

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS THEME	MARVELLOUS ME	ONCE UPON A TIME...	TO THE RESCUE	SPRING HAS SPRUNG	LET'S EXPLORE	OUR WORLD
RECEPTION	ALL ABOUT ME	TRADITIONAL TALES	SUPERHEROES	SHAPING UP	GREEN FINGERS	BLUE PLANET
KEY TEXTS <i>These themes/books may be adapted at various points to allow for children's interests to flow through the provision</i>	<p>It's OK to be different by Todd Parr</p> <p>Pete the Cat by Eric Litwin and James Dean</p> <p>Super Duper You! By Sophy Henn</p> <p>What Makes Me A Me? by David Tazzyman</p> <p>Only One You by Linda Kranz</p> <p>Can I Build Another Me? Shinsuke Yoshitake</p>	<p>Goldilocks and the Three Bears</p> <p>The Gingerbread Man</p> <p>The Runaway Wok by Ying Chang Copestone</p> <p>The Three Billy Goats Gruff</p> <p>The Jolly Postman by Janet and Allan Alberg</p> <p>Christmas Story / Nativity</p> <p>Rama and Sita</p>	<p>Supertato by Sue Hendra</p> <p>Traction Man by Mini Grey</p> <p>Superworm by Julia Donaldson</p> <p>The Colour Monster by Anna Llenas</p> <p>Super Daisy (And the peril of Planet Pea) by Kes Gray</p> <p>Max by Bob Graham</p>	<p>Ravi's Roar By Tom Percival</p> <p>Funnybones by Janet and Allan Alberg</p> <p>Oliver's Vegetables by Vivian French</p> <p>Oliver's Fruit Salad by Vivian French</p> <p>Shopping List by John Burningham</p> <p>Go, Mo, Go! Mo Farah</p>	<p>Jack and the Beanstalk</p> <p>Jim and the Beanstalk by Raymond Briggs</p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p>The Enormous Turnip</p> <p>The Enormous Potato by Aubrey Davis</p> <p>The Tiny Seed by Eric Carle</p>	<p>One Tiny Turtle by Nicola Davies</p> <p>The Rainbow Fish by Marcus Pfister</p> <p>Barry and the Fish Fingers by Sue Hendra</p> <p>Mister Seahorse by Eric Carle</p> <p>Dear Greenpeace</p> <p>The Coral Kingdom by Laura Knowles & Jennie Webber</p> <p>Shark Lady by Jess Keating & Marta Alvarez Miguens</p> <p>Shark in the Park by Nick Sharrat</p>
'WOW' MOMENTS / ENRICHMENT WEEKS	<p>Starting school</p> <p>Autumn</p> <p>Art's Week</p>	<p>Bonfire Night</p> <p>Remembrance Day</p> <p>Diwali</p> <p>Christmas</p> <p>EYFS Production</p>	<p>New Year</p> <p>Chinese New Year</p> <p>Winter</p> <p>Pancake Day</p> <p>Valentine's Day</p>	<p>Book Week</p> <p>World Book Day</p> <p>Mother's Day</p> <p>Easter</p>	<p>Father's Day</p> <p>Math's week</p> <p>Plant sale</p> <p>The Queen's Jubilee</p>	<p>Transition Week</p> <p>Sports Day</p> <p>Summer</p>

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KEY NURSERY RHYMES AND SONGS	<p>Heads, Shoulders, Knees and Toes</p> <p>Hokey Cokey</p> <p>If your happy and you know it</p>	<p>When Goldilocks went to the house of the bears</p> <p>Let it go... Frozen</p> <p>The Gingerbread Man song</p> <p>Christmas songs</p>	<p>Let's be Superheroes</p> <p>If your Super and you know it</p>	<p>Count and workout</p> <p>Here We Go Looby Loo</p> <p>Shake Your Sillies Out</p> <p>Move and Freeze</p>	<p>Mary, Mary, Quite Contrary.</p> <p>Here We Go Round the Mulberry Bush.</p> <p>Ring a Ring O'Roses.</p>	<p>Baby Shark</p> <p>Sea Shanties</p> <p>The Yellow Submarine</p> <p>The ship goes up and the ship goes down</p>
KEY POEMS	<p>A Great Big Cuddle: Poems for the Very Young</p> <p>Michael Rosen & Chris Riddell</p>	<p>Poems Out Loud</p> <p>Laurie Stansfield & Various Poets</p> <p>Poems About Festivals</p> <p>Brian Moses, Kristina Swarner & Various Poets</p>	<p>Poems About Festivals</p> <p>Brian Moses, Kristina Swarner & Various Poets</p>	<p>Ken Nesbitt's Poetry</p> <p>Poems about fruit (Apple, I am red, I am crunchy)</p>	<p>I'm a little seed</p>	<p>Commotion in the Ocean by Giles Andreae</p>

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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 .					
<p>WHOLE EYFS FOCUS</p> <p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions (NELI), T4W, EYFS productions</p>	<p>Welcome to EYFS</p> <p>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 Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me!</p>	<p>Tell me a story!</p> <p>Settling in activities Develop vocabulary Discovering favourite stories Retell a story with story language Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important.</p>	<p>Tell me why!</p> <p>Using language well Ask's how and why questions... Learning adjectives and using them to describe characters Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.</p>	<p>Talk it through!</p> <p>Settling in activities Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story.</p>	<p>What happened?</p> <p>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. Make predications based on what they already know.</p>	<p>Time to share!</p> <p>News Discovering Passions 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. Share feelings about moving to Year 1.</p>

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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 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	New Beginnings See themselves as a valuable individual. Being me in my world Class Routines Supporting children to build relationships	Getting on and falling out. 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.	Good to be me Feelings Learning about qualities and differences 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	Relationships 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	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	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.
	<p>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.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm <ul style="list-style-type: none"> ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification 					

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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 Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	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	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 Begin to draw diagonal lines, like in a triangle	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually 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	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a 2D shapes Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Lego
GROSS MOTOR	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	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	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	Balance- children moving with confidence dance related activities 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.	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	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

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility.

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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)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print.</p> <p>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</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Sequencing familiar stories using pictures to tell the story. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books</p> <p>Guided reading groups</p>	<p>Making up stories with themselves as the main character</p> <p>Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>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 RWI. Make the books available for children to share at school and at home.</p> <p>Guided reading groups</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>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.</p> <p>Sort books into categories.</p>
WORD READING Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>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</p> <p>Listen to children read aloud, ensuring books are consistent with their developing</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. 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</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. 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>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

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<p>WRITING</p> <p>TFW used as stimulus across the year</p> <p>Texts may change due to children's interests</p> <p>Sentence level writing when children have sufficient knowledge of letter-sound correspondences.</p>	<p>Texts as a Stimulus:</p> <p>Super Duper You! By Sophy Henn <ul style="list-style-type: none"> Create a self portrait picture / make marks </p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing.</p> <p>Writing initial sounds and CVC words.</p> <p>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists</p>	<p>Texts as a Stimulus:</p> <p>Goldilocks and the Three Bears <ul style="list-style-type: none"> Crime scene with labels Instructions for porridge </p> <p>The Gingerbread Man <ul style="list-style-type: none"> Sequence the story Speech bubbles </p> <p>The Three Billy Goats Gruff <ul style="list-style-type: none"> Wanted poster to catch the troll </p> <p>Name writing, labelling using initial sounds,</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p>Texts as a Stimulus:</p> <p>Supertato by Sue Hendra Superworm by Julia Donaldson Thought and speech bubbles</p> <ul style="list-style-type: none"> CVC words / simple sentence writing using high frequency words Floor books Superhero factfile Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. 	<p>Texts as a Stimulus:</p> <p>Oliver's Vegetables by Vivian French <ul style="list-style-type: none"> Describing vegetables </p> <p>Oliver's Fruit Salad by Vivian French <ul style="list-style-type: none"> Instructions how to make a fruit stick </p> <p>Shopping List by John Burningham</p> <ul style="list-style-type: none"> Creating own story maps, writing captions and labels, writing simple sentences. Menu for roleplay area. Writing short sentences to accompany story maps. 	<p>Texts as a Stimulus:</p> <p>Jack and the Bean stalk <ul style="list-style-type: none"> Retell parts of the story / repeated refrains / speech bubbles </p> <p>Jasper's Beanstalk by Nick Butterworth <ul style="list-style-type: none"> Bean diary </p> <p>The Enormous Turnip <ul style="list-style-type: none"> Class big book of the story 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. Rhyming words. Acrostic poems </p>	<p>Texts as a Stimulus:</p> <p>One Tiny Turtle by Nicola Davies <ul style="list-style-type: none"> Class information book </p> <p>The Rainbow Fish by Marcus Pfister <ul style="list-style-type: none"> Letter to the fish </p> <p>Mister Seahorse by Eric Carle <ul style="list-style-type: none"> Individual information book </p> <ul style="list-style-type: none"> 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. Character description – Rainbow Fish

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MATHS	<p>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.</p>					
	<p>Early Mathematical Experiences</p> <ul style="list-style-type: none"> Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitizing. Ordering objects and sets / introduce manipulatives. Number recognition 2D Shapes <p>Match and Sort:</p> <ul style="list-style-type: none"> Find and match objects that are the same. Sort objects according to colour, size or shape. <p>Compare Amounts:</p> <ul style="list-style-type: none"> Use the vocabulary fewer, the same and more to compare groups of objects. <p>Compare Size, Mass and Capacity:</p> <ul style="list-style-type: none"> Compare and order objects according to their size. Use mathematical language to describe size <p>Explore Pattern:</p> <ul style="list-style-type: none"> Copy, continue and create simple repeating patterns. Explore AB patterns in a range of contexts. 	<p>Recognising 123 by counting or subitising:</p> <ul style="list-style-type: none"> Count and subitise how many. Make collections of 1,2 and 3 objects <p>Understanding 123:</p> <ul style="list-style-type: none"> Make comparisons between groups of 1,2 and objects. Explore and notice the different compositions of 2 and 3. <p>Compose and decompose shapes:</p> <ul style="list-style-type: none"> Find 2D shapes within 3D shapes. <p>Recognise 4 and 5 by counting or subitising:</p> <ul style="list-style-type: none"> Count and subitise how many. Make collections of 4 and 5 objects. <p>Explore 1 more or 1 less than numbers to 5</p> <p>Squares and Rectangles:</p> <ul style="list-style-type: none"> Recognise shapes in everyday objects and the environment. Describe some properties of squares and rectangles. <p>Compare length, weight, and capacity:</p> <ul style="list-style-type: none"> Compare length using appropriate mathematical vocabulary. <p>Time and Sequencing:</p> <ul style="list-style-type: none"> Use time related vocabulary to talk about their day. 	<p>Composition of 4 and 5: Explore and notice the different compositions of 4 and 5.</p> <p>Compare numbers to 5:</p> <ul style="list-style-type: none"> Make comparisons between groups of 0-5 objects. Use the number name zero and numeral 0 accurately. <p>Recognise 6 and 7 by counting or subitising:</p> <ul style="list-style-type: none"> Count and subitise how many. Make collections of 6 and 7 objects. <p>Compare length, weight, and capacity:</p> <ul style="list-style-type: none"> Compare mass and capacity using appropriate mathematical vocabulary. 	<p>Recognise and represent 8, 9 and 10:</p> <ul style="list-style-type: none"> Identify representations of 8, 9 and 10 Explore the composition of 8.9 and 10 <p>Compare numbers to 10:</p> <ul style="list-style-type: none"> Make comparisons between groups of 0-10 objects. <p>Number Bonds to 10:</p> <ul style="list-style-type: none"> Explore number bonds to 10 using real objects Find how many more to make 10 <p>Shape and Spatial Reasoning:</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. <p>Continue, copy and create repeating patterns.</p> <ul style="list-style-type: none"> Copy and continue repeating patterns 	<p>Count beyond 10:</p> <ul style="list-style-type: none"> Count verbally beyond 20. Count beyond 10 using number tracks. <p>Comparing numbers to 10:</p> <ul style="list-style-type: none"> Divide numbers into equal groups. Use 'the same' to describe identical sized groups. <p>Continue explore the composition of numbers to 10:</p> <ul style="list-style-type: none"> Partition and recombine sets. <p>Automatically recall number bonds:</p> <ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-5. <p>Develop spatial reasoning skills:</p> <ul style="list-style-type: none"> Copy complex 2D pictures with 3D resources 	<p>Count beyond 10</p> <ul style="list-style-type: none"> Count verbally beyond 20 spotting patterns in 2-digit numbers. <p>Link the number symbol (numeral) with its cardinal number value.</p> <ul style="list-style-type: none"> Match sets of objects or actions with the correct numeral. <p>Automatically recall number bonds for numbers 0-10.</p> <p>Compose and decompose shapes</p> <ul style="list-style-type: none"> Investigate how shapes can be combined to make new shapes. Identify shapes within shapes. <p>Compare length, weight and capacity.</p> <ul style="list-style-type: none"> Use comparative language accurately. Make a reasonable estimate about capacity and length. <p>Continue, copy and create repeating patterns.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS THEME	MARVELLOUS ME	ONCE UPON A TIME...	TO THE RESCUE	SPRING HAS SPRUNG	LET'S EXPLORE	OUR PLANET
RECEPTION	ALL ABOUT ME	TRADITIONAL TALES	SUPERHEROES	SHAPING UP	GREEN FINGERS	BLUE PLANET
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.					
	<ul style="list-style-type: none"> 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, outdoor areas and school. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Visual timetable of the day (before/after/next/then) 	<ul style="list-style-type: none"> 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. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. 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. 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. Compare Superheroes and their powers. Model key vocabulary e.g. brave, kind, strong, agile, clever. Exploring freezing and melting with ice Exploring our own super senses – sight, hearing, touch, taste and smell. Talk about people who help us (their roles and how they help us). Find out about heroic figure from recent history (Little People, Big Dream books). Heroes in our community. 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 Listen to children describing and commenting on things they have seen whilst outside, including weather, plants and animals 	<ul style="list-style-type: none"> Explore different games and sports. Children can talk about their favourite and explain why. Explore the differences between fruit and vegetables. Observe what happens to food over time. Observe what happens to their bodies during and after exercise. Share news about their immediate past. Introduce yesterday and tomorrow (breakfast/ lunch/ dinner). Go on a Spring discovery walk. Describe what can they see/hear and feel? Look at pictures of winter and spring. What changes can you see? Use bee-bots on simple maps of a vegetable patch. Encourage the children to use navigational language. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? 	<ul style="list-style-type: none"> Nature hunts looking for flowers, plants and bugs. Talk about what they find. Record what they find using checklist or carefully drawing what they observe. Plants seeds, beans, vegetables and fruit in pots and in available raised beds/ garden areas. Talk about what plants need to grow Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots 	<ul style="list-style-type: none"> 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. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Explore a range of sea animals. Learn their names and label their body parts. 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS THEME	MARVELLOUS ME	ONCE UPON A TIME	TO THE RESCUE	SPRING HAS SPRUNG	LET'S EXPLORE	OUR PLANET
RECEPTION	ALL ABOUT ME	TRADITIONAL TALES	SUPERHEROES	SHAPING UP	GREEN FINGERS	BLUE PLANET
EXPRESSIVE ART AND DESIGN	<p>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.</p> <p>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>					
	<ul style="list-style-type: none"> Join in with songs and actions Beginning to mix colours join in with role play games and use resources available for props Build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. 	<ul style="list-style-type: none"> Listen to music and make their own dances in response. Create small worlds of traditional tales and puppets of the characters Firework pictures, Christmas decorations, Christmas cards, Diva lamps made of clay, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play of The Nativity 	<ul style="list-style-type: none"> Make superhero clothes for themselves (cap, wrist bands, masks) Create a Superhero out of a fruit or vegetable. Design a new superhero with special powers Co-construct a real-life sized vehicle for a superhero. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. 	<ul style="list-style-type: none"> Sing and move to exercise songs. Add own movements that match the rhythm. Make different textures; make patterns using different colours Printing using fruit and vegetables (extend to objects with wheels) Design and build a home out of different materials (junk, lego, blocks) Create a map for the Bee bot Draw, paint, colour posters of role-play area, make signs and price labels. Pastel drawings, printing, patterns on Easter eggs, 	<ul style="list-style-type: none"> Create seed packets, pictures, posters and sign for role-play area. Make signs for our vegetable patch. Make a collage using different types of seeds Use natural materials as brushes and paint. Explore ways to protect the growing of plants by designing scarecrows. Still life pictures of flowers Mother’s Day crafts Artwork inspired around Eric Carle / The Seasons – Re-create the life cycle of a seed with their bodies and movement. Create own versions of well-known songs. Make moving pictures with split pins 	<ul style="list-style-type: none"> Rainbow fish collages Painting shells and rocks using fine brushes. Salt dough fossils Colour mixing to create a water effect Make own turtle from junk material Weaving wool to make sea creatures (baby turtles, star fish) Step by step drawing instructions Colour mixing – underwater pictures. Still life pictures of sea plants and creatures. Shading pictures using a pencil Father’s Day Crafts

EARLY LEARNING GOALS – FOR THE END OF THE YEAR

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>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.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>