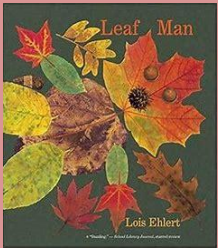
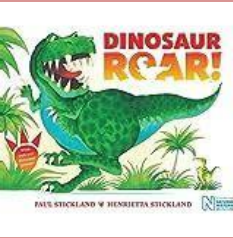
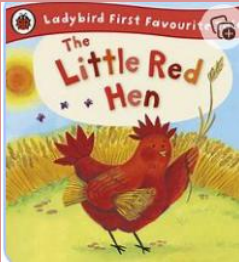
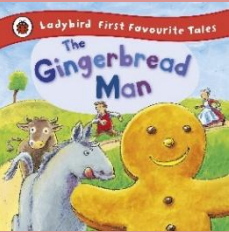
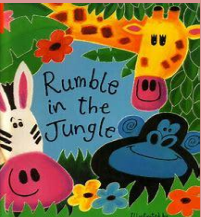


| Year Group:<br>FS1<br>Teacher:    | Autumn 1<br>Autumn Animal Antics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2<br>Winter Woodland                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 1<br>Stomp, chomp, ROAR!<br>(Dinosaurs/Dragons/<br>Reptiles)                                                                                                                                                                                                                                                                                           | Spring 2<br>Farm to fork                                                                                                                                                                                                                                                                                                                                      | Summer 1<br>Once upon a time                                                                                                                                                                                                                                | Summer 2<br>Walk on the Wild Side                                                                                                                                                                                                 |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RE                                | Creation and Covenant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Prophecy and Promise                                                                                                                                                                                                                                                                                                                                                                                                                                               | Galilee to Jerusalem                                                                                                                                                                                                                                                                                                                                          | Desert to Garden                                                                                                                                                                                                                                                                                                                                              | To the Ends of the Earth                                                                                                                                                                                                                                    | Dialogue and Encounter                                                                                                                                                                                                            |
|                                   | <p align="center"><b>Characteristics of Effective Learning</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 align="center"><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, and positive partnerships between all staff, parents, and carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</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>In EYFS we have overarching themes, but the planning is ongoing and may include spontaneous experiences and include other themes or ideas as they arise. We aim to provide a creative and engaging curriculum which is documented within our floor books. We know that children thrive when they are absorbed and interested in their learning and that Early Years education should be as hands on as possible. In EYFS, play is essential for children’s development across all areas and we aim to provide a supportive environment where the adults act as facilitators, offering continuous guidance and opportunities for children to take ownership of their learning.</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                   |
| <b>Literacy<br/>Comprehension</b> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To share books with an adult.</li> <li>• Repeats words and phrases from familiar stories.</li> <li>• Asks questions about a book.</li> <li>• Beginning to develop a narrative about a book they have read using props in play.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</li> <li>• Name the characters from a familiar story.</li> </ul> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To talk about and retell a range of familiar stories.</li> <li>• To know that text is read from left to right and top to bottom.</li> <li>• Listen to a story and comment on the events.</li> </ul> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To talk about and retell a range of familiar stories.</li> <li>• To know that text is read from left to right and top to bottom.</li> <li>• Listen to a story and comment on the events.</li> </ul> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To engage in extended conversations about stories,</li> <li>• Learning new vocabulary.</li> </ul> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To answer how and why questions about the stories they hear.</li> </ul> |
| <b>Literacy<br/>Word Reading</b>  | Children will learn:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Children will learn:                                                                                                                                                                                                                                                                                                                                                                                                                                               | Children will learn:                                                                                                                                                                                                                                                                                                                                          | Children will learn:                                                                                                                                                                                                                                                                                                                                          | Children will learn:                                                                                                                                                                                                                                        | Children will learn:                                                                                                                                                                                                              |
|                                   | <ul style="list-style-type: none"> <li>• Some print, such as the first letter of their name, a bus or door number or a familiar logo.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• To develop their phonological awareness, so that they can: - spot and suggest rhymes</li> </ul>                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Name recognition</li> <li>• Introduce Phase 1 phonics</li> <li>• Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>• To identify an object when given the initial sound.</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• To identify sound set 1 phonic sounds</li> <li>• Say the initial sound in a given word.</li> <li>• Clap the syllables in a word.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• To identify sound set 1 phonic sounds</li> <li>• Ask children to work out the word you say in sounds: for example, h-a-t &gt; hat;</li> <li>• Recall stories</li> </ul>                  |
| <b>Literacy<br/>Writing</b>       | Children will learn:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Children will learn:                                                                                                                                                                                                                                                                                                                                                                                                                                               | Children will learn:                                                                                                                                                                                                                                                                                                                                          | Children will learn:                                                                                                                                                                                                                                                                                                                                          | Children will learn:                                                                                                                                                                                                                                        | Children will learn:                                                                                                                                                                                                              |
|                                   | <ul style="list-style-type: none"> <li>• To mark make.</li> <li>• To distinguish between different marks made.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• To draw freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.'</li> <li>• Make marks to represent their name.</li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• 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; write 'm' for mummy.</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• Attempt to write their name in a way that they or others can recognise.</li> <li>• Discuss the marks they make, e.g. Children "this is a car"</li> <li>• Form some letters correctly</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>• Write some or all of their name.</li> <li>• Begin to write most set 1 phonic sounds</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>• Form letters of own name.</li> <li>• Write all set 1 sounds they have learnt and beginning to write CVC words.</li> </ul>                                                                |

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| <p><b>Maths<br/>Number</b></p>            | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Routines and expectations and children will be introduced to the areas of provision and have opportunities to get to know their peers.</li> </ul> | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To understand that when making comparisons a set can have more, the same or fewer than another set.</li> <li>• To confidently sort collections into sets they learn that these sets can be compared and ordered.</li> </ul> | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To identify representations of 1 and 2</li> <li>• To subitise or count to find out how many and make their own collections of 1 or 2 objects.</li> <li>• To match the number names to quantities and numerals.</li> <li>• To touch count in different arrangements and recognise the final number is the quantity of the set.</li> <li>• Counting to 1</li> <li>• Finding 1 object</li> <li>• Representing 1 on a 5 frame</li> <li>• A circle – 1 sides shape (including in the environment)</li> <li>• 1 action e.g. 1 hop, 1 jump, 1 clap</li> <li>• What is 1 made of 1 nose, 1 mouth, 1 body</li> <li>• Exploring different varieties of circle</li> <li>• 1 being the first number, its position on a number line, ordinal numbers</li> <li>• Numicon 1</li> <li>• Dice 1</li> <li>• Subitising 1</li> <li>• The numeral and formation of 1</li> <li>• Number 1 in the environment</li> <li>• Representing 1 using marks, pictures and finger</li> <li>• Matching numeral to quantity</li> <li>• They match the number names to quantities and numerals.</li> <li>• They touch count in different arrangements and recognise the final number is the quantity of the set.</li> <li>• Counting to 2</li> <li>• Finding 2 objects</li> <li>• Representing 2 on a 5 frame</li> <li>• A semi-circle – 2 sides shape (including in the environment)</li> <li>• 2 actions e.g. 2 hops, 2 jumps, 2 claps</li> <li>• What 2 is made of 1 is a part of me, 1 is a part of me and the whole of me is 2</li> <li>• 2 being the second number, its position on a number line, ordinal numbers</li> <li>• Numicon 2</li> <li>• Dice 2</li> <li>• Subitising 2</li> <li>• The numeral and formation of 2</li> <li>• Number 2 in the environment</li> <li>• Representing 2 using marks, pictures and finger</li> <li>• Matching numeral to quantity</li> </ul> | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects.</li> <li>• They match the number names to quantities and numerals.</li> <li>• They touch count in different arrangements and recognise the final number is the quantity of the set.</li> <li>• Counting to 3</li> <li>• Finding 3 objects</li> <li>• Representing 3 on a 5 frame</li> <li>• A triangle – 3 sides shape (including in the environment)</li> <li>• 3 actions e.g. 3 hops, 3 jumps, 3 claps</li> <li>• What is 3 made of - 2 is a part of me, 1 is a part of me and the whole of me is 3.</li> <li>• Exploring different varieties and orientations of triangles.</li> <li>• 3 being the third number, its position on a number line, ordinal numbers</li> <li>• Numicon 3</li> <li>• Dice 3</li> <li>• Subitising 3</li> <li>• The numeral and formation of 3</li> <li>• Number 3 in the environment</li> <li>• Representing 3 using marks, pictures and finger</li> <li>• Matching numeral to quantity</li> </ul> | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Counting to 4</li> <li>• Number blocks episode 4</li> <li>• Finding 4 objects</li> <li>• Representing 4 on a 5 frame</li> <li>• Squares and rectangles, 4 sided shapes including in the environment</li> <li>• 4 actions e.g. 4 hops, 4 jumps, 4 claps</li> <li>• Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4)</li> <li>• 4 being the fourth number, its position on a number line, ordinal numbers</li> <li>• Numicon 4</li> <li>• Dice 4</li> <li>• Subitising 4</li> <li>• The numeral and formation of 4</li> <li>• Number 4 in the environment</li> <li>• Representing 4 using marks, pictures and finger</li> <li>• Matching numeral to quantity</li> <li>• Children count on and back to 4.</li> <li>• They subitise sets of up to 4 objects to find out how many make their own collections of objects.</li> <li>• They match the number to numerals and quantities and are able to say which sets have more and fewer items.</li> <li>• When counting they continue to learn that the final number they say names the set.</li> </ul> | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles.</li> <li>• They represent up to 5 items on a five frame.</li> <li>• Counting to 5</li> <li>• Finding 5 objects</li> <li>• Representing 5 on a 5 frame</li> <li>• Pentagons, 5 sided shapes including in the environment</li> <li>• 5 actions e.g. 5 hops, 5 jumps, 5 claps</li> <li>• Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5)</li> <li>• 5 being the fifth number, its position on a number line, ordinal numbers</li> <li>• Numicon 5</li> <li>• Dice 5</li> <li>• Subitising 5</li> <li>• The numeral and formation of 5</li> <li>• Number 5 in the environment</li> <li>• Representing 5 using marks, pictures and finger</li> <li>• Matching numeral to quantity</li> </ul> |
| <p><b>Maths<br/>Numerical Pattern</b></p> | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To recognise colours.</li> </ul>                                                                                                                  | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To copy, continue and create their own patterns.</li> <li>• That it is important to provide patterns with at least three full units of repeat.</li> <li>• To be encouraged to say the pattern out loud</li> </ul>           | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To use real objects to see that the quantity of a group can be changed by adding more.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The first, then, now structure can be used to create mathematical stories in meaningful contexts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To see the link between counting forwards and the one more pattern</li> <li>• To see the link between counting back and the one less pattern.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To continue to count, Subitise and compare as they explore one more and one less.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

Shape, Space and Measure

Children will learn:

- To explore and match objects which are the same.
- Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine?

Sort

- Children learn that collections can be sorted into sets based on attributes such as colour, size or shape.
- Sorting enables the children to consider, what is the same about all the objects in one set and how
- They are different to the other sets.
- They begin to understand that the same collection of objects can be sorted in different ways

Children will learn:

- That objects can be compared and ordered according to their size.
- Encourage the use of language such as big and little, small and large to describe a range of objects.

More specific language such as tall, long, short can also be introduced.

Children will learn:

- Weight through carrying heavy and light items.
- Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.
- Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight.
- Avoid common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones

Children will learn:

- By using language to describe length and height e.g. the tree is tall the pencil is short.
- When making direct comparisons they may initially say something is bigger than something else.
- Encourage them to use more specific mathematical vocabulary in relation to Length
- The children should then move on to finding objects that are longer/shorter than a given item. They should be encouraged to utilise Strategies such as direct comparison (e.g. placing objects side by side to determine which is longer).

Children will learn:

- The primary focus in relation shapes should be on the properties of shapes. For example, children should be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'.
- When teaching the names of shapes, wherever possible, real life shapes in the environment should be used.
- Note that only flat surfaces should be referred to as faces. Include sorting of natural shapes; the children may sort Stones, for example, into sets that have straight edges, sets that have curved edges etc.

Children will learn:

- To talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, and bed time.
- They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow.
- Encourage the vocabulary of first, next, then and possibly last.
- Children explore measuring time
- Encourage children to build on their understanding of full and empty

Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts

- Initially children should be exposed to the comparison of full, half full, empty using the same container.
- Provide different sized and shaped

Children need opportunities to be exposed to and to use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'

- Children also need opportunities to use terms which are relative: 'in front of', 'behind', 'on top of'.
- Create as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).

Money.

Understanding the World (People, Culture and Communities)



Children will learn:

- To develop an understanding of their immediate environment and the places that are important to them.
- To learn the name of their school and talk about familiar places within their surroundings.
- To explore the school grounds and local environment, noticing features and changes around them.
- To talk about the people, places and communities that are part of their everyday lives.
- To develop a sense of belonging and understanding



Children will learn:

- To explore how Christmas is celebrated in different countries around the world.
- To discover different traditions, customs and celebrations through stories, photographs, music and activities.
- To talk about similarities and differences between celebrations and how families and communities may celebrate in different ways.
- To develop an understanding that people have different cultures, beliefs and traditions.



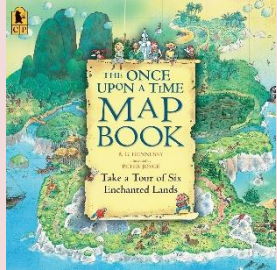
Children will learn:

- To explore how Chinese New Year is celebrated.
- To discover different traditions, customs and celebrations through stories, photographs, music, dance, food and creative activities.
- To talk about the similarities and differences between Chinese New Year celebrations and other celebrations they know about.
- To develop an understanding that people have different cultures, traditions and ways of



Children will learn:

- To begin to understand that there are different environments, including towns and the countryside.
- To explore and talk about the features of different environments through photographs, stories, walks and real-life experiences.
- To notice similarities and differences between where they live and other places.
- To explore the people, buildings, animals and natural features found in towns and rural areas.



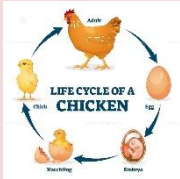
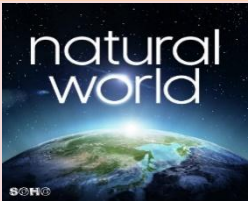
Children will learn:

- To explore and talk about different places and settings found in fairy tales, such as castles, forests, villages and cottages.
- To begin to understand that people live in different types of places and communities.
- To compare familiar places in their own lives with those seen in fairy tales, stories and photographs.
- To use maps, photographs and story



Children will learn:

- To begin to understand that there are different countries in the world and that people live in different ways.
- To explore the jungle as a contrasting environment through stories, photographs, videos and role play.
- To talk about the similarities and differences they notice between their own lives and those of people living in other parts of the world.

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|                                                               | <p>of their place within their community.</p>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>celebrating important events.</p> <ul style="list-style-type: none"> <li>To learn about symbols, decorations and traditions associated with Chinese New Year, such as lanterns, dragons and family gatherings.</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>To use new vocabulary to describe different environments and share their observations.</li> <li>To develop an understanding of how people and animals live in different places around the world.</li> </ul>                                                                                                                                                                                                                    | <p>settings to develop an understanding of places and where things are located.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>To explore different cultures, traditions and ways of life through books, music, food and celebrations.</li> <li>Continue to develop positive attitudes towards differences between people, recognising that everyone is unique and should be treated with kindness and respect.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Understanding the World<br/>(Past and Present)</b></p>  |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>That there are different occupations.</li> <li>To learn about people who help us.</li> </ul> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To begin to make sense of their own life story and family history.</li> <li>To remember and talk about special times in their own lives and the lives of people who are important to them.</li> <li>To share photographs, memories and experiences with others.</li> <li>To recognise that families are unique and that everyone has different experiences and traditions.</li> </ul> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To begin to understand that dinosaurs lived a long time ago and are now extinct.</li> <li>To explore the past through dinosaur fossils, stories, photographs and artefacts.</li> <li>To talk about how life was different in the past compared with today.</li> </ul> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore how farming has changed over time by looking at old and new tools, machines and transport used by farmers through stories, pictures and photographs.</li> <li>To begin to understand how machines help people in their jobs and how farming today is different from farming in the past.</li> </ul> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore and talk about different types of homes and the people who live in them.</li> <li>To understand that homes can look different and may be found in different places around the world.</li> <li>To explore a range of homes, including houses, flats, caravans, boats and unusual homes such as castles.</li> <li>To notice similarities and differences between their own homes and those they see in books, photographs and real-life experiences.</li> <li>To develop an understanding that families live in different ways and that every home is unique.</li> <li>To use descriptive language to talk about features of homes, such as rooms, materials and locations.</li> </ul> |  <p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>To begin to make sense of their own life story by exploring how they have grown and changed over time.</li> <li>To talk about the things they could do when they were babies and the things they can do now at the start and end of nursery.</li> <li>To look at photographs, share memories and talk about special moments and experiences from their lives.</li> <li>To notice similarities and differences between themselves as babies and themselves now.</li> <li>To develop an understanding that people change and grow over time.</li> </ul> |
| <p><b>Understanding the World<br/>(The Natural World)</b></p> |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore and use all of their senses to investigate the world around them.</li> </ul>    |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore and talk about the forces they can feel,</li> </ul>                                                                                                                                                                                                                                                                                                                      |  <p>Children will learn :</p> <ul style="list-style-type: none"> <li>To explore and observe seasonal changes during winter walks.</li> </ul>                                                                                                                                                                                            |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore the key stages in the life cycles of a chicken and a caterpillar.</li> <li>To observe and talk about how living things grow and change over time.</li> </ul>                                                                                                                                      |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To plant seeds, care for growing plants and observe how they change over time.</li> <li>To develop an understanding of the simple life cycle of a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  <p>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore and talk about the natural world through the theme of the jungle.</li> <li>To identify and describe some jungle animals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                                | <ul style="list-style-type: none"> <li>To explore autumn treasures using sight, touch, smell and sound.</li> <li>To collect, investigate and compare a range of natural materials during outdoor walks.</li> <li>To develop curiosity by observing, describing and talking about seasonal changes and the natural environment.</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>such as pushes and pulls, magnets, wind and gravity through play and investigation.</li> <li>To explore and compare different materials, describing what they notice.</li> <li>To observe and talk about changes in materials, including melting, freezing and mixing.</li> <li>To explore how everyday objects work by investigating cause and effect and how things move.</li> </ul> | <ul style="list-style-type: none"> <li>To talk about what they see, hear and feel in the outdoor environment.</li> <li>To compare the natural world in autumn and winter, noticing changes to trees, plants and the weather.</li> <li>To explore ice and frost, observing how materials change in cold weather.</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>To begin to understand the importance of respecting and caring for the natural environment and all living things.</li> </ul>                                                                                                                                                                                                                                                                    | <p>plant, learning what plants need to grow and survive, including water, sunlight, warmth and soil.</p> <ul style="list-style-type: none"> <li>Through practical, hands-on experiences, children will learn to respect and care for the natural environment,</li> </ul>                                                                                                                                                                                            | <p>noticing similarities and differences.</p> <ul style="list-style-type: none"> <li>To observe, ask questions and talk about what they notice, developing curiosity about the natural world.</li> </ul>                                                                                                                                                                                            |
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| <b>Expressive Art and Design<br/>(Creating with Materials)</b> | <p><b>Drawing: Marvellous marks</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>To mark make through using different drawing materials.</li> <li>To draw from observation using faces and self-portraits as a stimulus.</li> </ul> <p><b>Seasonal Craft: Autumn Craft – Nature Wreaths</b></p> <p><b>Autumn – Hibernation Boxes</b></p>                                                                                                                                 | <p><b>Structures: Boats</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>To know that 'waterproof' materials are those which do not absorb water.</li> <li>To know that some objects float and others sink.</li> <li>To know the different parts of a boat.</li> </ul> <p><b>Seasonal Craft: Christmas Craft – Salt Dough tree decorations</b></p> <p><b>Christmas – Sliding Santa Chimneys</b></p>    | <p><b>Structures: Junk Modelling</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore and learn about various types of permanent and temporary joins.</li> <li>To be encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</li> </ul> <p><b>Seasonal Craft: Winter Craft Threaded Snowflakes</b></p> <p><b>Spring – Flower Threading</b></p> | <p><b>Sculpture and 3D: Creation station</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>To exploring the sculptural qualities of malleable materials and natural objects.</li> <li>To develop the use of tools and joining techniques</li> <li>To design and make clay animal sculptures.</li> </ul> <p><b>Seasonal Craft: Easter Craft – Egg Threading</b></p> <p><b>Easter – Hanging Egg Decoration</b></p> | <p><b>Textiles: Bookmarks</b><br/>Children will Learn:</p> <ul style="list-style-type: none"> <li>To develop fine motor skills through a range of threading activities before moving on to use a binka and a needle.</li> <li>To design bookmarks, considering what to include and why, then follow their designs to complete them.</li> </ul> <p><b>Seasonal Craft: Spring Craft - Petal Mandala Sun Catchers</b></p> <p><b>Summer- Making a Rainbow Salad</b></p> | <p><b>Painting and mixed media: Paint My World</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>To explore paint and painting techniques through nature, music and collaborative work.</li> <li>To develop creativity through child-led exploration of mixed-media, making collages and transient art.</li> </ul> <p><b>Seasonal Craft: Summer Craft – Salt Painting</b></p> |
| <b>Expressive Art and Design<br/>(Being Imaginative)</b>       | <p><b>Exploring Sound</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>-vocal sounds</li> <li>-body sounds</li> <li>-instrumental sounds</li> <li>-environmental sounds</li> <li>-nature sounds</li> </ul>                                                                                                                                                                                                                                                               | <p><b>Celebration music</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>-Diwali music</li> <li>-Hanukkah music</li> <li>-Kwanza music</li> <li>-Traditional Christmas music</li> <li>-Christmas action songs</li> </ul>                                                                                                                                                                               | <p><b>Musical Stories</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>-moving to music</li> <li>-using instruments to represent characters</li> <li>-storytelling with actions</li> <li>-using instruments to represent actions</li> <li>-musical story composition</li> <li>-musical story performance</li> </ul>                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Big Band</b><br/>Children will learn:</p> <ul style="list-style-type: none"> <li>-what makes an instrument</li> <li>-introduction to orchestra</li> <li>-follow the beat</li> <li>-tuned and un tuned instruments</li> <li>-big band performance</li> </ul>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Computing</b>                                               | <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>In role play children to use ICT equipment to press buttons etc take a picture on an iPad of themselves in their dress up clothes and in the outdoor area.</li> <li>iPad for independent learning.</li> <li>Children recognise that a range of technology is used in places such as homes and schools.</li> <li>They select and to use technology for particular purposes and access age related software.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Physical Development<br/>(Fine Motor)</b>                   | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Before teaching children the correct pencil grip and posture for writing, or how to cut with scissors, check that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers</li> <li>that they can move and rotate their lower arms and wrists independently</li> </ul>                                                      | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Pivot &amp; grip reassess (end of Dec)</li> <li>Begin to show a preference for a dominant hand.</li> <li>Begin to use scissors</li> <li>Gross &amp; fine Motor development</li> <li>Dough Disco</li> <li>Put on coats with some support with zip and buttons.</li> </ul>                                                                                   | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Pencil control</li> <li>To use mark making resources with increasing independence.</li> <li>Dough Disco</li> <li>Correct posture for writing</li> <li>Finger gym</li> </ul>                                                                                                                                                                                | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Letter formation</li> <li>Dough Disco</li> <li>Scissors skills</li> <li>Finger gym</li> </ul>                                                                                                                                                                                                                                                                       | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Fine Motor development</li> <li>Interventions</li> <li>Pencil control</li> <li>Letter formation</li> <li>Dough Disco</li> </ul>                                                                                                                                                                                                                                                                  | <p>Children will learn:</p> <ul style="list-style-type: none"> <li>Gross &amp; fine Motor skills</li> <li>Interventions</li> <li>Pencil control</li> <li>Letter formation</li> <li>Dough Disco</li> </ul>                                                                                                                                                                                           |

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|                                                                            | <ul style="list-style-type: none"><li>Plan Fine motor themed crafts and themed finger gym activities.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                       |
| <b>Physical Development (Gross Motor)</b>                                  | Children will learn: <ul style="list-style-type: none"><li>To climb apparatus safely.</li><li>To begin to show awareness of moving equipment safely with peers.</li><li>Refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Children will learn: <ul style="list-style-type: none"><li>To copy dance moves and move to different kinds of rhythms, use scarfs to move to different beats.</li></ul>                                                                                                                                                          | Children will learn: <ul style="list-style-type: none"><li>To move in different ways, running, climbing, jumping</li></ul>                                                                                                                                          | Children will learn: <ul style="list-style-type: none"><li>To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li></ul>                                              | Children will learn: <ul style="list-style-type: none"><li>To use balancing equipment</li></ul>                                                                                                                                                                                                      | Children will learn: <ul style="list-style-type: none"><li>To be aware of obstacles whilst running/chasing etc. and display some special awareness.</li></ul>                                                         |
| <b>Communication and Language (Listening, Attention and Understanding)</b> | Children will learn: <ul style="list-style-type: none"><li>Tune into sounds through listening in a variety of ways. Such as listening walks and environmental sounds,</li><li>Build attention by listening to others and to the different vocal actions in stories and nursery rhymes.</li><li>To follow simple instructions.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Children will learn: <ul style="list-style-type: none"><li>Using increased listening and attention skills to join in with repeated refrains in stories and nursery rhymes.</li><li>To talk about the different characters and what they are doing.</li><li>Children to use connectives e.g. Once upon a time and then.</li></ul> |                                                                                                                                                                                                                                                                     | Children will learn: <ul style="list-style-type: none"><li>To develop communication that can be understood by others – to say some nursery rhymes off by heart.</li><li>To talk about characters and setting of the story.</li></ul> | Children will learn: <ul style="list-style-type: none"><li>To be able to answer questions using relevant vocabulary.</li><li>Respond to questions appropriately.</li></ul>                                                                                                                           | Children will learn: <ul style="list-style-type: none"><li>To talk about characters, setting and structure of stories.</li><li>To be able to answer questions and share opinions using relevant vocabulary.</li></ul> |
| <b>Communication and Language (Speaking and Listening)</b>                 | Children will learn: <ul style="list-style-type: none"><li>To use complete sentences in everyday talk.</li><li>Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</li><li>Narrate your own and children’s actions: “I’ve never seen so many beautiful bubbles, I can see all the colours of the rainbow in them.”</li><li>Build upon their incidental talk: “Your tower is definitely the tallest I’ve seen all week. Do you think you’ll make it any higher?”</li><li>Suggestion: ask open questions - “How did you make that? Why does the wheel move so easily? What will happen if you do that?”</li><li>Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: “That’s right: you drank your milk quickly; you were quicker than Darren.”</li><li>Narrate events and actions: “I knew it must be cold outside because he was putting on his coat and hat.”</li><li>Remind children of previous events: “Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!”</li><li>Extend their thinking: “You’ve thought really hard about building your tower, but how will you stop it falling down?”</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                       |
| <b>Personal, Social and Emotional Development (Self-Regulation)</b>        | Children will learn: <ul style="list-style-type: none"><li>To establish school routines and boundaries. Begin to understanding their own and others feelings through building sharing skills through planned and independent activities</li><li>Demonstrate praise and encouragement and allow children the freedom to make mistakes</li><li>Have high expectations for children following instructions, with high levels of support when necessary.</li><li>Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li><li>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</li><li>Undertake specific activities that encourage talk about feelings and their opinions.</li><li>Help children to set own goals and to achieve them.</li><li>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely and tidy up after ourselves and so on.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                       |
| <b>Personal, Social and Emotional Development (Managing Self)</b>          | Children will learn: <ul style="list-style-type: none"><li>To Join in and sharing experiences in circle times and independent provision activities.</li><li>Forming special friendships through independent activities, phase stories and activities</li><li>Offer stay and play for parents and children to get the chance to interact in school</li><li>Offer constructive support and recognition of child’s personal achievements.</li><li>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</li><li>Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</li><li>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li><li>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li><li>Model practices that support good hygiene, such as insisting on washing hands before snack time.</li><li>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</li><li>Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing, toileting and oral hygiene.</li><li>Discuss oral hygiene - As a class, talk about what our teeth do and why we need to keep them healthy. What do they do at home to look after their teeth?</li><li>Encourage the children to talk about their experiences of going to the dentist and what happens when they are there. Can they remember how they felt when they first went to the dentist? How do they feel now when they visit the dentist?</li></ul> |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                       |
| <b>Personal, Social and Emotional Development (Building Relationships)</b> | Children will learn: <ul style="list-style-type: none"><li>To make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture.</li><li>Take opportunities in class to highlight a child’s interests, showing you know them and about them.</li><li>Make sure children are encouraged to listen to each other as well as the staff.</li><li>Ensure children’s play regularly involves sharing and cooperating with friends and other peers.</li><li>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                       |
| <b>RSE</b>                                                                 | Module 1: Created and Loved by God<br>Children will learn:<br>To develop an understanding of the importance of valuing themselves as the basis for personal relationships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                  | Module 2: Created to Love Others<br>Children will learn:<br>Their relationship with others. Building on the understanding that we have been created out of love and for love. Children will learn strategies for developing healthy relationships and keeping safe. |                                                                                                                                                                                                                                      | Module 3: Created to Live in Community<br>Children will learn:<br>Relationship with the wider world. Children will explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. |                                                                                                                                                                                                                       |

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|            | <p>Handmade with love<br/>I am me<br/>Head, Shoulders, Knees and Toes<br/>Ready Teddy?</p> <ul style="list-style-type: none"> <li>Do you know...how to talk about your body and health?</li> <li>Do you know how to brush your teeth?</li> </ul> | <p>I Like, You Like, We All Like!<br/>All the Feelings<br/>Let's Get Real<br/>Growing Up</p>                                                               | <p>Role Model<br/>Who's who?<br/>You've got a friend in me<br/>Forever friends</p> <ul style="list-style-type: none"> <li>Do you know ...<br/>how to ask for help?</li> </ul> | <p>What is the internet?<br/>Playing Online<br/>Safe Inside and Out<br/>My Body, My Rules<br/>Feeling Poorly<br/>People Who Help Us</p> | <p>God is Love<br/>Loving God, Loving Others</p>      | <p>Me, You, Us</p>                  |
| Enrichment | <p>A trip around school</p> <p>Autumn Trail</p> <p>Dentist Visit – Dental Hygiene</p>                                                                                                                                                            | <p>Visit from the Fire Brigade</p> <p>Nursery Rhyme Week</p> <p>Remembrance Day</p> <p>Diwali Celebrations</p> <p>Christmas Jumper Day</p> <p>Nativity</p> | <p>Winter Walk</p> <p>Shrove Tuesday</p> <p>Chinese New Year Celebrations</p> <p>Safer Internet Day</p>                                                                       | <p>Signs of Spring</p> <p>Mother's Day Celebrations</p> <p>Easter</p> <p>World Book Day</p>                                             | <p>Farm Visit</p> <p>Growing fruit and vegetables</p> | <p>Transition</p> <p>Sports Day</p> |