



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b> <b>Books</b> <b>Interests/Lines of Enquiry</b>	<b>All About Me</b> <ul style="list-style-type: none"> <li>My World Your World</li> <li>The Colour Monster / The Colour Monster Goes to School</li> <li>Anna Hibiscus</li> <li>Oliver's Fruit Salad</li> <li>Coming to England</li> </ul>	<b>Space &amp; Celebrations</b> <ul style="list-style-type: none"> <li>Alien's Love Underpants</li> <li>Man on the Moon</li> <li>Whatever Next</li> <li>The Jetsons</li> <li>Father Comes Up</li> </ul>	<b>Superheroes</b> <ul style="list-style-type: none"> <li>Super Daisy</li> <li>Sue Hendra (Book Week)</li> <li>Ada Twist</li> <li>Superworm</li> <li>Wiggling Worms at Work</li> <li>Awesome Dawson</li> </ul>	<b>Transport</b> <ul style="list-style-type: none"> <li>The Naughty Bus</li> <li>The magic school bus</li> <li>100 decker bus</li> <li>Wacky races</li> <li>You can't take an elephant on the bus.</li> <li>Easter</li> </ul>	<b>Once Upon a Time...</b> <ul style="list-style-type: none"> <li>Goldilocks and The Three Bears</li> <li>Jack and the Beanstalk</li> <li>Little Red Riding Hood</li> <li>Little Red and The Very Hungry Lion</li> <li>The Three Little Pigs</li> <li>Cinderella</li> <li>The Three Billy Goats Gruff</li> </ul>	<b>Come with us to...</b> <ul style="list-style-type: none"> <li>The Very Hungry Caterpillar</li> <li>Little Red Hen</li> <li>Argh Spider</li> <li>Teeny Weeny Tadpole</li> <li>What the Ladybird Heard</li> <li></li> </ul>
	<ul style="list-style-type: none"> <li>My family, my home, where I live</li> <li>Harvest festival, food bank</li> <li>Autumn</li> <li>Autumn walk</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Night (Nov 5<sup>th</sup>)</li> <li>Remembrance Day (Nov 11<sup>th</sup>)</li> <li>Christmas, Diwali &amp; Hannukah</li> <li>Christmas around the world</li> <li>Marshmallows on campfire</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year</li> <li>Winter</li> <li>Fire Station Visit</li> </ul>	<ul style="list-style-type: none"> <li>Pancake Day</li> <li>Mother's Day</li> <li>The Easter story</li> <li>Spring walk</li> <li>Bus visit</li> </ul>	<ul style="list-style-type: none"> <li>Queen Elizabeth's Birthday (April 21<sup>st</sup>)</li> <li>St. George's Day (April 23<sup>rd</sup>)</li> <li>Baking bread</li> <li>Planting beanstalks and plants, grass, flowers and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>Transport Museum visit</li> <li>Father's Day</li> <li>Pride</li> <li>Summer</li> <li>Graduation</li> </ul>
<b>Communication and Language</b>	<p>Engage in story times and talk about stories. Talk about their family, homes and local area Talk about their bodies and similarities and differences Talk about experiences Discuss rules and routines Discuss looking after the environment What are your passions / goals / dreams? Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Talk about their birthdays Discuss family Christmas traditions Talk about family celebrations Talk about space and gravity Describe light dark and shadows Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day.</p>	<p>Talk about stages of development in humans and animals. Describe the features of living things. Describe different habitats. Describe how to keep healthy. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.</p>	<p>Describe what they predict and observe when carrying out science experiment. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Use language to retell traditional stories. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Story language &amp; build vocabulary Word hunts</p>	<p>To talk about how they are feeling about moving onto year 1. Describing different forms of transport Discussing different journeys and holidays they have been on. Talk about changes. Weekend news Read aloud books to children to 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>
	<p>Learn new vocabulary Use new vocabulary through the day</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>Use new vocabulary in different contexts</p>			
<b>RE - Immersion Days</b>	Harvest	Diwali	Chinese New Year	<b>Easter</b> What is Easter? Christianity & Salvation	Eid	
<b>Personal, Social and Emotional Development</b>	<b>PSHE Jigsaw – Being Me in My World</b> Respectful friendships Being safe How can we make other people feel welcome?	<b>PSHE Jigsaw – Celebrating Differences</b> Accept everyone's differences How to help someone who is being bullied To give and receive compliments	<b>PSHE Jigsaw – Dreams &amp; Goals</b> Mental wellbeing What does it mean to feel proud?	<b>PSHE Jigsaw – Healthy Me</b> Physical health and fitness Healthy eating How do we stay healthy and safe?	<b>PSHE Jigsaw – Relationships</b> How to be a good friend How to solve friendship problems Keeping positive relationships	<b>PSHE Jigsaw – Changing Me</b> Respect the changes they see in themselves and others How do we feel when changes happen? Looking forward to change



<p><b>PSED</b> Self-Regulation Managing Self Building Relationships</p>	<p>New Beginnings Being me in my world Class Rule Rules and Routines Supporting children to build relationships Looking After our Planet</p>	<p>How to deal with anger Emotions Self – Confidence Celebrating differences</p>	<p>Learning about qualities and differences New Year Resolutions Looking After our Planet Looking after animals</p>	<p>Healthy me Random acts of Kindness</p>	<p>Looking after others Friendships Dreams and Goals</p>	<p>Taking part in sports day - Win losing Look how far I've come! Feeling proud Ready for Year 1</p>
<p><b>Physical Development</b></p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Changing for PE Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Draw lines and circles using gross &amp; fine motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip <b>Gross Motor activities:</b> 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, wheelbarrows, prams and carts.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. 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. <b>Gross Motor activities:</b> Ball skills- throwing and catching. 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, wheelbarrows, prams and carts.</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. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. 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 <b>Gross Motor activities:</b> 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, balance</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed. <b>Gross Motor activities:</b> Balance- children moving with confidence Dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Develop pencil grip and letter formation. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors Start to cut along a curved line Draw a cross <b>Gross Motor activities:</b> 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</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <b>Fine Motor activities:</b> Threading, cutting, weaving, playdough. Form letters correctly Copy a square Begin to draw diagonal lines, like a triangle Start to colour inside the lines of a picture. Start to draw pictures that are recognizable. Build things with smaller linking blocks such as Duplo or Lego. <b>Gross Motor activities:</b> Races/team games involving gross motor movements. Dance related activities Allow less competent and confident children to spend time initially on their own and listening, without feeling pressure to join in.</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. 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.</p>						
<p><b>Literacy</b></p>	<p><b>Comprehension:</b> 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 Discuss pictures &amp; make predictions Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary. <b>Word Reading:</b> Read individual letters by saying the sounds for them.</p>	<p><b>Comprehension:</b> Retell stories through acting/role play Retelling stories using images – story maps. Sequence story – use vocabulary of beginning, middle and end. <b>Word Reading:</b> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Discuss pictures, front cover, book handling, direction of print &amp; predictions. Blending CVC sounds. Rhyming, alliteration</p>	<p><b>Comprehension:</b> Make the books available for children to share at school and at home. Discuss pictures, front cover, book handling, direction of print &amp; predictions. <b>Word Reading:</b> 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. Read some letter groups that each represent one sound and say sounds for them. <b>Writing:</b></p>	<p><b>Comprehension:</b> Features of Non-Fiction books Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 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. <b>Word Reading:</b> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p><b>Comprehension:</b> Retell a story with actions and picture prompts as part of a group Use story language when acting out a narrative. Can explain the main events of a story. Can draw pictures of characters, event &amp; setting in a story. Role play area – book characters Rhyming strings, common theme in traditional tales, identifying characters and settings. <b>Word Reading:</b> Internal blending</p>	<p><b>Comprehension:</b> Re-read books to build up confidence and fluency in word reading and to develop understanding and enjoyment. Distinguish between fiction and non-fiction and describe features. Identify author, title and blurb. Can draw pictures of characters and setting in a story Listen to stories, accurately anticipate key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. <b>Word Reading:</b></p>



<p><b>Phonics</b></p>	<p>Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Help children to read the sounds speedily. This will make sound-blending easier. <b>Writing:</b> Handwriting - dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Write name Writing initial sounds, CVC words and simple captions. Label pictures, make lists</p>	<p>Know that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. Learn 'red' words. Help children to read the sounds speedily. This will make sound-blending easier. <b>Writing:</b> Handwriting Label pictures CVC words Writing 'red' words Writing simple phrases/sentence Spell words by identifying the sounds and then writing the sound with letter/s. Christmas letters/lists.</p>	<p>Handwriting - Form lower-case and capital letters correctly. Labelling CVC words Simple descriptions Facts Clues Life cycles Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>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. <b>Writing:</b> Handwriting - Form lower-case and capital letters correctly. CVC words Creating own story maps, writing captions and labels, writing simple sentences.</p>	<p>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'. <b>Writing:</b> Retell the story in own words Describe characters Write new versions Writing for a purpose in role play. Using phonetically plausible attempts at words Beginning to use finger spaces. Build stamina Use conjunctions. Form lower-case and capital letters correctly.</p>	<p>Reading simple sentences with fl Reading CVCC and CCVC word confidently. End of term assessments. <b>Writing:</b> Write short sentences with words known letter-sound corresponden using a capital letter and full sto Form lower-case and capital lett correctly. Write for different purposes. Build stamina Use conjunctions. Re-read what they have written that it makes sense. Writing descriptions, letters, pos</p>
<p><b>Mathematics</b></p>	<p><b>Number and Place Value</b> <b>Numbers to 5</b> Matching &amp; sorting Subitising Comparing groups within 5 Comparing quantities of identical objects/non identical objects Doubling to five <b>Addition and Subtraction</b> Change within 5 One more/one less <b>Spatial thinking and shape</b> 2D/3D Shape Exploring/Creating patterns Compare size, mass &amp; capacity Positional Language Time - First/then/now</p>		<p><b>Number and Place Value</b> Numbers 0, 4, 5, Numbers 6, 7, 8 <b>Numbers 9, 10</b> Building 9 and 10 Halving/Doubling/Sharing Subitising <b>Addition and Subtraction</b> Making Pairs/Combining different groups Number bonds to 10 <b>Spatial thinking and shape</b> Compare Mass Compare Capacity 2D/3D Shape Pattern Length Height Time</p>		<p><b>Number and Place Value</b> To 20 and Beyond Building numbers beyond 10 10-15 Counting patterns beyond 10 <b>Numbers 16, 17, 18, 19, 20</b> Halving, doubling, sharing Subitising Even &amp; odd <b>Addition and Subtraction</b> Adding more Taking away <b>Spatial Reasoning &amp; Measure</b> Match, Rotate &amp; Manipulate Compose &amp; Decompose Visualise &amp; Build Mapping Making more complex pattern. Find my pattern Length, Weight, capacity</p>	
<p><b>Understanding the World</b></p>	<p>Talk about members of their immediate family and community. Draw information from a simple map and make simple maps. Recognise some environments that are different to the one in which they live (Africa). Learn about ourselves and what makes us special. Identifying body parts &amp; exploring the senses Learn about different cultures, jobs, roles, traditions and family routines. Explore 5 senses &amp; oral health. Talk about our families and homes. Talk about our home and school environments.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Comment on images of familiar situations in the past. Learn about space, the moon, planets and solar system. Learn about Tim Peake Exploring gravity Learn about Christmas around the world. Creating craters Light, dark and shadows</p>	<p>Life cycle and facts of chicken, frog, butterfly Minibeast hunt Bread making Mouldy bread experiment Stages of development as animals grow Re-growing vegetables Healthy and unhealthy foods &amp; exploring fruit. What do plants need to grow? Map making Animal habitats Chinese New Year Looking after the environment &amp; recycling Spring season</p>	<p>Science Week Cloud burst experiment Nappy buddy experiment Skittles experiment Milk magic experiment Apple experiment Minibeast hotel/hunt Worm facts Floating &amp; sinking – boat making Looking after the environment &amp; recycling.</p>	<p>Traditional tales from the past and compare to life today. Explore the natural world around them. Recognise some environments that are different to the one in which they live (Africa &amp; African animals). Compare and contrast characters from stories, including figures from the past (Queen Elizabeth II). Talk about the differences between materials. Bridge building Beanstalk growing Going on holiday comparing transport and climate.</p>	<p>Comment on images of familiar in the past. Design your own transport Exploring how they are feeling moving onto year 1. Describing different forms of tra Discussing different journeys they been on. Observing changes. Contrasting environments – jungl desert and The Antarctic. Comparing habitats, animals, an inhabitants.</p>



	<p>Learn how to look after the environment &amp; recycling. Learn about Autumn and Harvest.</p>				<p>Planting grass, flowers and vegetables. Bear and wolf facts and habitat Melting chocolate investigation Sorting materials &amp; waterproof/not waterproof.</p>	
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
<p><b>Expressive Arts and Design</b></p>	<p>Create home. Self portrait Painting family People who help us artwork Vegetable printing African music Emotion music Exploring different types of buildings. Exploring work places Superhero city &amp; lairs</p>	<p>Van Gogh's Starry Night Mendhi and rangoli patterns Building rockets Junk modelling alien Building space stations Create planets Star constellations Create Christmas decorations Christmas scenes</p>	<p>Superhero puppets City-scape pictures Designing superhero costumes</p>	<p>Bus building Transport designs Hot air balloons</p>	<p>African landscapes &amp; silhouettes Colour mixing Crown and wand making Ball/celebration music Making musical instruments Design &amp; make a plant pot Build a castle or beanstalk Basket making House building Coach &amp; castle building Bridge building</p>	<p>Symmetry butterfly printing Making minibeasts Making life cycles Painting animals</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>						
	<p><b>Autumn 1</b></p>	<p><b>A u t u m n 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>S u m m e r 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Assessment Opportunities:</b></p>	<p>Analyse Pre-school transition information. In-house - Baseline data on entry National Baseline data by end of half term Phonic assessments Pupil Progress Meetings</p>	<p>O n - g o i n g a s s e s s m e n t s B a s e l i n e a n</p> <p>GLD Projections for EOY Trust moderation EYFS team meetings Phonic assessments</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings Second data capture Phonic assessments</p>	<p>T r u s t m o d e r a t i o n E Y F S t e a m m e e t i n</p> <p>Pupil progress meetings Parents evening info EYFS team meetings Phonic assessments EOY data</p>		



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Parental Involvement:	Staggered Start 1:1 parent meetings Home / School Agreement Class charts Phonics workshop	N a t i v i t y C o m	Maths workshop Stay and read afternoons Class charts	Parents Evening Stay and read afternoons Class charts
				S t a n d r e a d

Parents Evening  
Parent's Picnic  
Celebration Evening  
Graduation



		m u n i c a t i o n & f i n e m o t o r w o r k s h o p s P a r e n t s E v e n i n g S t a y a n d r e a d a f t e r n o		a f t e r n o o n s C l a s s c h a r t s C l a s s a s s e m b l i e s
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### **Characteristics of Effective Learning:**

**Playing and exploring:** - 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

**Active learning:** - 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.

**Creating and thinking critically:** - 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.

### **4 Overarching Principles:**

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** 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.

**Learning and Development:** 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.