

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Getting to Know You	Autumn Looking at the Past Christmas	Winter People Who Help Us	Traditional Tales Book Week Easter Spring	The Lost World	Mighty Minibeasts Summer
Over Arching Principles	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>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</p> <p>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.</p> <p>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.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

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NB: These themes may be adapted at various points to allow for children's interests to flow through the provision WELL-BEING & Behaviour For Learning	Starting school / my new class / New Beginnings Class Rules/ Turn Taking Recognise Uniqueness Feeling Good about yourself Likes and Dislikes Staying healthy / Food / Human body My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Comparisons of now and then How homes and schools used to look Milestones Trip Handling Artefacts Toys Materials Little Red Hen - Harvest Old favourites Familiar tales Library visits The Nativity Panto Live Christmas Lists Letters to Father Christmas	Winter Special Clothes Changes in the Seasons Different roles and jobs Emergency Services What to do in an emergency Identifying People who help us Super Heroes Vechiles	Spring Easter Creative Book Week Stories Stories from different Cultures around the world Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs How stories and structured Looking at similarities and differences between stories	Different Dinosaurs Habitats Carnivores/ Omnivores and Herbivores Archeological Evidence Fact Finding Enquiry Investigating the size of dinosaurs Features of Dinosaurs How They moved Fossils- Mary Anning Questions	Different Minibeasts Features of Minibeasts Diets Observational Drawings Habitats Fact Files Non-Fiction Books Life Cycles Pond Life
Possible Texts and 'Old Favourites'	Pink is for Boys What if we were all the same? Odd Dog out All about Families The Crayons Book of Number The Naughty Bus 1 is a Snail 10 is a Crab The Great Big book of Families Mouse Counts The Colour Monster Goes to School Percy the Park Keeper: Autumn Goodbye Summer, Hello Autumn	Nothing Major Glad Dizzy The Jolly Postman Christmas Story / Nativity Rama and Sita Peepo Dogger Peppe the Lamplighter Knuffle Bunny House and Home Victorian Homes Emmeline Pankhurst Terrific Toys in the past Lost in the Toy Museum; Adventure 1 Old Bear The Enormous Turnip Fish Eyes	Heroes who help us from around the world. A Superhero Like you Real Superheroes: A celebration of Key Workers Bear Snores On When I Grow Up Winter Sleep Percy the Park Keeper: One Snowy Night The Jolly Postman Annos Counting Book The Shopping Basket I Spy Numbers	The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs The Tiny Seed We're Going on a Bear Hunt Me on a Map Rosie's Walk Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons Katie and the Impressionists	The 100 Decker Bus Dinosaurs Love Underpants Megs Eggs Hattie Peck Harry and the Bucketful of Dinosaurs The Girls and the Dinosaur Tyrannosaurus Drip Dinosaur Time Mary Anning; Little People Big Dreams If I had a Dinosaur Stomp Dinosaur, Stomp Stone Girl Bone Girl Dinosaur Lady	What the Ladybird Heard Tadpoles Dream Flip Flap Minibeasts Mad about Minibeasts The Hungary Caterpillar We're Going on a Bear hunt: Lets Discover Bugs! 100 Hungry Ants

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Growth Mindset	Independence (Indy the independent snow leopard)	Focus (Frankie the focused flamingo)	Inquisitive (Charlie the curious chimp)	Resilience (Tammy the tough tortoise)	Reflective (Mr Magpie)	Team Work (Ant Army)
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Talk Boost Pivot Point Assessment Dough Gym Gross Motor Assessment	Ongoing assessments Entry Data Analysis Pupil progress meetings Stuck and Stalled Interventions Parents evening info EYFS team meetings In House Moderation EYFS Cluster Meetings End of Phase Phonics Assessment	Cluster Moderation Network Meetings EYFS team meetings County Moderation In House Moderation Interventions	Pupil Progress Meetings Parents Evening Info EYFS Team Meetings Tracking Data Stuck and Stalled Interventions	Cluster Moderation Network Meetings EYFS team meetings Interventions	Interventions EYFS team meetings EOY data Windscreens School Reports Transition Meetings
Parental Involvement	Staggered Start Home Visits Parents Evening Home / School Agreement Wow Moments Talk Books Tell Me About It Books New Curriculum Meeting Parental Event (Makaton Singing) Home Challenge	Wow Moments Talk Books Tell Me About It Books Nativity Math's Workshop Phonics Meeting Stay and Read Home Challenge Maths Challenge Parent Story Time	Wow Moments Talk Books Tell Me About It Books Stay and Read Home Challenge Maths Challenge Parental Job Talks Parent Story Time	Wow Moments Talk Books Tell Me About It Books Stay and Read Home Challenge Maths Challenge House Workshop Parent Story Time Parents Evening Creative Book Week	Wow Moments Talk Books Tell Me About It Books Stay and Read Home Challenge Maths Challenge Dinosaur Museum Parent Story Time	Wow Moments Talk Books Tell Me About It Books Stay and Read Home Challenge Maths Challenge Art Exhibition School Reports Sports Day Parent Story Time

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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.			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 .			
Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group and carpet discussions, Circle Time, PSHE, Turtle Time, stories, singing, Speech and Language interventions, Talk Boost, Spotlight, Compliments, Golden Moments, Talk Book Time, Makaton Signs of the week, Word Aware, Assemblies and weekly interventions. Daily story time Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons	Settling in activities Making friends Rhyming and alliteration Sharing facts about me! Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Model Makaton Listen carefully to rhymes and songs paying attention to how they sound. Answering 'How' and 'why' questions Understand how to listen carefully and why listening is important.	Develop vocabulary Child led what we want to know and find out Asks how and why questions... Listening and responding to stories Following instructions Takes part in discussion Use new vocabulary through the day Using correct tenses when talking about past and current events Describe events in detail - time conjunctions Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Children's Choice Role Play	Develop vocabulary Child led what we want to know and find out Asks how and why questions... Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail Learn rhymes, poems and songs Listening to Visitors Talk about Professions, making comments and asking questions to clarify their understanding Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children's Choice Role Play	Develop vocabulary Child led what we want to know and find out Asks how and why questions... Sustained focus when listening to a story Tell me a story - retelling stories Story language Retell a story with story language Making use of recently introduced vocabulary from stories. Pie Corbett T4W actions Learn rhymes and songs paying attention to how they sound. 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 Children's Choice Role Play	Develop vocabulary Child led what we want to know and find out Asks how and why questions... Ask questions to find out more and to check they understand what has been said to them Describe events in some detail Learn rhymes, poems and songs Listening to Dino Girl Talk, making comments and asking questions to clarify their understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children's Choice Role Play	Develop vocabulary Child led what we want to know and find out Asks how and why questions... Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Children's Choice Role Play

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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 good dental hygiene , 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 .					
Self-Regulation Managing Self Building Relationships	Me - A Special Person (PSHE Planning) See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Discuss why we take turns, wait politely, tidy up after ourselves and so on. Promoting Alternative Thinking Strategies. See PATHS Planning.	My Special People (PSHE Planning) Be confident to show independence. Celebrating differences. Using 'thank you' and 'sorry' when it is needed. 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. How to deal with Emotions-See PATHS Planning.	People who help us (PSHE Planning) Learning about qualities and differences Dreams and Goals Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios How to deal with Emotions-See PATHS Planning.	Being involved, Turn Taking, Likes and Dislikes, Working Together, Looking after my egg (PSHE Planning) What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on How to deal with Emotions-See PATHS Planning.	Being Healthy and Safe (PSHE Planning) Managing own hygiene and personal needs and understanding the importance of healthy food choices. Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. How to deal with Emotions- See PATHS Planning.	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 behavior. How to deal with Emotions- See PATHS Planning.

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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 .					
Fine Motor (Throughout the Year) Dough Gym (Autumn1 to Spring 1) Dough Gym Interventions (Spring 2 to Summer 2) Peeling Vegetables. Preparing food for Fire Pits.	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	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. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough Fine Motor activities Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Initial Assessment Pivot Assessment Cooperation games i.e. parachute games Climbing - outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting Get Set 4 P.E. Planning (EYFS Fundamentals Unit 1) To develop balance while stationary and on the move To develop running and stopping To develop changing direction To develop jumping and landing To develop hopping and landing with control To explore different ways to travel ABC Achieving Body Control	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options Get Set 4 P.E. Planning (IEYFS Dance Unit 1 - Everyday Life) Move safely around others Use counts of 8 to know when to change action To explore different body parts and how do they move Show an awareness of space, themselves and others To remember and repeat actions To express and communicate ideas through movement	Ball skills- aiming, dribbling, pushing, throwing & 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 Gymnastics/ Balance Get Set 4 P.E. Planning (Introduction to P.E. Unit 2 - People who help us) Move safely and sensibly in a space Stop with control Use equipment safely and responsibly Use different travelling actions Work with other cooperatively Play as a group	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle Get Set for P.E. Planning (EYFS Gymnastics Unit 2) To create short sequences using shapes, balances and travelling actions To safely use apparatus To develop jumping and landing safely from a height To develop rocking and rolling To explore travelling around, over and through apparatus To create short sequences linking actions together	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 Get Set 4 P.E. Planning (EYFS Games Unit 2-Different Countries) Develop accuracy when throwing and practice keeping scores Follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics /Balance Get Set 4 P.E. Planning (EYFS Ball Skills - Unit 1) To develop rolling a ball t a target To develop stopping a rolling ball To develop accuracy when throwing to a target To develop bouncing and catching a ball To develop dribbling a ball with your feet To develop kicking a ball

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Literacy Comprehension - Developing a passion for reading Children will visit the library weekly	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)					
	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. Recognising initial sounds. Name writing activities Engage in extended conversations about stories, learning new vocabulary Stories from other cultures and traditions	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Retelling of stories Non-Fiction Focus Blend sounds into words, so that they can read short words made up of known letter- sound correspondences Enjoys an increasing range of books Stories from other cultures and traditions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for Las Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to their phonic phase Stories from other cultures and traditions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title	Sequencing familiar stories through the use of pictures to tell the story Pie Corbett Actions to retell the story - Story Maps Anticipating key events in stories. Editing of story maps and orally retelling new stories Re-telling storied and narrative using their own words and recently introduced vocabulary Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions Stories from other cultures and traditions Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow 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	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions Information leaflets and fact files about Dinosaurs Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title	Information leaflets and life cycles about Minibeasts. Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. Stories from other cultures and tradition

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Word Reading	<p>Phonic Sounds: LCP Phase 2 Planning Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Exposure to topic related vocabulary on word mats.</p> <p>To be able to read tricky words that have been introduced consistent with Phonics Phase.</p>	<p>Phonic Sounds: LCP Phase 2/3 Planning Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>Using sound mats to identify initial sounds. Word building using sound mats.</p> <p>Exposure to topic related vocabulary on word mats.</p> <p>To be able to read tricky words that have been introduced consistent with Phonics Phase.</p> <p>End of Phase Assessment.</p>	<p>Phonic Sounds: LCP Phase 2/3 Planning Differentiated groups Reading: Rhyming strings, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> <p>Exposure to topic related vocabulary on word mats.</p> <p>To be able to read tricky words that have been introduced consistent with Phonics Phase.</p> <p>Robber Hunt</p> <p>End of Phase Assessment.</p>	<p>Phonic Sounds: LCP Phase 2/3/4 Planning Differentiated groups Reading: Story structure- beginning, middle, end. Common theme in traditional tales. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Children should not be required to use other strategies to work out words.</p> <p>Exposure to topic related vocabulary on word mats.</p> <p>To be able to read tricky words that have been introduced consistent with Phonics Phase.</p> <p>Gingerbread Man Hunt</p> <p>End of Phase Assessment.</p>	<p>Phonic Sounds: LCP Phase 2/3/4 Planning Differentiated groups Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Exposure to topic related vocabulary on word mats.</p> <p>To be able to read tricky words that have been introduced consistent with Phonics Phase.</p> <p>End of Phase Assessment.</p>	<p>Phonic Sounds: LCP Phase 2/3/4/5 Planning Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Exposure to topic related vocabulary on word mats.</p> <p>To be able to read tricky words that have been introduced consistent with Phonics Phase.</p> <p>End of Phase Assessment.</p>

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<p>Writing</p> <p>Texts may vary due to children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Texts as a Stimulus: The Great Big Book of Families Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages - Create a Message centre! Writing for a purpose in role play using initial sounds. See Writing Table Activities</p>	<p>Texts as a Stimulus: Nothing Old Bear Major Glad Major Dizzy Name writing, labelling using initial sounds, story scribing. Sequence the story Write a sentence Toy Catalogues Christmas Card Writing for a purpose in role play using Initial sounds. See Writing Table Activities</p>	<p>. Texts as a Stimulus: The Jolly Postman When I Grow Up Real Superheroes: A celebration of Key Workers Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words Introducing the Writing Tools and Mantra Guided writing based around developing short sentences in a meaningful context. Sentences to accompany 'People who Help us' Pictures Questions about different jobs When I Grow up I want to be... Labelling Uniforms Thank you cards/letters for visitors Keeping Healthy Bubble Map Writing for a purpose in role play using phonetically plausible attempts at words Target pencils introduced See Writing Table Activities</p>	<p>Texts as a Stimulus: The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions - life cycles Recount - A trip to the park Character descriptions. Write 2 sentences Sorry Letter House Walk Writing Gingerbread Man Experiment Writing Gingerbread Hunt Own Traditional Tale Writing for a purpose in role play using phonetically plausible attempts at words See Writing Table Activities</p>	<p>Texts as a Stimulus: Hattie Peck Stomp, Dinosaur Stomp Megs Eggs Stone Girl Bone Girl Writing recipes, lists Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly What's inside the egg writing Poems Dinosaur Fact Files Questions for Dino Girl. Dinosaur Menu Dinosaur Pizza Design See Writing Table Activities</p>	<p>Texts as a Stimulus: Flip Flap Minibeasts We're Going on a Bear Hunt Lets Discover Minibeasts Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories Flip Flap Minibeast Design and writing Life Cycle writing Tadpole Writing See Writing Table Activities.</p>

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Maths Changing The Number (Ongoing through the year) Value Number placement One more One less Odds and evens Quantities Time Money 10 Frames Arrays Bead strings Numicon Number Formation	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Early Mathematical Experiences and Entry Assessment Counting rhymes and songs Classifying objects based on one attribute Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 5 Estimate and check by counting. Recognise numbers in the environment. A number a week.	Numbers within 5 Count up to 5 objects. One more or one fewer Order numbers 1 - 5 Conservation of numbers within 5 Addition and subtraction within 5 Explore addition and subtraction Measures Estimate, order compare, discuss and explore length and height. Shape and sorting Describe position accurately Calendar and time Days of the week, seasons Sequence daily events Sequencing our School Trip Money Coin recognition and values	Numbers within 10 Count up to ten objects Represent, order and explore numbers to ten. One more or fewer, one greater or less and place value. Addition within 10 Explore addition as counting on and combing two groups. Calendar and time Days of the week, seasons •Sequence daily events Money Coin recognition and values * Combinations to make up to 10p	Numbers within 10 Count up to 10 objects Represent, order and explore numbers to 10 •One more or fewer Calendar and time Days of the week, seasons Sequence daily events Addition and Subtraction within 10 Explore addition as counting on and combing two groups. Explore subtraction by taking away from the whole group. Shape and pattern Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns Money Coin recognition and values * Combinations to make up to 10p using a variety of coins Paying for snack	Numbers within 20 Count up to 20 objects Represent, order and explore numbers to 20 •One more or fewer Addition and subtraction within 10 Commutativity Explore addition and subtraction Compare two amounts •Relationship between doubling and halving Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Money Coin recognition and values •Combinations to total 20p •Change from 10p Doubling and halving Doubling and halving & the relationship between them Calendar and time Days of the week, seasons •Sequence daily events Telling the time Money Coin recognition and values * Combinations to make up to 20p using a variety of coins	Depth of numbers within 10 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 Counting past 20. One more and one less Calendar and time Days of the week, seasons •Sequence daily events Money Coin recognition and values * Combinations to make up to 20p using a variety of coins Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths

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Understanding the world RE / Festivals 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.	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.					
	Rosh Hashanah Yom Kippur Sukkot All Saints Day	Jesus' Birth (RE Planning) Diwali Hanukkah Christmas	Special Clothes (RE Planning) Epiphany Chinese New Year Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	Eggs as a sign of New Life (RE Planning) Holi Palm Sunday Passover Easter Start of Ramadan	Jesus as a Storyteller (RE Planning) Eid Shavuot	Remembering (RE Planning) Summer Solstice
	Identifying their family Commenting on photos of their family; naming who they can see and of what relation they are to them Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community Navigating around our classroom and outdoor areas. Teddy Bear Hunt Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observation, draw pictures of the natural world, including animals and plants Change in living things - Changes in the leaves, weather, seasons, Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found	Can talk about what they have done with their families during Christmas' in the past Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based Nocturnal and Hibernating Animals; making sense of different environments and habitats To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives Celebrating children' birthdays. Lighting candles on a Birthday cake and talking about their special day Long ago - How time has changed. Using the artefacts boxes to explore Wash Day, Bedtime and Toys from the past Take the children to places of worship and places of local importance to the community Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observation, draw pictures of the natural world, including animals and plants Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found Magic Grandpa Adventures	Introduce children to different occupations and how they use transport to help them in their jobs Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen Nocturnal and Hibernating Animals; making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see After close observation, draw pictures of the natural world, including animals and plants Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day Stranger danger Talking about occupations and how to identify strangers that can help them when they are in need Listen to children describing and commenting on things they have seen whilst outside, including plants and animals Change in living things Changes in the leaves, weather, seasons, Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found Use bee-bots on simple maps. Encourage the children to use navigational language	Walk around Hatch Warren (to link with seasons); discuss what we will see on our journey and how we will get there. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Use the BeeBots to explore routes. Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day. Different cultures versions of famous fairy tales. Listening to stories and placing events in chronological order. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Can children talk about their homes and what there is to do near their homes? Encourage them to comment on the buildings on our walk. Show photos of the buildings and encourage them to draw comparisons. Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different? Look at the changes to Hatch Warren over time. Materials: Floating / Sinking - boat building Metallic / non-metallic objects	To understand where dinosaurs are now and begin to understand that they were alive a very long time ago Share non-fiction texts that offer an insight into contrasting environments Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observation, draw pictures of the natural world, including animals and plants Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found To understand where dinosaurs are now and begin to understand that they were alive a very long time ago Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil	Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different Celebrating children's birthdays. Lighting candles on a Birthday cake and talking about their special day Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observation, draw pictures of the natural world, including animals and plants Use bee-bots on simple maps. Encourage the children to use navigational language Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found

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Expressive Arts and Design (Throughout the Year)	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.					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, take picture of children's creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Shape Printing. Door Pictures.</p>	<p>Leaf Animals</p> <p>Listen to music and make their own dances in response</p> <p>P.E. dance: Every Day Life</p> <p>Firework pictures in the style of Jackson Pollock</p> <p>Christmas decorations, Christmas cards, Christmas songs</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories</p> <p>Observational Drawings and Watercolour</p> <p>Role Play Party's and Celebrations Role Play of the Nativity</p> <p>Christmas Craft</p> <p>Christmas Card.</p>	<p>Cotton Bud Snowflakes</p> <p>Winter Scene in Chalk</p> <p>Super Hero Paintings</p> <p>Before and After children's depictions of 'What is a Super Hero'</p> <p>Collage of different outfits and uniforms</p>	<p>Use different textures and materials to make houses for the three little pigs or the three bears and bridges for the Gingerbread Man</p> <p>Make patterns using different colours</p> <p>Collage Fairy Tale characters / Making houses. Pastel drawings, printing, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Book Week Themed Art</p>	<p>Clay Dinosaurs, and painting with acrylic</p> <p>Collaborative Art - Large scale Dinosaurs</p> <p>Design a Dinosaur</p> <p>Plaster of Paris Fossils</p> <p>Dinosaur Dancing</p> <p>Provide children with a range of materials for children to construct with</p>	<p>Drippy Minibeasts</p> <p>End of Year Minibeast Canvas</p> <p>Ladybird Writing</p> <p>Father's Day Crafts</p>