## Autumn 1: Will you read me a story?

As we begin the year, we focus on developing children's confidence, self- esteem and self- awareness as they transition to full time education. We share our high expectations with the children and further strengthen their understanding of our school values and their role within them. Throughout this half term we will focus on a selection of Traditional Tales. This theme allows children to read and internalise familiar stories through small world, role- play, writing and opportunities to represent these in their artwork. Children will explore characters focusing on actions, events and traits sharing their understanding using different forms and media. Children will be using the skills that they develop to apply their knowledge in challenging independent activities.

**Key Texts:** Goldilocks and the three bears, Beware of the Bears, Jack and the Beanstalk, Jaspers Beanstalk, Hansel and Gretel, Hansel and Gretel and the Dastardly Dinner Lady. **Satellite Texts, particularly supporting a PSED theme and cultural diversity:** 

Traditional tales, Interstellar Cinderella, The Worst Princess, The Paper Bag Princess, King and King, Princess Smarty Pants, Little Boy Blue, Little Jack Horner, Little Miss Muffet

**Key Vocabulary** 

Rules, values, polite, respect, traditional, version, once upon a time, long ago, setting, character, adjective, verb, first, then, seasons, Autumn, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, observations, vegetables, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, wildflower, sunflower, herbs, healthy choices.

**Links to school themes:** STEM, Well Being, Creative Arts

Visits:

**Initial Engagement:** 'WOW' story scenes

Parental engagement: Parents invited to Traditional Tales Gathering.

Outside Influence: 'King and Queen of Happily Ever After.'

Outcome: Introduction to characters

Audience: Parents

Prime Areas of Learning Focus			Specific Areas of Learning Focus				
Communication	Personal, Social and	Physical Development	Literacy	Mathematics	Understanding the	Expressive Arts and	
and Language	Emotional Dev.				World	Design	
Sit appropriately	SEAL: New beginnings.	Use the climbing apparatus in the	Names the different parts of	CLIC	<u>History</u>	Engage in imaginative play	
during story times,		Foundation 2 outdoor area with	a book.	Recognises more/less than and	Orders and sequences their daily	using resources within the	
looking and listening.	Transitions well into	adult or peer support.		the same.	routine.	learning environment.	
	Foundation 2 adjusting to a		Enjoys listening to stories				
Develop listening and	new learning environment.	Travel in different ways; rolling,	and can remember and	Understands all gone.	Talks about significant events in	Recreate characters from	
attention skills.		crawling, walking, jogging, running,	sequence story events.		their own experiences.	familiar stories using	
	Follows daily routine	climbing, developing spatial		Say numbers 1 – 10.		collage- cutting out a given	
Takes turns talking to	supported by the visual	awareness.	Phase 2 grapheme/		Understands the generational	shape, joining skills using	
others.	timetable.		phoneme correspondence.	Read numbers 1 – 5.	relationships in their family tree.	glue sticks and PVA glue.	
		Travel over, under, through and					
Listening to and	Develop awareness of their	around outdoor play equipment.	Able to orally segment and	Knows 10 fingers say double 1	Explore how traditional tales are	Make simple	
learning new	social and emotional		blend CVC words using	and half of 2.	retold through alternative	representations of people	
vocabulary.	feelings.	Throw and kick a large ball and aim	taught phonemes.		versions of the original text.	using different media;	
		at a target.		Group objects and count using	Engage in a story book that is set	collage, printing, drawing,	
	Demonstrates friendly		Identifies own name and	object names.	in the past.	painting with brushes,	
Follows instructions.	behaviour.	Sits in a crossed leg position during	taught tricky words.			marble rolling, chalk.	
		carpet sessions.		WIDER	<u>Science</u>		
	Initiate play cues to peers.		Hears and writes initial	Moves self in specific ways.	Making observations of the	Malleable materials:	
To ask questions to		Holds a pencil using a tripod grip	sounds in words using		changes that occur in the	cutting, moulding and	
find out more	Can play in a group,	(supported).	known graphemes.	Describe simple 2D shapes.	outdoor area during Autumn	shaping playdough using	
information.	extending and elaborating		Writes with purpose telling		describing what they can hear,	rolling pins, cutters and	
	play ideas.	Use a range of tools competently;	an adult what they have	Describes tall or short.	smell, see and feel.	basic clay tools.	
To answer questions		pencils, paintbrushes, scissors,	written.	Compares hot/ cold and makes a	Explore objects found in the	Box modelling- cutting	
using a sentence	Manage their own needs;	cutlery.		whole turn.	environment.	following own design,	
starter.	toileting, hand washing,		Uses own thoughts and ideas		<u>RE</u>	joining skills using glue	
	putting on own coat,	Draw a representation of a person	to complete a sentence	Records sorting using mark	Celebrates and comments in the	sticks, cellotape, paper clips.	
Use talk to express	selecting a fruit snack.	and simple shapes.	stem.	making.	visual similarities and differences		
themselves.					between us a cohort.		

	Knows and understands the	Complete pre-writing tasks with	Drama techniques-	Creates two colour patterns.		Construction- building
Develop social phrases.	classroom expectations	accuracy and trace over name with	developing independence in		Describe the objects that are	houses using large bricks
	using the Diamond Rules.	correct formation.	hot-seating, role on the wall,	EYFS DM Additional	'special' to children and consider	and magnetic pieces.
Describe familiar			collective drawing, placing	Subitises regular amounts up to	why.	
events in detail.		Uses large scale threading	the prop, placing the text,	5.		Jolly music introducing; the
		equipment with control.	reading the picture, empty		Engage with stories about	use of signals to provide
			chair.	Experiments with own symbols	different celebrations; The	instructions, matching
		Join materials together using; glue		and marks.	origins of the Harvest festival.	actions in time to a song/
		sticks, cellotape, paper clips.				music, listening for
				Notices and corrects errors in	<u>Geography</u>	differences in pitch,
				simple repeating patterns.	School orientation to support	distinguishing between loud
					transition into school; F1, F2,	and quiet.
					playground, hall.	
						To match their own
					Know people in the school	movements to music.
					environment and their role.	
						Watch dance performances
					Talks about their home and the	and make comments about
					places they go in their local	what they can see.
					environment.	
					0 . 150	To be able to sing familiar
					Creates different play	songs from memory.
					environments naming their	Topogiant Aut. Aud.
					features, woodland, town.	Transient Art- Andy
					Identif, and describe atom.	Goldsworthy; Portrait,
					Identify and describe story	Autumn.
					settings within stories and the key features of each; woodland,	Notable People
					town.	Vincent Van Gogh
					town.	vincent van dogn
					<u>ICT</u>	
					ICT toys within role play and the	
					environment.	
<b>Evaluation of Out</b>	comes and Future Action	ons:				

### Autumn 2: Let's Celebrate

This theme supports the development of children's cultural awareness as we explore celebrations across a range of cultures & different religious beliefs. Children will learn about the celebratory activities that take place locally and those within the wider world showing respect for others. We will encourage children to talk about their own experiences and listen to those of others exploring similarities and differences. Children can share their ideas, thoughts and feelings in different ways through discussion, performance and artwork.

**Key Texts**: Non: Fiction: Bonfire Night, Rama and Sita, A Nutty Story, So Much, The First Christmas.

Satellite Texts, particularly supporting a PSED theme and cultural diversity:

Diwali, Hannukah, Christmas

**Religious Stories**The First Christmas

**Key Vocabulary** 

Rules, values, polite, respect, harvest, farming, Diwali, Hanukkah, Christmas, Christianity, Beliefs, culture, tradition, celebration, invitation, long ago, setting, character, adjective, verb first, then. Seasons, Autumn, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, freeze, melt, predict, observations, vegetables, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, healthy choices.

**Links to school themes:** Valuing Worksop, Well Being, Creative Arts

Visits: Christmas Tree festival at Priory Church

Initial Engagement: Bonfire night

Parental engagement: Parents invited to the Christmas Nativity

Outside Influence : Mr Guest Outcome: Christmas Tree Festival using own art decorations to be displayed at Priory Church Audience: Local community

Pr	ime Areas of Learning Fo	cus		Specific Areas of Learning Focus			
Communication and	Personal, Social and	Physical Development	Literacy	Mathematics	Understanding the	Expressive Arts and	
Language	Emotional Dev.				World	Design	
Sit appropriately during story	SEAL: Getting on and falling	Use the climbing apparatus in	Names the different parts of	CLIC	<u>History</u>	Engage in imaginative play	
times, looking and listening.	out.	the Foundation 2 outdoor area	a book. Understands page	Recognises more, less, the	Orders and sequences their	using resources within the	
		unsupported.	sequencing.	same.	daily routine.	learning environment.	
Develop listening and	Follows daily routine						
attention skills.	supported by the visual	Travel in different ways;	Enjoys listening to stories	Reads numbers 1 – 10 and	Talks about significant events	Make simple representations	
	timetable.	rolling, crawling, walking,	and can remember and	counts up to 10 objects.	in their own experiences.	of people using different	
Takes turns talking to others.		jogging, running, climbing,	sequence story events.			media; collage, printing,	
	Identify and moderate their	developing spatial awareness.		Shows an understanding of	Understands the generational	drawing, painting with	
Listening to and learning new	social and emotional feelings.		Phase 2 grapheme/	numbers 1-5.	relationships in their family	brushes, marble rolling, chalk.	
vocabulary.	B	Travel over, under, through	phoneme correspondence.	K	tree.	5	
	Demonstrates friendly	and around outdoor play	Ablada and an analysis	Knows they have 10 fingers	Facility of the state of the st	Explore, use and refine a	
Fallance instructions	behaviour.	equipment.	Able to orally segment and	and knows double 1, 2 and	Engage in stories that are set	variety of artistic effects to	
Follows instructions.	Initiate play avec to poors	Throw and kick a large ball and	blend CVC words using	half of 2, 4.	in the past.	express their ideas and feelings; firework art using	
	Initiate play cues to peers.	aim at a target.	taught phonemes.	Can say a learn it and a	Science	line, strokes, splattering and	
To ask questions to find out	Can play in a group, extending	aiii at a taiget.	Identifies own name and	switcher.	Making observations of the	dabbing. Bonfire scene using	
more information.	and elaborating play ideas.	Sits in a crossed leg position	taught tricky words.	Switcher.	changes that occur in the	chalk line and smudging.	
more information.	and elaborating play ideas.	during carpet sessions.	taught tricky words.	Finds 1 more and 1 less within	outdoor area during Autumn	chaik iiile and sinduging.	
To answer questions using a	Manage their own needs;	during carpet sessions.	Hears and writes initial	5.	describing what they can	Box modelling- cutting	
sentence starter.	toileting, hand washing,	Holds a pencil using a tripod	sounds in words using known	3.	hear, smell, see and feel.	following own design, joining	
	putting on own coat, selecting	grip (supported).	graphemes.	Begins to add to find the total	,,	skills using glue sticks,	
Able to express a point of	a fruit snack.	6 p (	Writes with purpose telling	and take away to see how	To investigate freezing and	cellotape, paper clips.	
view and to debate when they		Use a range of tools	an adult what they have	many are left.	melting.		
disagree with an adult or	Knows and understands the	competently; pencils,	written.	·		Malleable materials: moulding	
friend.	classroom expectations using	paintbrushes, scissors, cutlery.	Writes with purpose telling		<u>RE</u>	a basic bowl shape using	
	the Diamond Rules.	,	an adult what they have		To learn about the Christian	fingers as tools, cutting,	
Develop social phrases.		Draw a representation of a	written.	WIDER	Faith through the Christmas	moulding and shaping	
	Enjoys the responsibility of	person and simple shapes.			story.	playdough using rolling pins,	
	carrying out small tasks.					cutters and basic clay tools.	

	T	T	T	T	T	T
Describe familiar events in	Able to locate resources	Complete pre-writing tasks	Beginning to form ladder	Describes simple 2d shapes	Perform the story of the First	
detail.	within own play and learning.	with accuracy and trace over	letters formed correctly.	and sees when shapes are	Christmas with children taking	Construction- firework art
		name with correct formation.		similar.	on different roles and	using octons, popoids to
			Uses own thoughts and ideas		responsibilities within the	create models.
		Uses large scale threading	to complete a sentence	Uses 3D shapes when playing.	retell.	
		equipment with control.	stem.			Jolly music introducing; pitch,
				Plays shop pretending to buy	Discuss the importance of the	voice types and pulse;
		Join materials together using;	Drama techniques-	things.	Church and its place within	distinguish between a song
		glue sticks, cellotape, paper	developing independence in		Christianity.	and a rhyme, moving in time
		clips.	hot-seating, placing the prop,	Records sorting using mark		to pulse, performing actions
			placing the text, freeze	making.	Engage with stories about	in a rest.
			frame, magic microphone,		different celebrations. To	
			reading the picture.	Creates two colour patterns.	compare similarities and	To match their own
				·	differences. Diwali, Hanukkah,	movements to music.
				EYFS DM Additional	Christmas, Guy Fawkes night.	
				Subitises irregular amounts up	3	Watch dance performances
				to 5.	Geography	and make comments about
					Name and describe people	what they can see.
				Links numerals with its	who are familiar to them.	,
				cardinal number value within		To learn songs to perform
				10.	Knows that some places are	from memory in the
					far away and we cannot walk	Christmas Nativity.
				Experiments with own	there.	,
				symbols and marks as well as		Transient Art- Andy
				numerals.	Knows what a globe is and	Goldsworthy; Light.
					that it represents the world.	,, ,
				Notices and corrects errors in	Knows the basic colour key on	Notable People
				repeating patterns.	a map. Locate England.	Vincent Van Gogh
					<u>ICT</u>	
					ICT toys within role play and	
					the environment.	
					Introduction to the use of	
					programmable toys- Beebot.	
Evaluation of Outcome	es and Future Actions:		ı	<u> </u>		1

## Spring 1: What happens when I fall asleep?

This theme develops children's understanding of the passing of time and process of day and night. Children will study the similarities and differences between the features of day and night, including learning about the sun, moon and stars. We will discuss why sleep is so important for our bodies and how it can impact on our daily lives and learning if this is not provided. We will introduce the children to nocturnal animals and consider the ways in which we can care for them and keep them safe. Children will explore different skills and techniques through model making projects throughout the half term resulting in a collaborative parent workshop to show case these.

**Key Texts**: Peace at Last, Whatever Next, Non- Fiction: Chinese New Year, Owl Babies **Satellite Texts**, particularly supporting a PSED theme and cultural diversity:

 ${\sf Diddle, Diddle, Dumpling, Early\ to\ Bed\ ,\ Hickory,\ Dickory,\ Dock,\ Jack\ Be\ Nimble,\ Star\ Light,\ Star\ Bright}$ 

Religious Stories Noah's Ark

Links to school themes: Sustainability, STEM, Well Being

Visits:

**Initial Engagement:** Pyjama and bedtime story day

Parental engagement: Parents invited to a Picnic on the Moon and Rocket Building Workshop.

Outside Influence – Bear family

Outcome- Rocket for Baby Bear to travel to the moon

## Key Vocabulary

Rules, values, polite, respect, setting, character, adjective, verb first, then, Chinese New Year, culture, beliefs, celebration, seasons, Winter, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, magnetic, non-magnetic, push, pull, predict, observations, vegetables, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, hibernate, nocturnal, environment, space, solar system, Moon, stars, Earth, globe, locate, planets, sun, astronaut, danger, safety, night, day, light, dark, healthy choices.

**Audience-** Parents

Pr	ime Areas of Learning Fo	cus	Specific Areas of Learning Focus			
Communication and	Personal, Social and	Physical Development	Literacy	Mathematics	Understanding the	Expressive Arts and
Language	Emotional Dev.				World	Design
Understand how to listen	SEAL: Going for goals.	Travel in different ways;	Able to retell a story in the	CLIC	<u>History</u>	Make simple representations
carefully and why listening is		jumping, hopping, skipping.	correct order discussing	Understands all gone.	Able to sequence and order	of people and animals using
important.	Children play co-operatively		characters and events.		events of the day using the	different media; colour mixing
	and share resources with	Adjusting speed and changing		Counts on and back within 10,	vocabulary now, next, today,	paint with brushes, drawing,
Engage in story times able to	others.	direction with control and co-	Engage in story times able to	recognising and ordering	tomorrow and yesterday in	sketching.
answer 'what' and 'who'		ordination.	answer 'what' and 'who'	numerals to 10.	the correct context.	
questions and ask own 'why'	Waits their turn during group/		questions and ask own 'why'			Explore, use and refine a
questions about what has	class sessions.	Progress towards a more fluent	questions about what has	Begins to count in 10's to 50.	Comments on images of	variety of artistic effects to
been read to them.		style of moving, with	been read to them.		familiar situations in the past.	express their ideas and
	Express their feelings and	developing control and grace.		Knows that 5 fingers and 5	Understands that some	feelings; moonlight scene
Listen to and talk about	consider the feelings of	Combine different movements	Phase 3 grapheme/	fingers make 10 fingers.	events happened before they	building upon use of chalk line
selected non-fiction to	others.	with ease and fluency.	phoneme correspondence		were born.	and smudging. Owl sketching
develop a deep familiarity				Knows double 3 and half of 6.		developing observational
with new knowledge and	Beginning to solve conflicts	Further develop and refine a	Confidently segments and		<u>Science</u>	sketching skills.
vocabulary.	with others with support.	range of ball skills including:	writes CVC words applying	Can say a learn it and a	Making observations of the	
		throwing, catching, kicking,	known graphemes.	switcher.	changes that occur in the	Complete simple weaving by
Learn rhymes, poems and	Be confident to participate in	passing, batting, and aiming.			outdoor area during Winter.	sewing randomly through
songs in small groups.	whole class activities sharing		Reads simple sentences and	Finds 1 more and 1 less within		holes on a card frame to make
	own ideas and commenting	Use their core muscle strength	phrases applying known	10.	To learn the basic concept of	a dreamcatcher. Threading
Ask questions to find out	on those of others.	to achieve a good posture	graphemes.	Can use counting objects to	our solar system- sun, moon,	large beads onto a piece of
more and to check they		when sitting at a table or	Able to write own name and	find the total by adding and	earth and stars. To identify	string.
understand what has been	Show resilience and	sitting on the floor.	phase 2 tricky words from	find how many left by taking	the key features of the moon	
said to them.	perseverance in the face of		memory.	away.	and how it contributes to life	Box modelling- designing and
	challenge.	Uses dominant hand for			on earth. To begin to explore	making rocket and binocular
Waits their turn when an		writing using a tripod grip.	Able to complete a rhyming	WIDER	the role of astronauts in	models using cutting, joining
adult is speaking to someone			string.	Describes own position.	travelling to space.	skills including glue sticks,

else in the environment with support.

Follows an instruction involving more than one step.

Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Describe familiar events in some detail developing the use of past tense when describing an event that has happened.

Develop social phrases greeting others politely showing respect and good manners.

To answer questions using complete sentences with the support of a sentence starter.

See themselves as a valuable individual understanding own strengths and abilities.

Able to control behaviour following the Diamond Rules understanding that they are in place to keep us safe.

Understand and discuss alternative behaviour choices that can be made (emotion coaching.)

Manage their own needs; fastening own coat, dressing and undressing for P.E

Confident to ask peers for help when needed or select appropriate supporting resource within the learning environment.

Know and talk about the different factors that support their overall health and wellbeing:- toothbrushing-having a good sleep routine -being a safe pedestrian.

Develop correct formation for letters through handwriting practice to be applied in writing.

Can draw a representation of a person including more personal detail, e.g. eyelashes, glasses, fingers.

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

Uses smaller scale threading equipment to make a dreamcatcher.

Joins materials together using glue sticks, cellotape, paper clips and split pins.

Ladder letters and caterpillar letters introduced are formed correctly.

Rehearses sentence verbally before writing.

Drama techniquesdeveloping independence in hot-seating, role on the wall, collective drawing, placing the prop, placing the text, circle packing, magic microphone, tableau. Sees when shapes are similar and recognises/ names 2D shapes.

Describes a period of time and order daily events.

Makes a whole turn and compares distance/ mass and space.

Creates three colour patterns.

### EYFS DM Additional

Subitises regular amounts up to 8.

Selects, rotates and manipulates shapes.

Begins to recognise odd and even numbers and shows some understanding of ordinal numbers.

To discuss the importance of sleep on our bodies and how it helps us to stay healthy and ready to learn.

Introduce the term of 'nocturnal' animals researching and identifying the animals that are. Consider why these animals are nocturnal contributing our own ideas and listening and responding appropriately to those of others.

To investigate magnetism.

#### RE

Children will learn about
Chinese New Year and explore
how this is celebrated using
non-fiction texts and
computers to find out
information.

#### Geography

Re-visit a globe- Locate England and China. Explore artefacts, clothing, language and food tasting.

Talk about members of their immediate family, school and wider community discussing different roles and responsibilities.

#### ICT

ICT toys within role play and the environment.
Introduction to the use of the laptops. Children beginning to use a simple programme to develop the used of mouse skills; Revelation Art.

cellotape, paper clips and split pins.

Malleable materials- cutting, moulding and shaping playdough using rolling pins, cutters. Use of clay to create a diva lamp using; rolling, pinching, kneading and shaping.

Construction- rockets using magnetic pieces, dragons using straws and connectors.

Jolly music introducing; pitch, voice types and pulse; distinguish between a song and a rhyme, moving in time to pulse, performing actions in a rest.

Move to music and talk about their feelings and responses.

Watch dance performances expressing their feelings and responses.

To be able to sing familiar songs from memory.

Transient Art- Andy Goldsworthy; Night, space.

#### **Notable People**

Vincent Van Gogh

### Spring 2:

This theme focuses on the study of farming and agriculture within the local area and its contribution to the wider world. Children will explore where our food comes from and how sustainable this is. We will consider the impact of food on our bodies and how we can make healthy choices within our diet. We will discuss the importance of reduce, reuse and recycle as we explore food packaging and processing.

Key Texts: Snore, Farmer Duck, A squash and a squeeze, The Little Red Hen, Oliver's Vegetables.

Satellite Texts, particularly supporting a PSED theme and cultural diversity:

Roses Are Red, Old Mother Hubbard, Simple Simon

**Religious Stories:** 

Easter

## **Key Vocabulary**

Rules, values, polite, respect, responsibility, rubbish, environment, setting, character, adjective, verb first, then, Easter, Christianity, culture, beliefs, celebration, seasons, Spring, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, observations, daffodils, wildflower, sunflower, seed, flowers, stem, root, petal, leaf, herbs, vegetables, farming, agriculture, sustainability, farm animals, floating, sinking, predict, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, healthy choices, living, Earth, globe, locate.

Links to school themes: Valuing Worksop, Sustainability, Well Being

Visits: Local Farm Trip

**Initial Engagement:** Local produce display 'Where does our food come from?'

Parental engagement: Parents invited to our 'Soup Kitchen.'

Outside Influence: Farmer Dean Outcome: Farm fact file for Farmer Dean Audience: Farmer Dean

Outside illituence. Farmer L		III fact file for Farmer Dean	Addience: Farmer Dean			
Pr	ime Areas of Learning Fo	cus	Specific Areas of Learning Focus			
Communication and	Personal, Social and	Physical Development	Literacy	Mathematics	Understanding the	Expressive Arts and
Language	Emotional Dev.				World	Design
Understand how to listen	SEAL: Good to be me.	Travel in different ways;	Talks about their favourite	CLIC	<u>History</u>	Make simple representations
carefully and why listening is		jumping, hopping, skipping.	book (WBW)	Counts back with objects to	Able to sequence and order	of people and plants using
important.	Children play co-operatively			zero and can count back from	events of the day using the	different media; colour mixing
	and share resources with	Adjusting speed and changing	Able to retell a story in the	10.	vocabulary now, next, today,	paint with brushes,
Engage in story times able to	others.	direction with control and co-	correct order discussing		tomorrow and yesterday in	observational drawing,
answer 'what' and 'who'		ordination.	characters and events.	Counts in 10's to 50.	the correct context.	sketching.
questions and ask own 'why'	Waits their turn during group/					
questions about what has	class sessions.	Progress towards a more fluent	Engage in story times able to	Counts forwards to 13 and	Comments on images of	Explore, use and refine a
been read to them.		style of moving, with	answer 'what' and 'who'	orders numbers forwards and	familiar situations in the past.	variety of artistic effects to
	Express their feelings and	developing control and grace.	questions and ask own 'why'	backwards to 10.	Understands that some	express their ideas and
Listen to and talk about	consider the feelings of	Combine different movements	questions about what has		events happened before they/	feelings; observational
selected non-fiction to	others.	with ease and fluency.	been read to them.	Knows doubles and halves	their parents/ grandparents	paintings of flowers using
develop a deep familiarity	Burtharian Land and Gird.	E albanda alamada Cara	Bhasa 2 and base /	within 10.	were born.	colour mixing techniques.
with new knowledge and	Beginning to solve conflicts	Further develop and refine a range of ball skills including:	Phase 3 grapheme/	Carra a la anni it anni a annitalan	Calaman	Vegetable sketching
vocabulary.	with others with support.	5	phoneme correspondence	Says a learn it and a switcher.	Science  Making observations of the	developing observational
Learn rhymes, poems and	Be confident to participate in	throwing, catching, kicking,	Confidently segments and	Adds the right amount,	changes that occur in the	sketching skills.
songs in small groups.	whole class activities sharing	passing, batting, and aiming.	writes CVC words applying	counting how many	outdoor area during Spring.	Box modelling- cutting
songs in sman groups.	own ideas and commenting	Use their core muscle strength	known graphemes.	altogether.	Explore and care for new	following own design, joining
Ask guestions to find out	on those of others.	to achieve a good posture	Known graphemes.	altogether.	plant life.	skills using glue sticks,
more and to check they	on those of others.	when sitting at a table or	Reads simple sentences and	Takes away the right amount,	plant inc.	cellotape, paper clips, split
understand what has been	Show resilience and	sitting on the floor.	phrases applying known	counting how many are left.	To be able to identify farm	pins.
said to them.	perseverance in the face of	Sitting on the noon	graphemes.	counting now many are lett.	animals and recognise their	pins.
Sana to them.	challenge.	Uses dominant hand for	B. aprilement	Gives out objects fairly.	contribution to a working	Malleable materials- cutting,
Waits their turn when an		writing using a tripod grip.	Able to write own name and	, , , , , , , , , , , , , , , , , , , ,	farm. To recognise the value	moulding and shaping
adult is speaking to someone	See themselves as a valuable		phase 2 tricky words from	WIDER	of farming on our everyday	playdough using rolling pins,
else in the environment with	individual understanding own	Develop correct formation for	memory.	Describes own position and	lives. To investigate the	cutters and basic clay tools.
support.	strengths and abilities.	letters through handwriting	,	sees when shapes are similar.	source of the foods that we	,
					eat and identify produce	

	T		•	T		1
Follows an instruction	Able to control behaviour	practice to be applied in	Ladder letters and caterpillar	Begins to recognise 3D	which can be locally sourced.	Introduction to woodwork;
involving more than one step.	following the Diamond Rules	writing.	letters introduced are	shapes.	Explore our locality for	safety, equipment, simple cut.
	understanding that they are in		formed correctly.		farming and agriculture	
Is able to express a point of	place to keep us safe.	Can draw a representation of a		Plays shops, identifying coins	including a visit to a small	Construction- building farm
view and to debate when they		person including more	Rehearses sentence verbally	and giving change.	local farm.	structures using straws and
disagree with an adult or a	Understand and discuss	personal detail, e.g. eyelashes,	before writing.			connectors, create animals
friend, using words as well as	alternative behaviour choices	glasses, fingers.		Chants the days of the week.	To investigate floating and	using popoids.
actions.	that can be made (emotion	g.asses,gersi	Writes simple phrases	chants the days of the freeki	sinking.	
detions.	coaching.)	Develop their small motor skills	beginning to use finger	Shows an awareness of half	311111111111111111111111111111111111111	Jolly music introducing; hand
Describe familiar events in	coacining.)	so that they can use a range of	spaces.	an amount.	<u>RE</u>	movements to show pitch,
some detail developing the	Manage their own needs;	tools competently, safely and	spaces.	an amount.	To learn about the Christian	improvise actions within a
			Alala ta waad ayya aaatawaa	Callanta data union abianta		· · · · ·
use of past tense when	fastening own coat, dressing	confidently; pencils for	Able to read own sentence	Collects data using objects	faith through the Easter story.	rest, compare rhythms.
describing an event that has	and undressing for P.E	drawing and writing,	back.	<u> </u>		1:
happened.		paintbrushes, scissors.		EYFS DM Additional	To consider the people who	Move to music and talk about
	Confident to ask peers for		Drama techniques-	Subitises irregular amounts up	are special to us and why.	their feelings and responses.
Develop social phrases	help when needed or select	Uses smaller scale threading	developing independence in	to 8.		
greeting others politely	appropriate supporting	equipment to make a	hot-seating, role on the wall,		<u>Geography</u>	Watch dance performances
showing respect and good	resource within the learning	dreamcatcher.	collective drawing, placing	Selects, rotates and	Re-visit a globe, locate	expressing their feelings and
manners.	environment.		the propr, placing the text,	manipulates shapes.	England. Explore a map of	responses.
		Join materials together using	empty chair, occupational		England, locate Worksop.	
To answer questions using	Know and talk about the	glue sticks, cellotape, paper	mime, magic microphone,	Begins to recognise odd and		To be able to sing familiar
complete sentences with the	different factors that support	clips and split pins.	tableau.	even numbers and shows	Talk about people who live in	songs from memory.
support of a sentence starter.	their overall health and			some understanding of	Worksop and local landmarks;	
	wellbeing:- toothbrushing-			ordinal numbers.	school, church, flour mill,	Transient Art- Andy
	having a good sleep routine -				library. Label on a map of	Goldsworthy; Spring
	being a safe pedestrian.				Worksop. Locate and label	
	being a sare peacstrian.				farm to visit.	Notable People
	+ Clever Never				Tarrir to visit.	Vincent Van Gogh
	+ Cievei Nevei				Talk about the members of	Vilicent van dogn
					the wider community and the	
					different roles that people	
					have; emergency services-	
					locate where they are they on	
					the map.	
					<u>ICT</u>	
					ICT toys within role play and	
					the environment.	
					Introduction to the use of the	
					laptops. Children beginning to	
					use a simple programme to	
					develop the used of mouse	
					skills.	
Evaluation of Outcome	as and Future Actions:	•	•	•	•	•
Lvaluation of Outcome	es and Future Actions:					

### Summer 1:

This theme develops children's knowledge and understanding of minibeasts within our local environment. Children will begin to explore the features of mini-beasts and to compare similarities and differences and how their habitats support this. We will encourage children to take an active role in caring for their locality including gardening, maintenance and placement of play equipment.

**Key Texts**: The Very Hungry Caterpillar, Superworm, What the Ladybird Heard, Aagh Spider! **Satellite Texts, particularly supporting a PSED theme and cultural diversity:** 

Ladybird, Ladybird, Three Blind Mice

Key Vocabulary

Rules, values, polite, respect, setting, character, adjective, verb first, then, Christian, creation, culture, beliefs, seasons, Summer, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, observations, wildflower, sunflower, herbs, vegetables, mini-beasts, environment, compare, describe, similar, different, hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, healthy choices, living, Earth, globe, locate, community.

Links to school themes: Valuing Worksop, Sustainability

**Visits:** Story reading session at Worksop Library. Mini- beast hunt at the Worksop Canche.

Initial Engagement: Minibeast hunt in the wildlife area

Parental engagement: Parents invited to a 'How many spots?' maths challenge

Outside Influence: Zookeeper Outcome: Presentation Audience: Zookeeper

Outside initiaence: 200keeper Outcome: Presentation			Specific Areas of Learning Focus			
Pr	ime Areas of Learning Fo	cus		Specific Areas of	t Learning Focus	
Communication and	Personal, Social and	Physical Development	Literacy	Mathematics	Understanding the	Expressive Arts and
Language	Emotional Dev.				World	Design
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.  Make comments about what they have heard and ask questions to clarify their understanding.	SEAL: Relationships.  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	Negotiate space and obstacles safely in the learning environment with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Travel with confidence in different ways; running,	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Make predictions about key events in stories  Use and understand recently introduced vocabulary during	CLIC Recognises biggest/ smallest, most/ least and same.  Counts forwards and backwards within 20 and counts up to 20 objects from a larger pile.  Shows an understanding of numbers 6-10.	History Talk about the lives of the people in their community; farming.  Discuss similarities and differences between our community in the past and now.  Science Making observations of the	Design  Make simple representations of people, plants and minibeasts using different media; colour mixing paint with brushes, observational drawing, sketching, printing/collage/ rubbings with natural objects.  Explore, use and refine a variety of artistic effects to express their ideas and
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  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	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.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	jumping, dancing, hopping, skipping and climbing.  Refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Hold a pencil effectively in the tripod grip able to form most letters correctly.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently; pencils for	discussions about stories, non-fiction, rhymes and poems and during role-play.  Phase 2 and 3 grapheme/ phoneme correspondence. Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Counts in 10's to 100 and when counting past 20 says 'twenty 1, twenty 2, etc'.  Knows 2+1 and 2+3.  Knows doubles and halves within 10, says a learn it and switcher and can say a takeaway (inverse)  Shares an even amount of objects and finds half.  Adds by counting on.	changes that occur in the outdoor area during Spring/ Summer.  To research the habitats and environments of mini-beasts. To begin animal classification using simple criteria such as number of legs.  To investigate contrasting locations for mini-beasts; playground; wildlife area; Worksop Canche.	feelings; observational paintings of flowers using colour mixing techniques. Mini-beast sketching developing observational sketching skills.  Develop use of evaluating own work- Austin's butterfly.  Box modelling- designing and making mini beasts using cutting, joining skills including glue sticks, cellotape, paper clips, split pins.

	Explain the reasons for rules,	drawing and writing,	Write recognisable letters,	WIDER	<u>RE</u>	Share their creations
Express their ideas and	know right from wrong and	paintbrushes, scissors.	most of which are correctly	Describes a variety of	To learn about the Christian	explaining the process they
feelings about their	try to behave accordingly		formed	different positions and	faith through the story of	have used.
experiences using full		Show accuracy and care when		creates a symmetrical picture.	creation.	
sentences, including use of	Manage their own basic	drawing.	Confidently segments and		To consider the places that	Malleable materials- cutting,
past, present and future	hygiene and personal needs,		writes words applying known	Names and describes 2D/3D	are special to us and why.	moulding and shaping
tenses and making use of	including dressing, going to		graphemes.	shapes.		playdough using rolling pins,
conjunctions, with modelling	the toilet and understanding				<u>Geography</u>	cutters. Use of clay to create a
and support from their	the importance of healthy		Write simple phrases and	Knows about annual events	Re-visit a globe, locate	mini-beast using; rolling,
teacher.	food choices.		sentences that can be read	and chants the days of the	England. Explore a map of	pinching, kneading and
			by others.	week.	England, locate Worksop.	shaping. Use of simple clay
	Work and play cooperatively				Explore a map of Worksop,	tools to add detail.
	and take turns with others		Invent, adapt and recount	Makes a half turn.	locate school.	
			stories.			Construction- creating
	Form positive attachments to			Finds half an amount by	Talk about people from within	habitats- selecting
	adults and friendships with		Drama techniques-	dividing by two.	our school community. Label	appropriate resources.
	peers		developing independence in		a map of our school with its	
			hot-seating, role on the wall,	Spots, copies and creates	different features;	Jolly music introducing;
	Show sensitivity to their own		collective drawing, placing	different patterns.	playground, hall, wildlife area,	identifying a song by its
	and to others' needs.		the prop, placing the text,		classrooms.	rhythm, matching pitch to
			empty chair, occupational	EYFS DM Additional		hand movements, counting
			mime, magic microphone,	Subitises regular amounts up	Visit the wildlife area labelled	beats.
			tableau, defining the space.	to 10.	on the school map.	
						Create their own movements
				Recognises that a shape	<u>ICT</u>	to music responding to the
				contains other shapes inside	ICT toys within role play and	beat and tempo.
				it.	the environment.	_
					Introduction to the use of the	Watch dance performances
				Begins to solve simple	laptops. Children beginning to	expressing their feelings and
				addition and subtraction	use a simple programme to	responses.
				problems.	develop the used of mouse	
					skills.	To be able to sing familiar
				Recognises odd and even		songs from memory.
				numbers.		To a street Art. And
				I to do not not not not not not not not not no		Transient Art- Andy
				Understands and uses ordinal		Goldsworthy; Mini-beasts
				numbers.		Notable Beaule
						Notable People
						Vincent Van Gogh
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### Summer 2:

This theme develops the children's knowledge and understanding of contrasting locations as they explore their own locality in comparison with that of Africa. This will include the sustainability of the different environments and the impact that this has on their daily lives. We will be completing studies of the animals, artwork and cultural differences. Children will be focusing on different aspects to identify similarities and differences between the locations presenting their findings in different ways including African tales, traditions, art and musical creations.

**Key Texts**: Handa's Surprise, Handa's Hen, Handa's Noisy Night

Satellite Texts, particularly supporting a PSED theme and cultural diversity:

One, Two, Buckle My Shoe, Seesaw, Margery Daw, London Bridge Is Falling Down

Religious Stories
Creation/ Adam & Eve

Rules, values, polite, respect, community, environment, culture, clothing, artwork, housing, compare, describe, similar, different, African animals, setting, character, adjective, verb first, then, seasons, Summer, weather; clouds, rain, rainbow, thunder, lightning, snow, snowflake, ice, hot, cold, observations, daffodils, wildflower, sunflower, herbs, vegetables, , hear, listen, see, smell, touch, taste, growth, hard, soft, rough, smooth, shiny, healthy choices, living, Earth, globe, locate, continent, country.

**Key Vocabulary** 

**Links to school themes:** Valuing Worksop, Sustainability, STEM, Creative Arts

**Visits:** Yorkshire Wildlife Park **Initial Engagement:** Wildlife park

Parental engagement: Parents invited to end of year celebration of work.

Outside Influence: Sir Edmund Hillary School, Johannesburg

Outcome: Comparative report

Audience: SEH school

Pr	ime Areas of Learning Fo	cus	Specific Areas of Learning Focus			
			Litoragy			Everossive Arts and
Communication and	Personal, Social and	Physical Development	Literacy	Mathematics	Understanding the	Expressive Arts and
Language	Emotional Dev.				World	Design
Listen attentively and respond	SEAL: Changes	Negotiate space and obstacles	Demonstrate understanding	CLIC	<u>History</u>	Make simple representations
to what they hear with		safely in the learning	of what has been read to	Reads and order numbers to	Talk about the lives of the	of art from other cultures
relevant questions, comments	Show an understanding of	environment with	them by retelling stories and	20.	people in their community in	using different media; colour
and actions when being read	their own feelings and those	consideration for themselves	narratives using their own		the UK compared to that of	mixing paint with brushes,
to and during whole class	of others, and begin to	and others.	words and recently	Counts in 10's to 100 and	Africa. Traditional activities.	drawing, natural materials,
discussions and small group	regulate their behaviour		introduced vocabulary.	counts '2, 4, 6, 8' and '5, 10,		chalk.
interactions.	accordingly	Demonstrate strength, balance		15'.	<u>Science</u>	
		and coordination when	Make predictions about key		Making observations of the	Explore, use and refine a
Make comments about what	Set and work towards simple	playing.	events in stories	Knows 2+1 and 2+3 and can	changes that occur in the	variety of artistic effects to
they have heard and ask	goals, being able to wait for			say the inverse.	outdoor area during Summer.	express their ideas and
questions to clarify their	what they want and control	Travel with confidence in	Use and understand recently			feelings; African sunsets using
understanding.	their immediate impulses	different ways; running,	introduced vocabulary during	Knows doubles and halves	<u>RE</u>	colour mixing, colour wash
	when appropriate	jumping, dancing, hopping,	discussions about stories,	within 10.	To consider the places that	and pastels to create
Hold conversation when		skipping and climbing.	non-fiction, rhymes and		are special to us and why.	silhouettes. Portrait sketching
engaged in back-and-forth	Give focused attention to		poems and during role-play.	Says a learn it and a switcher.		developing observational
exchanges with their teacher	what the teacher says,	Refine a range of ball skills			<u>Geography</u>	sketching skills.
and peers.	responding appropriately	including: throwing, catching,	Phase 2 and 3 grapheme/	Shares a given amount of	Re-visit a globe, locate	
	even when engaged in	kicking, passing, batting, and	phoneme correspondence.	objects between 3 people.	England. Explore a map of	Box modelling- cutting
Participate in small group,	activity, and show an ability to	aiming.	Read words consistent with		England. Locate the continent	following own design, joining
class and one-to-one	follow instructions involving		their phonic knowledge by	Adds the right amount when	of Africa. Discuss a continent	skills using glue sticks,
discussions, offering their	several ideas or actions.	Hold a pencil effectively in the	sound-blending.	solving a problem and takes	and country.	cellotape, paper clips.
own ideas, using recently		tripod grip able to form most		away the right amount when	To compare the contrasting	
introduced vocabulary	Be confident to try new	letters correctly.	Read aloud simple sentences	solving a problem.	locations of Worksop	Share their creations
Offer explanations for why	activities and show	Be also their well and 199	and books that are	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	(England) and Johannesburg	explaining the process they
things might happen, making	independence, resilience and	Develop their small motor skills	consistent with their phonic	WIDER	(Africa) based upon; food;	have used.
use of recently introduced	perseverance in the face of	so that they can use a range of	knowledge, including some	Makes half a turn.	climate; culture; education;	Weaving paper through a card
vocabulary from stories, non-	challenge.	tools competently, safely and	common exception words.			frame- Father's Day Cards.

fiction, rhymes and poems		confidently; pencils for		Compares 3 different	clothing; artwork; animals;	
when appropriate	Explain the reasons for rules,	drawing and writing,	Write recognisable letters,	amounts of distance, mass	housing.	Sewing bookmarks using a
	know right from wrong and	paintbrushes, scissors.	most of which are correctly	and space.		running stitch.
Express their ideas and	try to behave accordingly		formed		<u>ICT</u>	
feelings about their		Show accuracy and care when		Records sorting using	ICT toys within role play and	Malleable materials- cutting,
experiences using full	Manage their own basic	drawing.	Confidently segments and	numbers and builds counting	the environment.	moulding and shaping
sentences, including use of	hygiene and personal needs,		writes words applying known	towers.	Introduction to the use of the	playdough using rolling pins,
past, present and future	including dressing, going to		graphemes.		laptops. Children beginning to	cutters and basic clay tools.
tenses and making use of	the toilet and understanding			Spots, copies and creates	use a simple programme to	
conjunctions, with modelling	the importance of healthy		Write simple phrases and	different patterns.	develop the used of mouse	Construction- creating
and support from their	food choices.		sentences that can be read		skills.	representations of animals
teacher.			by others.	EYFS DM Additional	To explore achievements	selecting appropriate
	Work and play cooperatively			Subitises irregular amounts up	within Foundation 2.	resources.
	and take turns with others		Invent, adapt and recount	to 10.	Transition to Year 1	
			stories.			Jolly music introducing;
	Form positive attachments to			Recognises that a shape		counting beats, tap in time to
	adults and friendships with		Drama techniques-	contains other shapes inside		pulse, identify and show rests,
	peers		developing independence in	it.		revise songs, singing with
			hot-seating, role on the wall,			different pitches.
	Show sensitivity to their own		collective drawing, placing	Solves addition and		
	and to others' needs.		the propr, placing the text,	subtraction problems giving		Create their own movements
			empty chair, occupational	reasons for answers.		to music responding to the
			mime, magic microphone,			beat and tempo.
			tableau, defining the space.	Recognises odd and even		
				numbers.		Watch dance performances
						expressing their feelings and
				Understands and uses ordinal		responses.
				numbers.		
						To be able to sing familiar
						songs from memory.
						Transient Art- Andy
						Goldsworthy; Africa
						Goldsworthy, Africa
						Notable People
						Vincent Van Gogh
						villeent van Gogn
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