

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>General Themes</b>	<b>I Am Unique</b> Starting school / my new class / New Beginnings Staying healthy / Food / Human body My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe. People who help us.	<b>Let's Celebrate</b> Birthdays, special events. Halloween, Bonfire Night, Diwali, Christmas, Toys from the past. Black History Month Remembrance Day	<b>The Wonderful World</b> Winter, different types of weather, animals, local environment. Comparing weather to other parts of the world. Recycling.	<b>How Does Your Garden Grow?</b> Plants, exploring food (Healthy/unhealthy) Gardening. Grow your one beanstalk (Jack and the beanstalk). Mini beasts	<b>Adventures Above and Under the Clouds</b> Space, Easter, traditional tales. super heroes	<b>Let's Go on a Journey</b>  Summer, ourselves, growing and moving on. Dinosaurs
<b>Suggested Texts</b>  <i>Highlighted still to order</i>	The Colour Monster Calm Down Boris We're Going on a Bear Hunt Owl Babies All My Friends Friends My Dad My Mum What I like My Dad is a Grizzly Bear Splat the Cat The bear that would not share	The Gingerbread Man The Smeds and The Smoos The Ghanaian Goldilocks Mixed by Arree Chung Rama and Sita My World, Your World The Three Billy Goats Gruff The Water Princess Jullian at the wedding The Night Journey Snappy birthday	Chinese New Year story. The Three Little Pigs Mr Gumpy's Outing Handa's Surprise Rumble in the Jungle Fish Big Bear Little Brother Five Little Friends Dear Greenpeace Michael Recycle Mama Panya's Pancakes If I could paint the World	Oliver's Garden The Enormous Turnip The Tiny Seed Stanley's Stick Jack and the Beanstalk Leaf Man The Hungry Caterpillar What the ladybird said A Scientist Like Me Super Worm Curious garden	Aliens love underpants Aliens in Underpants Save the World Here Come the Aliens Super Tato The Gruffalo Beegu Little Red Riding Hood Goldilocks and The Three Bears Whatever Next Elliot Midnight Superhero Charlies Superhero underpants	Dinosaur bones poem. On The Way Home. Dinosaurs Love Underpants How do dinosaurs get the school? Saturday Night at the Dinosaur Stomp Captain Flin and the Pirate Dinosaurs Harry and the Bucket full of Dinosaurs
<b>Wow Moments/ Experiences</b>	What do I want to be when I grow up? Visit from key workers - visit nurse etc. Autumn walk in local park. Harvest	Panto Fire Brigade visit Camp fire - Roasting marshmallows/potatoes. Food tasting from different cultures. Curiosity cube – artefacts from different countries. Nativity	Visit to shop? Visit a farm? Chinese New Year – connect with Chinese school – to be confirmed. Making ice experiment Weather experiments Weather Forecast videos	Picnic Planting seeds Easter time Nature Scavenger Hunt Mother's Day Queen's Birthday Science Week Easter Egg Hunt Life cycles – butterflies	Library visit Launching rockets. Alien crash landing- underpants, Super hero day	Transition Father's Day Heathy Eating Week. Egg discovery Dinosaur in school grounds.

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General Themes	I am Unique	Let's Celebrate	The Wonderful World	How Does Your Garden Grow?	Adventures Above and Under the Clouds	Let's Go on an Journey
Characteristics of Effective Learning	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Over Arching Principles	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>Our EYFS curriculum is carefully sequenced to enable the development of essential skills such as listening, speaking, persistence, collaboration and self-regulation. These skills are each accompanied by a child friendly toolkit. These toolkits are aligned to the EYFS objectives and prepare children for the toolkits in KS1 and beyond.</i></p> <p><i>In addition, our curriculum:</i></p> <ul style="list-style-type: none"> <li>•Allows children to progress towards and achieve the Early Learning Goals by the end of FS2.</li> <li>•Enables children to develop Characteristics of Effective Learning.</li> <li>•Recognises the importance of emotional well-being.</li> </ul> <p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					

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Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and	Settling in activities Encourage children to listen to stories and talk about what they have seen and heard. Talk about their emotions and develop the related vocabulary. Making friends Talking about their experiences. What are their interests/goals? Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Sing nursery rhymes	Develop vocabulary Discovering new interests Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose diverse books that will develop their vocabulary.	Using language well Ask how and why questions... Discovering interests Retell a story with story language Story invention – verbal Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Describe events in detail – time connectives Deepen their interests. Understand how to listen carefully and why listening is important. Use curiosity cube to encourage questioning – who, what, where, when, how Sustained focus when listening to a story – predict what will happen next, retell a story, Articulate well-formed sentences – supported through modelling.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own likes.	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.  Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

weekly interventions		Sing familiar songs	Engage in non-fiction books – to develop a wider vocab	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		
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Personal Social and Emotional	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
Managing Self Self - Regulation (The zones of Regulation)	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel scenarios</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking after our planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>

**Early learning Goals:** Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. 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.

- \* Controlling own feelings and behaviours

- \*Applying personalised strategies to return to a state of

- \*Being able to curb impulsive behaviours \*Being able to concentrate on a task

- \*Being able to ignore distractions

- \*Behaving in ways that are pro-social

- \*Planning

- \*Thinking before acting

- \*Delaying gratification

- \* Persisting in the face of difficulty.

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General Themes	I am Unique	Let's Celebrate	The Wonderful World	How Does Your Garden Grow?	Adventures Above and Under the Clouds	Let's Go on a Journey
Physical activity	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Fine Motor	<p>Follow dough disco scheme</p> <p>Follow squiggle whilst you wiggle- straight, circle, humps, snail shells, twists and lazy eights.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Follow dough disco scheme</p> <p>Follow squiggle whilst you wiggle- straight, circle, humps, snail shells, twists and lazy eights.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p> <p>Teach and model correct letter formation - RWI</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p> <p>Teach and model correct letter formation - RWI</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p> <p>Teach and model correct letter formation - RWI</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle /</p> <p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Teach and model correct letter formation - RWI</p>

		correct letter formation - RWI				
Gross Motor	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Crates play-climbing. Skipping ropes in outside area dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>PE - Travelling Can stand momentarily on one foot when shown. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>PE – Dance Begins to build a repertoire of songs and dances. Make dances and experiment with ways of changing them. Show good control and coordination in large and small movements. Represent their own ideas, thoughts and feelings through dance</p>	<p>PE – Obstacles Show good control and coordination in large and small movements. To move confidently in a range of ways, safely negotiating space. Know the importance of good health of physical exercise and talk about ways to keep healthy and safe.</p>	<p>PE – Gymnastics and Fundamental Movement. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps off an object and lands appropriately. Experiments with different ways of moving.</p>	<p>PE – Games Show good control and coordination in large and small movements To move confidently in a range of ways, safely negotiating space Know the importance of good health of physical exercise and talk about ways to keep healthy and safe Can hop and skip confidently in time to music</p>

		Experiments with different ways of moving.				
<p><b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, climbing – outdoor equipment., Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p><b>From Development Matters 20’:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>						

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Literacy	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension - Developing a passion for reading Children will visit the library weekly	<p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</p> <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Know the difference between text and illustrations.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Join in with repeated refrains and key phrases.</p> <p><b>Phonic Sounds:</b> RWI Set 1</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds,</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p><b>Phonic Sounds:</b> RWI Set depending on ability.</p>	<p>Use picture clues to help read a simple text.</p> <p>Predict and anticipate key events based on illustrations, story content and title.</p> <p>Understand the structure of a non-fiction book is different to a fiction book.</p> <p>Play is influenced by experience of books (small world, role play).</p> <p><b>Phonic Sounds:</b> RWI Ditties</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.</p> <p>Independently access the features of a non-fiction book.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p> <p><b>Phonic Sounds:</b> RWI Set depending on ability</p>	<p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Respond to questions about how and why something is happening.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p><b>Phonic Sounds:</b> RWI Set depending on ability</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>Talk about themes of simple texts e.g. perseverance, good v evil.</p> <p><b>Phonic Sounds:</b> RWI Set depending on ability</p> <p><b>Reading:</b> Reading simple sentences with fluency.</p>

Word reading	<p>reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff.</p>
Writing	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Label characters <b>Owl Babies</b></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams</p>	<p><b>Texts as a Stimulus:</b> <b>The Gingerbread Man</b> Sequence the story</p> <p><b>The Three Billy Goats Gruff</b> (Defeat Monster) Speech bubbles</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story</p>	<p><b>Texts as a Stimulus:</b> <b>Mr Gumpys outing</b> CVC words / simple sentence writing using high frequency words</p> <p><b>Handa's Surprise (journey story)</b> Labels and simple captions</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p><b>Texts as a Stimulus:</b> <b>Jack and the Beanstalk</b> – retell parts of the story / repeated refrains / speech bubbles</p> <p><b>The Enormous Turnip</b> Instructions – turnip soup Invitations</p> <p>Healthy Food – My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple</p>	<p><b>Texts as a Stimulus:</b> <b>Beegu</b> – Recount of Beegu's journey</p> <p><b>Goldilocks and The Three Bears</b> - Retell the story in own words Write new version Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital</p>	<p><b>Texts as a Stimulus:</b> <b>Dinosaur Bones Poem.</b> Innovate poem</p> <p><b>On the way home</b> – Independent write</p> <p>Explore poetry, story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own</p>

	Messages – Create a Message centre!	Write a sentence	Guided writing based around developing short sentences in a meaningful context. Create a story board.	sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Character descriptions.	letters correctly. Rhyming words. Instructions for porridge.	stories. Character description Write three sentences – B, M & E.
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Maths	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>Exploring numbers to 5</b></p> <ul style="list-style-type: none"> <li>- Subitising</li> <li>- One-one counting</li> <li>- Number representations</li> </ul> <p><b>Sorting/comparting groups</b></p> <ul style="list-style-type: none"> <li>- Odd one out</li> <li>- Comparing quantities of identical/non-identical objects.</li> <li>- More/fewer</li> <li>- More/Less</li> </ul> <p><b>Time</b></p> <p>First/ now / then Past and present events</p>		<p><b>Number and Place Value</b></p> <p>Numbers to 10 Making Pairs / Combining different groups Ten frames Number representations</p> <p><b>Comparing numbers within 10</b></p> <ul style="list-style-type: none"> <li>- Fewer</li> <li>- More</li> <li>- More than</li> </ul> <p><b>Addition to 10</b></p> <ul style="list-style-type: none"> <li>- Combing 2 groups to find the whole</li> <li>- Part whole model</li> <li>- Number Bonds to 10</li> </ul> <p><b>Subtraction</b></p> <ul style="list-style-type: none"> <li>- How many are left?</li> <li>- Subtraction using part whole model</li> <li>- Subitising</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>- Length, height and distance</li> <li>- Longer/shorter</li> <li>- Heavier/Lighter</li> </ul> <p><b>Exploring Patterns</b></p>		<p><b>To 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>- Building numbers beyond 10 10-15</li> <li>- Counting patterns beyond 10</li> <li>- Counting on</li> <li>- Number lines</li> <li>- Adding by counting</li> <li>- Taking away and counting back</li> </ul> <p><b>Patterns</b></p> <p>Making more complex pattern</p> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>- Halving</li> <li>- Doubling</li> <li>- Sharing</li> <li>- Subitising</li> <li>- Odds and evens</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>- Length</li> <li>- Weight</li> <li>- Distance</li> <li>- Volume</li> <li>- Capacity.</li> </ul>	

	<ul style="list-style-type: none"><li>- Making simple patterns</li><li>- 2D/3D shapes</li><li>- Exploring more complex patterns</li></ul>	
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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
General Themes	I am Unique	Let's Celebrate	The Wonderful World	How Does Your Garden Grow?	Adventures Above and Under the Clouds.	Let's Go on a Journey
Understanding the World  RE / Festivals	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate</p>	<p>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past.</p> <p>Use world maps to show children where some stories are based. Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>	<p>Use Handa's Surprise to explore a different country.</p> <p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Could include a trip to the farm.</p> <p>Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to</p>	<p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Seed sorting/investigating.</p> <p>Trip to our local park (to link with seasons compare to previous trip in Autumn); discuss what we will see on our journey to the park and how we will get there.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear</p>	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country.</p> <p>Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for</p>

<p>family and community.          Navigating around our classroom and outdoor areas.          Create treasure hunts to find places/ objects within our learning environment.          Introduce children to different occupations and how they use transport to help them in their jobs.</p>		<p>what children say about what they see          Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.          Can children make comments on the weather, culture, clothing, housing.          Change in living things –          Changes in the leaves, weather, seasons,          Look for children incorporating their understanding of the seasons and weather in their play.          Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.          Draw children’s attention to the immediate environment, introducing and modelling new</p>	<p>the natural world around them during hands-on experiences.          Use the BeeBots          Understand lifecycle of a caterpillar          After close observation, draw pictures of the natural world, including animals and plants.          Build a Minibeast hotel.          Name and label minibeasts.</p>	<p>Environments –          Features of local environment          Maps of local area          Comparing places on Google Earth –          how are they similar/different?          Introduce the children to NASA and America.          Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.          Can children differentiate between land and water.          Take children to places of worship and places of local importance to the community.          Discuss habitats.</p>	<p>children to note and record the weather.</p>
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		vocabulary where appropriate.				
	<p>Which stories are special and why?</p> <p>Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why?</p> <p>Diwali Hannukah Christmas</p>	<p>What places are special and why?</p> <p>Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why?</p> <p>Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong?</p> <p>Eid Shavuot</p>	<p>What is special about our world?</p> <p>Summer Solstice</p>

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Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a collectiowide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Artist: Andy Warhol – portrait art</p> <p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take</p>	<p>Artist: Andy Goldsworthy – Transient art</p> <p>Use different textures and materials to make Bridges for the Three Billy Goats. Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage</p>	<p>Artist: Paul Klee – 3D shape/pattern – using recycled materials.</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating natural art. Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how</p>	<p>Artist: Eric Carle Minibeast art</p> <p>Make different textures; make patterns using assorted colours</p> <p>printing, patterns on Easter eggs, Life cycles.</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p>	<p>Artist: Jackson Pollock – Splatter painting – space theme</p> <p>Superhero art</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Retelling familiar stories.</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Artist: Vincent Van Gogh – Sunflower art</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils.</p> <p>Art Rubbings.</p> <p>Father's Day Crafts</p>

<p>picture of children's creations and record them explaining what they did.          Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.          Provide opportunities to work together to develop and realise creative ideas.</p>	<p>children to retell, invent and adapt stories.          Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>to use adhesive tape and different sorts of glue.          Exploration of other countries – dressing up in different costumes.</p>	<p>Provide a wide range of props for play which encourage imagination.          Fruit Kababs/making fruit salad</p>		
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