

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Characteristics of effective learning: Finding out and exploring Being involved and concentrating Making links</p>		<p>Characteristics of effective learning: Being willing to 'have a go' Keeping on trying Choosing ways to do things</p>		<p>Characteristics of effective learning: Playing with what they know Enjoying achieving what they set out to do Having their own ideas</p>	
<p>Communication and Language: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>		<p>Communication and Language: Make comments about what they have heard and ask questions to clarify their understanding. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		<p>Communication and Language: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	
<p>Personal, Social and Emotional Development: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>		<p>Personal, Social and Emotional Development: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>		<p>Personal, Social and Emotional Development: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	

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<p>Physical Development: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Physical Development: Demonstrate strength, balance and coordination when playing. Begin to show accuracy and care when drawing.</p>	<p>Physical Development: Negotiate space and obstacles safely, with consideration for themselves and others. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>
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<p>Literacy: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Write recognisable letters, most of which are correctly formed.</p>	<p>Literacy: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Read words consistent with their phonic knowledge by sound-blending. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Literacy: Anticipate – where appropriate – key events in stories. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others.</p>
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<p>Mathematics: Subitise (recognise quantities without counting) up to 5. Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Mathematics: Have a deep understanding of number to 10, including the composition of each number. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Mathematics: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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<p>Understanding the World: Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Understanding the World: Understand the past through settings, characters and events encountered in books read in class and storytelling. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Understanding the World: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
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<p>Expressive Arts and Design: Make use of props and materials when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.</p>	<p>Expressive Arts and Design: Make use of props and materials when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.</p>	<p>Expressive Arts and Design: Make use of props and materials when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs.</p>
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<p>Reading: <u>Characters:</u> Who is in the story? Dear Zoo Career Aspirations: You could be a zoo keeper</p> <p>Brown Bear Goodnight Moon Each Peach Pear Plum The Listening Walk What The Ladybird Heard</p> <p>Visitor: School staff to read stories to children. Focus: Who is in the story?</p>	<p>Reading: <u>Problem/solution:</u> What happens in the story? Come On Daisy The Very Hungry Caterpillar Hug Where's Spot? The Little Green Hen Career Aspirations: You could be a baker You're Perfect</p>	<p>Reading: <u>Setting:</u> Where are the characters in the story? We're Going On A Bear Hunt Experiences: Going on a Bear Hunt</p> <p>Rosie's Walk Whatever Next! Career Aspirations: You could be an astronaut</p> <p>The Gruffalo Learning Outside the Classroom: Gruffalo hunting</p> <p>The Runaway Wok</p> <p>How To Catch A Star Spiritual Moments: Could we catch a star?</p>	<p>Reading: <u>When:</u> The order of events The Train Ride Career Aspirations: You could be a train driver</p> <p>Mr Grumpy's Outing Handa's Surprise Hairy Maclary Harry's Hazelnut Night Monkey Day Monkey</p>	<p>Reading: <u>Because:</u> Why does that happen? On The Way Home Mrs Armitage On Wheels You Choose Owl Babies The Ghanaian Goldilocks The Rainbow Fish Visitors: Parents/Carers to read stories about feelings</p>	<p>Reading: <u>Finally:</u> How does the story end and why? Jasper's Beanstalk Shhh! Farmer Duck Six Dinner Sid Pattan's Pumpkin Oliver's Vegetables</p>
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<p>Phonics: Phase 1 skills Phase 2 sounds: s a t p i n m d g o c k c k e u r h b f l Phase 2 tricky words: is I the Teach blending and segmenting</p>	<p>Phonics: Phase 1 skills Recap sounds Phase 2 sounds: ff ll ss j v w x y z zz qu ch sh th ng nk s ending Recap tricky words Phase 3 tricky words: as and has his her go no to into she he of we me be Teach the alphabet</p>	<p>Phonics: Recap sounds Phase 3 sounds: ai ee igh oa oo oo ar or ur ow oi er air er Double letters dd mm tt bb rr gg pp ff Longer words Recap tricky words Phase 3 tricky words: was you they my by all are sure pure Teach letter names</p>	<p>Phonics: Recap sounds, double letters, longer words Phase 3: ing ending Compound words Longer words s in the middle s ending es ending Recap tricky words Secure spelling Teach capital letters</p>	<p>Phonics: Recap sounds Phase 4: Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer words Compound words Root words ending in ing ed est Recap tricky words Phase 4 tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Phonics: Recap sounds Phase 4: Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC Phase 4 words ending s and es Longer words Root words ending in ing ed Recap tricky words Secure spelling</p>
<p>Writing: Oral rehearsal and mark making - The Grand Old Duke of York, Baa Baa Black Sheep, The Enormous Turnip</p>	<p>Writing: Write a list of characters – Humpty Dumpty, Incy Wincy Spider, The Little Red Hen</p>	<p>Writing: Dictated phrases – The Wheels on the Bus; Row, Row, Row Your Boat; The Ginger bread Man</p>	<p>Writing: Dictated phrases – Hey Diddle Diddle, Little Miss Muffet, The Three Billy Goats Gruff</p>	<p>Writing: Spiritual Moments: <i>Asking 'why' questions</i> Learning Outside the Classroom: <i>Asking why questions around us</i> Dictated sentences – Hickory Dickory Dock; 1, 2, 3, 4, 5; Goldilocks and the Three Bears</p>	<p>Writing: Dictated sentences – Jack and Jill; Mary, Mary Quite Contrary, Jack and the Beanstalk</p>

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<p>Maths:</p> <p>Match, sort and compare Talk about measure and patterns</p>	<p>Maths:</p> <p>It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Maths:</p> <p>Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time</p>	<p>Maths:</p> <p>Building 9 and 10 Exploring 3D shapes</p>	<p>Maths:</p> <p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping</p>	<p>Maths:</p> <p>Visualise, build and map Making connections Consolidation</p>
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<p>RE 1: I Am Special</p> <p>RE 2: Harvest Spiritual Moments: Be thankful for our food</p>	<p>RE 1: Christmas Visitor: Rev'd Roscoe – to tell the Christmas story Career Aspirations: You could be a vicar</p> <p>RE 2: Special People</p>	<p>RE 1: Special Places Virtual Visit: Mosque Visit: St Francis Church Spiritual Moments: Create a place of worship</p>	<p>RE 1: Special Times Visitor:</p> <p>RE 2: Celebrations Personal History)</p> <p>Spiritual Moments: reflections on new life</p> <p>RE 3: Easter</p>	<p>RE 1: Stories Jesus Heard</p>	<p>RE: Stories Jesus Told</p>
<p>Science: Sound and light</p>	<p>Science: Animals and humans</p>	<p>Science: Materials</p>	<p>Science: Seasons</p>	<p>Science: Forces</p>	<p>Science: Plants</p>
<p>Art: What is collage? Using Different Types of Paper and Other Materials</p>	<p>Art: Do we all like the same? Sculpture</p>		<p>Art: What can I paint? Painting-Brush Strokes and Colour Career Aspirations: You could be an artist</p>	<p>Art: What is collage? Collage-using different types of paper and other materials Spiritual Moments: responding to pieces collage at a spiritual level</p>	<p>Art: What is printing? Printing</p>

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		DT: Journeys (Mechanisms)		DT: Feelings (Structures)	DT: Food (Cooking and Nutrition)
Geography: My School - Place knowledge		Geography: Around the World (Locational Knowledge)	Geography: Seasons (Human and Physical Geography)		
	History: Me and My Community Personal History		History: Celebrations and special times (Personal history)		
PE: Fundamental skills baseline skills testing Forwards, backwards & side to side running	PE: Fundamental skills running, jumping & balancing	PE: Fundamental skills finding space, hopping & skipping	PE: Fundamental skills throwing underarm, overarm & catching	PE: Fundamental skills throwing to targets rolling & dribbling	PE: Fundamental skills Kicking, striking with 1/2 hands Baseline skills testing
PSHE: What is great about you? (Mental Wellbeing)	PSHE: What does being kind look like? (Relationships)	PSHE: How are we the same and different? (Relationships)	PSHE: What might you do in the future? (Wider World)	PSHE: How can we show our feelings? (Mental Wellbeing)	PSHE: How can we keep healthy? (Physical Health)

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Computing:	Computing: Awesome Autumn (Computer Science)	Computing: Winter Warmers (Computer Science)			Computing: Busy Bodies (Computer Science) Education for a Connected World: Health, wellbeing and lifestyle
Music: Percussion	Music: Singing	Music: Singing	Music: Singing	Music: Glockenspiels	Music: Music theory with instruments Spiritual Moments: Music to convey emotion
	Charity event: Children in Need		Special Worship: Mother's Day		Special Worship: Father's Day