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| EYFS curriculum overview FS2 | | | | | | | | | |
| See individual overviews of each area for more detail | | | | | | | | | |
|  | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 | |
| Enrichment Special days/ weeks/ events/ Trips  Weekly Forest School | New School Year Harvest Autumn | Bonfire Night Christmas/ Winter Fayre Remembrance Day Diwali Winter Black History Month - October World Science Day 10th Nov | | Valentine’s Day Shrove Tuesday Chinese New Year New Year World Wildlife Day 3rd March | Easter Mother’s Day World Book Day Spring STEM Week National Park Week (18th – 26th April) | | Earth Day Eid SATS National Smile Month 18th May – | Sports Day Father’s Day Transition Summer  Pirate Day | |
| Theme | Wonderful me! | Autumn Days | | Winter Fun | Terrific Tales | | Come Outside | Oh I Do Like To Be Beside The Seaside | |
| **COEL** | **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.  **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. | | | | | | | | |
| **Communication and Language** | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | | | | |
| **Possible Texts** | Jack and Jill  Humpty Dumpty  Hickory Dickory Dock  Owl Babies  Once there were Giants  Titch  Stick Man  The Colour Monster  Jolly Christmas Postman | | | Lost and Found  The Emperors Egg  Mr Wolf’s Pancakes  3 Little Pigs  Gingerbread Man  Goldilocks  Little Red Hen | | | Hungry Caterpillar  The Tiny Seed  Oliver’s Vegetables  Jack and the Beanstalk One Plastic Bag Jasper’s Beanstalk Tree,  Seasons come and seasons go  People Who help us ( Non fiction )  The Amazing Adventures of Max (TFW HL)  Light house Keepers Lunch  World Atlases  Pirates Next Door  Pirates Love Underpants | | |
| Nursery Rhyme of the Week. | Jack and Jill  Humpty Dumpty  Hickory Dickory Dock  Animals Went in 2 by 2  When Goldilocks went to the house of the bears  Grand Old Duke of York  1,2,3,4, Once I caught a fish alive  5 Currant buns  Twinkle Twinkle Little Star  5 Little ducks  Christmas Songs | | | 5 little Snow men  The Bear went over the Mountain  Row row row your boat  I went to visit a farm one day  There’s a worm at the bottom of the garden  Mix a Pancake | | | Seaside Poems  A sailor went to sea  The Big Ship Sails  Bobby Shaftoe  I’m a Pirate  When I was one | | |
| Whole FS2 Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions,  T4W actions, productions weekly interventions.  **Daily story time** | 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 Learn Nursery Rhyme a week  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?”  Engage in non fiction texts  Understand how to listen carefully and why listening is important  New vocabulary | Settling in activities  Develop vocabulary Fridge words -Word of the day  Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary .  Learn Nursery Rhyme a week  Understand how to listen carefully and why listening is important  Engage in non fiction texts  New vocabulary | | Develop vocabulary through story. Story language. Ask questions to find out more and to check they understand what has been said to them.  Model use of longer sentences Connect one idea to another using a range of joining words because, , but  Expand on children’s phrases  Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.  Understand how to listen carefully and why listening is important  Engage in non fiction texts  New vocabulary | Develop vocabulary through story 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  Describe events in detail  Sequencing stories and events .  Learn rhymes, poems and songs.  Connect one idea to another using a range of joining words because, , but  New vocabulary  Understand how to listen carefully and why listening is important  Engage in non fiction texts | | Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures  Model future and past tense e.g .I went to the shop I am going to the park  Learn rhymes, poems and songs.  New vocabulary  Understand how to listen carefully and why listening is important  Engage in non fiction texts | Look at questions  Model answering why questions.  Use conjunctions like “because” “or” ‘and”  Learn rhymes, poems and songs.  New vocabulary  Understand how to listen carefully and why listening is important  Engage in non fiction texts | |
| **Personal, Social and Emotional Development** | Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.** | | | | | | | | |
| **Managing Self**  **Self - Regulation**  **Building Relationships**  PSED will be taught continuously throughout the day | **Transitions into school**  Class Rule Rules and Routines Supporting children to build relationships  **All About Me**  (What do I look like?)  World Mental Health Day Oct | | **Homes and Families**  (who lives in my house?)  Anti-bullying week  Celebrating differences  Valuing themselves as an individual  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 | **Mental Health and Feelings**  (How am I feeling? Managing my feelings)  Children’s mental health week  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. | **Staying safe** (who can we go to for help?)  Earth Day  Internet safety day  St George’s Day  Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. | **Looking after the environment and caring for living things**  (How do things grow and change over time?)  Random acts of Kindness Looking after pets Looking After our Planet | | | **Physical exercise and healthy lifestyles**  (How can we look after our bodies?)  RSE Day  Transitions into new class  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. |
| **Physical development** | Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | | | | |
| Gross Motor  Daily opportunities for developing gross motor skills in Forest School and Outdoor Provision  Weekly Yoga | Fundamental Movement Skills  Negotiate new school environment safely and confidently throughout a range of situations and activities.  To jump, hop, throw, catch. | | Rosies Walk  To jump and land appropriately  Different ways of travelling: shuffling, running, jumping, skipping, sliding and hopping | Rumble in the Jungle  To travel on hands and feet and roll in a variety of ways  Rock and Roll, Egg Roll, Teddy Roll, Pencil roll.  To throw under and over arm. | How to Catch a Star  To balance on small and large body shapes. To send a ball with increasing accuracy.  To jump and land appropriately.  To climb under, over and through climbing equipment.  To practise throw overarm. | Hungry Caterpillar  To perform the basic skill of jumping. To travel in a variety of ways low to the ground, To travel over, under and through balance and climbing equipment. To balance on a range of body parts. To throw underarm. To roll in a variety of ways. | | | Seaside  To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it.To perform a variety of gymnastic rolls. To underarm throw with accuracy. |
| Pre writing Skills Early Years | Upper body and core strength  Shoulder pivot  Elbow pIvot  Wrist Pivot  Grip : Crossing the midline, Bilateral coordination hand eye coordination  <https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas> | | | | | | | | |
|  | Healthy Life style.  Throughout the year we will look at healthy eating, toothbrushing, sensible amounts of screen time (Linked to computing topic), sleep routine and being a safe pedestrian.  Children will further devlop skills they need to manage the school day successfully eg lining up, meal times and personal hygiene. | | | | | | | | |
| Fine Motor  Daily opportunities for developing fine motor skills in Indoor and Outdoor Provision | Threading, cutting, weaving, playdough,  Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements  Eg Writing like a jedi  Dough disco  Squiggle while you wiggle  Hold pencil/paint brush beyond whole hand grasp Pencil Grip | | 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.  Eg Writing like a jedi  Dough disco  Squiggle while you wiggle | Threading, cutting, weaving, playdough,  Fine Motor activities. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. To copy lines and shapes.  Hold pencil effectively with comfortable grip  Holding Small Items / Button Clothing / Cutting with Scissors ( different scissors for different stages of development.  Eg Writing like a jedi  Dough disco  Squiggle while you wiggle | Threading, cutting, weaving, playdough,  Fine Motor activities.  Hold pencil effectively with comfortable grip Forms recognisable shapes  Eg Writing like a jedi  Dough disco  Squiggle while you wiggle | Threading, cutting, weaving, playdough,  Fine Motor activities.  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, like a circle / Draw a cross  Eg Writing like a jedi  Dough disco  Squiggle while you wiggle | | 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 | |
| Literacy | It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | | | | |
| Literacy  Linked to the theme- plus a focus on reading, phonics and vocabulary  Texts may change due to children’s interests. | Comprehension  Regular sharing of books and discussions about the story  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books  Learn new vocabulary  Use new vocabulary through the day  Learn nursery rhymes, poems and songs  Understand print has meaning and we read English text from left to right and top to bottom  Print can have different purposes  The names of the different parts of the book  Page sequencing  Word Reading **Phonic Sounds:**  Phase 1/2 phonics Initial sounds, oral blending, CVC sounds, 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  Writing  Lots of opportunities for mark marking, shopping lists, cards , telephone conversations | Comprehension  Regular sharing of books and discussions about the story  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books  Learn new vocabulary  Use new vocabulary through the day  Learn nursery rhymes, poems and songs  Understand print has meaning and we read English text from left to right and top to bottom  Print can have different purposes  The names of the different parts of the book  Page sequencing    Word Reading  Phase 2  Differentiated groups **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.  Read Tricky words Phase 2  I ,the, into, no ,go  Writing  Lots of opportunities for mark marking, shopping lists, cards , telephone conversations | | Comprehension  Regular sharing of books and discussions about the story  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books  Learn new vocabulary  Use new vocabulary through the day  Learn nursery rhymes, poems and songs  Understand print has meaning and we read English text from left to right and top to bottom  Print can have different purposes  The names of the different parts of the book  Page sequencing  Word Reading  Phase 3 set 6-7  Differentiated groups  Help children to become familiar with letter groups, such as ‘j’, ‘v’, ‘w’, ‘sh’ ‘or’ ‘ch’. Provide opportunities for children to read words containing familiar letter groups:  Read Tricky words Phase 3 he,me,she,we,be  Writing  Lots of opportunities for mark marking. Using phonic sounds they have learnt. | Comprehension  Regular sharing of books and discussions about the story  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books  Learn new vocabulary  Use new vocabulary through the day  Learn nursery rhymes, poems and songs  Understand print has meaning and we read English text from left to right and top to bottom  Print can have different purposes  The names of the different parts of the book  Page sequencing  Word Reading  Differentiated groups  Phase 3 vowel digraphs  Help children to become familiar with letter groups, such as ‘ai’, ee’, ‘igh’, ‘oa’ ‘oo’ ‘’. Provide opportunities for children to read words and captions containing familiar letter groups:  Writing  Lots of opportunities for mark marking, beginning to write letters Using phonic sounds they have learnt.  Read Tricky words Phase 3  You,was,they,are,all, | | Comprehension  Regular sharing of books and discussions about the story  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books  Learn new vocabulary  Use new vocabulary through the day  Learn nursery rhymes, poems and songs  Understand print has meaning and we read English text from left to right and top to bottom  Print can have different purposes  The names of the different parts of the book  Page sequencing  Word Reading  Differentiated groups  Consolidate Phase 3  Provide opportunities for children to read words, sentences and captions containing familiar letter groups:  Consolidate Phase 3 tricky words begin phase 4  Writing  Lots of opportunities for mark marking,  beginning to write simple sentences using a capital letter and full stop.  Re-read what they have written  Using tricky words in writing as well as using phonics sounds to spell. | Comprehension  Regular sharing of books and discussions about the story  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books  Learn new vocabulary  Use new vocabulary through the day  Learn nursery rhymes, poems and songs  Understand print has meaning and we read English text from left to right and top to bottom  Print can have different purposes  The names of the different parts of the book  Page sequencing  Word Reading  Differentiated groups  Phase 4 phonics  Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments Transition work with Year 1 staff  Writing  Lots of opportunities for writing.  Beginning to write simple sentences using a capital letter and full stop.  Lists, cards, instructions.  Re-read what they have written  Using tricky words in writing as well as using phonics sounds to spell | |
| Maths | Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, ‘have a go’**, **talk to adults** and peers about what they notice and not be afraid to make mistakes. | | | | | | | | |
| Maths | Getting to Know You  TEACHER ASSESSMENT & BASELINE GOV NFER  White Rose Maths  Just Like Me - Week 1 |  Sort Same/different, colour, size, shape  Just Like Me - Week 2  Compare Amount  Equal symbol, equal, more than, fewer than  Just Like Me - Week 3 | Compare size, mass and capacity large/small, big/little, short/tall, tallest/shortest  Just Like Me Exploring Pattern Make simple patterns | . It’s Me 1, 2, 3! - Week 1  Introduce 1 and 0 Representing 1,2,3 Comparing 1,2,3  Equal/not equal, circle, 1p  It’s Me 1, 2, 3! - Week 2  Introduce 2  Composition 1,2,3  Addition, 2 step pattern, 2p  It’s Me 1, 2, 3! - Week 3  Introduce 3  Circles & Triangles Spatial Awareness  3 step pattern, triangles Positional Language  Light and Dark  Week 1  Introduce 4  Squares and rectangles  Light and Dark Week 2  Introduce 5  Pentagons  Light and Dark  Week 3  1 more/1 less Subtraction symbol  Light and Dark  Week 4 Activity Week  Comparing Shapes Night & Day/Time Digging Deeper Measurement | | Alive in 5! - Week 1  Introducing zero Making pairs  One less 5 currant buns How many? Representing zero Comparing numbers to 5 Composition of 4 & 5 Equal and unequal  Alive in 5! - Week 2  Composition of numbers to 5- 2 groups How many altogether Composition of numbers to 5- 3 groups How many are hiding?  Alive in 5! - Week 3  Comparing mass- heavier/lighter than Compare Capacity- full and empty Measuring capacity How many fit inside? Measuring ingredients  Growing 6,7,8, -Week 1  6 Making pairs Combining 2 group Which show 6, composition of 6 Sorting 6,  Number of the week=6  Meet Six Counting (1 to 6)  Subitising (dice patterns)  Six Dinner Sid  Growing 6,7,8, -Week 2  7  Making pairs Combining 2 group Which show 7, composition of 7  Sorting 6,7  Number of the week=7  Meet Seven Counting (1 to 7)  Growing 6,7,8, -Week 3  Making pairs Combining 2 group Which show 8, composition of 8  Sorting 6,7,8  Number of the week=8  Meet Seven Counting (1 to 8)  Counting (1 to 8) 8 is one more than 7  Subitising (8) | Building 9 and 10  Week 1  9 Comparing numbers to 9 Bonds to 9 Representing 9 and 10 Sorting 9 and 10 Ordering numerals to 10 Composition of 9 and 10 Numbers to 10 bingo  Building 9 and 10  Week 2  10 Comparing numbers to 10  Bonds to 10  Counting back from 10- 0 ten in a bed  Comparing numbers within 10 Making 10  Building 9 and 10  Week 3  3D shape and pattern Building with 3d shapes Matching 3d shapes Printing with 3d shapes Pattern | | To 20 and beyond  Week 1  Number patterns to 20 Matching pictures and numerals  Ten frame fill beyond 10 Estimating game Subtraction from ten frames game  To 20 and beyond  Week 2  Missing numbers Ordering numbers to 20 Race to 20 game Bingo with numbers to 20 Which holds the most?  To 20 and beyond  Week 3  Find my match with shapes  Find my match with models  Match and fill  Replicate my model Tangrams  First, Then Now  Week1  Track game- counting on Adding more  Adding more- unknown then Adding more- first unknown  First, Then Now  Week 2  Taking away with pebbles Taking away  Taking away- unknown then  Pass it on game  First, Then Now  Week 3  Making new shapes with 2 right angle triangles Making new shapes with squares Grandpa’s quilt | Find My Pattern  Week 1  Sharing  Teddy Bear Picnic The Doorbell Rang Grouping  Find My Pattern  Week 2  Even and Odd  One Odd day  How many cubes Barrier Game  On the Move  Week 1  Patterns and Relationships  Patterns ABBA  On the Move  Week 2  Tall/Long and short  Missing numbers  Subitising  On the Move  Week 3  Spatial Reasoning  Maps | |
| Understanding of the World | Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | | | | |
| Understanding of the World  History  Geography  Science  Technology  RE  **Why are some things special?**  Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.  They will begin to understand and value the differences of individuals and groups within their own community.  Children will have opportunity to develop their emerging moral and cultural awareness | People, Cultures and Communities focus-Cultures and Beliefs Diwali celebrations  RE  Why are some things special? (RE Unit)  **Christianity**  *KQ: Special times: How and why do we celebrate?*  Celebrations  Harvest  Themselves, their own families and significant people.  The Natural World  Where they live and the area they live in Houses and Homes  Talk about being Special and how they are unique and special. Everyone is different.  Past and Present All about Me Box  The World focus- Working scientifically  Facial features, hair colour  Body Parts .  Senses,  Cooking activity Making Playdough  Technology focus- Ipad Cbeebies Story time | People, Cultures and Communities focus- Bonfire Night, Remembrance Christmas Posting a letter to FC  RE  **Christianity Hinduism**  *KQ: Special times: How and why do we celebrate?*  Celebrations  Christmas, Diwali  Past and Present Look at Old and new toys. How are they different? What are they made from? Which do children prefer?  Old playground games.    The World focus- Working scientifically  - season of Autumn discussing changes. Outdoor classroom weekly.  Animals that hibernate  Explore habitats, signs of Autumn  Cooking Activity Veg soup  Magnets investigation  The Natural World- Geographical Development  Seasons and weather  Introduce Paddington and his postcards from around the world.  Technology focus- On line safety | | People, Cultures and Communities – Chinese New Year, Pancake Day, Valentines Day    RE  **Christianity Islam**  *KQ: Special stories: Why are some stories special? What special messages can we learn from stories?*  Stories from the Bible  Story of The Night of Power and the Qur’an.  Chinese New Year, Shrove Tuesday,  Past and Present Sequencing stories and visual timetable.    Working Scientifically Penguins, Pancake making  Outdoor classroom  Ice investigation    The Natural World- Geographical Development  Seasons and weather  Antarctica  Technology: Animal Safari.  Introduce Purple Mash logging in | People, Cultures and Communities  RE  **Christianity**  *KQ: Special times: How and why do we celebrate?*  Easter  Easter, Mother’s Day  Working Scientifically  Baking gingerbread men  Can you build a house and can you blow it down?  Can you make a waterproof house for the 3 Little Pigs?  What materials would you use?  Outdoor classroom early signs of spring  The Natural World- Geographical Development  People who help us  Seasons and weather  Outdoor Classroom  Technology: Shape Hunt | | People, Cultures and Communities RE  **Christianity Islam**  *KQ: Special Places: What is special about our world?*  Our special world  The Creation Story  Stories about Mohammed (pbuh)  Eid  Technology- Robots ( Pirates) (algorithms)  Working Scientifically  Outdoor Classroom  : Looking closely at similarities and differences – observing and analysing plants and how the seasons changes our environment.  What do plants need to grow? Water? Heat? Etc  Grow herbs and make dips with them  Life Cycles Butterflies  The Natural World- Geographical Development  Seasons and weather  Outdoor Classroom  Past and Present  Famous Pirates | People, Cultures and Communities;  RE  **Christianity Hinduism Islam**  *KQ: What buildings and places are special to different people?*  Church  Mosque  Mandir  Working Scientifically  Outdoor classroom  Seasons and planting  Light and Shadows  Do plants they grow better in the dark or light ?    float or sink experiments  The Natural World- Geographical Development  Seasons and weather  Outdoor Classroom  Countries of the world    Past and Present  Holidays in the past  Magic Grandad Victorian holidays | |
| **Expressive Arts and Design** | The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | | | | |
| EAAD  (Art/DT/Music )  Links to themes  See Art and DT Long Term Plan  *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* | Drawing  Looking for and collecting different lines  Use different lines to make a pattern  Different textures  Line, pattern, shape and texture  Painting  Using thick and thin brushes  Moving paint around in different ways  Using other tools for painting  Using and describing colour  Mixing and changing colour  More or less colour  Printing  Exploring the technique of pressing on and taking off. (darker/lighter.)  Random and repeated pattern  Monoprinting  Collage  Choosing, arranging and sticking  Sorting, classifying and matching.  Tearing paper strips  Cutting paper strips  Sculpture  Exploring clay, pulling, twisting, pinching, rolling, pushing, prodding and poking.  Adding pattern and texture  Constructing by cutting, folding and slotting boxes and card.  Joining – glue, Sellotape, masking tape.  Textiles  Cutting and joining textiles using glue and tape.  Sewing textiles / making stitches  Colouring textiles and adding pattern.  Music  Listen with increased attention to sounds  Respond to what they have heard, expressing their thoughts and feelings  Remember and sing entire songs and use their singing voice.  Introduce pulse  Create their own songs and compositions  Play instruments with increasing control, naming some of them | | | | | | | | |

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| **Early Learning Goals** | | | | | | |
| **Communication and Language** | **Personal, social, emotional development** | **Physical Development** | **Literacy**  page14image59548816 | **Maths**  page14image59545488 | **Understanding the World**  page14image59548400 | **Expressive arts and design** |
| **ELG: Listening, Attention and Understanding**  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions  Make comments about what they have heard and ask questions to clarify their understanding  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers  **ELG: Speaking**  Participate in small group, class and one- to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | **ELG: Self-Regulation**  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **ELG: Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  ELG: Building Relationships  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers;.  Show sensitivity to their own and to others’ needs. | **ELG: Gross Motor Skills**  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **ELG: Fine Motor Skills**  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing. | **ELG: Comprehension**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  **ELG: Word Reading**  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **ELG: Writing**  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. | **ELG: Number**  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  **ELG: Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | **ELG: Past and Present**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **ELG: People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  **ELG: The Natural World**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **ELG: Creating with Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.  **ELG: Being Imaginative and Expressive**  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known  nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |