
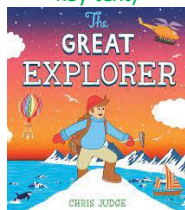
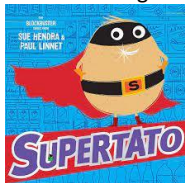
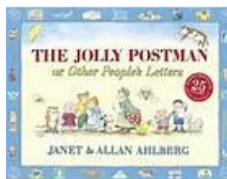





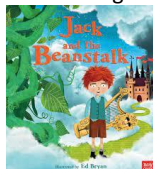

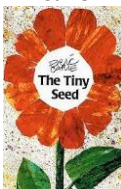








Spring 1	People Who Help Us – The Real Superheroes	<p><b>Understanding of the World</b></p> <ul style="list-style-type: none"><li>- Children will show interest for those in our local communities and people who help us</li><li>- Children will explore the geography key text ‘The Great explorer’. They will locate Antarctica on a map and begin to learn about the seven continents</li><li>- Explore how to change how things work, how the wind can move objects and how objects move in water</li><li>- Learn about the Earth, Sun, Moon, planets and stars and learn about space travel</li><li>- Learn about the science superhero Mae Jemison: scientist, astronaut and the first ever black woman in space.</li></ul> <p><b>Enriching the curriculum</b></p> <ul style="list-style-type: none"><li>- Visitors from the local community heroes (fireman, police officers, doctors, nurses, dentists, farmers etc.)</li><li>- Stay &amp; Play with parents (Knowledge Day)</li></ul> <p>Science - Forces &amp; Earth/Space History – Who was the first in space? Geography – Where is Antarctica?</p>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"><li>- Exploring texture and paint</li><li>- Winter craft</li><li>- Retrieval – Primary Colours</li><li>- Colour mixing</li><li>- Space Craft – rockets</li><li>- Supertato craft</li></ul> <p><b>Artist Study</b> Frank Bowling – primary colours mixing</p>  <p><b>Music</b> Sing nursery rhymes and action songs – Everyone</p> <p>Art – Painting Computing - Computer Science and Digital Literacy</p>	<p>The Great Explorer by Chris Judge (Geography key text)</p>  <p>Supertato! by Sue Hendra – Talk 4 Writing Unit</p>  <p>Real Superheros by Julia Seal Super Duper You by Sophie Henn</p>	Which places are special and why?	<p><b>Keeping Safe</b></p> <p>Keeping Myself Safe What’s safe to go into my body (including medicines) Safe indoors and outdoors\Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p>We prioritise communication and language skills throughout the EYFS</p> <p>School using assessments such as NELI and WELCOM to support pupils.</p> <p>School uses a traded speech and language service to support children who need extra intervention.</p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways Children will balance on a variety of equipment and climb</p> <p><b>Fine Motor</b> Children will handle scissors, pencil and glue effectively</p> <p>Dental Hygiene – brushing teeth</p> <p><b>PE</b> Speed, Agility, Travel (PE Hub)</p>	<p><b>Week 1 – Alive in 5</b> – Introduce zero, Find 0 to 5, Subitise 0 to 5, Represent 0 to 5 <b>Week 2 – Alive in 5</b> – 1 more, 1 less, Composition, Conceptual subitising to 5 <b>Week 3 – Mass &amp; Capacity</b> - Compare mass, Find a balance, Explore capacity, Compare capacity <b>Week 4 – Growing 6, 7 and 8</b> - Find 6, 7 and 8, Represent 6, 7 and 8, 1 more, 1 less, Composition of 6, 7 and 8 <b>Week 5 – Growing 6, 7 and 8</b> - Make pairs-odd and even, Double to 8 (find a double), Double to 8 (make a double), Combine 2 groups, Conceptual subitising <b>Week 6 – Length, height and time</b> - Explore length, Compare length, Explore height</p>	<p><b>Comprehension</b> Children will act out stories using recently introduced vocabulary <b>Word Reading</b> Children will recognise taught diagraphs in words and blend sounds together <b>Writing</b> Oral composition. Children will write CVC words representing the sounds they have learnt.</p>	Daily handwriting sessions talk place from Autumn 2.
<p><b>Progression in stories, rhyming books and nursery rhymes</b></p> <p>:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p>     											
Spring 2	Growing and Changing	<p><b>Understanding of the World</b></p> <ul style="list-style-type: none"><li>- Understand animal life cycles and looking after living things</li><li>- Understand key features of the life cycle of a plant</li><li>- Where does our food come from?</li><li>- Children will learn about seasonal change – Spring</li><li>- Explore plants in the surrounding natural environment</li><li>- Explore the animals in the surrounding natural environment</li><li>- Explore plants and animals in a. Contrasting natural environment</li><li>- Learning about David Attenborough and his work to stop plastic in our oceans.</li></ul> <p><b>Enriching the curriculum</b></p> <ul style="list-style-type: none"><li>- Chick Hatching Experience in class</li><li>- Stay &amp; Play with parents (Knowledge Day)</li></ul> <p>Science - Living Things and their habitats Geography – How can we help our world?</p>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"><li>- Plant observation drawings</li><li>- Chick Craft</li><li>- Food Art</li><li>- Whole Class Collaborative collage.- saving our planet from plastic</li></ul> <p><b>Artist Study</b> Joan Miro - Collage</p>  <p><b>Music</b> Sing nursery rhymes and action songs – Our World</p> <p>Art – Collage Computing - Computer Science and Digital Literacy</p>	<p>Jack and the Beanstalk – Talk 4 Writing Unit</p>  <p>Eggs and Chicks by Fiona Patchett</p>  <p>The Tiny Seed by Eric Carle</p> 	Why is Easter special for Christians?	<p><b>Growing and Changing</b></p> <p>Seasons Life Stages - plants, animals, humans Life Stages: Human Life stages – who will I Be? Where do babies come from? Getting bigger Me and my body – girls and boys</p>	<p>We prioritise communication and language skills throughout the EYFS</p> <p>School using assessments such as NELI and WELCOM to support pupils.</p> <p>School uses a traded speech and language service to support children who need extra intervention.</p>	<p><b>Gross Motor</b> Children will jump and land safely from a height</p> <p><b>Fine Motor</b> Children will use cutlery appropriately</p> <p><b>PE</b> Dance (PE Hub)</p>	<p><b>Week 1 – Length, height and time</b> - Compare height, Talk about time, Order and sequence time <b>Week 2 – Building 9 and 10</b> – Find 9 and 10, Compare numbers to 10, Represent 9 and 10, Conceptual subitising to 10 <b>Week 3 – Building 9 and 10</b> – 1 more, 1 less, Composition to 10, Bonds to 10 (2 parts), Make arrangements of 10 <b>Week 4 – Building 9 and 10</b> – Bonds to 10 (3 parts), Doubles to 10 (find a double), Doubles to 10 (make a double), Explore even and odd <b>Week 5 – Explore 3D shapes</b> - Recognise and name 3-D shapes, Find 2-D shapes within 3-D shapes, Use 3-D shapes for tasks, 3-D shapes in the environment <b>Week 6 – Explore 3D shapes</b> - Identify more complex patterns, Copy and continue patterns, Patterns in the environment</p>	<p><b>Comprehension</b> Children will be able to talk about the characters in the books they are reading <b>Word Reading</b> Children will read words containing tricky words and digraphs <b>Writing</b> Write simple dictated captions representing the sounds they know with a letter/letters. Focus on oral composition before writing.</p>	

		<p><u>Progression in stories, rhyming books and nursery rhymes</u></p> <p>: Old Macdonald The Wheels On The Bus The Hokey Cokey</p>								
Summer 1	Amazing Animals	<p><u>Understanding of the World</u></p> <ul style="list-style-type: none"><li>- Where do animals live? Describe animal habitats</li><li>- Animals who lived in the past – Dinosaurs</li><li>- What are baby animals called? Animal offspring</li><li>- Children will learn about sun safety</li><li>- Our own pets and animals at home</li><li>- Animal rescue centres</li></ul> <p><u>Enriching the curriculum</u></p> <ul style="list-style-type: none"><li>- Farm Visit</li><li>- Visit from Sheldon the Tortoise</li><li>- Teddy Bears Picnic – design and make our own sandwich</li><li>- Stay &amp; Play with parents (Knowledge Day)</li></ul> <p>Science - Animals excluding humans History – How did dinosaurs become extinct? Geography – Where do animals of the world live?</p>	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"><li>- Minibeast observational drawings/sketches</li><li>- Animal collage</li><li>- Animal patterns</li><li>- Creating fossils</li></ul> <p><u>Artist Study</u> Henri Rousseau</p>  <p><u>Music</u> Rhythm – using instruments to find beat.</p> <p><u>DT</u> Mechanisms – Exploring Sound</p> <p>Art – Drawing <u>DT – Mechanisms</u> Computing - Information Technology and Digital Literacy</p>	<p>The Little Red Hen – Talk 4 Writing Unit</p>  <p>We're going on a Bear Hunt – by Michael Rosen (Teddy Bear Picnic) <i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p> 	<p>Being special: Where do we belong?</p>	<p><b>Rights and Respect</b></p> <p>Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money</p>	<p>We prioritise communication and language skills throughout the EYFS</p> <p>School using assessments such as NELI and WELCOM to support pupils.</p> <p>School uses a traded speech and language service to support children who need extra intervention.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement</p> <p><b>Fine Motor</b> Children will hold scissors correctly and cut out small shapes</p> <p><u>PE</u> Gymnastics (PE Hub)</p>	<p><b>Week 1 – To 20 and beyond</b> - Build numbers beyond 10 (10 -13), Continue patterns beyond 10 (10-13), Build numbers beyond 10 (14-20) <b>Week 2 – To 20 and beyond</b> – Continue patterns beyond 10 (14-20), Verbal counting beyond 20, Verbal counting patterns <b>Week 3 – How many now?</b> – Add more, How many did I add?, Take away, How many did I take away? <b>Week 4 – Manipulate, compose and decompose</b> – Select shapes for a purpose, Rotate shapes, Manipulate shapes, Explain shape arrangements <b>Week 5 – Manipulate, compose and decompose</b> - Compose shapes, Decompose shapes, Copy 2-D shape pictures, Find 2-D shapes within 3-D shapes <b>Week 6 – Sharing and Grouping</b> - Explore sharing, Sharing, Explore grouping</p>	<p><b>Comprehension</b> Children will retell a story using new vocabulary <b>Word Reading</b> Children will read longer sentences containing phase 4 words and tricky words <b>Writing</b> Children will write words which are spelt phonetically using the sounds they know.</p>
		<p><u>Progression in stories, rhyming books and nursery rhymes</u></p> <p>Revision of previous rhymes and songs</p>								



Summer 2	Fantasy	<p><b><u>Understanding of the World</u></b></p> <ul style="list-style-type: none"><li>- Children will explore castles and their role in the past</li><li>- We will learn the difference between fiction and non-fiction</li><li>- Talk about the differences between materials and changes we notice. Observe, measure and record how materials change when heated and cooled. Compare how materials change over time and in different conditions.</li><li>- We will read The Ghanaian Goldilocks – from this we will learn about Ghana and compare to where we live.</li></ul> <p><b><u>Enriching the curriculum</u></b></p> <ul style="list-style-type: none"><li>- Walking to Tesco to use money independently</li><li>- Reception Class Assembly</li><li>- Stay &amp; Play with parents (Knowledge Day)</li></ul> <p>Science - Materials, including changing materials</p> <p>History – Where were castles built?</p> <p>Geography – Where is Ghana and how does it compare to where we live?</p>	<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"><li>- Castle painting</li><li>- Fantasy sketches</li><li>- Castle design and build</li><li>- Our last self-portrait in Reception</li><li>- Design our own princess/pirate</li></ul> <p><b><u>Artist Study</u></b></p> <p>Frank Bowling – primary colours mixing</p> 	<p><b><u>Music</u></b></p> <p>Rhythm – using instruments to find beat.</p> <p>Art – Sculpture</p> <p>Computing -Information Technology and Digital Literacy</p>	<p><b>Goldilocks – Talk 4 Writing</b></p>  <p><b>The Ghanaian Goldilocks</b> by Dr Tamara Pizzoli</p> 	Which stories are special and why?	<p><b>Being my Best</b></p> <p>Transition activities in preparation for Year 1</p>	<p>We prioritise communication and language skills throughout the EYFS</p> <p>School using assessments such as NELI and WELCOM to support pupils.</p> <p>School uses a traded speech and language service to support children who need extra intervention.</p>	<p><b>Gross Motor</b> Children will be able to play by rules and develop coordination</p> <p><b>Fine Motor</b> Children will form letters correctly using tripod grip</p> <p>Sun Safety</p> <p><b>PE</b> Cooperate and Solve Problems (PE Hub)</p>	<p><b>Week 1 – Sharing and Grouping</b> – Grouping, Even and odd sharing, Play with and build doubles</p> <p><b>Week 2 – Visualise, build and map</b> – Identify units of repeating patterns, Create own pattern rules, Explore own pattern rules, Replicate and build scenes and constructions</p> <p><b>Week 3 – Visualise, build and map</b> – Visualise from different positions, Describe positions, Give instructions to build, Explore mapping</p> <p><b>Week 4 – Visualise, build and map</b>– Represent maps with models, Create own maps from familiar places, Create own maps and plans from story situations</p> <p><b>Week 5 – Make Connections</b> - Deepen understanding, Patterns and relationships</p> <p><b>Week 6 – Consolidation</b></p>	<p><b>Comprehension</b> Children will be able to answer questions about what they have read</p> <p><b>Word Reading</b> Children will read books matched to their phonics ability</p> <p><b>Writing</b> Children will write simple phrases and sentences using recognisable letters and sounds.</p>	
		<p><b><u>Progression in stories, rhyming books and nursery rhymes</u></b></p> <p>Revision of previous rhymes and songs</p>	  									