

<b>EYFS</b>	<b>Autumn Term 1</b> All About Me	<b>Autumn Term 2</b> Seasons, Bonfire night, Diwali. Christmas, Nativity story	<b>Spring Term 1</b> Fairy Tales	<b>Spring Term 2</b> Heroes/Travel Superheroes, supertato, healthy eating, bodies. People who help up every day.	<b>Summer Term 1</b> Amazing Animals	<b>Summer Term 2</b> Transition
<b>Values/Hook/Educational trips</b>		Parent visit to teach us all about Diwali – food tasting Perform in front of an audience. Christmas Nativity. Gurdwara trip? Seasonal walk	Growing a beanstalk/sunflower Chinese New Year celebration – food tasting Church trip	Fire brigade Visit Ambulance Visit Nurse Visit Road Sweep Factory Dress up as our hero	Ordering butterflies Nest cameras Farm trip	Beach Trip -Seaside Day
<b>Preparing for Transition</b>			Children begin to attend worship – Tuesday and Wednesday. Children go on the playground with KS1.		More whole class based activities taught in class.	Transition days.
<b>Phonics Little Wandle</b>	<b>Phase 2</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 4</b>
<b>Reading</b>	<b>Collins Big Cat Reading Scheme – following the progression of Little Wandle</b>					
<b>Key Text:</b>	Super Duper You Funnybones Titch, Only One You Let's Make Faces! What Makes Me a Me? Ruby's Worry The Worry Monster	Owl Babies The Christmas Story The Jolly Postman at Christmas The Night Before Christmas	Three little pigs The Ginger bread man Three Billy Goat's Gruff Little red riding hood Goldilocks and the three bears	The Naughty Bus by Jan Oke You Can't Take An Elephant On the Bus by Patricia Cleveland-Peck Martha Maps It Out by Leigh Hodgkinson Supertato Veggies Assemble by Sue Hendra and Paul Linnet	The Very Hungry Caterpillar by Eric Carle The Invisible by Tom Percival What the Ladybird Heard Handa's Surprise	The Lighthouse Keeper's Lunch, Alba the 100-year-old fish, Blue Planet Little People Big Dreams, Sharing a Shell, The Frog Prince, Commotion in the Ocean, The Snail and the Whale
<b>NELI</b>	Assess all children to determine if NELI support is required.  Then begin with Topic 1 My Body	My Body	Topic 2 – Things we wear.		Topic 3 People who help us	
<b>Communication and Language</b>	Learning how to listen carefully. Learn and use new topic relevant vocabulary. Learning to ask questions. Develop social phrases. Engage in story-time. Engage in non-fiction books.	Learn and use new topic relevant vocabulary. Describe events in some detail. Develop social phrases. Engage in storytime. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.	Learn and use new topic relevant vocabulary. Articulate their thoughts in well-formed sentences. Develop social phrases. Engage in storytime. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books.	Learn and use new topic relevant vocabulary. Use talk to help work out problems and organize thinking and activities. Develop social phrases. Engage in storytime. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn and use new topic relevant vocabulary. Explains how things work and why they might happen. Develop social phrases. Engage in storytime. Learn rhymes, poems and songs.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<b>PSED</b>	Myself Family, birthdays home and community Rules and routine Different emotions/feelings Introduce zones of regulation	Rules and routine Turn-taking Sharing Developing respect and responsibilities	How to be a good friend. Kind hands and feet. Form positive relationships with adults and peers.	Rules and routine Turn-taking Sharing Developing respect and responsibilities Making the right choices Knowing who can help us Travelling safely	Rules and routine Turn-taking Sharing Developing respect and responsibilities Making the right choices	Managing own basic hygiene and personal needs, including dressing, going to the toilet. Understanding the importance of healthy eating.
<b>Maths</b>	White Rose Maths: Getting to know you.  Match, sort and compare. Talk about measure and patterns  NCETM – Maths Mastery  Subitising Counting cardinality and ordinality Composition Comparison	White Rose Maths  It's me, 1, 2 and 3 Circles and triangles 1, 2, 3, 4 and 5  NCETM – Maths Mastery  Comparison Composition Counting cardinality and ordinality	White Rose Maths  Alive in 5 Mass and Capacity Growing 6, 7, 8  NCETM – Maths Mastery  Composition Comparison Counting cardinality and ordinality	White Rose Maths  Length, height, time Building 9 and 10 Explore 3D shapes  NCETM – Maths Mastery  Subitising Composition	White Rose Maths  To 20 and beyond How many now? Manipulate, compose and decompose  NCETM – Maths Mastery  Counting cardinality and ordinality	White Rose Maths  Sharing and grouping Visualise, build and map Make connections  NCETM – Maths Mastery  Review and assess Comparison Counting

					<b>Subitising</b> <b>Composition</b>	<b>Number patterns</b> <b>Recall</b> <b>Understanding</b> <b>Rekenrek subitising</b> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>
<b>Physical Development</b>	<b>Forest School – dressing/undressing</b> <b>Bikeability</b> <b>Funky Fingers – build up fine and gross motor skills</b> <b>BEAM</b>	<b>Forest School</b> <b>Bikeability</b> <b>Jumping, running, skipping and jumping.</b> <b>Introduction to PE and fundamentals. Rolling, crawling and walking.</b>	<b>Forest School</b> <b>Bikeability</b> <b>Jumping, running, skipping and jumping</b> <p>Progress to a more fluent style of moving. Develop the overall body strength, co-ordination, balance and agility needed. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<b>Forest School</b> <b>Bikeability, Ball skills</b> <b>Jumping, running, skipping and jumping</b> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<b>Forest School</b> <b>Bikeability, Ball skills</b> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<b>Forest School</b> <b>Bikeability &amp; Sports Day</b> <p>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.</p>
<b>Understanding the World</b>	<p>Children talk about past and present events in their own lives. Talk about their home, and what there is to do in their home. Discuss events in their lives in chronological order. Recognise some similarities and differences between life in this country and life in other countries. Look at local maps. Recognise some environments that are different from the one in which they live. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>	<p>Notice changes to materials, eg ice melting because it is getting warmer, cake being cooked in the oven. Play and explore outside in all seasons and in different weather. Talk about what they have done with their families in Christmas that have passed. Show photos of how Christmas used to be in the past. Look at different versions of the same story.</p>	<p>To know that seeds will not grow if they have too much water or too little water.</p> <p>Materials floating/sinking, boat building</p>	<p>Stranger danger</p> <p>Cultural versions of the same story</p> <p>Looking at fictional characters</p> <p>Look at chronological events in stories.</p> <p>Introduce children to a range of transport.</p> <p>Use of beebots</p>	<p>Stranger danger</p> <p>Jolly Postman – why are maps so important?</p> <p>Identify people who can help us when we are in need.</p> <p>Recycling – looking after our world</p>	<p>To observe living things throughout the year.</p> <p>To know that the light we see is called the sun</p> <p>To explore how objects move in water</p>
<b>Expressive Art and Design</b>	<p><b>Structures: Junk modelling</b></p> <p>Explore permanent and temporary joins</p> <p>Use combination of materials and joining techniques</p>	<p><b>Drawing: Marvellous Marks</b></p> <p>Mark making and language of texture</p> <p>Wax crayons and rubbings</p> <p>Chalk on different surfaces</p> <p>Observational drawings</p>	<p><b>Structures: Boats</b></p> <p>Experiment and make predictions about waterproofing, floating and sinking</p> <p>Features of boats</p> <p>Investigate shape and structures to build own boat</p>	<p><b>Painting and Mixed Media: Paint my World</b></p> <p>Child-led use of fingers and natural items as tools</p> <p>Mix colours</p> <p>Create abstract/figurative paintings</p> <p>Explore collage and other paint techniques e.g. splatter</p>	<p><b>Textiles: Bookmarks</b></p> <p>Threading and weaving using different materials and objects</p> <p>Bookmarks from the past</p> <p>Design and weave/sew own bookmark</p>	<p><b>Sculpture and 3D: Creation Station</b></p> <p>Manipulate playdough and clay to make animal sculptures</p> <p>Create natural landscape pictures using items found outdoors.</p>
<b>RE</b>	<p><b>CREATION</b></p> <p>Why is the word 'God' so important to Christians?</p>	<p><b>INCARNATION</b></p> <p>Why do Christians perform Nativity plays at Christmas</p>	<p>What do Christians believe is special about Jesus and the message that he brings?</p>	<p><b>SALVATION</b></p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>What can we learn from Old Testament stories?</p>	<p>What stories are told by and about people of different faiths and beliefs?</p>