



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>General Themes</b></p> <p>NB: <i>These themes may be adapted at various points to allow for children's interests</i></p>	<p><b>All About Me</b></p> <p>All About Myself My Family and Friends My Feelings My Body My Eyes My Ears My Mouth</p>	<p><b>Festivals and Celebrations</b></p> <p>Guy Fawkes &amp; Bonfire Night Diwali Remembrance Day Birthdays Hannukah Seasons/Winter Christmas</p>	<p><b>Stomp, Chomp, ROAR!</b></p> <p>When and where did dinosaurs live? Dinosaur features Fossils Mary Anning Extinction/Volcanoes</p>	<p><b>Spring has Sprung</b></p> <p>Seasons/Springtime Growing Animals in spring/farming Jack and the Beanstalk Easter</p> <p>Mother's Day Shrove Tuesday</p>	<p><b>On the Move!</b></p> <p>The world around us Travel on the ground Travel in the air Travel on water Movement with our bodies Planning a trip away</p>	<p><b>Once Upon a Time</b></p> <p>Three Little Pigs Little Red Riding Hood The Gingerbread Man Cinderella Three Billy Goats Gruff The Enormous Turnip</p> <p>Father's Day</p>
<p><b>Special Events</b></p>	<p>Harvest</p>	<p>Diwali</p> <p>Bonfire Night – 5<sup>th</sup> November</p> <p>Remembrance Day – 11<sup>th</sup> November</p> <p>Odd Socks Day – 14<sup>th</sup> November</p> <p>Children in Need – 18<sup>th</sup> November</p> <p>Christmas/Nativity performance</p>	<p>Chinese New Year – 22<sup>nd</sup> January</p> <p>Valentine's Day – 14<sup>th</sup> February</p>	<p>Pancake day – 21<sup>st</sup> February</p> <p>Mother's Day – 19<sup>th</sup> March</p> <p>Easter</p>	<p>Earth Day – 22<sup>nd</sup> April</p> <p>Maypole afternoon</p>	<p>Father's Day – 18<sup>th</sup> June</p>
<p><b>High Quality Text Drivers</b></p>	<p>'Elmer' by David McKee 'Families, Families, Families' by Suzanne Lang</p>	<p>'Sparks in the Sky' by Twinkl 'Dipal's Diwali' by Twinkl 'Kipper's Birthday' by Mick Inkpen</p>	<p>'Dinosaurumpus!' By Tony Mitton 'The Girl and the Dinosaur' by Hollie Hughes A letter from Mary Anning</p>	<p>'Guess How Much I Love You in the Spring' by Sam McBratney</p>	<p>Atlas 'You Can't Take an Elephant on the Bus' by Patricia Cleveland-Peck</p>	<p>Various Fairytales</p>

	<p>'The Colour Monster' by Anna Llenas</p> <p>'Funnybones' by Janet and Allan Ahlberg</p> <p>'Brown Bear, Brown Bear What Can You See?' by Bill Martin Jr. and Eric Carle</p> <p>'Polar Bear, Polar Bear What Do You Hear?' by Bill Martin Jr. and Eric Carle</p> <p>Letters from the Tooth Fairy</p>	<p>'Hannukah Bear' by Eric Kimmel</p> <p>'Stickman' by Julia Donaldson</p> <p>The Nativity story</p>	<p>'We're Going on a Bear Hunt' by Michael Rosen</p> <p>A volcano poem</p> <p>'Dragons in the City' by Twinkl</p>	<p>'Oliver's Vegetables' by Alison Bartlett and Vivian French</p> <p>'Farmer Duck' by Martin Waddell</p> <p>Jack and the Beanstalk</p> <p>'Jasper's Beanstalk' by Nick Butterworth</p> <p>The Easter story</p> <p>'Mr Wolf's Pancakes' by Jan Fearnly</p>	<p>'The Train Ride' by June Crebbin</p> <p>Things that go...</p>	
<b>Enrichment</b>	<p>Creating our family tree</p> <p>Harvest service</p> <p>performance</p>	<p>Making edible sparklers</p> <p>The Nativity performance</p> <p>Christmas pantomime</p>	<p>Chinese food tasting</p> <p>Volcano experiment</p>	<p>Trying vegetable soup</p> <p>Tasting pancakes</p> <p>World Book Day</p> <p>Growing plants and beanstalks</p> <p>Trip to the farm</p> <p>Easter Egg Hunt</p>	<p>May Day celebrations</p>	<p>Cooking – making</p> <p>Gingerbread people</p> <p>Cinderella Ball</p> <p>End of year teddy bear picnic</p> <p>EY Sports Day and picnic</p>
<b>Assessment Opportunities</b>	<p>Baseline data assessments</p> <p>Baseline RWI phonics assessments</p> <p>Baseline number assessments</p> <p>Nursery baseline assessments</p> <p>On going assessments</p> <p>EY team meetings</p>	<p>On going assessments</p> <p>RWI phonics assessments</p> <p>Pupil progress meetings</p> <p>EY team meetings</p>	<p>On going assessments</p> <p>RWI phonics assessments</p> <p>EY team meetings</p>	<p>On going assessments</p> <p>RWI phonics assessments</p> <p>EY team meetings</p>	<p>On going assessments</p> <p>RWI phonics assessments</p> <p>EY team meetings</p>	<p>On going assessments</p> <p>RWI phonics assessments</p> <p>EYFS profiles/reports</p> <p>EY team meetings</p>
<b>Parental Involvement</b>	<p>Parents consultations</p> <p>Wow moments</p> <p>Phonics/Reading information evening</p> <p>EY information evening</p> <p>Harvest Service</p>	<p>Wow moments</p> <p>Open day</p> <p>The Nativity performance</p>	<p>Parents consultations</p> <p>Wow moments</p>	<p>Wow moments</p> <p>Open day</p>	<p>Wow moments</p> <p>May Day celebrations</p>	<p>EYFS profiles/reports</p> <p>Wow moments</p> <p>EY Sports Day and picnic</p>

<p><b>Characteristics of Effective Learning</b></p> 	<p align="center"><b>Characteristics of Effective Learning and Teaching</b></p> <p><b>Playing and exploring:</b> 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><b>Active learning:</b> 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><b>Creating and thinking critically:</b> 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><b>Overarching principles</b></p>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers.</p> <p><b>Enabling environments:</b> 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><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY</b>  <i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>					
	<p align="center"><b>Autumn Term 1</b></p>	<p align="center"><b>Autumn Term 2</b></p>	<p align="center"><b>Spring Term 1</b></p>	<p align="center"><b>Spring Term 2</b></p>	<p align="center"><b>Summer Term 1</b></p>	<p align="center"><b>Summer Term 2</b></p>
<p><b>Personal, Social, Emotional Development</b></p>	<p>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.</p>					
<p><b>Communication &amp; Language</b></p>	<p>Communication and language is a key focus for the EYFS developed through sharing high quality texts, interactions, small group focused language groups, language interventions and sharing our own stories.</p> <p>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,</p>					

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><b>Physical Development</b></p>	<p><b>Nursery:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p><b>Reception:</b> Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p>	<p><b>Nursery:</b> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>Reception:</b> Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when</p>	<p><b>Nursery:</b> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Reception:</b> 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.</p>	<p><b>Nursery:</b> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Reception:</b> 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.</p>	<p><b>Nursery:</b> Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>Reception:</b> Develop overall body-strength, balance, co-ordination and agility.</p> <p>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>	<p><b>Nursery:</b> Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>Reception:</b> Develop overall body-strength, balance, co-ordination and agility.</p> <p>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>
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	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
<b>Literacy</b>	<p><b>Nursery: Getting to know you</b></p> <p><b>Reception:</b> Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Form lower-case and capital letters correctly.</p>	<p><b>Nursery:</b> 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 • page sequencing</p> <p><b>Reception:</b> Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower-case and capital letters correctly.</p>	<p><b>Nursery:</b> Develop their phonological awareness.</p> <p>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 • page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Reception:</b> Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p>	<p><b>Nursery:</b> Develop their phonological awareness.</p> <p>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 • page sequencing</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Reception:</b> Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of</p>	<p><b>Nursery:</b> Develop their phonological awareness: sound of the week</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p><b>Reception:</b> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their</p>	<p><b>Nursery:</b> Develop their phonological awareness: sound of the week</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p> <p><b>Reception:</b> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>

			<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>understanding and enjoyment.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Write simple phrases and sentences that can be read by others.</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>
<b>Mathematics</b>	<p><b>Nursery: getting to know you, routines and exploring resources</b></p> <p><b>Reception: WRM</b></p> <p><u>Getting to know you</u> Maths games and counting</p>	<p><b>Nursery: shape</b></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:</p>	<p><b>Nursery: Counting and subitising</b></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p><b>Nursery: positional language</b></p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	<p><b>Nursery: numerals</b></p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p><b>Nursery: patterns</b></p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal</p>

	<p>Class routine/times of day Exploring resources – positional language</p> <p>Ten Town number focus 0-20. Number recognition and formation.</p>	<p>‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p><b>Reception: WRM</b></p> <p><u>Just like me</u> Match and sort Compare amounts Compare size, mass, capacity Exploring pattern</p> <p><u>Its me 1 2 3</u> Representing, comparing and composition of 1 2 3 Circles and triangles Positional language</p> <p><u>Light and dark</u> Representing numbers to 5 More/less Shapes with 4 sides time</p>	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p><b>Reception: WRM</b></p> <p><u>Alive in 5</u> Introducing zero Comparing numbers to 5 Composition of number 4 and 5 Compare mass Compare capacity</p> <p><u>Growing 6 7 8</u> 6 7 and 8 Combining 2 amounts Making pairs</p>	<p>Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>Reception: WRM</b></p> <p><u>Growing 6 7 8 continued</u> Length and height Time</p> <p><u>Building 9 and 10</u> Counting to 9 and 10 Counting numbers to 10 Bonds to 10 3d shapes Spatial awareness Patterns</p>	<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p><b>Reception: WRM</b></p> <p><u>To 20 and beyond</u> Building numbers beyond 10 Counting patterns beyond 10 Special reasoning Match, rotate, manipulate</p> <p><u>First then now</u> Adding more Taking away Special reasoning Compose and decompose</p>	<p>language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p><b>Reception: WRM</b></p> <p><u>Find my pattern</u> Doubling Sharing and grouping Odd and even Spatial reasoning Visualize and build</p> <p><u>On the move</u> Deepening understanding Patterns and relationships Spatial reasoning Mapping</p>
<p><b>Understanding the World</b></p>	<p><b>Nursery:</b> Begin to make sense of their own life-story and family’s history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p><b>Nursery:</b> Continue developing positive attitudes about the differences between people.</p> <p><b>Reception:</b> Understand that some places are special</p>	<p><b>Reception:</b> Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Nursery:</b> Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p><b>Nursery:</b> Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	

	<p><b>Reception:</b> Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>	<p>to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>		<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Reception:</b> Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception:</b> Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	
<b>Expressive Arts &amp; Design</b>	<p><b>Nursery:</b> Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p>	<p><b>Nursery:</b> Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><b>Reception:</b> Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><b>Reception:</b> Watch and talk about dance and performance art, expressing their feelings and responses.</p>		<p><b>Nursery:</b> Join different materials and explore different textures.</p> <p><b>Reception:</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	

		Explore and engage in music making and dance, performing solo or in groups.				
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