|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| *All about me* | *Celebrations* | *Above and Below* | *Traditional Tales* | *People who help us* | *Our natural world* |
| 7 weeks | 7 weeks | 6 weeks | 6 weeks | 6 weeks | 7 weeks |
| **Parental Engagement Opportunities** | Staggered start  1:1 Parent interviews  Harvest  Parent Workshop - Phonics | Welly Walk  Parents evening  Nativity  Parent Workshops – Maths  Children in Need | Great British bird watch – Gazen Salts with parents | Book week  Parent book share  Parent shared garden time  Library Visit  Martha Trust | Pirate picnic  Parents talk about their jobs  Pets' morning | Reports  Local litter picking – cricket ground |
| **Cultural Capital** | Harvest | Nativity  Anti-bullying week and children’s mental health  Church visit | Pantomime  Safe internet day  Science week  Library visit | Kent Fire  Lenny the Letter  Viola Recycling  Police Visit  Church Visit  Community and Recycling Week | Art Week | Sports Week  Safety Week |
| **Requests** | Photos of baby, toddler, now  Cardboard boxes to make houses  Christening photos  Everywhere Bear | Wedding photos  Nativity costumes | Photos of birds | Favourite fairy-tale books | Dinosaur homework (half term)  Photos of pets |  |
| **Literacy** | | | | | | |
| Word Reading | **Phase 2**  s a t p i n m d g o c k ck e u r h b f l | **Phase 2**  ff ll ss j v w x y z zz qu ch sh th ng nk  \*Words with –s /s/ added at the end (hats sits).  \*Words ending in s /z/ (his) and with –s /z/ added at the  end (bags sings) | **Phase 3**  ai ee igh oa oo oo ar or ur ow oi ear air er  • words with double letters  • longer words | **Phase 3**  \* words with double letters, longer words, words with two  or more digraphs, words ending in –ing, compound words  • words with s /z/ in the middle  • words with –s /s/ /z/ at the end  • words with –es /z/ at the end | **Phase 4**  Short vowels with adjacent consonants  • CVCC CCVC CCVCC CCCVC CCCVCC  • longer words and compound words  • words ending in sufxes:  –ing, –ed /t/, –ed /id/ /ed/, –est | **Phase 4**  Phase 3 long vowel graphemes with adjacent consonants  • CVCC CCVC CCCVC CCV CCVCC  • words ending in sufxes:  –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est  • longer words |
| Comprehension  *Drawing Club (Key texts)*  - Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced **vocabulary**.  - Anticipates – where appropriate – key events in stories.  - Uses and understands recently introduced **vocabulary** during discussions about stories, non-fiction, rhymes and poems and during role-play. | - Starting School *– The Pigeon Has to go to School*  - *The Colour Monster*  - I am special  - Peace at Last (PTW)  - *Homes*  - Class Identities – *The Hungry Caterpillar*, | - There’s a Monster in Your Book  -There’s Pig Up My Nose!  -The Tiger Who Came to Tea  - *The Scarecrow’s Wedding*  - *Kipper’s Birthday*  - Nativity – Beginners Bible  - Christmas around the world  - All about Christmas *– Share lots of Christmas stories* | - *The Snail and the whale*  - *Let’s all creep through crocodile creek* (PTW)  - Under the sea – *Commotion in the ocean*  - Under the sea  - Great British Birdwatch  - China and Chinese New Year – *The Great Race* | - *The Three little pigs* (PTW)  - *Jack and the Beanstalk*  - *The Little Red Hen*  - *Goldilocks and the Three Bears*  - The Gingerbread man  - The Three Billy Goats Gruff | - Police & Fire – *Cops and Robbers*  - Doctors & vets – Mog and the Vet  - In our local community & jobs – Clothes Line – The jobs people do.  - *Supertato*  - Dentist & Healthy eating  - *The Pirates are coming* (PTW) | - Poetry – *A Great Big Cuddle*  *- Gigantosaurus* (PTW)  - David Attenborough  - Insects  - (Sports week) Trees  - *Somebody swallowed Stanley*  - *Greta and the giants*  - *Here we are* |
| Writing  - Writes recognisable letters, most of which are correctly formed.  - Spells words by identifying sounds in them and representing the sounds with a letter or letters.  - Writes simple phrases and sentences that can be read by others. | - Name writing  - Initial sounds  - Early mark making for a purpose (cards, signs, notes, labels, books) | - Cards  - Labelling  - CVC words  - Letter to father Christmas | Introduce Handwriting books and Writing Books – Start of Term 3 | | | |
| - Letter  - Sign  - Labelling  - Captions  - Map | - Letter  - Speech bubbles  - Instructions  - Story sequencing/Retelling  - Maps | - Cards  - Instructions  - Posters  - Speech Bubbles  - Letters | - Placards  - Posters  - Top trumps  - Poems  - Fact File |
| **Understanding the world** | | | | | | |
| Past and Present  - Talks about the lives of the people around them and their roles in society. E.g People who help us.  - Knows some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. E.g. changes they go through as they grow up.  - Understands the past through settings, characters and events encountered in books read in class and storytelling. | Personal timeline – Baby, toddler, now.  Family portraits | Gun Powder plot  Nativity Story | Chinese New Year story | Traditional tales – set in different time periods. | Pirates  People who help us | David Attenborough  Greta Thunberg  Dinosaurs |
| The Natural World  - Explores the natural world around them, making observations and drawing pictures of animals and plants, e.g. observational drawings of plants and trees.  - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class, e.g. comparing life in the UK to life in Africa.  - Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter, e.g. Ice melting. | Autumn – within provision | Welly walk – Identifying natural and man mad features of the local area. | Winter – within provision  Mammals  Oceans  Sea Life  Jungles  Birds – The Great British Bird Watch  China – Chinese New Year  Hot and cold places | Spring – within provision  Growing plants – beans  Science week | Growing plants – sunflowers, tomatoes | Autumn – Summer  Bug Hunt  Rubbish - reduce, reuse and recycle (Litter picking)  Ocean plastics  Trees  Dinosaurs |
| Garden Time – Planned activities once a week | | | | | |
| People Cultures and Communities  - Describes their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.  - Knows some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. E.g. A variety of stories from different World Faiths.  - Explains 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. E.g. looking at habitats and environments around the world. | Baptism – visit to local church  Harvest festival  Homes/Houses | Weddings  Birthdays  Christmas  Welly Walk – natural and man made features | Chinese New Year story  Maps  Habitats | Traditional tales from the around the world - the runaway chapati (India) | Police  Fire service  Health  Vets  Local community figures  Visit to local care home | Sports personalities  Naturalists - habitats |
| **Communication and Language** | | | | | | |
| Listening, Attention and Understanding  - Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  - Makes comments about what they have heard and asks questions to clarify their understanding.  - Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.  - The child will evidence on a regular basis that they are actively involved in their learning and are able to recall prior learning because they have listened and understood. | Daily Practice –  Show and Tell, Partner Talk, Nursery Rhymes, Effective Questioning, Storytime, 1:1/small group quality interactions (dedicated time) | | | | | |
| Personal Timeline  Bedtime Routine  What makes me special  Family portraits | Nativity Performance | Identifying Birds | Retelling and predicting stories  Performing stories | Problem solving | Problem solving |
| Speaking  - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced **vocabulary**.  - Offer explanations for why things might happen, making use of recently introduced **vocabulary** from stories, non-fiction, rhymes and poems when appropriate.  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Daily Practice –  Modelled language, Nursery Rhymes, Storytime (including poetry), Show and Tell, Everywhere Bear, Effective Questioning | | | | | |
| All about me  Circle time – small groups | Weekly Circle Time  Celebrations | Weekly Circle Time  Animals and Habitats | Weekly Circle Time  Story Maps  Traditional Tales  Voting for Favourite stories | Weekly Circle Time  People who help us | Weekly Circle Time  The Natural World |
| **Personal, Social and Emotional Development** | | | | | | |
| Self-Regulation  - Shows an understanding of their own feelings and those of others, and beginning to regulate their behaviour accordingly.  - Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  - Gives focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions. | Colour monster  Emotional check in  Timers  Turn taking  Circle Time  Attention and Listening small group games  Visual Timetables | | | | | |
| Managing Self  - Confident to try new activities and shows independence, resilience and perseverance in the face of challenge.  - Explains the reasons for rules, know right from wrong and try to behave accordingly.  - Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Daily ‘Plan Do Review’ with ample opportunities to support exploration, independence and perseverance. | | | | | |
| Handwashing  School Rules  Garden time rules  Personal needs – dressing | Nativity  Trips outside of school - rules | Join Whole school assemblies  The Dot - Resiliance | Library Visit – rules/behaviour expectations  Dressing up | Healthy eating  Brushing Teeth  Dressing up | Keeping Active  Internet Safety  Sports Day  Litter picking - rules |
| Building Relationships  - Works and plays cooperatively and takes turns with others.  - Forms positive attachments to adults and friendships with peers.  - Shows sensitivity to their own and others’ needs. | Daily Practice - Regular Circle Time & Planned PSHE Books | | | | | |
| Families  Friendships  Similarities and Differences | Celebrations | Being Kind  Sharing | Voting for Favourite stories  Respecting others | People who help Us | Families  Loss  Respecting the environment |
| **Physical Development** | | | | | | |
| Gross Motor  - Negotiates space and obstacles safely, with consideration for themselves and others.  - Demonstrates strength, balance and coordination when playing.  - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.  - Children demonstrate these skills in a range of situations consistently. | **Introduction to PE**  Negotiating space and obstacles balancing  Cordination  Running  Jumping, Hopping | **Fundamentals**  Balancing  Cordination | **Dance**  Skipping  Jumping | **Gymnastics**  Balancing  Coordination | **Ball Skills**  Throwing  Catching  Rolling | **Games**  Jumping  Skipping  Running  Throwing |
| Fine Motor  - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  - Uses a range of small tools, including scissors, paint brushes and cutlery with control to achieve planned outcome.  - Beginning to show accuracy and care when drawing, e.g. including detail. | Daily Practice - Using tools – scissors, cutlery, paintbrushes, repetitive fine motor activities | | | | | |
| Write Dance  Stencils  Daily fine motor time | Write Dance  Daily fine motor time | Start Daily handwriting in books for children who are ready  Daily fine motor time | Shapes – cutting and sticking  Cooking | Fine paintbrushes | Drawing step by step |
| **Expressive Arts and Design** | | | | | | |
| Creating with Materials  - Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  - Shares their creations, explaining the processes they have used, e.g. children can talk about the adaptations they have made.  - Makes use of props and materials when role playing characters in narrative and stories. | **Junk modelling, exploring resources, exploring paint and paint mixing.** | | | | | |
| Self-portrait, family portrait, junk modelling houses  Exploring paint and paint mixing – within provision | Exploring resources – within provision  Building 3D forms – within provision | The Dot by Peter J Reynolds | Chalk, pastel and crayon Bears | Drawing and Observation  Art Week | Andy Goldsworthy  Natural Art - in garden time and within provision  Snail Trail – Jo Saxton |
| Being Imaginative and Expressive  - Invents, adapts and recounts narrative and stories with peers and their teachers  - Sings a range of well-known nursery rhymes and songs  - Performs songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music | Nursery rhymes, big movement, dancing, role play, small world | | | | | |
| Harvest festival | Nativity performance | Dance explicitly taught in PE | Retelling familiar stories | Instruments - Pitch, Beat, Rhythm | Poetry week |
| **Maths** |  | | | | | |
| Number  - Shows a deep understanding of number to 10, including the composition of each number.  - Can subitise (recognise quantities without counting) up to 5.  - Automatically recalls (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. | Daily counting, subitising and sharing high quality texts | | | | | |
| Counting 1, 2 and 3  Counting to 4  Counting to 5  Comparing quantities of identical objects  Comparing quantities of non-identical objects | 3D shapes  2D shapes  One more  One less  Introducing the part-whole model  Spatial awareness | Counting to 6, 7 and 8  Counting to 9 and 10  Comparing groups up to 10  Combining groups to find the whole  Length, height and distance  Weight | Using a ten frame  The part-whole model to 10  Subraction  Making simple patterns  Exploring more complex patterns | Adding by counting on  Taking away by counting back  Counting to and from 20  Doubling  Halving and sharing  Odds and evens | Composing and decomposing shapes  Volume and capacity  Sorting into 2 groups  My day |
| Numerical Patterns  - Verbally counts beyond 20, recognising the pattern of the counting system.  - Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  - Has a developed range of mathematical language to describe and compare size, shape, length, weight and position. |

British Values in the EYFS –

Democracy – Voting, making decisions, community links, circle time (valuing others contributions/turn taking)

Rule of law – Rules, knowing right from wrong, consequences of their actions, people who help us.

Individual Liberties – self-esteem, value ideas and opinions, engage in activities not limited to gender or other stereotypes, develop independence, explore own thoughts and feelings.

Mutual respect and tolerance – reflect on similarities and differences, foster respect for different faiths, cultures, views and ethnicities, be part of a wider community.