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| **EYFS AUTUMN 1** |
| **OURSELVES, OUR FAMILY, AUTUMN/HARVEST *Only One You, Marvellous Me, All Kinds of People, What makes Me a Me? All About Families, The Family Book, Leaf Man*** *by Lois Ehlert****, Fletcher and the Falling Leaves*** *by Julia Rawlinson,* ***\*Tidy*** *by Emily Gravett****,Tree: Seasons Come, Seasons Go by*** *Patricia Hegarty,****Non-Fiction:*** ***What Can You See In Autumn? (Seasons)*** *by Sian Smith****, Autumn (Seasons)*** *by Stephanie Turnbull****, Autumn (Thinking About the Seasons)*** *by Clare Collinson****, Autumn is here!*** *by Heidi Pross Gray* |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | **COMMUNICATION AND LANGUAGE** | **PHYSICAL DEVELOPMENT** | **LITERACY** |
| -select and use activities with some help-developing confidence to speak to new people-develop responsibility to carry out tasks-asking for help when it is needed-develop an awareness of own and others’ feelings and emotions through role play, games, discussion-circle time to explore different families and people who are special-taking turns-know when birthdays are and talk about how they are celebrated | -developing listening skills-following instructions-ask and answer ‘why’ and ‘how’ questions-understand prepositions such as ‘under’, ‘on top’ etc | -spatial awareness-moving freely in different ways-balancing-using scissors-develop a pencil grip-personal hygiene (washing and drying hands)-getting dressed and undressed for PE (some help may be needed)-healthy eating | -reading name-writing name-Read, Write Inc – learning all initial sounds (speed sounds) set 1-emergent writing-captions and labels |
| **MATHEMATICS** | **UNDERSTANDING THE WORLD** | **EXPRESSIVE ARTS AND DESIGN** | RELIGIOUS EDUCATION |
| -counting rhymes-count to 5, 10, 20-match numeral to a number of objects-find one more and one less-name some 2D shapes and find them in the environment-patterns-repeat patterns, create patterns-measures (height) | -know about some of the things that make them unique-identify ways we are the same and ways we are different -our bodies-bones-how we change as we grow-talk about own experiences-talk about homes and where they live-using computers safely, retrieving information with help | -self portraits-Autumn colours, shapes, textures-action songs and singing games-moving rhythmically to different music-use different construction materials, making enclosures and creating spaces | **-‘I am special’** giving pupils an understanding that they are unique and special. To know they are loved, valued and made by God. **-‘Harvest’** giving pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.**Rule of Law – classroom and school rules** |

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| **EYFS AUTUMN 2** |
| **LIGHT AND DARK/ SPACE/WINTER TRADITIONS/CHRISTMAS*****Owl Babies, Funnybones, The Owl Who Was Afraid of the Dark Essential: Bears in the Night*** *by Stan and Jan Berenstain****, Rama and Sita*** *by Malachy Doyle,****Let’s Celebrate 5 days of Diwali*** *by Ajanta Chakraborty****, Whatever Next*** *by Jill Murphy****, Toys in Space*** *by Mini Grey,* ***Little Kids First Big Book of Space*** *by Catherine D Hughes and David Aguilar****, Here Come the Aliens*** *by Colin McNaughton****, Man on the Moon*** *by Simon Bartram* |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | **COMMUNICATION AND LANGUAGE** | **PHYSICAL DEVELOPMENT** | **LITERACY** |
| -select and use activities with developing confidence-develop confidence to assert themselves in a group-turn taking-playing with others co-operatively-sharing resources-using the provision correctly and respectfully-develop responsibility to carry out tasks with more independence-asking for help when it is needed-giving others help when able to-develop an awareness of own and others’ feelings and emotions through role play, games, discussion-circle time to explore different feelings about the dark/fears/excitement | -developing listening skills-following instructions-ask and answer ‘why’ and ‘how’ questions-join in with repeated refrains in rhymes and stories as well as the Christmas Nativity production-talk about nocturnal animals and any experiences they want to share | -show good control and co-ordination in a range of large and small movements-move confidently in a range of ways, safely negotiating space-handle different tools and equipment effectively, developing fine motor control | -use their developing phonic knowledge to decode text and write words (CVC)-develop writing through providing writing opportunities linked to the topic: nocturnal animals, the sky at night, sources of light, letters to Father Christmas, Christmas stories, Diwali  |
| **MATHEMATICS** | **UNDERSTANDING THE WORLD** | **EXPRESSIVE ARTS AND DESIGN** | RELIGIOUS EDUCATION |
| -counting rhymes-comparing number of objects in sets-show an interest in number problems-begin to understand conservation of numbers up to 10-begin to add 2 quantities together-find one more and one less-talk about size, weight, capacity, position, time and money to compare quantities and objects and to solve problems-name some 3D shapes and find them in the environment | -know about different faiths and festivals: Diwali, Hanukkah and Christingle (all festivals of light)-learn about different family customs and traditions, looking closely at similarities, differences, patterns and change-recognise and describe special times/events-using computers safely, retrieving information with help-know about nocturnal animals-learn about and compare different family traditions and customs | -make shadow puppets-colour mixing-mixed media pictures-weaving-collage, experimenting to make different textures-join in with singing and simple dances (linked to Christmas Nativity production)-sing Christmas songs | **-‘How do we celebrate Jesus’ birthday?’** exploring the nativity story in a variety of ways and ensuring pupils know that Christmas is the celebration of Jesus’ birth.(Understanding Christianity Unit F2-Why do Christians perform nativity plays at Christmas?)**Mutual Respect – diverse faiths and festivals linked to light (Hannukah, Divali and Christingle).** |

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| **EYFS SPRING 1** |
| **WINTER, SNOW, ICE AND DARK NIGHTS/ FOOD AND COOKING/ CHINESE NEW YEAR/DRAGONS*****The Bear’s Winter House*** *by John Yeoman****, The Owl Who Was Afraid of the Dark*** *by Jill Tomlinson****, Thinking about the Seasons: Winter*** *by Clare Collinson****, All About Animals in Winter*** *by Martha E.H. Rustad****, Tell Me A Dragon*** *by Jackie Morris****, The Dragon Machine*** *by Helen Ward and Wayne Anderson****, Holidays and Festivals: Chinese New Year*** *by Nancy Dickmann****, Dragon Dance: A Chinese New Year Lift-The-Flap Book*** *by Joan Holub****,*** ***Ketchup on Your Cornflakes?*** *by Nick Sharratt****, The Giant Jam Sandwich*** *by John Vernon**Lord****, Mr Wolf’s Pancakes*** *by Jan Fearnley****, \*The Disgusting Sandwich*** *by Gareth Edwards****, I Will Not Ever Never Eat a Tomato (Charlie and Lola)*** *by Lauren Child****, Stone Soup*** *by Tony Ross****, The Big Pancake*** *by Nicola Baxter and Tony Kenyon* |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | **COMMUNICATION AND LANGUAGE** | **PHYSICAL DEVELOPMENT** | **LITERACY** |
| -Initiate conversations, attend to and take into account what others say.-explain your own knowledge and understanding, and ask appropriate questions of others.-take steps to resolve conflicts with other children, e.g. finding a compromise.-be aware of danger and how to keep yourself safe-be confident to speak to others about your own needs, wants, interests and opinions.-describe yourself in positive terms and talk about their abilities. | -learn to follow directions (if not intently focused on own choice of activity).-sit for longer periods of time and concentrate on a given task until it is completed- listen and be able to do things at the same time-show understanding of prepositions such as ‘under,’ ‘on top,’ ‘behind’ by carrying out an action using role play related to castles-learn new vocabulary linked to food and cooking and Chinese New Year, exploring the meaning and sounds of new words.-talk about things they know and things that they remember | -using scissors and other tools with increasing control-develop a tripod pencil grip-personal hygiene (washing and drying hands)-dress and undress for PE with increasing independence-know what foods are healthy/unhealthy-negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.-travel with confidence and skill around, under, over and through balancing and climbing equipment.-show increasing control over an object in pushing, patting, throwing, catching or kicking it. | -reading name-writing name-Read, Write Inc – review set one sounds, set two sounds, segmenting and blending sounds to read and write CVC words.-emergent writing identifying initial/final sounds in words-writing own dragons stories-writing fact files about food |
| **MATHEMATICS** | **UNDERSTANDING THE WORLD** | **EXPRESSIVE ARTS AND DESIGN** | RELIGIOUS EDUCATION |
| -ordering games, missing number games, matching and counting games-addition and subtraction -review 2D and 3D making castles with them. Talk about the different shapes and sizes of the pieces and make links to the properties of the different shapes. -comparing the weight of various ‘dragon eggs’ by wrapping stones of different weights in tissue paper. Use balancing scales. | - using computers safely, retrieving information with help -research about topic using internet explorer-show an interest in different ways of life focusing on different cultures, customs and rituals linked to Chinese New Year-talk about own experiences-talk about their family mealtimes are the same/different from each other-Look at and taste Chinese food-enjoy joining in with routines and family customs such as cooking using fruit and vegetables | -construct Chinese Dragon using modelling materials-explore textures of different materials such a foil, bubble wrap, corrugated card to use to make prints for dragons’ eggs-action songs and singing games-moving rhythmically to different music | **-The stories that Jesus heard**Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. Hearing stories from the Old Testament that Jesus probably would have heard as a boy, choosing from Noah, Joseph, Moses, Joshua, Gideon, David, Jonah or Daniel. Exploring the feelings and characteristics of the people in these stories.**Individual Liberty – understanding and appreciating diversity** |

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| **EYFS SPRING 2** |
| **DINOSAURS/ SPRING AND EASTER*****Dinosaur Roar*** *by Paul Stickland****, The Dirty Great Dinosaur*** *by Martin Waddell****, Linus the Vegetarian T. Rex by*** *Robert Neubecker****, Saturday Night at the Dinosaur Stomp*** *by Carol Diggory-Shields****, Gigantosaurus*** *by Jonny Duddle****, That’s Not a Daffodil*** *by Elizabeth Honey,* ***The Odd Egg*** *by Emily Gravett****, The Egg Drop*** *by Mini Grey****, Everything Spring*** *by Jill Esbaum****Non-Fiction: What can you see in Spring (Seasons)*** *by Sian Smith****, Animal in Spring*** *by Martha Rustad* |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | **COMMUNICATION AND LANGUAGE** | **PHYSICAL DEVELOPMENT** | **LITERACY** |
| -develop more confidence to express own interests and opinions-talk about self in positive terms-develop an understanding of the impact of your actions on other people-solve conflicts and problems without aggression but finding a compromise where possible-explain your own knowledge and understanding, expressing what you know and what you remember | -maintain attention, concentrate and sit quietly during various activities-two-channelled attention –listen and do at the same time-respond to verbal instructions involving a two-part sequence-be exposed to jokes/humour to develop an understanding-seize the opportunities to talk and listen to others talking, responding to what others say-extend vocabulary to include words associated to growth and plants-introduce a narrative into your play | -experiment with different ways of moving-use simple tools to effect changes to different materials-handle tools, objects, construction and malleable materials safely and with increasing control-uses a pencil and holds it effectively to form recognisable letters which are correctly formed and words -understands the need for variety in a healthy diet-understand how to have a healthy lifestyle that includes exercise, healthy eating, sleep, hygiene | -RWI programme-emergent writing -write labels and captions-begin to write in simple sentences-continue to follow interests -continue a rhyming string-begin to read words and simple sentences-provoked by the stories you read-talk about favourite stories-use vocabulary that are increasingly influenced by what you read |
| **MATHEMATICS** | **UNDERSTANDING THE WORLD** | **EXPRESSIVE ARTS AND DESIGN** | RELIGIOUS EDUCATION |
| -addition and subtraction including using vocabulary involved in adding and subtracting-record calculations-estimate how many objects you can see and check by counting them-use the words ‘more’ and ‘fewer’ to compare two sets of objects- use everyday language related to money-sharing-use everyday language related to time-order and sequence familiar events | -look closely at similarities, differences, patterns and change-complete simple programs on a computer-show care and concern for living things and the environment | - explore the different sounds of instruments and use them to accompany stories and role-play-combine different media to create new effects-use simple tools and techniques competently and appropriately-use techniques needed to shape, assemble and join materials that you are using | **-The stories that Jesus told**Explore the stories that Jesus told and know that he told them to teach us about God.Jesus told important stories called parables. These stories can be found in the Bible. Jesus told these stories to teach us about God and how to live our lives:The Good SamaritanThe SowerThe Great FeastThe Lost SheepThe Wise and Foolish BuildersThe Lost Coin(UnderstandingChristianity Unit F3 Whydo Christians put a cross in an Easter garden?)**-Easter** |

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| **EYFS SUMMER 1** |
| **ANIMAL LIFECYCLES/ PEOPLE WHO HELP US/SUPERHEROES/ GROWING PLANTS*****The Very Hungry Caterpillar*** *by Eric Carle****, Caterpillars and Butterflies*** *by Stephanie Turnball****,*** ***Tadpole’s Promise*** *by Jeanne Willis****, Tadpoles and Frogs,*** *by Anna Millbourne****, The Very Helpful Hedgehog*** *by Rosie Wellesley****, People Who Help Us–Vet & People Who Help Us–Dentist, People Who Help Us–Firefighter & People Who Help Us–Police Officer*** *all by Rebecca Hunter****, Eliot: Midnight Superhero*** *by Anne Cottringer****, Superhero ABC*** *by Bob McCleod****, Supertato*** *by Sue Hendra****, The Tiny Seed*** *by Eric Carle****, Jasper's Beanstalk*** *by Nick Butterworth****, Oliver's Vegetables*** *by Vivian French****, Oliver's Fruit Salad*** *by Vivian French* |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | **COMMUNICATION AND LANGUAGE** | **PHYSICAL DEVELOPMENT** | **LITERACY** |
| -develop the responsibility of looking after worms in a wormery and fish in the fish tank (responsibility for carrying out small tasks).-talk freely about their pets at home and within their family-speak confidently in a familiar group and tell others about their ideas-listen to others’ ideas and be prepared to try them out-ask for help when they need it and say when they don’t need help-join in with group activities, understanding and following the necessary rules-take turns when playing games or completing activities and play co-operatively-adjust to different routines when visiting Smithills Farm and follow instructions in this different setting | -focussing attention and be able to listen and do at the same time-develop the ability to follow directions in a range of scenarios-listen attentively in a range of situations and for different people-follow instructions that involve several ideas or actions linked to planting seeds and observing them as they grow-be able to talk to others about what they have done and seen, organising their talk so that it is sequenced correctly and makes sense to the audience-be aware of your listeners’ needs and be able to speak so that others can follow and understand | -show increasing control over objects that can be thrown, caught, kicked, pushed and patted-develop good control and co-ordination in large and small movements linked to gymnastics and games-understand clockwise and anti-clockwise movements linked to Space, shape and measures-handle classroom and outdoor tools effectively -handle writing equipment with increased control and other classroom equipment such as treasury tags, staplers, glue spreaders and scissors-to have an understanding of healthy lifestyles and a healthy diet that includes eating fresh fruit and vegetables daily-to understand the need for person hygiene and keeping clean-to understand the need for a good night’s sleep so that we can concentrate and learn-to understand that all living creatures need a healthy diet, exercise and sleep | -RWI programme-to be able to answer questions about the things they have read-to be able to tell others about the stories they have read or heard-emergent writing identifying the initial and final sounds in words as they make plausible attempts at spelling-write some irregular common words linked to RWI (red words)-write labels and captions linked to the different topics-write short sentences in meaningful contexts-begin to read words and simple sentences-talk about favourite stories-use vocabulary that is increasingly influenced by what you read-research and investigate people who help us using a range of sources (books, photographs, internet)-research and investigate plants and growth using a range of sources (books, photographs, internet)-complete a bean diary |
| **MATHEMATICS** | **UNDERSTANDING THE WORLD** | **EXPRESSIVE ARTS AND DESIGN** | RELIGIOUS EDUCATION |
| -count reliably with numbers to 20 and beyond-order numbers to 20, saying what number is one more or one less than a given number-add and subtract two single-digit numbers, counting on and/or back to find the answer-use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects-to solve problems with all of the above-to recognise and create repeating patterns | -show care and concern for living things and the environment-develop an understanding of growth, decay and changes over time-talk about things that you have observed such as growing plants-remember and talk about own experiences of gardening and growing plants-enjoy joining in with routines and family customs such as cooking using fruit and vegetables-to identify similarities and differences between themselves and others -to know that similarities and differences are not just about physical appearances, but include likes and dislikes, hobbies, abilities and interests, family routines and customs-to know about and use different technology within the school e.g. CD player, computer, iPads-show an interest in people in our lives who help us including emergency services-show an interest in different occupations and ways of life including different faiths | -construct different representatives of flowering plants using a variety of resources- explore the different sounds of instruments and use them to accompany stories and role-play-combine media to create different effects-sing songs and accompany the songs with dances -experiment with different ways of moving, changing the movements in response to different music/stimulus-play co-operatively with others to develop and act out a narrative linked to the topic of superheroes-use the materials and the tools independently to create their own designs linked to the topic-role play (emergency services)-visitors (Life in modern Britain) | **-What makes a place special/holy?**Begin to develop pupils’ understanding of a place being considered as a special/holy place where believers go to worship.Creating a special place. Talking about special places in the children’s own experiences indoors and outdoors. Visiting the church and talking about why the church is special.Choosing special places to visit in travel brochures. Links with Non-Christian Faiths – learn about Mosques and Temples where worshippers remove their shoes.**-Special Times** Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. Introduce pupils to the story of Pentecost and God as Holy Spirit.  |

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| **EYFS SUMMER 2** |
| **TRADITIONAL TALES/ TRANSPORT AND TRAVEL*****A traditional version of Sleeping Beauty, Jim and the Beanstalk*** *by Raymond Briggs****, Mixed Up Fairy Tales*** *by Hilary Robinson****, You Can't Take an Elephant on the Bus*** *by Patricia Cleveland-Peck****,*** ***Mrs Armitage on Wheels*** *by Quentin Blake****, The Hundred Decker Bus*** *by Mike Smith**,* ***Naughty Bus*** *by Jan Oke****, The Train Ride*** *by June Crebbin****Duck in the Truck*** *by Jez Alborough****, Mr Gumpy's Motor Car*** *by John Burningham,* ***If I built a car*** *by Chris Van Dusen****, Journey Home from Grandpas*** *by Jemima Lumley****, Oi! Get Off Our Train*** *by John Burningham****Non-Fiction:*** ***My First Book of Transport*** *by Charlotte Gullain* ***, My First Things that go: Let’s Get Moving*** *by DK,* ***On the Go by Sarah Powell, Look Inside Things that Go*** *by Rob Lloyd Jones****, On the Move: Rescue*** *by Samuel Perrett* |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | **COMMUNICATION AND LANGUAGE** | **PHYSICAL DEVELOPMENT** | **LITERACY** |
| -develop more confidence to try new and different activities and say what activities they like to do more than others, giving reasons why- to welcome praise when they have done something to be proud of and give praise to others -develop an awareness of their own and others’ attitudes and behaviour, linking it to the need for consequences if behaviour is unacceptable-discuss morals and acceptable and unacceptable behaviour linking it to the traditional tales and whether or not their behaviour is acceptable-develop sensitivity towards their peers and develop an awareness of people’s needs | - listen to a range of traditional Tales stories, accurately anticipating key events-respond to the stories they hear with relevant comments, questions or actions-develop the ability to listen to what others are saying and respond appropriately whilst continuing with their activity-answer ‘how’ and ‘why’ questions about their experiences and in response to stories -be able to use verbs in the past and present tense correctly as they verbally recount different journeys they may have been on-be able to talk about events that are going to take place in the future linked to their upcoming summer holidays and any trips they may have planned over the summer holidays | -experiment with different ways of moving, developing confidence to move in a variety of ways, negotiating space-develop an understanding for the need to be safe when tackling new challenges and learning in new environments such as the forest school -to have an awareness of risks and know what risks are safe and what risks are unsafe-to handle equipment safely without having to be helped by an adult | -RWI programme-read and understand simple sentences-use phonic knowledge to decode and read aloud words-read some common irregular words (RWI red words)-to answer questions about the things they have read-use phonic knowledge to write words in ways that match their spoken language by identifying the sounds they can hear in the correct order-spell common exception words that they are familiar with )linked to RWI Red words)-spell high frequency words correctly and make phonetically plausible attempts at spelling unknown words-write sentences that can be read by themselves and others |
| **MATHEMATICS** | **UNDERSTANDING THE WORLD** | **EXPRESSIVE ARTS AND DESIGN** | RELIGIOUS EDUCATION |
| -addition and subtraction including using vocabulary involved in adding and subtracting-record calculations-solve problems that involve adding and subtractingSolve problems that involve doubling, halving and sharing-explore characteristics of everyday objects and shapes as well as objects related to the topic/St Anne’s beach and describe them using mathematical language | -develop an awareness of different environments including the beach, the countryside, their own immediate environment and talk about these different environments, describing their features-to know about their family traditions linked to holidays and how their families spend their time together-to recount past events where the family has been somewhere or done things together such as day trips and holidays-to understand that not all people enjoy doing the same things and that people have their own interests and hobbies-develop sensitivity towards others who are not able to do certain things and learn to praise others and self for the things they can do-select the correct technology that is needed to complete a task such as the iPad for research or taking photographs, the CD player for playing music, the iPad for recording music, the computer to complete tasks/activities/simple programmes-use a bee-bot and program routes on a large map -investigate materials | -combine different media to create different textures-use the materials and the tools independently to create their own designs linked to the topic-create their own movements to music linked to the topic, accompanying with instruments-experiment with materials, tools, techniques, colour, design, texture, form and function linked to the topic-represent their own thoughts and feelings through design and technology, art, music, dance, role-play and stories linked to the topic | **Special people - What makes a person/friend special?**Give pupils an opportunity to explore Christian values through their own actions and the actions of others. Highlight the role of significant/special people in pupil’s lives. Emphasise the ways in which Jesus was a special person.  |