

	Autumn 1 Marvellous me	Autumn 2 Traditional Tales	Spring 1 Amazing Animals/ dinosaurs	Spring 2 Journeys Space	Summer 1 Growing (eco/recycling)	Summer 2 (Superheroes/ Moving On)/Pirates
<b>Communication and Language</b>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions 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 books that will develop their vocabulary</p>	<p><b>Tell me why!</b> Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! 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.</p>	<p><b>Talk it through!</b> Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b> Settling in activities Discovering Passions 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 Weekend news</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions 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.</p>
<b>Personal, Social, Emotional Development</b>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships Jigsaw – being me in my world</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. Jigsaw – celebrating difference</p>	<p>Good to be me Feelings Learning about qualities and differences Looking after pets 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 in particular scenarios Jigsaw – dreams and goals</p>	<p>Relationships What makes a good friend? Random acts of Kindness 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 Jigsaw – healthy me</p>	<p>Looking after others Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Jigsaw – building healthy relationships</p>	<p>Taking part in sports day - Winning and loosing 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. Jigsaw – changing me</p>
<b>Physical Development  Fine Motor</b>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. 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</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials 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.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. 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</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. 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</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. 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</p>

<p><b>Gross Motor</b></p>	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Real PE - Footwork and balance</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities 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 Real PE – balance and jumping and landing</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Real PE – dynamic and static balancing</p>	<p>Dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Real PE – coordination and ball skills</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Real PE – ball skills, sending and receiving</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Real PE – ball skills, ball chasing and floor work</p>
<p><b>Literacy</b>  <b>Comprehension</b></p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Timeline of how plants grow.</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
<p><b>Word Reading</b></p>	<p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Differentiated groups <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound.</p>	<p>Differentiated groups / Ditties <b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings. 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>Differentiated groups <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. 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>Differentiated groups: <b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>	<p>Differentiated groups <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>

<p><b>Writing</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 Messages – Create a Message centre!</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence</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. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>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 stories. Character description – Rainbow Fish</p>
<p><b>Maths</b></p>	<p>Maths baselines Number rhymes and games Consolidation of number and number patterns Mastering in Number – set 1 Subitising within 3 Focusing on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitising objects and sounds Comparing sets by looking Using language of comparison – more than and fewer than</p>	<p>Mastering in Number – set 2 Focus on counting skills Focus on the five ness of 5 and using one hand and the die pattern for 5 Comparison of sets by matching Using language of comparison – more than and fewer than and equal number Explore the concept of whole and part Focus on the composition of 3,4 and 5 Practice counting skills Matching numeral to quantities within 10. Verbal counting beyond 20.</p>	<p>Mastering in Number – set 3 Subitise within 5 focusing on dice patterns Match numerals to quantities within 5 Counting – focusing on the staircase pattern One more than a given number Focus on 5, 6 and 7. '5 and a bit' Comparing sets and use language more than fewer than Make unequal sets equal</p>	<p>Mastering in Number – set 4 Focus on staircase pattern and ordering Focus ordering of numbers to 8 Use language less than Focus on 7 Doubles Sorting numbers – odd and even</p>	<p>Mastering in Number – set 3 Counting larger sets and things that cannot be seen Subitising to 6 Composition of number – 5 and a bit Composition of 10 Comparison of number</p>	<p>Mastering in Number – set 4 Subitise to 5 Automatic recall of bonds to 5 Composition of numbers to 10 Comparison of numbers Number patterns Counting Review and assess</p>

## Understanding the World

<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. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Festivals we celebrate as a class. Similarities and differences between people's occasions.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Seasons – autumn.</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. Why we celebrate Christmas and perform nativity. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</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>How and why we prepare for different occasions. Seasons changing to winter.</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>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. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Comparing the world – knowing about different countries.</p>	<p>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.</p> <p>Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer.</p> <p>Provide opportunities for children to note and record the weather. Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the BeeBots</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce the children to NASA and America. Can children differentiate between land and water?</p> <p>Why do Christians celebrate Easter? Why do they put a cross in the garden? Explore similarities and differences between weddings in different cultures. Look at traditional weddings, why people get married.</p>	<p>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.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes.</p> <p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</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 really 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>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Special places in the classroom for reflection.</p> <p>Which places are important in the community to religious families? Visit from / to the local church?</p>
<h2>Expressive Arts and Design</h2> <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.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Puppet shows: Provide a wide range of props for play, which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

	<p>changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas Familiar nursery rhymes</p>	<p>Role Play Party's and Celebrations Role Play of The Nativity</p> <p>Cooking or baking biscuits – gingerbread (DT).</p> <p>Collage. Artists: Henri Matisse Big piece: Fleurs De Neige</p>	<p>Shadow Puppets - cutting / sticking Paper plate jellyfish</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Animal weaving – fish weaving (DT).</p>		<p>Provide children with a range of materials for children to construct with. Building enclosures for animals - DT Van Gogh – sunflower painting</p>	
<b>Possible Texts</b>	<p>Owl Babies Stick Man The Colour Monster The Rainbow Fish The Big Book of Families Jenny Mosely Books Leaf Man</p>	<p>The Jolly Postman Christmas Story / Nativity Rama and Sita Little Red Hen Gingerbread man Three billy goats gruff The runaway pancake</p>	<p>Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Dear Zoo Mixed up Chameleon The odd egg</p>	<p>Tyrannosaurus Drip Stone Age Boy The Girl and the Dinosaur Lost and Found Dinosaurs and all that Rubbish Someone's Followed Staley Look up Whatever next Martha's map it out</p>	<p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk The Very Hungry Caterpillar Monkey puzzle Handa's Surprise</p>	<p>Supertato Superworm Flotsam</p>
<b>WOW Moments</b>	<p>Autumn Trail Harvest Time Birthdays Favourite Songs What do I want to be when I grow up? Video for parents Bring a stick to school day</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Children in Need Anti- Bullying Week Halloween</p>	<p>Zoo Lab visit Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Easter</p>	<p>Look after the dinosaur egg Exploring textures – scales, beans, honey, shaving foam</p>	<p>Walk to the park / Picnic Planting seeds Weather experiments Weather Forecast videos Nature Scavenger Hunt Healthy eating – eating our own vegetables that we grew</p>	<p>Superhero day Transition Moving on Memories Sports Day – winning and losing Growing up – looking back</p>