




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Me & My Community	Once upon a time	Starry night	Ready, Steady, Grow!	Big Wide World	Sunshine & Flowers
Companion projects These are linked to the season, and run alongside the general themes.	Exploring Autumn	Sparkle & shine	Winter Wonderland	Signs of spring	Splash!	Shadows and reflections
Possible texts and 'old favourites'	Starting school Come to school too, Blue kangaroo The Colour Monster The little red Hen Once there were giants The Rainbow Fish The Big Book of Families Autumn poems and rhymes Leaf Man	The Three Little pigs The Three Little Wolves & the Big bad Pig The Three Billy goats Gruff Little Red Riding Hood Cinderella The Jolly Postman Christmas Story / Nativity Rama and Sita Stick Man	Laura's Star Whatever next Funny Bones How to Catch a Star Aliens love underpants The Gruffalo's Child Moon Stars Peace At Last One Snowy Night	Oliver's vegetables Oliver's fruit Salad Supertato Handa's surprise Rosie's Walk Jack and the Beanstalk Diary of a bean plant The Tiny seed Eating the Alphabet Farmyard Hullabaloo	Our World: A first book of geography All are welcome David Attenborough Anna Hibiscus' song Splash, Anna Hibiscus We're going on a lion hunt The Train Ride Tanka, Tanka, Skunk	Tiddler Shark in the park Sun Katie and the sunflowers Commotion in the ocean Summer is here! Seaside poems The very hungry caterpillar My Butterfly Bouquet
'WOW' Moments/ Enrichment weeks	Meet members of our school community Fire fighter/ Police visit Autumn Trail Harvest Time Birthdays	Visit the local library Remembrance day Guy Fawkes / Bonfire Night Diwali Hannukah Black History Month	Owl experience Chinese New Year Valentine's Day Lent Children's Mental health week	Growing beans Observing the life cycle of a frog Easter Egg Hunt Spring Scavenger Hunt Mother's Day	An imaginary bus ride around London! A lion hunt! Food tasting – from around the world. May Day	Let's go on a holiday! Caring for our class caterpillars Father's Day

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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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, Talking partners, circle time, PSHE times, Talking spoon time, puppets, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.	Welcome to EYFS Settling in activities Making friends Children talking about their interests, things that are special to them and what they have been doing. What are your hopes? Rhyming and alliteration Familiar Print Sharing facts about me! How do you feel today? Model talk routines through the day. For example, arriving in school: "Good morning, how are you? Follow simple two-part instructions. Show and tell - talk about models, pictures etc. that they have made. Tales Toolkit	Tell me a story! Children talking about past experiences that are familiar to – Tapestry stories. Book talk Discovering Passions. Retell me a story – Story language – Once Upon a time... Listening and responding to stories. Following instructions Take part in a discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Explain effect e.g. It sank because it was too heavy.	Tell me why! Using language well. Ask and answer how and why questions... Discovering Passions. Retell a story with story language & expression. Story narratives – Tales Toolkit! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Speculate and explain understanding – what if the bridge falls down?	Talk it through! Describe events in detail – time connectives. Discovering Passions. 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. Identify patterns e.g. what generally happens to 'good' and 'wicked' characters at the end of stories Predict possible endings to stories and events. Show and tell	What happened? Show and tell Weekend news. Discovering Passions. 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. Draw conclusions. Ask and answer how and why questions... Reflect – what went well? What changes would you make? Show and tell	Time to share! Show and tell Weekend news. Listening for longer periods of time. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. Evaluate understanding.
DAILY STORY TIME						


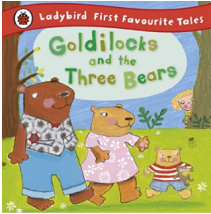

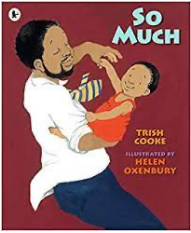
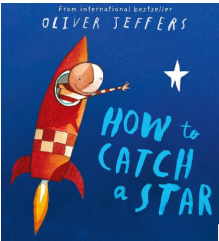
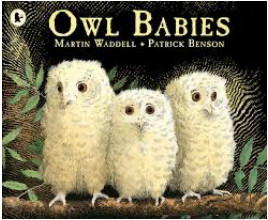

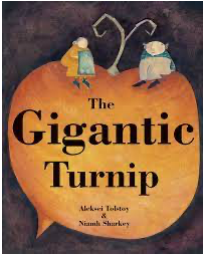
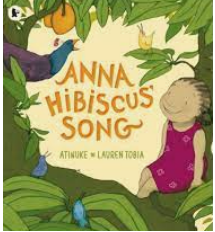
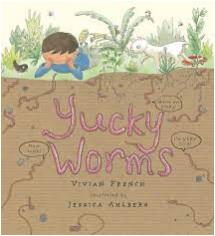
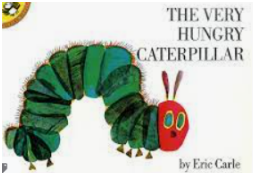
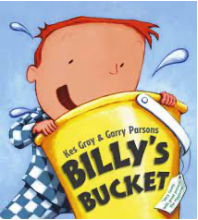
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Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development 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 Building relationships	New Beginnings See themselves as a valuable individual. Being me in my world Class Rules and Routines Supporting children to build relationships with peers and staff Friendly behaviour Dreams and Goals Developing good teamwork e.g. tidy teams. Managing own personal needs e.g. handwashing Identify different feelings/emotions.	Relationships What makes a good friend? Random acts of Kindness Looking after pets Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves. Looking after my teeth	Getting on and falling out. How to deal with our feelings/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. Asking for help Developing growth mindset ‘I can do it!’	Looking after others Friendships Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Perseverance and concentration. Food to keep me healthy	Good to be me What is high self-esteem? Learning about and celebrating our qualities and differences. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Looking After our Planet	Taking part in sports day - Winning and losing 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. Sun safety
	Children’s mental health and wellbeing will be promoted through daily meditation sessions, weekly yoga and wellbeing Wednesday activities and story/non-fiction books and songs.					
Link to behaviour for learning	<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 ✓ Being able to curb impulsive behaviours <ul style="list-style-type: none"> ✓ 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 ✓ Persisting in the face of difficulty 			<p>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p> <p>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</p> 		

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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 .					
Gross motor	PE - ABC's – agility, balance, coordination. Understanding space Large ball skills Basketball skills – patting, bouncing, throwing, catching Cooperation games - parachute & ring games Climbing – trim-trail Balance bikes Large construction	PE – ABC's – agility, balance, coordination. Understanding space What happens to our body when we exercise? Invasion games – football/Rugby Ball skills – throwing & catching, rolling & receiving Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push Set up obstacles for wheeled vehicles to move in, around and through.	PE – ABC's – agility, balance, coordination. Introduce use of smaller balls & bats Dodgeball & Hockey Ball skills – Kicking & receiving, striking & receiving Dance Obstacle activities children moving over, under, through and around equipment	PE – ABC's – agility, balance, coordination. Gymnastics Ball games with teams - Throwing, catching, bouncing, receiving Digging, raking and planting in Reception garden. Pushing & pulling wheelbarrows Bike-ability – balance bike skills	PE – ABC's – agility, balance, coordination. Tennis/Athletics Running, landing, jumping, throwing Practise movement skills through games with beanbags, cones, balls and hoops. Encourage children to be highly active and get out of breath several times every day.	PE - ABC's – agility, balance, coordination. Striking & fielding games Striking, receiving, catching Sports day - Races / team games Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
Fine motor	Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Examples of fine motor activities: Threading & sewing, handling scissors & cutting, weaving, playdough, joining construction pieces, jigsaws, brush strokes using thick & thin paintbrushes, hammering pegs in boards, fastening/unfastening buttons & zips, mixing, pouring, making models, dressing & undressing dolls, playing with small world toys, drawing, tracing. Children will engage in regular sessions of dough disco, wiggle squiggle or write move activities.					
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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)					
Little Wandle Phonics	Phonics – phase 2 s a t p i n m d g o c k ck e u r h b f l	Phonics – phase 2 ff ll ss j v w x y z zz qu words with s/s/ added at the end (hats sits) ch sh th ng nk	Phonics – phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff	Phonics – Review phase 3 Longer words/words with two or more digraphs Words ending in - ing Compound words Words ending with -es at end /z/	Short vowels cvcc/cvcc/cvcc Longer words Root words ending in: -ing, -ed/t/, - ed/id/ /ed/ -est	Long vowel sounds cvcc/cvcc/cvcc c Phase 4 words
Word reading	Children will have daily phonics lessons and three reading practice sessions.	Reading: Individual letters, oral blending, begin to blend sounds into words (CVC), rhyming, reciting known stories & poems, listening to stories with attention and recall. Learn new vocabulary. Begin to read tricky words e.g is, I. Begin reading practice sessions – Decoding, Prosody, Comprehension. Introduce Tales Toolkit strategy for storytelling.	Reading: Reading CVC words. Rhyming, alliteration. Know that print is read from left to right. Show children how to touch each sound button when reading words. Begin to read simple captions. Begin to understand story structure. Tales toolkit to encourage narratives in play.	Reading: Rhyming strings. Spotting diagraphs/trigraphs in words. For tricky words such as ‘the’, help children identify the tricky part. Read captions and simple sentences. Tales toolkit to encourage narratives in play and story telling.	Reading: Read simple captions and sentences with confidence. Tales toolkit to encourage narratives in play & story telling. Innovating and retelling stories to an audience.	Reading: Increase fluency. Re-read what they have written to check it makes sense. Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.
Comprehension	-Developing a passion for reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has	Retrieval skills – What? Who? Where? Retell stories related to events through acting/role play. Common theme in traditional tales, identifying characters and settings.	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making/words and simple captions.	Information leaflets about animals and plants. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Stories from other cultures and traditions. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of
	Children will visit our school library each week and make visits to our local library.					Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant

Focus text







High quality books to promote a love of reading comprehension & writing.



<div>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 Respond to illustrations Sequencing pictures to retell familiar stories. Hearing and recognising initial sounds in words. Engage in extended conversations about stories, learning new vocabulary.</div>	<div>Christmas letters/lists. Retelling stories using images / props. Story Maps to retell main events of a familiar story. Recycling a story - map it and orally retelling new stories. Communal story telling with actions and / or picture prompts as part of a group Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Enjoy an increasing range of books</div>	<div>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few tricky words matched to Letters and sounds.</div>	<div>Timeline of how plants grow World Book Day They develop their own narratives and explanations by connecting ideas or event</div>	<div>characters/ event / setting in a story. May include labels, sentences or captions. Sort books into categories.</div>	<div>comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</div>
	<div>Focus text</div> <div></div>	<div>Focus text</div> <div></div>	<div>Focus text</div> <div></div>	<div>Focus text</div> <div></div>	<div>Focus text</div> <div></div>





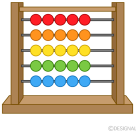


Writing	Writing focus Mark making Name writing Letter formation – phase 2 Begin to write initial sounds in words Speech bubbles Who's at the door – Labelling	Writing focus Letter formation Name writing Letter formation phase 2 Hear/write initial & end sounds in words Write CVC words with taught graphemes Labelling a story map Lists – where did the bear go? Lost poster Ideas for a stick - labels	Writing focus Letter formation Write CVC words with taught graphemes and simple captions Speech & thought bubbles Character description	Writing focus Letter formation CVC/CCVC/CVCC words with taught graphemes Simple sentences Shared writing – recycle the story 'The Gigantic ...' Recipe	Writing focus Write words, captions and sentences with taught graphemes and tricky words. Letter families Sentences to describe a minibeast Sunflower diary	Writing focus Write words, captions and sentences with taught graphemes and tricky words. Letter families Recycle and write a new story
	Independent writing Party invitation Birthday card Party/Shopping list	Independent writing Labelling autumnal pictures/animals Get well card Invitation to the ball Map for Red Riding hood	Independent writing Label a winter picture or an owl Sticky notes for labelling and sending a message to a friend	Independent writing Lists of favourite food/fruit & veg Speech bubbles for story characters Book making	Independent writing Labelling pictures of minibeasts and plants	Independent writing Labels and lists sea creatures/summer What's in my bucket?
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Mathematics	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>Number & Numerical patterns</p> <p>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</p>	<p>White Rose maths/NCTEM Getting to know you / Just Like Me!</p> <p>Counting rhymes and songs Match & Sort Compare amounts – more/fewer/less Ordering objects and sets Subitising</p>	<p>White Rose maths phase – It’s me 1,2,3! / Light and dark</p> <p>Representing, comparing and composition of 1,2,3. Representing numbers to 5 One more/One less Subitising</p>	<p>White Rose maths phase – Alive in 5!/Growing 6,7,8</p> <p>Introducing zero Composition of 4 & 5 Comparing numbers to 5 6, 7 & 8 Combining 2 groups Subitising</p>	<p>White Rose maths phase – Building 9 & 10</p> <p>9 & 10 Comparing numbers to 10 Bonds to 10 Subitising</p>	<p>White Rose maths phase – To 20 & beyond/First Then Now</p> <p>Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away</p>	<p>White Rose maths phase – Find my Pattern/On the move</p> <p>Doubling Sharing & grouping Even and odd Deepening understanding Patterns & relationships</p>
<p>Measure, Shape & Spatial thinking</p>	<p>Compare size, mass and capacity (1) Exploring pattern</p>	<p>Circles and triangles Positional language Shapes with 4 sides Time – My Day</p>	<p>Compare capacity (2) Compare mass (2) Length & height Time</p>	<p>3D shape Pattern (2)</p>	<p>Spatial reasoning (1) Match, Rotate, manipulate Spatial reasoning (2) Compose and decompose</p>	<p>Spatial reasoning (3) Visualise & Build Spatial reasoning (4) Mapping</p>
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<p>Understanding the World/Festivals</p>	<p>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</p>					
<p>Past & Present People, Culture and Communities The Natural world</p>	<p>Me and my family Changes – baby to now Friends Birthdays People who help me at home and in</p>	<p>Fairy tales & traditional tales. Fairy tales are set in the past. Animals in stories Kings & Queens in stories.</p>	<p>New year – hopes for the year ahead What happens when I fall asleep? Comparing day and night.</p>	<p>Spring – seasonal changes Life cycles – frog/hen Food and farming Aerial farm pictures</p>	<p>Fantastic journeys All around the world Animals around the world Natural habitats: oceans,</p>	<p>Summer – seasonal changes Sunflower challenge Flower families Caring for plants and flowers</p>

	our community (school/emergency services). Autumn walk Who lives in the woods? Hibernating hedgehogs Use our senses to explore the outdoor environment. Moon Festival (10 th Sept) Roald Dahl Day (13 th Sept) World Gratitude day (21 st Sept) Harvest Festival World Animal Day (4 th October) Walk to school month (Oct)	Royal families. Old clothes, new clothes Bonfire Night, Diwali, Remembrance Sunday, Hanukkah, Christmas. Share experiences of Christmas – food, traditions, people, games. Christmas around the world. What is a celebration? Is it shiny, sparkly or dull? World Kindness Day (13 th November) Anti- Bullying Week (14 th – 18 th Nov) Children in Need Christmas jumper day (9 th Dec) Christmas Time / Nativity	Moonlight shadows Animals that come out at night Out in space – First man on the moon! Space journeys. Darkness is the absence of light. Winter – seasonal changes. Where is it always cold? Feeding the birds Harbin Ice and snow festival – China from 4 th January Chinese New year Feb Valentine's day Shrove Tuesday Ash Wednesday Safer Internet Day (8 th Feb)	What do plants need? Growing beans Animals and their babies Farms in the past Keeping healthy Different environments have different climates. Purim Food from other cultures – Chinese, Indian, Mexican, Italian Food tasting & smelling Mothering Sunday Easter World health day (7 th April)	woodlands, ponds & gardens Exploring maps and a globe Children around the world On Safari Looking after our world Journeys and planning a trip Floating & sinking Life cycle of a butterfly St George's day – May day Children's day in Japan NSPPC Number day National mental health week Eid Walk to school week	Who's in the garden? Fun in the sun Keeping safe in the sun A day at the beach Underwater sea creatures Holidays in the past Natural phenomena, including shadows, reflections and echoes. How are shadows formed? How do shadows change? World ocean day Father's day World Environment day (5 th June) World Ocean day (8 th June)
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Expressive arts and design	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Creating with materials	Charanga music scheme – ME! Join in with songs & nursery rhymes Music appreciation – what do you like about this piece of music? How does it make you feel?	Charanga music scheme – My stories Repeat simple rhythms. Dance a story Bonfire night songs Firework pictures	Charanga music scheme – Everyone Step into the picture – explore movement e.g. rolling a snowball	Charanga music scheme – Our world Tap out a simple rhythm – question & answer Design an Easter garden	Charanga music scheme – Big bear funk Design and make junk models of minibeasts	Charanga music scheme – Reflect, rewind and replay! Observe and draw pictures of shells using crayons, salt and brush

Being Imaginative & expressive	<p>Understanding 'pulse'</p> <p>Moving to music – expressing different moods.</p> <p>Join in with role play games and use resources available for props; build models using construction equipment</p> <p>Explore colour mixing & link colours to feelings.</p> <p>Self-portraits</p> <p>Explore printing</p> <p>Use leaves & autumnal litter – leaf rubbings, printing, threading, collage</p> <p>Create own Leaf man/lady/animal</p>	<p>Christmas.</p> <p>Nativity play</p> <p>Story maps and props to retell and act out stories</p> <p>Design and build a gingerbread house, a bridge for the Billy Goats, a strong house for the 3 little pigs.</p> <p>Sculptures using mud.</p> <p>Transient art</p> <p>Christmas craft</p> <p>Design a new sledge for Santa</p> <p>Painting, explore thick & thin brushes</p>	<p>Story maps and props to retell and act out stories</p> <p>Design & make a bird feeder</p> <p>Winter trees</p> <p>Ice/snow art</p> <p>Explore cold colours</p> <p>Stencil art</p> <p>Collage owls</p> <p>Making lanterns, Chinese writing, songs and dancing</p>	<p>Observational drawings of daffodils or tulips</p> <p>Printing with vegetables – blossom trees!</p> <p>Mixing media.</p>	<p>Make a minibeast mask for our Ugly bug ball</p> <p>Minibeast puppets using socks –</p> <p>Recycle materials to create art and models</p> <p>Construct large boats, vehicles for our journey</p> <p>Act out 'We're going on a lion hunt'</p>	<p>Create a musical seaside score and perform to others</p> <p>Salt dough fossils</p> <p>Create sea creatures using collage, junk, paint – large and small scale</p> <p>Create bucket worlds of our own</p> <p>Father's Day crafts</p> <p>Shadow puppets</p>
Inspired by the work of others.	<p>Jackson Pollock</p>  <p>Explore drip technique – splashing, pouring & mixing colour.</p>	<p>Andy Goldsworthy</p>  <p>Explore art and sculpture in natural settings.</p>	<p>Van Gogh</p>  <p>Explore brushstrokes and creating images of the night sky.</p>	<p>Giuseppe Arcimboldo</p>  <p>Create art using fruit, veg, objects. Imagine that!</p>	<p>Edward Tingatinga</p>  <p>Explore bold and bright colours. Sketch & paint pictures of animals.</p>	<p>Emily Notman</p>  <p>Exploring textiles. Stitching, printing, mixed media. Gardens & flowers. Whole class project – wall hanger.</p>
	<p>Role play opportunities</p> <p>Home area – birthday celebrations</p> <p>Exploring the roles of people who helps us</p>	<p>Role play opportunities</p> <p>Re-enacting familiar stories using props/masks.</p> <p>Christmas in the home area.</p> <p>Santa's workshop</p>	<p>Role play opportunities</p> <p>Space station or spaceship</p> <p>Dark forest</p>	<p>Role play opportunities</p> <p>Garden centre/café role play</p> <p>Supertato – act out and imagine a new problem for Supertato</p>	<p>Role play opportunities</p> <p>Vets for Pets!</p>	<p>Role play opportunities</p> <p>Ice-cream shop/parlour</p> <p>Ice-cream van outdoors</p>

RE – Religious Education	I am special Harvest	What is prayer? Advent/Christmas	Stories Jesus heard Stories Jesus Told Epiphany	What makes a person special? Easter	Special places	Special Times
Active Citizenship How can we be good citizens? British values  Mutual respect and tolerance of other faiths and beliefs Rule of law Democracy Individual liberty	Looking after our immediate and local area Litter picking and planting – plant bulbs Mutual respect – Everyone is special, Everyone is welcome in our class.	Caring for our community & living things – visit a local care home and sing Christmas carols/songs Build a hedgehog home. Individual liberty – It's good to be me! Our Royal family	Showing care for living things – build a bird feeder. Take part in the RSPB bird watch. Tolerance of other faiths and beliefs	Showing care and concern for our environment & living things Develop our vegetable plot Traditional British food – afternoon tea, fish and chips. 	Showing care for living things – build a bug hotel and create a butterfly garden Law – Goldilocks & the Three bears – Did she keep the rule of law?	Plastic pollution in our oceans – what can we do? Recycle and reuse Learn about the importance of recycling and reusing. Democracy – Farmer duck - fairness

Early Learning goals – For the End of Year – Holistic/Best fit judgement						
Communication & Language 	Personal, Social, Emotional Development 	Physical Development 	Literacy 	Mathematics 	Understanding the World 	Expressive Arts and design 
<p>Listening, attention & understanding</p> <ul style="list-style-type: none">● 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.● Make comments about what they have heard and ask questions to clarify their understanding.● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking:</p> <ul style="list-style-type: none">● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.● 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>Self Regulation:</p> <ul style="list-style-type: none">● 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>Managing Self:</p> <ul style="list-style-type: none">● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.● Explain the reasons for rules, know right from wrong, and try to behave accordingly.● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships:</p> <ul style="list-style-type: none">● Work and play cooperatively and take turns with others.● Form positive attachments to adults and friendships with peers.● Show sensitivity to their own and to others' needs.	<p>Gross motor skills:</p> <ul style="list-style-type: none">● Negotiate space and obstacles safely, with consideration for themselves and others.● Demonstrate strength, balance and coordination when playing.● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>Fine motor skills:</p> <ul style="list-style-type: none">● 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, paintbrushes and cutlery.● Begin to show accuracy and care when drawing.	<p>Comprehension:</p> <ul style="list-style-type: none">● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.● Anticipate (where appropriate) key events in stories.● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word reading:</p> <ul style="list-style-type: none">● Say a sound for each letter in the alphabet and at least 10 digraphs.● Read words consistent with their phonic knowledge by sound-blending.● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing:</p> <ul style="list-style-type: none">● Write recognisable letters, most of which are correctly formed.● Spell words by identifying sounds in them and representing the sounds with a letter or letters.● Write simple phrases and sentences that can be read by others.	<p>Number:</p> <ul style="list-style-type: none">● Have a deep understanding of number to 10, including the composition of each number.● 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>Numerical patterns:</p> <ul style="list-style-type: none">● 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.● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<p>Past and present:</p> <ul style="list-style-type: none">● Talk about the lives of the people around them and their roles in society.● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.● Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People. Culture and communities:</p> <ul style="list-style-type: none">● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.● 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.● 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>The natural world:</p> <ul style="list-style-type: none">● Explore the natural world around them, making observations and drawing pictures of animals and plants.● 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.● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<p>Creating with materials:</p> <ul style="list-style-type: none">● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.● Share their creations, explaining the process they have used.● Make use of props and materials when role playing characters in narratives and stories. <p>Being imaginative and expressive:</p> <ul style="list-style-type: none">● Invent, adapt and recount narratives and stories with peers and their teacher.● 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.