



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topics	Do you want to be friends?	What happens when I fall asleep?	Why do Zebras have stripes?	Do cows drink milk?	Will you read me a story?	Are we there yet?
Special Events	Autumn Harvest Sukkot 2 <sup>nd</sup> -9 <sup>th</sup> Oct.	Guy Fawkes 4 <sup>th</sup> Nov Remembrance Sunday 8 <sup>th</sup> Nov. World kindness day 13 <sup>th</sup> Diwali 14 <sup>th</sup> Nov Anti-Bullying Week 16 <sup>th</sup> Nov Road Safety Week 16 <sup>th</sup> Nursery Rhyme Week 23 <sup>rd</sup> -27 <sup>th</sup> Nov Christmas Maths Week 2 <sup>nd</sup> Nov National Skipping day 6 <sup>th</sup> Nov	Feeling good week (children’s mental health) 1 <sup>st</sup> Feb Safer Internet Day 9 <sup>th</sup> Feb Chinese New Year 12 <sup>th</sup> Feb Valentines day 14 <sup>th</sup> Feb Pancake day 16 <sup>th</sup> Feb	St. David’s day 1 <sup>st</sup> Mar St. Patrick’s day 17 <sup>th</sup> Mar Easter Holi 29 <sup>th</sup> Mar	St. George’s day 23 <sup>rd</sup> Apr  Forest School	Healthy eating week 14 <sup>th</sup> Jun  Forest School
Personal, Social, Emotional Development  Blue=Cornerstones Bold=EYFS statement  At the end of each topic children to talk to teacher about what they enjoyed, did not enjoy, want more of <b>“Confident to speak to others about needs, wants, interests and opinions. Say what activities they like more than others.”</b>  <b>“Children will need to manage and adapt their behaviour to different situations”</b> e.g. between	<u>Making Relationships:</u> Playing a variety of team games (Bouncing beach ball, building towers, ribbons and rings, puzzles, board games) <b>“Take steps to resolve conflicts, play cooperatively, take turns”</b>  <b>“Initiates conversations, attends to and takes account of what others say”</b>	<u>Making Relationships:</u> Engage in small world play with others (nocturnal animals, fairies, lights) create a solve problems, create narratives. <b>“Take account of one another’s ideas, show sensitivity and form relationships with others”</b>  <b>“Explain knowledge and understanding and ask appropriate questions of others”</b>	<u>Making Relationships:</u> <b>“Take steps to resolve conflicts with other children”</b>	<u>Making Relationships:</u> Working together to create a playdough animal farmyard, sharing resources. – <b>“take turns and share resources, work as part of a group and negotiate.”</b>  Playing together – Using farmyard animals and scene small world – create stories, playing together. <b>“Explain knowledge and understanding, play co-operatively, negotiate and take turns with others, initiate conversations, speak in a familiar group.”</b>  <b>“Play co-operatively, taking turns with others”</b>	<u>Making Relationships:</u> Busy elves – The Elves and the shoemaker – create a shoe making/decorating workshop. <b>“Play in a group extending and elaborating play ideas, initiate conversations, take account of others ideas. Will talk about their ideas and select resources for their activity.”</b>  <b>“Take account of one another’s ideas about how to organise and activity.”</b>	<u>Making Relationships:</u> Where shall we go? Look at photos of a range of different photos from brochures, printed photos and talk about where you would go and why. Work as a group to try and agree a place to go and what you would need to take with you. – <b>“initiating conversations, forming good relationships, listen to others, compromise”</b>  <b>“Show sensitivity to others needs and feelings and form positive relationships with adults and other children.”</b>



<p>lunch time play and Independent learning.</p> <p>Weekly Curiosity cube enhancements throughout the year <b>“ask appropriate questions of other’s”</b></p>	<p><u>Self-Confidence and self awareness:</u> Discuss classroom roles and responsibilities and jobs they would be good at. <b>“Talk about self in positive terms and talk about abilities.”</b></p> <p><b>“Confident to speak to others about needs, wants, interests and opinions”</b></p>	<p><u>Self-Confidence and self awareness:</u> Create class jobs on wooden stars and hang from a branch. During tidy up time children choose a star and decide whether or not they want to do the job. <b>““Confident to speak to others about needs, wants and opinions.”</b></p> <p><b>“Describe self in positive terms and talk about abilities”</b></p>	<p><u>Self-Confidence and self awareness:</u> What is your favourite animal? A range of animal photos – choose a photo of their favourite animal. Have a scrapbook to fill with words, facts and pictures about it. <b>“speak to others about opinions and interests.” “Say when they need help”</b></p> <p><b>“Confident to try new activities and say why they like some activities more than others.”</b></p>	<p><u>Self-Confidence and self awareness:</u> <b>“Confident to try new activities and say why they like some activities more than others.”</b></p>	<p><u>Self-Confidence and self awareness:</u> <b>“Confident to speak in a familiar group, talk about their ideas about how to organise their activity.”</b></p>	<p><u>Self-Confidence and self awareness:</u> Bike wash role play station – children to work together to clean bikes and scooters. <b>“Welcomes praise for what they have done. Describe self in positive ways. Choose the resources they need. Say when they do or don’t need help.”</b></p> <p><b>“Show sensitivity to others needs and feelings and form positive relationships with adults and other children”</b></p>
	<p><u>Managing Feelings and behaviour:</u> Using ‘The Colour Monster’ to introduce, describe and share experiences of emotions. <b>“Becoming aware of own feelings and know some feelings and actions can affect others.”</b></p> <p>Meet the Teacher’s pet to introduce school rules and boundaries, role model and discuss them. <b>“Aware of the boundaries set and behavioural expectations of the setting.”</b></p> <p><b>“Understands that their own actions can affect other people, for example, becomes upset or tries to comfort another child</b></p>	<p><u>Managing Feelings and behaviour:</u> Using the Owl Babies text to talk about the characters feelings, empathise with them and reflect on their own feelings. <b>“Talk about how they and others show feelings”</b></p> <p><b>“Aware of the boundaries set and of behavioural expectations in the setting”</b></p>	<p><u>Managing Feelings and behaviour:</u> Bang the drum! Bang out words on the drum taking it in turns – counting the beats and syllables in words. <b>“Understand and follow rules, work as part of a group”</b></p> <p>Storytime: She The Lion who wanted to love. Discuss differences, how it feels to be different. How it feels to be left out. Treating each other with kindness. (Role play and reflections) <b>“Understand own feelings, and how actions may affect others. Show sensitivity to the feelings of others, speak in a familiar group.”</b></p>	<p><u>Managing Feelings and behaviour:</u> <b>“Talk about how they and others show feelings, talk about their own and other’s behaviour and its consequences and know that some behaviour is unacceptable”</b></p>	<p><u>Managing Feelings and behaviour:</u> Baddies Beware! After reading a range of fairy tales talk about all of the different ‘baddies’ What did the baddies do? How did it affect others? – what could the ‘baddies’ have done instead? Can you think of something good to do today? <b>“Becoming aware of own feelings and know some feelings and actions can affect others. Talk about other’s behaviour and consequences. Know some behaviour is unacceptable”</b></p> <p>Sleeping Dragons – watch out! – Children to have to try and steal some treasure</p>	<p><u>Managing Feelings and behaviour:</u> The Naughty Bus (storytime) – what places did the bus travel to? Set up a journey together for the naughty school bus where children take turns to drive the bus through different textures, materials, sensory items. Children can suggest other things the bus could drive through. Children can clean the bus before the next person. <b>“tolerate delay, negotiate and solve problems, wait for things they want.”</b></p> <p><b>“Work as part of a group or class, and understand and follow rules”</b></p>



	<p>when they realise they have upset them.”</p>		<p>“Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.”</p>		<p>from a sleeping dragon, if they are heard they have to put the treasure back. – Plan ways to get the treasure e.g. different ways of moving – “Understand and follow rules, listen to other’s suggestions and plan to achieve an outcome.”</p> <p>“Work as part of a group or class, and understand and follow rules”</p>	
<p><b>Physical Development</b></p> <p>Blue=Cornerstones Bold=EYFS statement</p> <p>PE Lessons every Monday 1pm to 2pm in addition to these activities.</p>	<p><u>Moving and Handling:</u> Parachute play - “<b>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</b>”</p> <p>Circles and Spirals – large role of paper with circles and spirals – children to mark make. “<b>Begin to use anticlockwise movement and retrace vertical lines.</b>”</p> <p>“<b>Experiment with different ways of moving.</b>”</p> <p>“<b>Jump off an object and land appropriately.</b>”</p> <p>“<b>Negotiate space successfully when playing racing and chasing games with other children,</b></p>	<p><u>Moving and Handling:</u> Play captains Deck where the children travel around a space until they hear a bedtime routine command and carry it out. “<b>Negotiate space successfully. Show good control and coordination in small movements.</b>”</p> <p>Catching ball games – throwing and catching.</p> <p>Letter formation</p> <p>“<b>Travel with confidence and skill over, under, around and through balancing and climbing equipment.</b>”</p> <p>“<b>Show increasing control over an object by pushing, patting, throwing, catching or kicking it.</b>”</p>	<p><u>Moving and Handling:</u> Read ‘Mama Panya’s Pancakes’ and talk about the ingredients and method. Make their own. “<b>Use simple tools to effect changes to materials.</b>”</p> <p>Move like the animals traditional African music. “<b>Move confidently in a range of ways, safely negotiating space.</b>”</p> <p>Letter formation</p> <p>“<b>Use simple tools to effect changes to materials.</b>”</p> <p>“<b>Handle tools, objects, construction and malleable materials safely and with increasing control.</b>”</p>	<p><u>Moving and Handling:</u> Terrific Tractors – Watch videos and share photos of tractors ploughing the fields. Use ropes and cones to create a ploughing course and the children can run it to test it then use remote control tractors. “<b>Negotiate space successfully</b>”</p> <p>The Farmer’s in his den song. “<b>Experiment with different ways of moving.</b>”</p> <p>Milking time!</p> <p>Letter formation</p> <p>“<b>Begin to use anticlockwise movement and retrace vertical lines.</b>”</p> <p>“<b>Begin to form recognisable letters, most of which are correctly formed.</b>”</p>	<p><u>Moving and Handling:</u> Have fairy tale objects hidden around the indoor and outdoor classroom in places. Children have to find them. “<b>Experiment with different ways of moving.</b>”</p> <p>Fairy dust! – Fairy dust in a tuff tray for the children to mark make in.</p> <p>Magic beans! – The Bean game. “<b>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</b>”</p> <p>Letter formation</p> <p>“<b>Begin to form recognisable letters, most of which are correctly formed.</b>”</p>	<p><u>Moving and Handling:</u> Playing travelling games (stuck in the mud, tag, traffic light game). “<b>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</b>”</p> <p>Hot air balloons –Watching videos, looks at photos, raising questions. Exploring balloons. “<b>Show increasing control over an object by pushing, patting, throwing, catching or kicking it.</b>”</p> <p>Letter formation</p> <p>“<b>Begin to form recognisable letters, most of which are correctly formed.</b>”</p>



	<p>adjusting speed or changing direction to avoid obstacles.”</p> <p>“Show preference for a dominant hand.”</p>	<p>“Show preference for a dominant hand.”</p>	<p>“Begin to use anticlockwise movement and retrace vertical lines.”</p> <p>“Begin to form recognisable letters”</p>	<p>“Use a pencil and hold it effectively.”</p>	<p>“Handle equipment and tools effectively, including pencil for writing.”</p> <p>“Show good control and coordination in small and large movements.”</p> <p>“Move confidently in a range of ways, safely negotiating space.”</p>	<p>“Show good control and coordination in small and large movements.”</p> <p>“Move confidently in a range of ways, safely negotiating space.”</p>
	<p>Health and Self-care: Zip it – Children learn to do their coat zips. “Manage personal needs”</p> <p>“Usually clean and dry in the day.”</p> <p>Good hygiene practises.</p> <p>“Show understanding of how to transport and store equipment safely.”</p>	<p>Health and Self-care: “Usually clean and dry in the day.”</p> <p>“Eats a healthy range of foodstuffs and understands the need for variety in food.”</p> <p>“Show some understanding that good practises with regard to exercise, eating, sleeping and good hygiene can contribute to good health.”</p> <p>“Show understanding of how to transport and store equipment safely.”</p>	<p>Health and Self-care: “Show understanding for the need of safety when tackling new challenges and consider and manage some risks.”</p> <p>“Practise some appropriate safety measures without direct supervision.”</p>	<p>Health and Self-care: “Eats a healthy range of foodstuffs and understands the need for variety in food.”</p> <p>“Practise some appropriate safety measures without direct supervision.”</p>	<p>Health and Self-care: “Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.”</p>	<p>Health and Self-care: “Eats a healthy range of foodstuffs and understands the need for variety in food.”</p> <p>“Know the importance for good healthy, physical exercise and a healthy diet, and talk about ways to keep healthy and safe.”</p> <p>“Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.”</p>
<p>Communication &amp; Language</p> <p>Blue=Cornerstones Bold=EYFS statement</p>	<p><u>Listening and attention</u> What we like – Children to bring in something important from home (or email in a photo) – In groups have time to share and talk about what they bought in and why it is special to them. “Give</p>	<p><u>Listening and attention:</u> Read the story ‘How to catch a star’ Use a story bag filled with relevant props. Engage in a discussion about what they are, why they are important in the story. –“Maintains attention concentrates and</p>	<p><u>Listening and attention:</u> Amazing Africa – Share with the children Africa and count the countries that make it up. Share photos of the Serengeti and talk about how it is similar or different to where they live. “Maintain attention,</p>	<p><u>Listening and attention:</u> Baa Bingo – Farmyard bingo where the children have bingo cards and cross off animals as they hear the farm animal sound. Can play a young and adult farm animal version. “Listen attentively, listen to</p>	<p><u>Listening and attention:</u> Once upon a time – Have a bag filled with fairy tale objects e.g. castle, dragon, fairy, key, bean, wand etc. Children to take objects out of the bag and use them to create their very own fairy tale. “maintains attention,</p>	<p><u>Listening and attention:</u> “Give attention to what others say and respond appropriately while engaged in another activity.”</p>



<p>During some story times we will share stories without pictures or props.</p> <p>Children will be able to develop their own narratives using their imagination through role play and small world play throughout the year.</p>	<p><b>attention to what others say and respond appropriately, answer how and why questions, express themselves effectively.”</b></p> <p><b>“Maintain attention, concentrate and sit quietly during appropriate activity.”</b></p>	<p><b>sits quietly during an appropriate activity. Listen to stories and anticipating key events, respond to what they hear with relevant comments.”</b></p> <p><b>“Maintain attention, concentrate and sit quietly during appropriate activity.”</b></p> <p><b>“Two channelled attention – can listen and do for a short period of time”</b></p>	<p><b>discuss similarities and differences”</b></p> <p><b>“Two channelled attention – can listen and do for a short period of time”</b></p> <p><b>“Listen attentively in a range of situations”</b></p>	<p><b>instructions and follow rules”</b></p> <p>Farm animal Guess Who – children listen to clues and work out which farm animal is being described. <b>“Listen attentively”</b></p> <p><b>“Two channelled attention – can listen and do for a short period of time”</b></p> <p><b>“Listen attentively in a range of situations”</b></p>	<p><b>listens to and responds to ideas, expressed by others, follow several ideas, extends vocabulary, introduces a storyline (develop their own narratives by connecting ideas”</b></p> <p><b>“Listen to stories and accurately anticipate key events”</b></p> <p><b>“Responds to what they hear with relevant comments, questions or actions.”</b></p>	
	<p><u>Understanding:</u> What is friendship? Have a branch and leaves with friendship questions to discuss. Have other leaf templates for the children the draw and write responses to the questions on. Create a good friend checklist. <b>“Beginning to understand ‘how’ and ‘why’ questions. Listen to and respond to the ideas expressed by others. Talk about their experiences.”</b></p> <p>Play ‘Miss Beswick says’ children need to listen to and follow instructions. <b>“respond to simple instructions, follow</b></p>	<p><u>Understanding:</u> Throughout the topic we will sing lullabies and nursery rhymes. <b>“Can listen and do (two channelled attention), enjoy rhymes”</b> Who works when I am asleep? Talk about people who help us, reveal photos and props and talk about why some of these people may have to work at night. Children can talk about jobs they are interested in doing in the future. – <b>“Beginning to understand ‘how’ and ‘why’ questions, listens and responds to the ideas expressed by others.”</b></p> <p><b>“Follow a story without pictures or props.”</b></p>	<p><u>Understanding:</u> Market time! A market stall (outdoor shed role play shed) – Labelled baskets of foods that originate from Africa for children to explore, discuss, describe and use in play. Role play market where children can fulfil orders. <b>“Respond to instructions involving a two part sequence, carry out instructions of several parts in sequence.”</b></p> <p>Safari fun! – Hide a range of Safari animals around the indoor and outdoor classroom for the children to find following instructions e.g. take two steps forward and then....” <b>“Show understanding of</b></p>	<p><u>Understanding:</u> Muddle farm – Read the story Muddle Farm and work with the children to put the animals in the correct place using prepositional language. <b>“Respond to and follow instructions involving more than one part. Understand and use prepositions.”</b></p> <p><b>“Listen and respond to ideas expressed by others in conversation or discussion”</b></p>	<p><u>Understanding:</u> Ruler for a Day! – Have a crown that the children can try on, whoever is wearing the crown can create a rule. <b>“Give attention to what others say, understand humour, connect ideas, use imagination”</b></p> <p><b>“Follow instructions involving several ideas or actions”</b></p> <p><b>“Answer’ ‘how’ and ‘why’ questions about their experiences and in response to questions”</b></p>	<p><u>Understanding:</u> Share the story ‘Cars, trucks and things that go by” talk about and read the names of different vehicles. Have a car mat and different vehicles and give instructions on what to do with the vehicles – allow the children to give each other instructions. – Enhancement Beebot instructions. <b>“respond to simple instructions and a sequence of instructions with more than one part.”</b></p> <p><b>“Follow instructions involving several ideas or actions.”</b></p> <p><b>“Answer ‘how’ and ‘why’ questions about their</b></p>



	<p><b>instructions with more than one part."</b></p> <p>People who help us – Have a collection of objects and photos of things belonging to people who help us – Who could they belong to? Why do you think that? How does it help the person do their job? Talk about emergency services, calling 999. Etc. <b>"Understanding 'how' and 'why' questions, listens to and responds to the ideas expressed by others. Share their experiences"</b></p> <p>"Respond to instructions involving a two-part sequence"</p> <p><b>"Understand humour e.g. nonsense rhymes and jokes"</b></p>		<p><b>prepositions, respond to a series of instructions, give instructions"</b></p> <p><b>"Listen and respond to ideas expressed by others in conversation or discussion"</b></p>			<p><b>experiences and in response to stories or events."</b></p>
	<p><b>Speaking:</b> <b>"Extend vocabulary, especially by grouping or naming, exploring the meaning and sounds of new words."</b></p>	<p><b>Speaking:</b> Read the story 'When the World is ready for bed' and work through the rabbits routine and join in with rhymes. Talk about their bedtime routines and talk about how they may be similar and different to their peers. <b>"Retell past events, organise and clarify thinking"</b></p>	<p><b>Speaking:</b> Maasai – Share with the children photos and artefacts of the Maasai people – discuss what the children see and allow them to ask questions. <b>"Extending vocabulary, use talk to organise and clarify thinking, add information and explain knowledge."</b></p>	<p><b>Speaking:</b> Growing peas and carrots – work in groups to plant peas and carrots and observe and discuss the changes over time. <b>"Use talk to connect ideas, develop explanations, use vocabulary to share information and add ideas."</b></p>	<p><b>Speaking:</b> 'Goodies' and 'Baddies' – Have a collection of characters available for the children to look at, discuss, sort and think about characteristics. <b>"Listens to and responds to the ideas expressed by others, answer 'how' and 'why' questions. Extends vocabulary by grouping and</b></p>	<p><b>Speaking:</b> Pack up! – Have a suitcase that needs packing, children choose the destination and pack accordingly – children to justify their ideas. <b>"Beginning to use more complex sentences to link ideas, use talk to organise and clarify thinking, use vocabulary to justify actions and explain."</b></p>



		<p>Animals that come out at night – Introduce the children to nocturnal animals – identify them, describe them, raise questions. IL – Nocturnal and diurnal animal hunt and sort. <b>“Extend vocabulary by grouping and naming”</b></p> <p><b>“Use language to imagine and recreate roles and experiences in play situations.”</b></p> <p><b>“Link statements and stick to main theme or intention.”</b></p>	<p>What do I say? – Use a range of African animal teddies and/or puppets – Play who am I to reveal the puppets and then the children can talk about what the animal might say if it could speak. <b>“Use intonation and language to create roles, show some awareness of the listener.”</b></p> <p><b>“Use talk to organise, sequence and clarify thinking, ideas, feelings and events.”</b></p>	<p><b>“Introduce a storyline or narrative into their play.”</b></p>	<p><b>naming. Link statements and sticks to a main theme.”</b></p> <p><b>“Express themselves effectively showing an awareness of listeners needs.”</b></p> <p><b>“Use past, present and future forms accurately when talking about events that have happened or are to happen in the future”</b></p>	<p>Let’s go for a walk – Go for a walk in the local area and the children to have clipboards and draw write about things that interest them on the walk and take photos. Then use this back in the classroom to sequence and discuss the journey. <b>“Use past forms to talk about events that have happened, use language to sequence events.</b></p> <p><b>“Use past, present and future forms accurately when talking about events that have happened or are to happen in the future”</b></p> <p><b>“Develop their own narratives and explanations by connecting ideas or events.”</b></p>
Literacy	<p><u>Phonics:</u> Letters and Sounds phase 1 and 2.</p>	<p><u>Phonics:</u> Letters and Sounds phase 2.</p>	<p><u>Phonics:</u> Letters and sounds phase 2 and 3.</p>	<p><u>Phonics:</u> Letters and Sounds phase 3.</p>	<p><u>Phonics:</u> Letters and Sounds phase 3.</p>	<p><u>Phonics:</u> Letters and Sounds phase 3 and 4.</p>
	<p><u>Reading:</u> Name recognition</p> <p>Hearing sounds in the environment.</p> <p><b>“Continue a rhyming string.”</b> <b>“Hear and say the initial sounds in words. “</b></p>	<p><u>Reading:</u> <b>“Segment sounds in simple words and blend them together and knows which letters represent some of them.”</b></p> <p><b>“Link sounds to letters, sounding the letters of the alphabet”</b></p>	<p><u>Reading:</u> <b>“Link sounds to letters, sounding the letters of the alphabet”</b></p> <p><b>“Begin to read words and simple sentences.”</b></p> <p><b>“Use vocabulary and forms of speech that are increasingly influenced by</b></p>	<p><u>Reading:</u> <b>“Linking sounds to letters and naming them and sounding the letters of the alphabet”</b></p> <p><b>“Enjoys and increasing range of books.”</b></p> <p><b>“Read and understand simple sentences”</b></p>	<p><u>Reading:</u> <b>“Know that information can be retrieved from books and computers.”</b></p> <p><b>“Read and understand simple sentences.”</b></p> <p><b>“Use phonic knowledge to decode regular words and read them aloud accurately.”</b></p>	<p><u>Reading:</u> <b>“Read and understand simple sentences.”</b></p> <p><b>“Use phonic knowledge to decode regular words and read them aloud accurately.”</b></p> <p><b>“Read some common irregular words.”</b></p>



	<p>“Link sounds to letters, naming them and sounding the letters of the alphabet.”</p>	<p>“Know some information can be retrieved from books and computers”</p>	<p>their experiences of books.”</p>	<p>“Read common exception words”</p> <p>“Read some common irregular words.”</p>	<p>“Read some common irregular words.”</p>	<p>“Demonstrate understanding when talking with others about what they have read.”</p>
	<p><u>Writing:</u> Mark making</p> <p>Write their name.</p> <p>“Gives meaning to the marks they make as they draw, write and paint”</p> <p>“Form some recognisable letters”</p> <p>“Begin to break the flow of speech into words”</p>	<p><u>Writing:</u> “Gives meaning to the marks they make as they draw, write and paint”</p> <p>“Begin to break the flow of speech into words”</p> <p>“Use some clearly identifiable letters to communicate meaning, represent some sounds currently and in sequence.”</p> <p>“Write own name and other things such as labels and captions”</p> <p>“Attempt to write short sentences in meaningful contexts.”</p> <p>– CVC words</p> <p>“Write own name and other things such as labels and captions”</p> <p>Non-Fiction: Persuasive writing – letters to Santa.</p>	<p><u>Writing:</u> “Use some clearly identifiable letters to communicate meaning, represent some sounds currently and in sequence.”</p> <p>“Write own name and other things such as labels and captions”</p> <p>“Attempt to write short sentences in meaningful contexts.”</p>	<p><u>Writing:</u> “Use some clearly identifiable letters to communicate meaning, represent some sounds currently and in sequence.”</p> <p>“Write own name and other things such as labels and captions”</p> <p>“Attempt to write short sentences in meaningful contexts.”</p>	<p><u>Writing:</u> “Attempt to write short sentences in meaningful contexts.”</p> <p>“Use phonic knowledge to write words in ways which match their spoken sounds.”</p> <p>“Write some common irregular words.”</p> <p>“Write some simple sentences that can be read by themselves and others”</p>	<p><u>Writing:</u> “Use phonic knowledge to write words in ways which match their spoken sounds.”</p> <p>“Write some common irregular words.”</p> <p>“Write some simple sentences that can be read by themselves and others”</p> <p>“Spell some words correctly and others are phonetically plausible”</p>
Talk4Writing	Poetry: Playtime Rhymes	How to Catch a Star (Non-fiction instructions)	Elmer (Non-fiction report)	Little Red Hen (Fiction – Cumulative tale)	The three Little Pigs (Fiction– Defeating the baddie)	Mr Gumpy’s Outing (Journey story) (Non-fiction-Recount of trips)
Key texts:	<p>The Colour Monster (feelings and emotions, create your own monster)</p> <p>The Gruffalo (joining in with repeating refrains and rhymes, describing the Gruffalo)</p> <p>On the Way Home (Story telling language)</p>	<p>Goodnight Moon</p> <p>Owl Babies</p> <p>Whatever Next</p> <p>The Thing</p> <p>Lullabies</p>	<p>Handa’s Surprise</p> <p>Secrets of Animal Camouflage</p>	<p>Farmer Duck</p> <p>Rosie’s Walk</p> <p>Farmyard Hullabaloo</p> <p>Muddle farm</p>	<p>Shhh!</p> <p>Jack and the Beanstalk</p> <p>Fairy Tales (TBC)</p>	<p>Mrs Armitage on Wheels</p> <p>Cars, trucks and things that go by.</p> <p>The Naughty Bus</p>



Mathematics	<p><u>Number:</u> Numbers 1 to 4 One more and One less Subitising</p>	<p><u>Number:</u> Numbers 5 to 10 One more and One less Subitising Addition and subtraction Sorting</p>	<p><u>Number:</u> Problem solving Numberbonds to 5 Part part whole Recording measures Subitising Partitioning numbers</p>	<p><u>Number:</u> Partitioning Numberbonds to 10</p>	<p><u>Number:</u> Addition and counting on. Taking away and counting back. Digging deeper White Rose (maths problems and challenges)</p>	<p><u>Number:</u> Consolidate working with numbers to 20 Doubling Halving and sharing Problem solving</p>
	<p><u>Shape, Space and Measure:</u> 2D shapes</p>	<p><u>Shape, Space and Measure:</u> Comparisons of length and height.</p>	<p><u>Shape, Space and Measure:</u> The language of time.</p>	<p><u>Shape, Space and Measure:</u> 2D and 3D shapes and their properties. Weight Money (language and coin rec.)</p>	<p><u>Shape, Space and Measure:</u> Repeating patterns.</p>	<p><u>Shape, Space and Measure:</u> Measuring length, height and distance Weight and capacity</p>
<p>Understanding the World</p> <p>Blue=Cornerstones Bold=EYFS statement</p>	<p><u>People and Communities:</u> People who help at home 'My Mum' by Anthony Browne and 'Superhero dad' by Timothy Knapman. Stimulate conversations about who helps at home and different routines. <b>"Enjoys joining in with family customs and routines."</b></p> <p><b>"Talk about past events and in their own lives and the lives of family members"</b></p>	<p><u>People and Communities:</u> Share the story 'A book of Sleep' By Il Sung Na – Discussion around the importance of sleep – take home a sleep diary. "<b>Enjoys joining in with family customs and routines."</b></p> <p><b>"Talk about past events and in their own lives and the lives of family members"</b></p>	<p><u>People and Communities:</u> A day in the life" – Share videos of children going to school in urban Kenya. Discuss similarities and differences. <b>"Know about similarities between themselves and others and among families, communities and traditions."</b></p> <p><b>"Talk about past events and in their own lives and the lives of family members"</b></p>	<p><u>People and Communities:</u> <b>"Enjoys joining in with family customs and routines."</b></p> <p><b>"Talk about past events and in their own lives and the lives of family members"</b></p>	<p><u>People and Communities:</u> <b>"Know that other children do not always enjoy the same things and are sensitive to this"</b></p>	<p><u>People and Communities:</u> <b>"Know about similarities between themselves and others and among families, communities and traditions."</b></p>
	<p><u>The World:</u> Similarities and differences between themselves and their peers. <b>"Look closely at similarities, differences"</b></p> <p><b>"Look closely at similarities, differences, patterns and change".</b></p>	<p><u>The World:</u> Why is it dark night? Discussion and then give the children cardboard boxes to climb into can we block out all of the light? <b>"explain why some things occur"</b></p> <p><b>"Look closely at similarities, differences, patterns and change".</b></p>	<p><u>The World:</u> Why do Zebra's have stripes? Discuss the questions, discuss scientists believe they have stripes to avoid insects – test this out with different coloured and striped paper outside. <b>Talk about things they observe.</b></p>	<p><u>The World:</u> My Baby – farm animals and their young. Discuss similarities and differences.</p> <p>Observing and sorting seeds. – Talk about things they observe.</p> <p><b>"Know about similarities and differences in relation"</b></p>	<p><u>The World:</u> Plant some beans, observe changes and care for their seeds.</p> <p><b>"Make observations of animals and plants and explain why some things occur and talk about changes."</b></p>	<p><u>The World:</u> A range of vehicles to discuss and sort. Discuss how they travel. <b>"Look closely at similarities, differences, patterns and change".</b></p> <p>Boat Builders! – Using different materials to build a bot that will float on</p>



		<p><b>“Talk about the features of the immediate environment and how environments might vary from one another.”</b></p>	<p>Whose baby? – Match baby and adult animals, talk about similarities and differences.</p> <p><b>“Know about similarities and differences in relation to places, objects, materials and living things.”</b></p> <p><b>“Talk about the features of the immediate environment and how environments might vary from one another.”</b></p>	<p><b>to places, objects, materials and living things.”</b></p> <p><b>“Talk about the features of the immediate environment and how environments might vary from one another.”</b></p> <p><b>“Make observations of animals and plants and explain why some things occur and talk about changes.”</b></p>		<p>water. – Talk about how things happen and why things work. Properties of materials. Floating and sinking.</p> <p>Exploring ramps and cars, change the textures of the ramp and observe what happens.</p> <p><b>“Look closely at similarities, differences, patterns and change”.</b></p> <p><b>“Talk about the features of the immediate environment and how environments might vary from one another.”</b></p>
	<p><u>Technology:</u> Smile! – Take a photo of a friend <b>“Use ICT hardware to interact with age-appropriate computer software.”</b></p> <p>Introduction to E-Safety/staying safe online.</p> <p><b>“Complete a simple program on a computer.”</b></p>	<p><u>Technology:</u> E safety: Passwords and personal details.. TeachYourMonsterToRead</p> <p><b>“Complete a simple program on a computer.”</b></p>	<p><u>Technology:</u> Safer internet day</p> <p><b>“Use ICT hardware to interact with age-appropriate computer software.”</b></p>	<p><u>Technology:</u> Digital art – Use paint software to draw a farm animal.</p> <p>E-Safety – Smartie the Penguin</p> <p><b>“Use ICT hardware to interact with age-appropriate computer software.”</b></p>	<p><u>Technology:</u> E-safety – GigaBYTE</p> <p><b>“Recognise that a range of technology is used in places such as homes and schools.”</b></p>	<p><u>Technology:</u> E-safety: Revisit e-safety rules.</p> <p><b>“They select and use technology for particular purposes.”</b></p>
<p><b>Expressive Arts &amp; Design</b></p>	<p><u>Exploring and using materials and media:</u> Friendship colours – find a friend, choose a colour for your hand, mix together and make a handprint. <b>“Explore what happens when they mix colours.”</b></p>	<p><u>Exploring and using materials and media:</u> The lost stars – Describe stars and then give the children templates and a range of resources they can choose from to decorate their star. <b>“Understand</b></p>	<p><u>Exploring and using materials and media:</u> Call and response songs – call out a chant or names/words for children to chant back. <b>“Begin to build a repertoire of songs and dances.”</b></p>	<p><u>Exploring and using materials and media:</u> Fruity Prints – Discussing different fruits, cutting them in half and using them in paint to create prints. Have a fork in the fruit to turn it into a printing tool.</p>	<p><u>Exploring and using materials and media:</u> Use different materials to build houses like the 3 little pigs. <b>“Select tools and techniques needed to shape, assemble and join</b></p>	<p><u>Exploring and using materials and media:</u> Vehicle/travelling songs e.g. 5 little men in a flying saucer, wheels on the bus, the runaway train, row row row your boat, The big ship</p>



	<p><b>“Begin to build a repertoire of songs and dances.”</b></p> <p><b>“Explore what happens when they mix colours.”</b></p> <p><b>“Experiment to create different textures.”</b></p>	<p><b>that different media can be combined to create new effects.”</b></p> <p><b>“Understand that different media can be combined to create new effects.”</b></p> <p><b>“Manipulate materials to achieve a planned effect.”</b></p>	<p>Making faces – Explore African masks. Children create their own clay mask. <b>“Manipulate materials to achieve a planned effect.”</b></p> <p>African pattern making – Exploring African patterns and using inks and different tools to create their own patterns. <b>“Safely use and explore a variety of materials, tools and techniques.”</b></p> <p><b>“Explore different sounds of instruments.”</b></p> <p><b>“Construct with a purpose in mind using a variety of resources.”</b></p> <p><b>“Use simple tools competently and appropriately.”</b></p>	<p><b>“Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.”</b></p> <p>Seed shakers – using seeds, empty yoghurt pots to create shakers and explore different combinations. <b>“Explore different sounds of instruments.”</b></p> <p>Farmyard nursery rhymes and create our own to the same tunes. <b>“Begin to build a repertoire of songs and dances.”</b></p> <p><b>“Select appropriate resources and adapt work where necessary.”</b></p> <p><b>“Select tools and techniques needed to shape, assemble and join the materials they are using,”</b></p>	<p><b>the materials they are using,”</b></p> <p><b>“Sing songs, make music and dance and experiment with ways of changing them.”</b></p> <p><b>“Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.”</b></p>	<p>sails, she’ll be coming round the mountain. <b>“Sing songs, make music and dance and experiment with ways of changing them.”</b></p> <p>Junk model vehicles.</p> <p>Wish your were here? Children choose a photo of a location, ask someone to take their photo. When printed stick their photo on the location. <b>“Understand that different media can be combined to create new effects.”</b></p> <p><b>“Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.”</b></p>
	<p><u>Being Imaginative:</u> Show me drama game – acting out being a good friend. <b>“Use movement to express and respond to feelings and act out experiences.”</b></p> <p><b>“Create simple representations of events, people and objects.”</b></p>	<p><u>Being Imaginative:</u> Deep Space – Share photos from the Space Hubble then give the children paint, tools and allow the children to mix paint to create their own patterns and swirls. <b>“Create simple representations of events, people and objects.”</b></p>	<p><u>Being Imaginative:</u> <b>“Introduce a storyline or narrative into their play.”</b></p> <p><b>“Play alongside other children who are engaged in the same theme.”</b></p>	<p><u>Being Imaginative:</u> <b>“Play alongside other children who are engaged in the same theme.”</b></p> <p><b>“Play cooperatively as part of a group to develop and act out a narrative.”</b></p>	<p><u>Being Imaginative:</u> The Royal Workshop – create their own shields, swords and crowns. <b>“Create simple representations of events, people and objects.”</b></p> <p><b>“Use what they have learnt about media and materials</b></p>	<p><u>Being Imaginative:</u> <b>“Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.”</b></p>



	<p><b>“Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.”</b></p>	<p><b>“Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.”</b></p> <p><b>“Choose particular colours to use for a purpose.”</b></p>			<p><b>in original ways, thinking about uses and purposes.”</b></p>	
RE	<p><b>Special People:</b> Families, friends, role models, Jesus, Moses</p>	<p><b>Christmas:</b> Giving, Saying thank you, The Christmas Story</p>	<p><b>Celebrations:</b> Celebrating the new Year, Chinese New Year, Persian New Year, Holi</p>	<p><b>Easter:</b> Signs of Spring, Spring into life, Easter</p>	<p><b>Story time:</b> The Boy Who Cried Wolf, The Crocodile and the Priest, Bilal and the Beautiful Butterfly, The Gold Giving Serpent, Best Friends, The Lost Coin.</p>	<p><b>Special Places:</b> Homes around the World, Our World, Churches, Mosques, Synagogues</p>
PSHE/Values	<p>Values: Friendship (Sep) Respect (Oct)</p> <p>Friendship: Friendship tree.</p> <p>School rules and expectations.</p>	<p>Values: Honesty (Nov) Kindness (Dec)</p> <p>Kindness: Have you filled a bucket today?</p>	<p>Values: Responsibility (Jan) Empathy (Feb)</p> <p>Responsibility: Classroom jobs.</p> <p>Clever Never Goes</p>	<p>Values: Tolerance (Mar)</p>	<p>Values: Thoughtfulness (Apr) Courage (May)</p> <p>NSPCC The Underwear rule</p>	<p>Values: Resilience (Jun) Achievement (Jul)</p>
Children’s Interests	<p><b>Please note that all of the ideas above are suggestions and the activities themselves may differ depending on the interests of the children.</b></p>					