On		
			take turns with others.					

	Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills	Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills	Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills	Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills	Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills	Nursery [y2/3] Opportunities for mark making and developing gross and fine motor skills
	FS1[3/4yo] o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. o Negotiate space and obstacles safely, with consideration for themselves and others.	FS1[3/4yo] o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. o Negotiate space and obstacles safely, with consideration for themselves and others.	F51[3/4yo] o Negotiate space and obstacles safely, with consideration for themselves and others. o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	FS1[3/4yo] o Negotiate space and obstacles safely, with consideration for themselves and others. o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. FS2[Reception]:	FS1[3/4yo] o Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. FS2[Reception] o Demonstrate strength, balance and	FS1[3/4yo] o Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. FS2[Reception]: o Explore a range of tools and equipment to perform practical
	FS2[Reception] o Demonstrate	FS2[Reception]: o Negotiate space and	FS2[Reception] o Hold a pencil	Hold a pencil effectively in	coordination when playing. o Use a range	tasks safely, for example, cutting and
	strength, balance and	obstacles safely, with	effectively in	preparation for fluent	of small tools,	joining.

Treken	entre Perimary School ling and Laughing Together								
		Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1							
		PSED	LITERACY	UTW	UTW	UTW	UTW		
		Let's Explore	Marvellous	Long Ago	Ready, Steady	Animal Safari	On The Beach		
		Build It Up	Machines	Stories & Rhymes	Grow	Creep, Crawl,	Move It, Moving		
			Puppets & Pop Ups		Signs of Spring	Wriggle	On		
		coordination when playing. o Use a range of small tools, including scissors, paint brushes and cutlery. o Begin to show accuracy and care when drawing.	consideration for themselves and others. o Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	preparation for fluent writing - using the tripod grip in almost all cases. o Begin to show accuracy and care when drawing.	writing - using the tripod grip in almost all cases. o Use a range of small tools, including scissors, paint brushes and cutlery	including scissors, paint brushes and cutlery. o Begin to show accuracy and care when drawing.			
		Nursery[2-3yo]: o Say a sound for each letter in the alphabet o Begin to write recognisable letters, FS1[3/4yo]: o Demonstrate understanding of what	Nursery[2-3yo]: o Say a sound for each letter in the alphabet. o Begin to write recognisable letters. FS1[3/4yo]: o Demonstrate understanding of what	Nursery[2-3yo]: o Say a sound for each letter in the alphabet o Begin to write recognisable letters, FS1[3/4yo]: o Demonstrate understanding of	Nursery[2-3yo]: o Say a sound for each letter in the alphabet. o Begin to write recognisable letters. FS1[3/4yo]: o Demonstrate understanding of what	Nursery[2-3yo]: o Say a sound for each letter in the alphabet o Begin to write recognisable letters, FS1[3/4yo]: o Demonstrate understanding of	Nursery[2-3yo]: o Say a sound for each letter in the alphabet. o Begin to write recognisable letters. FS1[3/4yo]: o Demonstrate understanding of		

what has been read

to them by retelling

their own words and

recently introduced

stories and

vocabulary.

narratives using

has been read to them

by retelling stories

and narratives using

their own words and

recently introduced

o Join in with rhymes

and poems and during

vocabulary.

role-play.

has been read to them

by retelling stories

and narratives using

their own words and

recently introduced

o Join in with rhymes

and poems and during

vocabulary.

role-play.

what has been read to

stories and narratives

using their own words

them by retelling

and recently

introduced

vocabulary.

what has been read

to them by retelling

their own words and

recently introduced

stories and

vocabulary.

narratives using

has been read to them

by retelling stories

and narratives using

their own words and

recently introduced

o Join in with rhymes

and poems and during

vocabulary.

role-play

Trekenner Primary School FS1/2 Long Term Plan Cycle A									
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	PSED	LITERACY	UTW	UTW	UTW	UTW			
	Let's Explore	Marvellous	Long Ago	Ready, Steady	Animal Safari	On The Beach			
	Build It Up	Machines	Stories & Rhymes	Grow	Creep, Crawl,	Move It, Moving			
		Puppets & Pop Ups		Signs of Spring	Wriggle	On			
	appropriate - key events in stories. o Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and	identifying sounds in them and representing the sounds with a letter or letters. FS2[Reception]: o Anticipate - where appropriate - key events in stories. o	and during role-play FS2[Reception]: o Anticipate - where appropriate - key events in stories. o Use and understand recently introduced vocabulary during	identifying sounds in them and representing the sounds with a letter or letters. FS2[Reception]: o Anticipate - where appropriate - key events in stories, o	role-play FS2[Reception]: o Anticipate - where appropriate - key events in stories. o Use and understand recently introduced vocabulary during	and during role-play FS2[Reception]: o Spell words by identifying sounds i them and representing the sounds with a letter or letters.			
	during role-play. O RWI set 1 sounds Word time 1.1-17 Enjoy looking at books and sharing stories. events in	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and	discussions about stories, non-fiction, rhymes and poems and during role-play. O RWI set 1 special friends Ditties	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and	discussions about stories, non-fiction, rhymes and poems and during role-play. O RWI set 2 sounds Red Ditties/Green	FS2[Reception]: o Anticipate - wher appropriate - key events in stories. o Use and understand recently introduced			

books and sharing

stories. events in

stories.

read by others.

Red Ditty books

Enjoy looking at

books and sharing

stories. events in

stories.

O RWI set 2 sounds

stories.

Enjoy looking at

books and sharing

stories, events in

discussions about

stories, non-fiction,

and during role-play.

Green/Purple Books

rhymes and poems

read by others.

O RWI set 2 Sounds

read by others.

O RWI set 1 sounds

Word time 1,1-17

Enjoy looking at

books and sharing

stories. events in

stories.

Trekenner Primary School Living, Learning and Laughing Together						TREKENNER
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PSED	LITERACY	UTW	UTW	UTW	UTW
	Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On
						Enjoy looking at books and sharing stories. events in stories.
	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-5 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-5 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-5 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-5 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-10 FS2 Reception: White Rose Maths Reception programme.	Nursery[2-3yo]: Counting rhymes and activities FS1 [3-4 yo]: Counting/Shape and measure activities Recognising numbers 1-10 FS2 Reception: White Rose Maths Reception programme.
	Nursery[2-3yo]: o Find out about and use a range of everyday technology.	FS2[Reception]: o Make observations about the world around them. o Sort	Nursery[2-3yo]: o Find out about and use a range of everyday technology.	FS2[Reception]: o Make observations about the world around them. o Sort	Nursery[2-3yo]: o Find out about and use a range of everyday technology.	FS2[Reception]: o Make observations about the world around them. o Sort

FS1[3/4yo]:

immediate

o Describe their

environment using

and group materials

about how they are

similar or different

and resources and talk

FS1[3/4yo]:

immediate

o Describe their

environment using

and group materials

talk about how they

and resources and

FS1[3/4yo]:

immediate

o Describe their

environment using

and group materials

about how they are

similar or different

and resources and talk

Trekenner Primary School Living. Learning and Laughing Together	Trekenner Primary School FS1/2 Long Term Plan Cycle A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PSED	LITERACY	UTW	UTW	UTW	UTW
	Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On
	knowledge from observation, discussion, stories, non-fiction texts and		knowledge from observation, discussion, stories, non-fiction texts		knowledge from observation, discussion, stories, non-fiction texts and	are similar or different

5	5		
	observation,	observation,	different
discussion, stories,	discussion, stories,	discussion, stories,	
non-fiction texts and	non-fiction texts	non-fiction texts and	
maps.	and maps.	maps.	
FS2[Reception]:	FS2[Reception]:	FS2[Reception]:	
o Create simple	o Create simple	o Create simple	
programs. o	programs. o	programs. o	
Understand the past	Understand the past	Understand the past	
through settings,	through settings,	through settings,	
characters and events	characters and	characters and	
encountered in books	events encountered	events encountered in	
read in class and	in books read in	books read in class	
storytelling. o Explain	class and	and storytelling. o	
some similarities and	storytelling. o	Explain some	
differences between	Explain some	similarities and	
life in this country and	similarities and	differences between	
life in other countries,	differences between	life in this country	
drawing on knowledge	life in this country	and life in other	
from stories, non-	and life in other	countries, drawing on	
fiction texts and -	countries, drawing	knowledge from	
when appropriate -	on knowledge from	stories, non-fiction	
maps. o Explore the	stories, non-fiction	texts and - when	
natural world around	texts and - when	appropriate – maps. o	
them, making	appropriate – maps.	Explore the natural	
observations and	o Explore the	world around them,	
	maps. FS2[Reception]: o Create simple programs. o Understand the past through settings, characters and events encountered in books read in class and storytelling. o Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and - when appropriate - maps. o Explore the natural world around them, making	discussion, stories, non-fiction texts and maps.discussion, stories, non-fiction texts and maps.FS2[Reception]: o Create simple programs. o Understand the past through settings, characters and events encountered in books read in class and some similarities and differences between life in other countries, drawing on knowledge from stories, non- fiction texts and - when appropriate - maps. o Explore the natural world around them, makingdiscussion, stories, non-fiction texts and maps.discussion, stories, non-fiction texts and maps.file in other country countries, non- fiction texts and - when appropriate - maps.discussion, stories, non-fiction texts and - when appropriate - maps.	discussion, stories, non-fiction texts and maps.discussion, stories, non-fiction texts and maps.discussion, stories, non-fiction texts and maps.FS2[Reception]: o Create simple programs. o Understand the past through settings, characters and events encountered in books some similarities and differences betweenFS2[Reception]: o Create simple programs. o Understand the past through settings, characters and events encountered in books read in class and some similarities and differences betweenClass and some similarities and differences betweenClass and similarities and differences between life in this country and life in other countries, non- fiction texts and - countries, drawing on knowledge from stories, non- fiction texts and - countries, drawing on knowledge from when appropriate - maps. o Explore the natural world around texts and - when appropriate - maps.discussion, stories, non-fiction texts and maps.discussion, stories, non-fiction textsdifferences between appropriate - maps.discussion, stories, non-fiction texts and maps.differences the from stories, non- fiction texts and - when appropriate - maps. o Explore the natural world around them, makingdiscussion, stories, non-fiction texts and - when appropriate - maps.

	Treken	entre Primary School ling and Laughing Together							
Let's Explore Marvellous Long Ago Ready, Steady Animal Safari On The Beach Build It Up Machines Stories & Rhymes Grow Creep, Crawl, Move It, Moving			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Build It Up Machines Stories & Rhymes Grow Creep, Crawl, Move It, Moving			PSED	LITERACY	UTW	UTW	UTW	UTW	
			Let's Explore	Marvellous	Long Ago	Ready, Steady	Animal Safari	On The Beach	
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Puppers & Pop Ops Signs of Spring Wriggle On				Puppets & Pop Ups		Signs of Spring	Wriggle	On	

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Trekenner Primary School Living, Learning and Laughing Together	Trekenner Primary School FS1/2 Long Term Plan Cycle A					TREMEMENT	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	PSED	LITERACY	UTW	UTW	UTW	UTW	
	Let's Explore	Marvellous	Long Ago	Ready, Steady	Animal Safari	On The Beach	
	Build It Up	Machines	Stories & Rhymes	Grow	Creep, Crawl,	Move It, Moving	
		Puppets & Pop Ups		Signs of Spring	Wriggle	On	
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Trekenner Primary School Living. Learning and Laughing Together	Trekenner Primary School FS1/2 Long Term Plan Cycle A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PSED	LITERACY	UTW	UTW	UTW	UTW
	Let's Explore Build It Up	Marvellous Machines Puppets & Pop Ups	Long Ago Stories & Rhymes	Ready, Steady Grow Signs of Spring	Animal Safari Creep, Crawl, Wriggle	On The Beach Move It, Moving On
	texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	tools and techniques, experimenting with colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.	variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. o Test their ideas. o Take part in imaginative, creative and sensory play activities.