

	Marvellous Me!	Light and Dark	Ticket to Ride	Come Outside!	Superheroes	Once Upon a Time
General Themes	Starting school / my new class / New Beginnings Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Autumn / Diwali / Bonfire night / Remembrance / Nocturnal Animals / Christmas Space	Where do we live? Transport – now and in the past Antarctica / Africa – comparing environments Chinese New Year Winter	Plants - growing Animals – Life cycles (caterpillars / chicks) Minibeasts Farm animals Looking after our environment Easter	People who help us – doctors /nurses/ police /fire fighters / guide dogs How can we be superheroes? What can we do to help – link to looking after the environment	Traditional and Fairy tales
Key Texts (to be used for teaching)	Once there were giants Colour Monster Only One You Funny Bones Pumpkin soup Rosie's Walk	Owl Babies (nocturnal animals) Bob, Man on the Moon Whatever Next Can't you sleep little bear? Oscar and the Moth (non fiction) Rama and Sita Gunpowder Plot The Nativity Story	Handa's surprise Lost and Found Little people big dreams – Ernest Shackleton Story of Chinese New Year	Jasper's Beanstalk The Very Hungry Caterpillar Oliver's Vegetables The Extraordinary Gardener Yucky worms (non fiction) A planet full of plastic Messy Magpie (twinkl)	Michael Recycle Non- fiction texts for different occupations	The Gingerbread man Goldilocks andThe Three Bears Little red riding hood
Memorable Experiences / Enrichment	Autumn Walk Dental Nurse visit? Making vegetable soup Making bread rolls – linked to Harvest	Pyjama day Baking – Christmas gifts Christmas woodland trip?	Chinese New Year Celebration Walk around local area Cooking – Linked to Chinese new year	Farm Trip Caterpillar delivery Chicks? Minibeast hunt Cooking – healthy fruit kebabs / smoothies Making butter	Visits from police / doctors / nurses to discuss job roles.	Fairytale afternoon tea? Baking – gingerbread men Whole school trip?
Personal, Social, Emotional Development	JIGSAW – Being me in my world Self Regulation: Helping to create and follow our class rules and procedures. Managing Self: including handwashing, hand gel and 'catch it, bin it, kill it.' Oral Hygiene - Dental Nurse visit? Developing dressing and undressing skills. Following	JIGSAW – Celebrating differences Sensible amounts of screen time / getting enough sleep Self Regulation: Continue to develop understanding of class and school rules. Developing resilience Managing self: To be confident to access different areas of the setting.	JIGSAW – Dreams and Goals Self Regulation: Children will be encouraged to express their feelings and be sensitive to the feelings of others. We will continue to support the children to be resilient and persevere. Managing self: Children will be supported to manage their own personal needs. Children will be encouraged	JIGSAW – Healthy Me! Being safe – crossing the road (be a safe pedestrian) Self regulation: Through stories and role play the children will think about others feelings and will be helped to develop empathy for others. Managing self – Children will be confident to follow	JIGSAW – Relationships Self regulation: Children will be supported to understand their own and their peers feelings and to regulate their own behaviour. The children will be able to follow instructions with several actions and will work independently on achieving a task.	Jigsaw: Self regulation: Children can discuss and regulate their emotions and think of others too. They will be confident to try new experiences and challenges and can wait their turn. Children are able to focus on what staff say and can respond appropriately even

	<p>safety procedures in the classroom and outside.</p> <p>Building relationships: Learning about the children and adults in our class. Working in small groups, taking turns and sharing resources. Jigsaw PSHE - Being me in my world.</p>	<p>Dressing and undressing with less adult support.</p> <p>Building relationships: Interacting with different children while engaged in the same activity.</p>	<p>to try a range of foods and discuss healthy lifestyle, including the importance of exercise and keeping safe.</p> <p>Building relationships: The children will be supported to take active roles in group activities. They will be supported to interact in groups which are not only friendship groups.</p>	<p>safety procedures with tools and equipment and will begin to follow safety procedures without direct adult supervision. Children will develop their understanding of healthy eating and try a range of foods.</p> <p>Building relationships: Children will develop relationships with children outside of the class – in KS1 during lunch times. Children will develop relationships with members of staff outside of EYFS and to share their own ideas confidently and understand these may differ to other people's ideas.</p>	<p>Managing self: Children will continue to be supported to have a go at new activities and will be encouraged to persevere until they have completed a task. They will understand the need for rules and will follow them independently. Continue looking at managing own personal needs and healthy lifestyle choices.</p> <p>Building relationships: Continue to develop their understanding of how to interact appropriately with others. Children will be supported to not only think of their own needs but the needs of others too.</p>	<p>when busy in another activity.</p> <p>Managing Self: Children understand and follow class rules. They can manage their own personal needs and can make healthy choices including sun safety.</p> <p>Building relationships: Children play cooperatively and care about their friends.</p>
<p>Communication and Language</p> <p>EYFS 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, Pie Corbett T4W actions, assemblies and weekly interventions.</p> <p>Daily story and song sessions</p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them Talking about family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Daily listening games Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Introduction of Marvellous Me Box</p>	<p>Weekly word aware / concept cat sessions Daily listening games Continue to develop understanding of how to listen carefully and why listening is important. Learn and use new vocabulary. Listen and respond to stories Following instructions To begin to retell stories using picture prompts : Articulate ideas and experiences using sentences. Use speech to interact with peers and adults. Uses new vocabulary within play. Marvellous Me box Adult interaction within play</p>	<p>Weekly word aware / concept cat sessions Listening games Weekly show and tell – linked to a topic/theme. Children can respond to questions appropriately. Ask and answer how and why questions Remember key points from a story Be able to retell a story using story language Describe events in some detail (link to Chinese New Year) They can listen attentively in a range of small and larger groups and to both adults and peers. Children will learn and use the vocabulary related to our theme.</p>	<p>Weekly word aware / concept cat sessions Listening games Weekly show and tell – linked to a topic/theme. Word Aware: explore vocab Reciting poems and songs Children can learn and recite, poems and songs: Rhyme of the week Children can listen to, engage in and talk about non-fiction Children can answer questions and ask questions to deepen understanding Children can describe events in some detail. Children use tense correctly and use full sentences when speaking.</p>	<p>Weekly word aware / concept cat sessions Listening games Weekly show and tell – linked to a topic/theme.</p> <p>Children can learn and recite, poems and songs: Rhyme of the week Children can listen to, engage in and talk about non-fiction Children can answer questions and ask questions to deepen understanding Children can describe events in some detail. Children use tense correctly and use full sentences when speaking.</p>	<p>Children will be confident to take an active role in group and class discussions and will demonstrate how to be a good listener. They will engage in back and forth conversations with staff and peer. Children will be confident to share their knowledge, feelings and experiences with peers and staff and will use vocabulary we have been learning. They will talk in full sentences, using tense correctly and use some conjunctions with support from adults.</p>
Physical Development	<p>Weekly PE session: Fine Motor Skills</p>	<p>Weekly PE session: Movement</p>	<p>Weekly PE session: Fundamental movement skills</p>	<p>Weekly PE session: Dance</p>	<p>Weekly PE session: Multi Skills</p>	<p>Weekly PE session: Athletics</p>
	Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor:	Fine Motor: Form letters correctly

	<p>Daily fine motor sessions: Threading, cutting, weaving, playdough, Fine Motor activities in CP. 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 Daily squiggle sessions Daily Dough Disco</p>	<p>Daily fine motor sessions: Threading, cutting, weaving, playdough, Fine Motor activities in CP. 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.</p>	<p>Daily fine motor sessions - Threading, cutting, weaving, playdough, Fine Motor activities in CP. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Daily fine motor sessions: Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Uses tools safely and accurately.</p>	<p>Daily fine motor sessions Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively and forms recognisable letters 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 To use cutlery with increasing independence.</p>	<p>Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Holds pencil effectively and forms almost all letters correctly. Draw pictures that are recognisable. To use cutlery independently. Build things with smaller linking blocks, such as Duplo or Lego</p>
	<p>Gross Motor: Cooperation games i.e. parachute games. Climbing – outdoor equipment (trim trail) Brooms outside Daily squiggle sessions – • 1; Up, down, side to side, crossover (i, l, t) • 2; The wiggle • 3; Circles (c, o, a, d) Different ways of moving to be explored with children Weekly Yoga session Changing for PE Develop good personal hygiene – handwashing and toilet</p>	<p>Gross Motor Ball skills- throwing and catching. Skipping ropes in outside area Weekly Yoga session Daily squiggle: • 4; The hump, under hump (m, n, r, u) • 5; The hook (q, p, h, k, p, y, g, j, f) • 6; The spiral (e) Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, balance boards Children can: Begin to run with more fluency, avoiding obstacles. Explore and develop confidence in different ways of moving, e.g. hopping. Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch</p>	<p>Gross Motor Weekly Yoga session Skipping ropes outside Trim trail Balls, bats, beanbags outdoors Ball skills – kicking and passing Balance bikes Daily Squiggle 7; The gentle wave • 8; ∞ (s) • 9; The straight line (v, w, z, x)</p>	<p>Gross Motor Weekly Yoga session Skipping ropes outside Trim trail Balls, bats, beanbags outdoors Ball skills – batting and aiming Balance bikes Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Children can: Move confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Children can: Use climbing equipment with confidence and enjoyment. Demonstrate good posture when working on table-top activities. Develop throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</p>	<p>Gross motor Weekly yoga session Skipping ropes outside Trim trail Balls, bats, beanbags outdoors for children to practise key skills of throwing, catching, kicking, passing, aiming and batting. Balance bikes Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Gross motor Weekly yoga session Trim trail Opportunities for use tools for different purposes. Children can ELG – Negotiate space and obstacles safely, with consideration for themselves and others. ELG – Demonstrate strength, balance and coordination when playing. ELG – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

		large balls/beanbags by moving towards it.				
Literacy	<p>Reading: Introduce RWI Set 1 sounds Allocate lilac reading books (picture books) Fred cards – sounds taught. Show a preference for a book, song or rhyme. Handle books correctly and follow print left to right, top to bottom</p> <p>Writing: Recognising / writing own name Initial mark making and writing (using initial sounds) Writing labels</p>	<p>Reading Continue to develop knowledge of set 1 sounds. Sound and blend CVC words Set 1 books allocated Fred cards to match phonic sounds taught Retelling stories with repeated refrains Discuss characters and settings</p> <p>Writing Writing own name Identify initial sounds Identify end sounds Writing labels, lists and captions</p>	<p>Reading Introduce RWI Set 2 sounds Read common exception words linked to RWI ditty books Sound and blend CVC and CCVC words Read simple phrases and sentences made up of words with known letter–sound correspondences and taught exception words Retell familiar stories Explore non fiction Set 1/Set 1+ books</p> <p>Writing Identify initial sounds Identify final sounds Write facts Create story maps Write descriptions Write speech Write labels</p>	<p>Reading Continue to develop knowledge of RWI Set 2 sounds Read common exception words linked to RWI ditty/green books Sound and blend set 2 words Read simple phrases and sentences made up of words with known letter–sound correspondences and taught exception words Retell familiar stories Explore non fiction Set 1+ Set 2 books To be able to talk about what I have read</p> <p>Writing: Segment to write Beginning to use finger spaces independently. Awareness of needing capital letters and full stops. Write instructions Create story maps Retell – trip to farm Write a simple sentence</p>	<p>Reading Continue to develop knowledge of RWI Set 2 sounds Read common exception words linked to RWI green/purple books Sound and blend set 2 words Read simple phrases and sentences made up of words with known letter–sound correspondences and taught exception words Retell familiar stories Explore non fiction Set 2 books Can explain main events of a story Retell stories with actions or props</p> <p>Writing: Writing for a purpose in role play using phonetically plausible attempts at words, uses finger spaces more consistently, beginning to use full stops and capital letters. Spelling some red words correctly. Write recounts Write descriptions Write own story using simple sentences.</p>	<p>Reading Introduce set 3 sounds Read common exception words linked to RWI book level. Sound and blend set 2 sounds. Beginning to sound and blend words containing set 3 sounds. Read simple phrases containing some set 3 sounds. Set 2 and 3 reading books To notice if my reading makes sense Read books using an increasing fluency and accuracy.</p> <p>Writing Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces independently. Innovation of familiar texts Use familiar texts as a model for writing own stories. Character descriptions</p>
Mathematics	<p>Following White Rose: Baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns</p>	<p>Following White Rose Representing numbers to 5 Comparing numbers 1,2,3 Composition of number 1,2,3 Identifying 1 more 1 less Explore 2D shape Learn positional language Develop understanding of time</p>	<p>Following White Rose Introducing zero Comparing numbers to 8 Composition of numbers to 8 Comparing mass Comparing capacity Making pairs Combining 2 groups</p>	<p>Following White Rose Representing 9 and 10 Comparing numbers to 10 Number bonds to 10 Exploring 3D shape Exploring pattern</p>	<p>Following White Rose Building numbers beyond 10 Counting patterns beyond 10 Making, rotating and manipulating shapes Positional language Adding more Taking away</p>	<p>Following White Rose Finding patterns Doubling Sharing and grouping Evens and odds Patterns Positional language and directions</p>

<p>Understanding the World</p>	<p>Past and Present: Sequencing our school day. Using the language of first, next, then. Events and changes in the childrens lives. People, Culture and Communities: Who is in my family? Who are the people who work in our school and what do they do? The Natural World Autumn – welly walk to look at seasonal changes. Harvest – where does our food come from? How to look after our environment.</p>	<p>Past and Present Looking at Christmas in the past. Important events in the past WW1 Remembrance Day People, Culture and Communities Fire fighter visit? Fire Safety talk – becoming a fire fighter? Discussing how we celebrate Christmas and how other cultures celebrate Celebrations in other cultures – Diwali The Natural World Autumn Nocturnal animals</p>	<p>Past and Present Vehicles today and in the past Ernest Shackleton People, culture and communities Making maps – looking at our local area – identifying key places – our church, park, school. Creating story map (Handa's surprise) Comparing environments – how are Africa/Antarctica/Asia different to where we live? Different cultures – Celebrations – Chinese New Year Use Beebots on maps – children to use navigational language. The natural world: Exploring change in season – Autumn to winter Exploring changes in state – looking at ice Floating and sinking</p>	<p>Past and Present: Placing events in chronological order – looking at how we have grown. People, culture and communities: Our local area – making maps The natural world: Growth and change – chick lifecycle Caterpillar lifecycle Looking at what plants need to grow. Understand key features of a lifecycle. Understanding where food comes from Exploring a range of habitats, looking at why the animal lives like that. Changes in season – spring – signs of spring. <i>Making butter</i></p>	<p>Past and Present: Florence Nightingale People culture and communities: How can we be real life superheroes in our community – keeping the environment clean To know that adults do a variety of jobs. To know that the emergency services exist and what they do. Natural World Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us</p>	<p>Different cultures versions of famous fairy tales Natural World Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us</p>
<p>RE</p>	<p>Creation People who help us Advent</p>	<p>Christmas Baptism Prayer Lent Holy Week Easter</p>			<p>Pentecost Prayer People who help us</p>	
<p>Expressive Arts and Design Drawing, colour, texture, form, printing and pattern</p>	<p>Artist Focus: Picasso <u>Being imaginative and Expressive – Artist focs:</u> Sing a range of nursery rhymes – song time daily. Exploring sounds and how they can be changed, tapping out of simple rhythms. Exploring home corner role play / deconstructed role play. Taking on different roles. Small world house, castle, fairy tale homes - creating and retelling stories using small world toys.</p>	<p>Artist Focus: Van Gogh <u>Being imaginative and Expressive</u> Sing a range of nursery rhymes – song time daily. Home corner and deconstructed role play Santa's grotto roleplay Nativity songs and performance <u>Creating with Materials:</u> Starry night – Van Gogh Exploring lighter and darker shades</p>	<p>Artist Focus: <u>Being imaginative and Expressive</u> Learn a traditional African song and dance and perform it / Encourage children to create their own music Exploration of other countries – dressing up in different costumes. Chinese music <u>Creating with Materials</u> Design and make their own vehicle thinking about form and function.</p>	<p>Artist Focus: Andy Goldsworthy <u>Being imaginative and Expressive</u> Role play and deconstructed role play Singing songs linked to theme Children can retell stories in their play using props and resources. <u>Creating with materials:</u></p>	<p>Artist Focus: <u>Being imaginative and Expressive</u> Role play and deconstructed role play Singing songs linked to theme Children can retell stories in their play using props and resources. <u>Creating with Materials</u> Design and make their own superhero – junk modelling Superhero capes</p>	<p><u>Being imaginative and expressive</u> End of reception assembly Acting out fairytales using stick puppets and different props. <u>Creating with materials</u> Design and make a new chair for baby bear. Use different materials to make houses for the 3 little pigs</p>

	<p><u>Creating with materials:</u> Using a range of natural and recycled materials to create pictures and models. Take photographs and record children explaining what they have done. Use construction and loose parts to make models. Begin to mix colours Leaf rubbings Cooking – Vegetable soup Bread rolls – harvest link</p>	<p>Colour mixing Rangoli Patterns Firework Paintings Poppy art – remembrance day Clay Diva lamps Christmas Cards Christmas decorations – salt dough Cooking – Christmas biscuits</p>	<p>Junk modelling, houses, bridges boats and transport. Chinese lanterns Chinese dragons</p>	<p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Creating pictures using natural resources in the style of Andy Goldsworthy Observational paintings of flowers / plants Mother's day cards / craft</p>		<p>Make a bridge for the gingerbread man to cross Make a boat for the gingerbread man Father's day cards</p>