|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **All about me** | **Terrific Tales** | **Help!** | **Amazing Animals** | **Come Outside** | **Where in the World?** |
| Starting points for learning.  (To be added to by children’s interests and ideas) | Starting school / my new class / New Beginnings / People who are important to me / Staying healthy / /The Human body/ How have I changed? /My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Where I live. | Favourite stories / retelling and rehearsing stories / puppet show stories / Favourite characters / Traditional stories from British culture and other cultures / Guy Fawkes / Rama and Sita / Nativity. | People who help us in different ways / Adults in school who help us / Emergency services / Healthcare / How can we help others? / Kindness / Courage / Charities / Buddies / | Life cycles  Large animals  Animal facts which are amazing.  Deadly 60 /  Animal Arts and crafts Animal patterns / camouflage  Night and day animals | Plants & Flowers – nature detectives / Growing / Who lives in the garden? / Creature habitats / caring for plants and animals in the garden / What can we do in the garden? Weather / seasons / designing garden ornaments, plant pots etc. | Where do I live? Where is the UK?  Where in the world have you been? / Would you like to go? How can we get there?  Hot / Cold climates – compare countries and regions in the world. |
| Celebrations / Traditions | Harvest Festival  Black History Month | Bonfire Night  Diwali  Remembrance Day  Christmas | Chinese New Year  World Book Day  Mother’s Day | Easter | Earth Day | Father’s Day |
| Experiences | Exploring the school site. Nature area, Library, Hall | Diwali theme day  Christmas activities | Visit from Emergency Services | Living Eggs  Zoo visit  Easter activities | Nature Area  Planting in the EYFS garden | Theme day focused on another country / clothes / food / music  Pen-pals with another school? |
| Physical Development | **Development Matters 2021**  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  *Continually check the progress of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.* | Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp Pencil Grip. | Develop muscle tone to put pencil pressure on paper Use tools to effect changes. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy Teach and model correct letter formation | Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items / Button Clothing / Cutting with Scissors | Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. | Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross. | Form letters correctly / Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **All about me** | **Terrific Tales** | **Help!** | **Amazing Animals** | **Come Outside** | **Where in the World?** |
| Gross motor  *Opportunities provided daily in continuous outdoor provision for moving, controlling objects, strength, agility, and balance.* | Progress towards a more fluent style of moving, with developing control and grace. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully gymnastics. | rolling  crawling  walking  jumping  running  hopping  skipping  climbing | Develop overall body-strength, balance, co-ordination and agility. | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. With precision and accuracy. |
| PSED | **Development Matters 2021**  Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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 children can achieve at school and in later life. | | | | | |
| **Being me in my World**  Feeling special and safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences  The class rules | **Celebrating Difference**  Feeling special and safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud,  Consequences  The school rules | **Dreams and Goals**  Setting goals  Successes and  achievements  Learning styles  Working well  Partner work  Tackling new challenges | **Healthy me**  Keeping myself healthy  Healthier choices  Keeping clean  Being safe  Medicine safety  Road safety  Health and happiness | **Relationships**  Belonging to a family  Making friends  Physical contact  Qualities as a friend  Self-acknowledgement  Being a good to myself  Special relationships | **Changing me**  Life cycles – animal/ human  Changes since being a baby  Differences between bodies  Coping with change  Transition |
| Communication and Language | **Development Matters 2021**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | |
| Listening | Listen carefully to rhymes and songs, paying attention to how they sound. | Retell the story, some as exact repetition and some in their own words. | Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary. | Learns rhymes poems and songs.  Recites rhymes, poems and songs with others and alone | Listen to and talk about stories – remember key features of plot, characters, settings… | Listen carefully to others and repeat what is heard (talk partners). |
| Speaking | Develop social phases such as “Good morning – how are you?”  Speak to peers in play. | Describe familiar events in detail.  Retell experiences to an adult in the classroom. | Use new vocabulary in different contexts.  Talk about facts they have learned in school / from books. | Connect one idea or action to another using a range of connectives.  Use longer sentences and some questions. | Speak in well-formed sentences.  Speak to unknown adults when necessary. | Use talk to help work out problems, organise thinking and explain how things work/why they might happen. |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **All about me** | **Terrific Tales** | **Help!** | **Amazing Animals** | **Come Outside** | **Where in the World?** |
| Literacy  Focus Texts  Phonics/ word reading  Comprehension  Writing | **Development Matters 2021**  It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing | | | | | |
| Don’t Eat the Teacher  *Nick Ward*  Giraffes Can’t Dance *Giles Andreae*  The Colour Monster *Anna Llenas* | Goldilocks  Little Red Rding Hood  The story of Diwali: Rama and Sita  *Jay Anika*  Nativity story | Mog and the V-E-T  *Judith Kerr*  Emergency  *Margaret Mayo*  Kindness is my Superpower  *Alicia Ortego* | The Snail and the Whale *Julia Donaldson*  Tickly Octopus *Ruth Galloway* | The Bad Tempered Ladybird *Eric Carle* | Handa’s Surprise *Eileen Brown*  One Plastic bag  *Isatou Ceesay* |
| **Development Matters 2021**  Hear and identify words that rhyme. Read individual letters by saying the sounds for them (phase 2). Blend sounds into words, to read short words made up of known letter– sound correspondences. Read a few common exception words. Read some letter groups that each represent one sound and say sounds for them (phase 3). Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a simple book aloud and talk about what they have read. Re-read a simple book to demonstrate some fluency. | | | | | |
| Demonstrate an understanding of new vocabulary from books and texts. | Anticipate key events in a story.  Retell a familiar story with some exact repetition of language but also use some of their own words. | Engage with and talk about non-fiction books.  Can use vocabulary from books in different contexts. | Can listen to a longer story and remember much of the plot. | Engage in conversation about poems and rhymes.  Recall some verses from poems and songs. | Can use new vocabulary in discussions about books and texts. |
| Form recognisable lower case and some capital letters.  Write own first name.  Begin to write labels and / or captions using initial sounds and then, by “sounding out” and writing the letters for the sounds they can hear. | Form recognisable lower case and some capital letters correctly.  Write own first name.  Write labels and captions using “sounding out” and writing the letters for the sounds they can hear. | Form lower case and capital letters correctly.  Write own first and surname.  Begin to write short phrases, verbally rehearsing them first. Begin to write dictated phrases.  Spell some common exception words. | Form lower case and capital letters correctly.  Write own first and surname.  Write short sentences with a capital letter and full stop.  Write short, dictated sentences.  Spell some common exception words. | Begin to write for different purposes such as a list, a recipe, a story or a poem.  Re-read what is written.  Begin to remember more common exception words to use in their writing. | Write for different purposes such as a list, a recipe, a story or a poem.  Re-read what is written.  Use full stops and capital letters sometimes accurately.  Spell a range of common exception words. |
| Write Stuff Units | Narrative – Story -How to get your teacher ready for school  Narrative Unit – The Rainbow Fish  Non-Fiction – fact file – Everybody counts | Where the Wild Things Are  Narrative – Story – Poppies  Narrative – story -Jack and the Jellybean stalk  Narrative Story - How to Catch a Star | Non-Fiction – advice leaflet - What We’ll build  Narrative – Story -Ruby’s Worry  Non-fiction – persuasive letter – I want a dog. | Narrative – story - Handa’s Surprise  Moral Story – Bear Shaped  Fact File – Penguins  Narrative – story – pigs might fly | Narrative Story - All aboard the London Bus  Narrative – Story -Lost and Found  Non-Fiction - How to Make a Chocolate Mug Cake  Narrative – story – We’re Going on a Bear Hunt | Narrative – Story – Katie and the Sunflowers  Post Card – Non-Fiction – Snail and the Whale  Narrative – Story Rosie’s Walk |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **All about me** | **Terrific Tales** | **Help!** | **Amazing Animals** | **Come Outside** | **Where in the World?** |
| Maths | **Development Matters 2021**  Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | | | | | |
| **Early Maths**  Counting rhymes/song  Sorting objects on own and adult’s criteria.  Matching / comparing equal and unequal sets  Subitising.  Ordering objects and sets / manipulatives. 2D Shapes.  **Pattern and early number**  Recognise, describe, copy and extend colour and size patterns.  Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise some numbers in the environment | **Numbers within 6** Count/recognise and order up to 6 objects.  One more or one fewer  Conservation of numbers within six  Number bonds to 5 Addition and subtraction within 6 with concrete materials  Explore zero  **Shape and sorting** Describe, and sort 2-D & 3- D shapes Describe position accurately  **Calendar and time** Days of the week, seasons  Sequence daily event | **Numbers within 10** Count up to ten objects  Represent, order and explore numbers to ten  One more or fewer, one greater or less Addition and subtraction within 10  Number bonds to 10 Explore addition as counting on and subtraction as taking away  **Numbers within 15** Count up to 15 objects and recognise different representations  Order and explore numbers to 15  One more or fewer | **Grouping and sharing** Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing  **Numbers within 20**  Count up to 20 objects Represent, order and explore numbers to 20 One more or fewer **Doubling and halving** Doubling and halving & the relationship between them **Measures**  Estimate, order compare, discuss and explore capacity, weight and lengths | **Shape and pattern** Describe and sort 2-D and 3-D shapes  Recognise, complete and create patterns **Addition and subtraction within 20** Commutativity  Explore addition and subtraction  Compare two amounts Relationship between doubling and halving  **Measures**  Describe capacities Compare volumes Compare weights Estimate, compare and order length  **Numbers beyond 20**  For those children who are ready. | **Depth of numbers within 20**  Explore numbers and strategies  Recognise and extend patterns  Apply number, shape and measures knowledge  Count forwards and backwards Numbers beyond 20 One more one less  Estimate and count  Grouping and sharing.  **Money Coin recognition and values**  Combinations to total 20p  Change from 10p  **Numbers beyond 20**  For those children who are ready. |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **All about me** | **Terrific Tales** | **Help!** | **Amazing Animals** | **Come Outside** | **Where in the World?** |
| Understanding the World | **Development Matters 2021**  Understanding the world involves guiding children to make sense of their physical world and their community. 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. | | | | | |
| Talking about features of themselves.  The human body.  Identifying own family members.  Draw similarities and make comparisons between families. Talk about members of their immediate family. Navigate around the classroom and outdoor areas. Discussions of own birthday celebrations – other key events they remember.  Using cameras  My senses. | Stranger Danger linked to Little Red Riding hood.  Story maps which plot the journey of Red riding hood through the wood / or Goldilocks through the three bear’s house.  Naming objects around the home and understanding where they belong.  Investigating materials for strength (e.g., baby bear’s chair).  Chronological  Christmas celebrations in their past  Show photos of how Christmas used to be celebrated in the past | Talk about the people who help them in their everyday lives.  Look at occupations that may be familiar to the children – police officer, Fireman, Doctor, Postman etc.  Children recall experiences involving people who have helped them.  How can we help others?  Look at the role of charities in supporting those in need.  Use talking whiteboards to record each other’s ideas.  Interview a visitor into school. | Listening to stories and placing events in chronological order. What can we do to take care of animals? Compare animals from a jungle to those on a farm. Explore a range of animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats  Use images, video clips, shared texts and other resources to bring the wider world into the classroom. | Trip to local park.  What will we see on our journey to the park and how we will get there?  What plants need to survive.  Looking after plants as they grow.  Recycling / taking care of our world. Impact of rubbish on environment.  Commenting on the weather – appropriate vocabulary.  Noticing change in living things.  Building a ‘Bug Hotel’ Use the Bee-Bots | Use Handa’s Surprise to explore a different country. 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. Look at the difference between transport in this country and another country. Use bee-bots on simple maps. Use navigational language. Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? |
| RE  (New Scheme to be added September 2023) | Our Wonderful World  Rosary October | Advent  Christmas/Nativity Play | The Epiphany  Baptism | Lent  Holy Week | Easter  Pentecost | Prayer |
| RHE  Ten:Ten | **Created and Loved by God**  Unit 1: Religious Understanding  Unit 2: Me, My Body, My Health  Unit 3: Emotional Well-Being  Unit 4: Life Cycles | | **Created to Love Others**  Unit 1: Religious Understanding  Unit 2: Personal Relationships  Unit 3: Keeping Safe | | **Created to live in Community.**  Unit 1: Religious Understanding  Unit 2: Living in the Wider World | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **All about me** | **Terrific Tales** | **Help!** | **Amazing Animals** | **Come Outside** | **Where in the World?** |
| Expressive Art and Design  *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* | **Development Matters 2021**  The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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. | | | | | |
| Join in with songs;  Join in with role play games and using resources available for props.  Home corner play.  Design and build models using construction equipment.  Call-and response songs- echo phrases of songs you sing.  Self-portraits. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Watch and talk about dances / performance art. | Use different textures and materials to make items for Goldilocks / Little Red Riding Hood Listen to music and make their own dances in response. Models of Baby bear’s chair.  Using different media to create artwork to celebrate Diwali / Bonfire Night Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs / poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party’s and Celebrations Role Play of The Nativity | Provide a wide range of props for play which encourage imagination.  Taking on a role such as a doctor / police officer etc.  Salt dough  Shading by adding black or white, colour mixing – fire pictures.  Replicating dances such as pop songs and dances from around the world.  Making their own music – being musicians. Keeping a steady beat. | Rousseau’s Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g., creating animal masks. children’s different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Pastel drawings, printing, patterns on Easter eggs, Life cycles. Mother’s Day crafts Easter crafts. | Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Flowers - Sun flowers / The Seasons – Art Provide a wide range of props for play which encourage imagination. | Explore music from around the globe (Africa) compare it to music they may hear on the radio here.  Learn a traditional African song and dance and perform it / Encourage children to create their own music. Reclaimed materials to create houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with.  Father’s Day Craft |