

	All About Me		Amazing Animals		Terrific Transport	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p> <p><i>WELL-BEING & Behaviour For Learning</i></p>	<p>Starting school / my new class / New Beginnings</p> <p>People who help us</p> <p>Staying healthy / Food / Human body</p> <p>How have I changed?</p> <p>My family / PSED focus</p> <p>What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind / staying safe</p> <p>Familiar tales</p>	<p>Traditional Tales</p> <p>Little Red Hen - Harvest</p> <p>Old favourites</p> <p>Library visits</p> <p>Gingerbread Man</p> <p>Cinderella</p> <p>The Nativity</p> <p>At the Panto</p> <p>Christmas Lists</p> <p>Letters to Father Christmas</p>	<p>Life cycles</p> <p>Safari</p> <p>Animals around the world</p> <p>Climates / Hibernation</p> <p>Down on the Farm</p> <p>Mini Beasts</p> <p>Animal Arts and crafts</p> <p>Night and day animals</p> <p>Animal patterns</p> <p>David Attenborough</p> <p>Happy Habitats</p>	<p>Plants & Flowers</p> <p>Weather / seasons</p> <p>Does the moon shine?</p> <p>The great outdoors</p> <p>Forest School</p> <p>Planting seeds</p> <p>Make a sculpture: Andy Goldsworthy</p> <p>Reduce, Reuse & Recycle</p> <p>Fun Science / Materials</p>	<p>Around the Town</p> <p>How do I get there?</p> <p>Where in the world have you been?</p> <p>Where do we live in the UK / world?</p> <p>Fly me to the moon!</p> <p>Vehicles past and Present</p> <p>Design your own transport!</p> <p>Who was Neil Armstrong?</p>	<p>Under the sea</p> <p>Off on holiday / clothes</p> <p>Where in the world shall we go?</p> <p>Send me a postcard!</p> <p>Marine life</p> <p>Fossils – Mary Anning</p> <p>Seasides in the past</p> <p>Compare: Now and then!</p> <p>Seaside art</p>
<p>Possible Texts and 'old favourites'</p>	<p>Owl Babies</p> <p>Once there were Giants</p> <p>Stick Man</p> <p>The Smartest Giant</p> <p>The Colour Monster</p>	<p>Rama and Sita</p> <p>Goldilocks</p> <p>Hansel & Gretel</p> <p>The Ugly Duckling</p> <p>Christmas Story / Nativity</p>	<p>The Emperors Egg</p> <p>The Very Hungry Caterpillar</p> <p>Aghh Spider!</p> <p>Tiger who came to tea</p> <p>Diary of a wombat</p>	<p>The Tiny Seed</p> <p>Jack and the Beanstalk</p> <p>One Plastic Bag</p> <p>Jasper's Beanstalk</p> <p>Tree, Seasons come and seasons go</p>	<p>The Snail and the Whale</p> <p>The Way back Home</p> <p>The Naughty Bus</p> <p>Mr. Gumpy's Outing</p> <p>The Train Ride</p>	<p>Lighthouse Keeper's Lunch</p> <p>Under the Sea Non – Fiction</p> <p>P is for Passport</p> <p>The Journey</p> <p>Zoom</p>

	The Rainbow Fish The Big Book of Families Pete the Cat The Jolly Postman		Elephant and the Bad Baby Pig in the Pond	A stroll through the seasons	Bob, The Man on the Moon Beegu Oi! Get off my train!	Passport to Paris World Atlases Tiddler
'Wow' moments Enrichment Activities	Autumn Trail Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs What do I want to be when I grow up?	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Stories by the Fireside Children in Need Anti- Bullying Week	Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day!	Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Science Week Easter Egg Hunt	Post a letter Food tasting – different cultures Road Safety Map work - Find the Treasure Start of Ramadan Eid D-Day Let's fly - Role play	Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Heathy Eating Week World Environment Day Pirate Day Ice – Cream at the park
COEL Over Arching Principles	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - 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>Active learning: - 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>Creating and thinking critically: - 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>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: 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>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At HSM, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play.’ PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>
<p>Personal, Social and Emotional Development</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>

<p>Managing Self</p> <p>Self - Regulation</p> <p>Link to Behaviour for Learning</p>	<p>Respect</p> <p>New Beginnings</p> <p>See themselves as a valuable individual.</p> <p>Being me in my world</p> <p>Class Rules and Routines</p> <p>Supporting children to build relationships</p> <p>Dreams and Goals</p>	<p>Honesty</p> <p>Getting on and falling out.</p> <p>How to deal with anger Emotions</p> <p>Self - Confidence</p> <p>Build constructive and respectful relationships.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Forgiveness</p> <p>Good to be me Feelings</p> <p>Learning about qualities and differences</p> <p>Celebrating differences</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Love</p> <p>Relationships</p> <p>What makes a good friend?</p> <p>Healthy me</p> <p>Random acts of Kindness</p> <p>Looking after pets</p> <p>Looking After our Planet</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Compassion</p> <p>Looking after others</p> <p>Friendships</p> <p>Dreams and Goals</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Forgiveness</p> <p>Taking part in sports day - Winning and losing</p> <p>Changing me</p> <p>Look how far I've come!</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours 				<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p>		

<ul style="list-style-type: none"> ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 	
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<p>Physical development</p> <p>Fine motor</p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p> <p>Gross motor</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing /</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p>

<p>Pencil Grip Funky Fingers</p>	<p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Funky Fingers</p>	<p>Cutting with Scissors Funky Fingers</p>		<p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play-climbing. Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics ./ Balance</p>

From Development Matters 20’:

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

<p>Writing</p> <p>Texts may change due to children’s interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Nursery Rhymes</p> <p>Label characters</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists,</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Names Labels. Captions Lists</p>	<p>Sequence the story</p> <p>Speech bubbles</p> <p>Wanted posters</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p>	<p>CVC words / simple sentence writing using high frequency words</p> <p>Labels and simple captions</p> <p>Animal factfile</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a</p>	<p>Retell parts of the story / repeated refrains / speech bubbles</p> <p>Describe foods / adjectives</p> <p>Diary writing</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps. Order the Easter story.</p>	<p>Mr Gumpy’s Outing (Cumulative)</p> <p>Report about the animals falling into the water</p> <p>Handa’s Surprise (Journey story)</p> <p>Retell the story in own words / reverse the journey</p> <p>Describe each animals</p> <p>Write new version</p> <p>Writing recipes, lists.</p> <p>Writing for a purpose</p>	<p>Information texts</p> <p>Factual writing</p> <p>Write a postcard / diary writing</p> <p>Recounts</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts</p> <p>Using familiar texts</p>
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	Rhyming words Create a Message centre!	Write a sentence Using rhymes	meaningful context. Create a story board. Descriptive words in poems	Labels and captions – life cycles Recount – A trip to the park Character descriptions. Using descriptive words in poems Write 2 sentences	in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	as a model for writing own stories. Character description – Rainbow Fish Write three sentences
Maths <i>Mathematics Mastery</i>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	Just Like Me! Number: Match and Sort Compare amounts Measure, Shape and Spatial Thinking: Compare size, mass and capacity Exploring Pattern	It's Me 123! Number Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 & 3	Alive in 5! Number Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Measure, Shape and Spatial Thinking: Compare Mass	Growing 6, 7 & 8 Number Making Pairs Combining two groups Measure, Shape and Spatial Thinking: Time Building 9 & 10	To 20 and Beyond Number Building numbers beyond 10 Counting Patterns beyond 10 Measure, Shape and Spatial Thinking: Spatial reasoning	Find my Pattern Number Double Sharing and Grouping Even and Odd Measure, Shape and Spatial Thinking:

		<p>Measure, Shape and Spatial Thinking:</p> <p>Circles and triangles</p> <p>Positional Language</p> <p>Light and Dark</p> <p>Number</p> <p>Representing numbers to 5</p> <p>One more and One less</p> <p>Measure, Shape and Spatial Thinking:</p> <p>Shapes with four side</p> <p>Time</p>	<p>Compare Capacity</p> <p>Growing 6, 7 & 8</p> <p>Number</p> <p>6, 7 & 8</p> <p>Measure, Shape and Spatial Thinking:</p> <p>Length and Height</p>	<p>Number</p> <p>9 & 10</p> <p>Comparing Numbers to 10</p> <p>Bonds to 10</p> <p>Measure, Shape and Spatial Thinking:</p> <p>Ed Shape</p> <p>Pattern</p>	<p>Match, rotate, manipulate</p> <p>First Then Now</p> <p>Number</p> <p>Adding More</p> <p>Taking Away</p> <p>Measure, Shape and Spatial Thinking:</p> <p>Spatial reasoning</p> <p>Compose and decompose</p>	<p>Spatial reasoning</p> <p>Visualise and Build</p> <p>On the Move</p> <p>Number</p> <p>Deepening Understanding</p> <p>Patterns and relationships</p> <p>Measure, Shape and Spatial Thinking:</p> <p>Spatial Reasoning</p> <p>Mapping</p>
<p>Understanding the world</p> <p>RE / Festivals</p> <p>Our RE Curriculum</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					

<p>enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment,</p>	<p>Use Handa's Surprise to explore a different country.</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of</p>
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<p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed. Using cameras.</p>	<p>from real people in their lives.</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>natural world, including animals and plants</p>	<p>introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the BeeBots</p>	<p>constructing their homes.</p> <p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p>	<p>their own environment and contrasting environments through conversation and in play.</p>
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				Take children to places of worship and places of local importance to the community.	
Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Being special: where do we belong?	What is special about our world?
Rosh Hashanah	Diwali	Epiphany	Holi	Eid	Summer Solstice
Yom Kippur	Hannukah	Ash Wednesday / Shrove Tuesday	Palm Sunday	Shavuot	
Sukkot	Christmas	St David's Day	Passover		
All Saints Day		Shivaratri	Easter		
			Start of Ramadan		
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making</i>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>				
Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies	Make different textures; make patterns using different colours Children will explore ways to protect the	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish

<p><i>instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

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Early Learning Goals – for the end of the year - Holistic / best fit Judgement!						
Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing,</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories,</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role</p>

<p>small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>	<p>impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding</p>	<p>hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them,</p>	<p>playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>				<p>making observations and drawing pictures of animals and plants.</p> <p>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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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