

EYFS Yearly Curriculum Overview

| Topic | Communication and Language | Personal, Social and Emotional Development | Physical Development | Literacy | Phonics and Word Reading | Mathematics | Understanding the World | Expressive Arts and Design |
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| | <p>Learn and use new vocabulary in different contexts. Use new vocabulary through the day</p> <p>Children will use the <i>fantastics</i> which are the 9 ideas for writing, thinking, talking, drama. The <i>catalytics</i> enable quality of exchanges to develop good communicators.</p> <p>The <i>realistics</i> to develop breadth of communication, knowledge and high expectation</p> | | | | | | | |
| Autumn 1 | <p>All About Me</p> <p>Reading/Writing</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Nursery Rhymes</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> | <p>Getting changed</p> <p>Manage own needs</p> <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E: Gymnastics</p> <p>Perform 'like' actions in a sequence. Carry and set up apparatus safely.</p> <p>Fine Motor</p> <p>Pencil grip</p> <p>Scissor Control</p> <p>Use of a knife and fork</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently</p> <p>Managing the school day</p> <p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene</p> <p>Use their core muscles strength to achieve good posture when sitting at a table or on the floor</p> | <p>Colour monster/Worry monster</p> <p>Nursery Rhymes</p> <p>Learn and recall nursery rhymes</p> <p>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>Writing</p> <p>Name writing</p> <p>Write recognisable letters correctly formed to match phonics taught</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p> | <p>Phonics</p> <p>Phase 1 guidance available if needed</p> <p>Phase 2</p> <p>s,a,t,p,</p> <p>i, n, m,d,</p> <p>g,o,c,k,</p> <p>ck,e,u,r</p> <p>h, b, f, l</p> <p>vc and cvc words</p> <p>Phase 2 tricky words reading and spelling</p> <p>Practice Reading</p> <p>Lilac books for enjoyment for first 2 weeks</p> <p>Word reading to practise and apply blending in weeks 1 and 2</p> <p>In week 3, practise reading begins for most children that match their current phonics level/fluency</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words</p> | <p>Unit 1: Numbers to 5</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral with its cardinal value</p> <p>Explore the composition of numbers to 10</p> <p>Comparing groups within 5</p> | <p>History Link</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> | <p>Small World/Role Play</p> <p>Develop story lines in their play</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Create resources and props when role playing characters</p> <p>Music Link</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> |

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| | <p>Writing unit: Ruby's worry</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Listen and talk about stories to build familiarity and understanding</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Retell a story</p> <p>Retell a story they have developed deep familiarity with; some as exact repetition and some in their own words</p> | <p>Getting changed</p> <p>Manage own needs</p> <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E: Dance</p> <p>Progress towards a more fluent style of moving with developing control and grace</p> <p>Fine Motor</p> <p>Pencil grip</p> <p>Scissor Control</p> <p>Use of a knife and fork</p> <p>Develop small motor skills so they can use a range of tools competently, safely and confidently</p> <p>Managing the school day</p> <p>Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene</p> <p>Use their core muscles strength to achieve good posture when sitting at a table or on the floor</p> | <p>Comprehension</p> <p>Writing</p> <p>Writing Unit</p> <p>Ruby's worry</p> <p>Write recognisable letters correctly formed to match phonics taught</p> <p>Spell words using phonics taught</p> | <p>Read a few common exception words</p> <p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p> | <p>Unit 2: Comparing groups within 5</p> <p>Unit 3: Shape</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes</p> | <p>Science/Geography Link</p> <p>Understand the effects of changing seasons on the natural world around them</p> <p>Explore what they see, hear and feel whilst outside</p> <p>R.E Link</p> <p>Diwali</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> <p>Team Building</p> | <p>DT Link</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Explore a variety of materials, tools and techniques</p> <p>Share their creations, explaining the process they have used</p> |
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| Autumn 2 | Being Unique | <p>Writing unit: Perfectly Norman</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Helicopter Stories</p> <p>Use new vocabulary</p> <p>Connect one idea to action to another using a range of connectives</p> | <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E Gymnastics</p> <p>Revise and refine the fundamental movement skills they have already acquired</p> <p>Fine Motor</p> <p>Pencil Grip</p> <p>Correct formation of letters</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> | <p>Comprehension</p> <p>Hook:</p> <p>The Mega Magic Hair Swap</p> <p>Writing</p> <p>Writing Unit:</p> <p>Perfectly Norman</p> <p>Write recognisable letters correctly formed to match phonics taught</p> <p>Spell words using phonics taught</p> | <p>Phonics</p> <p>Phase 2</p> <p>ff, ll, ss, j</p> <p>v, x, w, y,</p> <p>z, zz, qu, ch,</p> <p>sh, th, ng, nk</p> <p>words with s /s/ added at the end (hats sits)</p> <p>words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Assessment of phase 2 sounds</p> <p>cvc words</p> <p>Practise Reading</p> <p>Matched to current phonics level/fluency</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words</p> <p>Read a few common exception words</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Re-read books to build up</p> | <p>Unit 4: Change within 5, one more one less</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> | <p>Geography Link</p> <p>Draw information from a simple map</p> <p>History Link</p> <p>Talk about the lives of people around them and their roles in society – People who help us</p> <p>Science Link</p> <p>Understand some important process and changes in the natural world around them</p> <p>Science – What floats?</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> <p>Den Building</p> | <p>Art Link</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Music Link</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making, performing solo or in groups</p> <p>Diwali and Hanukkah</p> <p>Small World/Role Play</p> <p>Develop story lines in their play</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Create resources and props when role playing characters</p> |
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| Winter | <p>Writing unit: Penguins- Report/Fact file</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Penguin/winter Poems</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> | <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E Gymnastics</p> <p>Combine different movements with ease and fluency</p> <p>Fine Motor</p> <p>Pencil Grip</p> <p>Correct formation of letters</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Keeping Healthy – Screen Time</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> | <p>Comprehension</p> <p>Hook: Winter is here.</p> <p>Writing</p> <p>Writing Unit:</p> <p>Penguins- Report/Fact file</p> <p>Write recognisable letters correctly formed to match phonics taught</p> <p>Spell words using phonics taught</p> | confidence in word reading, fluency, understanding and enjoyment | <p>Unit 5: Number bonds within 5</p> <p>Unit 6: Space</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Develop spatial reasoning skills</p> <p>Automatically recall number bonds</p> | <p>Science/Geography Link</p> <p>Understand the effects of changing seasons on the natural world around them</p> <p>Explore what they see, hear and feel whilst outside</p> <p>R.E Link</p> <p>Diwali</p> <p>Christmas</p> <p>Hanukkah</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> | <p>Music Link</p> <p>Christmas Songs - performance</p> <p>Sing in a group</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making, performing solo or in groups</p> |
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| Spring 1 | Adventures | <p>Writing: We're Going on a Bear Hunt</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Listen and talk about stories to build familiarity and understanding</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Learn a song</p> <p>Learn rhymes, poems and songs</p> | <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E: Dance</p> <p>Fine Motor</p> <p>Cursive Handwriting</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> | <p>Comprehension</p> <p>Hook: Pirates Love Underpants</p> <p>Writing and Shared Reading: We're Going on a Bear Hunt</p> <p>Form upper- and lower-case letters</p> <p>Write short sentences with words with known sounds using a capital letter and full stop</p> <p>Spell words using phonics taught</p> | <p>Phonics</p> <p>Phase 3</p> <p>ai, ee, igh, oa, Oo, oo, ar, or, Ur, ow, oi, ear, er, air,</p> <p>words with double letters: dd mm tt bb rr gg pp ff</p> <p>Longer words</p> <p>Phase 3 tricky words reading and spelling</p> <p>Practise Reading</p> <p>Matched to current phonics level/fluency</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words</p> <p>Read a few common exception words</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> | <p>Unit 7: Numbers to 10</p> <p>Unit 8: Comparing numbers within 10</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> | <p>Outdoor Learning</p> <p>Explore the natural world around them</p> <p>Art Link</p> <p>Draw pictures of animals</p> <p>R.E Link</p> <p>Chinese New Year</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> | <p>Art Link</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Music Link</p> <p>Watch and talk about performance art, expressing their feelings and responses</p> |
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| | <p>Jungles and Rainforests</p> | <p>Writing</p> <p>One Day on this Blue Planet: The Rainforest</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Retell a story</p> <p>Retell a story they have developed deep familiarity with; some as exact repetition and some in their own words</p> | <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E: Gymnastics</p> <p>Develop overall body strength, balance, co-ordination and agility</p> <p>Fine Motor</p> <p>Cursive Handwriting</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Keeping Healthy</p> <p>– Keeping Active</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> | <p>Comprehension</p> <p>Hook:</p> <p>Paddington Bear</p> <p>Writing and Shared Reading:</p> <p>One Day on this Blue Planet: The Rainforest</p> <p>Form upper- and lower-case letters</p> <p>Write short sentences with words with known sounds using a capital letter and full stop</p> <p>Spell words using phonics taught</p> | <p>Read simple phrases and sentences made up of words with known sounds and common exception words</p> <p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p> | <p>Unit 9: Addition to 10</p> <p>Unit 10: Measure</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers</p> <p>Compare length, weight and capacity</p> | <p>Recognise some similarities and differences between life in this county and life in other countries</p> <p>Science/Geography Link</p> <p>Recognise some environments that are different to the one they live in</p> <p>R.E Link</p> <p>Shrove Tuesday</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> | <p>Small World/Role Play</p> <p>Develop story lines in their play</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Create resources and props when role playing characters</p> |
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| Spring 2 | Traditional Tales | <p>Writing: Jack and the Jellybean stalk</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Helicopter Stories</p> <p>Use new vocabulary</p> <p>Connect one idea to action to another using a range of connectives</p> | <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E: Dance</p> <p>Fine Motor</p> <p>Cursive Handwriting</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> | <p>Comprehension</p> <p>Hook: Jack and the Beanstalk</p> <p>Writing: Jack and the Jellybean stalk</p> <p>Form upper- and lower-case letters</p> <p>Write short sentences with words with known sounds using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</p> | <p>Phonics</p> <p>Phase 3</p> <p>review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>review Phase 3: er air words with double letters</p> <p>longer words</p> <p>words with two or more digraphs</p> <p>longer words</p> <p>words ending in -ing compound words</p> <p>longer words</p> <p>words with s in the middle /z/ s</p> <p>words ending -s</p> <p>words with -es at end /z/</p> <p>Phase 3 tricky words reading and spelling</p> <p>Practise Reading</p> <p>Matched to current phonics level/fluency</p> <p>Re-read books to build up</p> | <p>Unit 11: Number bonds to 10</p> <p>Unit 12: Subtraction</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Automatically recall number bonds from 0-10</p> | <p>Science/Geography Link</p> <p>Understand the effects of changing seasons on the natural world around them</p> <p>Explore what they see, hear and feel whilst outside</p> <p>R.E Link</p> <p>Easter</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> <p>Internet Safety:</p> <p>Use technology safely and respectfully, keeping personal information private</p> | <p>Music Link</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making, performing solo or in groups</p> <p>Small World/Role Play</p> <p>Develop story lines in their play</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Create resources and props when role playing characters</p> <p>Art Link</p> <p>To explore and recreate the artwork of Jackson pollock.</p> |
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| The Three Little Pigs | <p>Writing: If Pigs can Fly</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Royalty/Traditional tales/food Poems</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> | <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E: Gymnastics</p> <p>Combine different movements with ease and fluency</p> <p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with physical activity</p> <p>Fine Motor</p> <p>Cursive Handwriting</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Keeping Healthy</p> <p>– Healthy Eating</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> | <p>Comprehension</p> <p>Writing</p> <p>Writing Unit:</p> <p>If Pigs can Fly</p> <p>Form upper- and lower-case letters</p> <p>Write short sentences with words with known sounds using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</p> | confidence in word reading, fluency, understanding and enjoyment | <p>Unit 13: Exploring Patterns</p> <p>Mastery activities and assessment</p> <p>Continue, copy and create repeating patterns</p> | <p>R.E Link</p> <p>Ramadan</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Science Link</p> <p>Understand some important process and changes in the natural world around them</p> <p>What floats? – Discovering floating and sinking</p> <p>What happens at night? – Knowing what light and dark means and be able to talk about the sun, moon and stars</p> <p>What is in the sky? – Discovering living and non-living things that you might find on the sky</p> <p>What is the moon? – Explore the moons appearance and what an astronaut does</p> <p>What makes it move? – Understand how a push or pull is needed to make an object move</p> <p>What makes my toy work? – Find out if a push, pull or twist is needed to make a toy move</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> | <p>DT Link</p> <p>Join materials together – junk modelling</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Explore a variety of materials, tools and techniques experimenting with colour, design and texture</p> <p>Share their creations, explaining the process they have used</p> <p>Music Link</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making, performing solo or in groups</p> |
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| | <p>Animals and habitats</p> | <p>Writing: If sharks disappeared</p> <p>Commotion in the ocean Handa's Surprise Hook: Loud, Quiet</p> <p>Ask questions to find out more. Articulate their thoughts in well-formed sentences. Understand how to listen carefully Learn new vocabulary Use new vocabulary Listen and talk about stories to build familiarity and understanding</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time Listen to stories</p> <p>Social Stories Develop social phrases Use talk to help work out problems and organise thinking</p> <p>Science Use talk to explain how things work and why they might happen</p> <p>Learn a song Learn rhymes, poems and songs</p> | <p>Social Stories Build constructive and respectful relationships Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally Think about the perspective of others</p> <p>Voting Boards Think about the perspective of others See themselves as a valuable individual</p> | <p>Gross Motor P.E: Dance</p> <p>Fine Motor Refining skills already taught</p> <p>Keeping Healthy – Toothbrushing</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> | <p>Writing Writing Unit: If sharks disappeared</p> <p>Commotion in the ocean Handa's Surprise Hook: Loud, Quiet</p> <p>Form upper- and lower-case letters</p> <p>Write short sentences with words with known sounds using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</p> | <p>Phonics Phase 4</p> <p>short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC</p> <p>longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p>Practise Reading Matched to current phonics level/fluency Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p> | <p>Unit 14: Counting on and back Unit 15: Numbers to 20</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds Subitise Link the numeral with its cardinal value Compare numbers Explore the composition of numbers to 10 Understand the 'one more than/one less than' relationship between consecutive numbers Count beyond 20</p> | <p>R.E Link Passover</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Outdoor Learning Explore the natural world around them</p> <p>Science Link Explore what they see, hear and feel whilst outside Science: What does an earthworm do?</p> | <p>Small World/Role Play Develop story lines in their play Create collaboratively, sharing ideas, resources and skills Create resources and props when role playing characters</p> |
| Summer 1 | | <p>Writing: Recount – trip to the farm Ask questions to find out more. Articulate their thoughts in well-formed sentences. Understand how to listen carefully Learn new vocabulary Use new vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time Listen to stories</p> <p>Social Stories Develop social phrases Use talk to help work out problems and organise thinking</p> <p>Recount an event Describe events in some detail</p> | <p>Social Stories Build constructive and respectful relationships Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally Think about the perspective of others</p> <p>Voting Boards Think about the perspective of others See themselves as a valuable individual</p> | <p>Gross Motor P.E: Speed and Agility</p> <p>Developed confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Fine Motor Refining skills already taught</p> <p>Keeping Healthy – Sleep Routine</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> | <p>Comprehension Shared Reading</p> <p>Writing Writing Unit: Recount – trip to the farm Form upper- and lower-case letters Write short sentences with words with known sounds using a capital letter and full stop Re-read what they have written to check it makes sense</p> | | <p>Unit 16: Numerical patterns</p> <p>Mastery activities and assessment</p> <p>Count objects, actions and sounds Subitise Link the numeral with its cardinal value Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers</p> | <p>Geography Link Draw information from a simple map</p> <p>Outdoor Learning Explore the natural world around them</p> | <p>DT Link Return to and build on their previous learning, refining ideas and developing their ability to represent them Explore a variety of materials, tools and techniques experimenting with form and function Share their creations, explaining the process they have used</p> |

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| Summer 2 | Communication and messages | <p>Writing Unit: I want a pet dog.</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Helicopter Stories</p> <p>Use new vocabulary</p> <p>Connect one idea to action to another using a range of connectives</p> | <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E: Games</p> <p>Develop overall body strength, balance, co-ordination and agility</p> <p>Fine Motor</p> <p>Refining skills already taught</p> <p>Keeping Healthy</p> <p>– Being a safe pedestrian</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> | <p>Comprehension</p> <p>Hook: The day the crayons quit</p> <p>Writing</p> <p>Writing Unit:</p> <p>I want a pet dog.</p> <p>Form upper- and lower-case letters</p> <p>Write short sentences with words with known sounds using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</p> | <p>Phonics</p> <p>Phase 4</p> <p>long vowel sounds CVCC CCVC</p> <p>long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words ending –s /s/</p> <p>Phase 4 words ending –s /z/</p> <p>Phase 4 words ending –es longer words</p> <p>root word ending in:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p> <p>Phase 4 words ending in:–s /s/, –s /z/, –es</p> <p>longer words</p> <p>Phase 4 tricky words reading and spelling</p> <p>Focused group teaching of phase 5 sounds</p> | <p>Unit 17: Shape</p> <p>Unit 18: Measure</p> <p>Mastery activities and assessment</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it</p> <p>Compare length, weight and capacity</p> | <p>Recognise some similarities and differences between life in this county and life in other countries</p> <p>Science/Geography Link</p> <p>Understand the effects of changing seasons on the natural world around them</p> <p>Explore what they see, hear and feel whilst outside</p> <p>History Link</p> <p>Comment on images of familiar situations from the past</p> <p>Compare and contrast characters from stories inc figures from the past</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> | <p>Music Link</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making, performing solo or in groups</p> <p>Small World/Role Play</p> <p>Develop story lines in their play</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Create resources and props when role playing characters</p> |
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| | <p>Transport</p> | <p>Writing Unit: The Naughty Bus</p> <p>Ask questions to find out more.</p> <p>Articulate their thoughts in well-formed sentences.</p> <p>Understand how to listen carefully</p> <p>Learn new vocabulary</p> <p>Use new vocabulary</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Daily Demonstrative Reading</p> <p>Engage in story time</p> <p>Listen to stories</p> <p>Social Stories</p> <p>Develop social phrases</p> <p>Use talk to help work out problems and organise thinking</p> <p>Science</p> <p>Use talk to explain how things work and why they might happen</p> <p>Poems</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> | <p>Social Stories</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspective of others</p> <p>Voting Boards</p> <p>Think about the perspective of others</p> <p>See themselves as a valuable individual</p> | <p>Gross Motor</p> <p>P.E: Speed and Agility</p> <p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with physical activity</p> <p>Fine Motor</p> <p>Refining skills already taught</p> <p>Keeping Healthy</p> <p>– Sun Safety</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> | <p>Comprehension</p> <p>Writing Unit: The Naughty Bus</p> <p>Form upper- and lower-case letters</p> <p>Write short sentences with words with known sounds using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</p> | <p>Phase 4 tricky words reading and spelling</p> <p>Practise Reading</p> <p>Matched to current phonics level/fluency</p> <p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</p> | <p>Unit 19: Sorting</p> <p>Unit 20: Time</p> <p>Mastery activities and assessment</p> | <p>R.E Link</p> <p>Eid</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Science Link</p> <p>Understand some important process and changes in the natural world around them including states of matter</p> <p>Science – What melts?</p> <p>Outdoor Learning</p> <p>Explore the natural world around them</p> | <p>Music Link</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Explore and engage in music making, performing solo or in groups</p> |
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