

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Themes	<p>Settling in: <i>Meeting new people, learning names, routines, rules and boundaries, asking for help.</i></p> <p>Families and Special people: <i>Who lives in your house, who is important to you and why.</i></p> <p>Feelings and Emotions: <i>Identifying and recognising them in ourselves and others.</i></p> <p>Colour: <i>Primary and secondary, colour mixing</i></p> <p>Autumn changes: <i>Noticing leaves changing, what is weather and seasons.</i></p>	<p>Diwali: <i>What it is and how it is celebrated?</i></p> <p>Christmas: <i>What it is and how it is celebrated?</i></p> <p>The Nativity: <i>Learning songs and story.</i></p> <p>Songs: <i>Learning and remembering songs to perform.</i></p> <p>Changes in season: <i>Continuing to discuss seasonal changes from Autumn to Winter.</i></p>	<p>Pancake Day: <i>How are pancakes made, what are the ingredients, where do they come from.</i></p> <p>Lunar New Year: <i>What it is and how it is celebrated?</i></p> <p>Shopping lists and recipes: <i>Making a shopping list, where does food come from.</i></p> <p>Preparing and trying foods: <i>Knife skills, basic cooking skills, mixing and measuring.</i></p>	<p>Holi: <i>What it is and how it is celebrated?</i></p> <p>Signs of Spring: <i>Seasonal changes, flowers, leaves and new growth.</i></p> <p>Lifecycles and changes to plants and animals: <i>What are the lifecycles of some plants and animals such as caterpillars, bean plants.</i></p> <p>Looking at stages and how they change during each one.</p>	<p>Maps and directions: <i>What is a map and what does it show us? How can we use it when we visit somewhere new?</i></p> <p>Staying safe out and about: <i>Crossing a road, staying safe on a trip, talking to strangers, staying with the group.</i></p>	<p>Moving on: <i>Saying goodbye and how that feels.</i></p> <p>Starting school: <i>Feelings about starting in a new or different class with different people.</i></p> <p>Transitions and having a practise in new classrooms.</p> <p>Teamwork and exercise: <i>Learning how to work as a team, cheer each other on, stay healthy and try new things.</i></p>
Key Texts	<p>The Colour Monster <i>Anna Llenas</i></p> <p>The Journey Home From Grandpa's <i>Jemima Lumley</i></p> <p>Oh no, George! <i>Chris Haughton</i></p> <p>The Pumpkin Who Was Afraid Of The Dark <i>Michelle Robinson</i></p>	<p>Owl Babies <i>Martin Waddell</i></p> <p>The Gingerbread Man <i>Traditional Tale</i></p> <p>The Nativity</p> <p>Stickman <i>Julia Donaldson</i></p> <p>Diwali</p>	<p>Pancakes, Pancakes <i>Eric Carle</i></p> <p>Winnie and Wilbur at [Chinese] Lunar New Year <i>Valeria Thomas and Korky Paul</i></p> <p>Goldilocks and the Three Bears <i>Traditional Tale</i></p>	<p>Holi Hai <i>Chitra Soundar</i></p> <p>Superworm <i>Julia Donaldson</i></p> <p>The Three Billy Goats Gruff <i>Traditional Tale</i></p> <p>The Very Hungry Caterpillar <i>Eric Carle</i></p> <p>Jasper's Beanstalk <i>Nick Butterworth</i></p>	<p>The Three Little Pigs <i>Traditional Tale</i></p> <p>What the Ladybird Heard <i>Julia Donaldson</i></p> <p>Where The Wild Things Are <i>Maurice Sendak</i></p> <p>Shark in the Park <i>Nick Sharratt</i></p>	<p>The Tiger Who Came to Tea <i>Judith Kerr</i></p> <p>We're Going on a Bear Hunt <i>Michael Rosen</i></p>
Extra Texts	<p>The Leaf Thief <i>Alice Hemming</i></p>	<p>Maisie's Snowy Christmas Eve <i>Lucy Cousins</i></p> <p>Santa's Suit <i>Kate Lee</i></p> <p>The Jolly Christmas Postman <i>Allan Ahlberg and Janet Ahlberg</i></p>	<p>The Little Red Hen <i>Traditional Tale</i></p>	<p>Jack and the Beanstalk <i>Traditional Tale</i></p> <p>The Enormous Turnip <i>Traditional Tale</i></p>	<p>The Paper Dolls <i>Julia Donaldson</i></p>	<p>Handa's Surprise <i>Eileen Browne</i></p> <p>Supertato <i>Paul Linnet and Sue Hendra</i></p>
Activities	<p>Mixing coloured paint, water, other materials</p> <p>Exploring pumpkins inside and out.</p> <p>Lola, Magic Egg</p> <p>Ribbon Dance</p>	<p>Nativity Performances</p> <p>Visit to the Post Office, letters to Santa</p> <p>Rangoli art and Diya lamps</p> <p>Christmas cards</p> <p>Christmas decorations</p> <p>Making Gingerbread</p>	<p>January Book Week</p> <p>Learning how to make and prepare foods safely.</p> <p>Making porridge</p> <p>Tasting food for Lunar New Year</p> <p>Making pancakes</p>	<p>Chrysalis delivered— caterpillar to butterfly</p> <p>Planting seeds</p> <p>Holi colour throwing and making colour powders</p>	<p>Trip to the Farm Park</p> <p>Going on a bus</p> <p>Following a map</p> <p>Identifying local animals, wildlife and farm life.</p>	<p>Sports Day</p> <p>Sponsored Walk</p> <p>Food tasting, exploring and preparing. Trying new things.</p>

EYFS Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CL: Listening, Attention and Understanding	<ul style="list-style-type: none"> - Can find it difficult to pay attention to more than one thing. - Use a wider range of vocabulary. 	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." 	<ul style="list-style-type: none"> - Understand 'why' questions, like "Why do you think the caterpillar got so fat?" 		
CL: Speaking	<ul style="list-style-type: none"> - May have problems saying some sounds (j, f, th, ch, sh) and multisyllabic words such as 'pterodactyl' or 'hippopotamus'. - Use longer sentences of four to six words. 	<ul style="list-style-type: none"> - Sing a large repertoire of songs. - Knows many rhymes and can talk about familiar books. - Able to tell a long story. - Start a conversation with an adult or friend. - Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> - Know many rhymes, talk about familiar books and tell a story. - Use a wider range of vocabulary. - Use longer sentences of four to six words. - Use talk to organise their play. - "Let's go on a bus, you sit there... I'll be the driver." 	<ul style="list-style-type: none"> - Start a conversation with an adult or friend and continue it for many turns. 		<ul style="list-style-type: none"> - Express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
PSED: Self Regulation	<ul style="list-style-type: none"> - Select and use activities and resources with help when needed. 		<ul style="list-style-type: none"> - Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> - Do not always need an adult to remind them of a rule. 	<ul style="list-style-type: none"> - Develop appropriate ways of being assertive. 	
PSED: Managing Self	<ul style="list-style-type: none"> - Become more outgoing with unfamiliar people in the safe context of their setting. 	<ul style="list-style-type: none"> - Increasingly follow rules and understand why they are important. - Show more confidence in new social situations. 				
PSED: Building Relationships	<ul style="list-style-type: none"> - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> - Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> - Play with one or more children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> - Talk with others to solve conflicts. 	<ul style="list-style-type: none"> - Help to find solutions to conflicts and rivalries. e.g., accepting that not everyone can be Spiderman and suggesting alternatives. 	<i>(blank)</i>
PD: Gross Motor Skills	<ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks. - Develop balancing and riding (scooters, trikes, bikes) and ball skills. 	<ul style="list-style-type: none"> - Go up steps/stairs or climb apparatus using alternate feet. - Skip, hop, stand on one leg and hold a pose (e.g., musical statues). 	<ul style="list-style-type: none"> - Match physical skills to tasks and activities. - Choose whether to run, walk or tiptoe. - Choose appropriate resources to execute a plan (e.g., spade to enlarge a hole). 	<ul style="list-style-type: none"> - Collaborate with others to move large items (e.g., long planks, large blocks). 	<ul style="list-style-type: none"> - Take part in group activities made up by themselves or teams. 	<ul style="list-style-type: none"> - Use and remember movement sequences linked to music and rhythm.
PD: Fine Motor Skills	<ul style="list-style-type: none"> - Increasingly independent dressing/undressing (coats, zips). - Begin to eat independently, using a knife and fork. 	<ul style="list-style-type: none"> - Use one-handed tools (snips, scissors). - Increasing independence in care needs (teeth brushing, toilet, washing/drying hands). 		<ul style="list-style-type: none"> - Make healthy choices about food, drink, activity and tooth brushing. 		<ul style="list-style-type: none"> - Show a preference for a dominant hand. - Use a comfortable grip with good control of pens/pencils.

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Literacy: Comprehension	<ul style="list-style-type: none"> - Enjoy and join in with songs and rhymes. - Repeat key words and phrases and ask questions about stories. 	<ul style="list-style-type: none"> - Begin to know the names of different parts of a book. 	<ul style="list-style-type: none"> - Understand that print has meaning and can be used for different purposes. 	<ul style="list-style-type: none"> - Spot rhyming words. 	<ul style="list-style-type: none"> - Recognise initial sounds and notice words which have the same initial sound. 	
Literacy: Word Reading	<ul style="list-style-type: none"> - Share and enjoy books with an adult. - Respond to words and pictures. 		<ul style="list-style-type: none"> - Begin to hear syllables. - Continue to enjoy rhymes, songs and vocabulary. 			
Literacy: Writing	<ul style="list-style-type: none"> - Make marks and begin to give meaning to them. - Draw freely. 	<ul style="list-style-type: none"> - Make marks for a purpose; use emergent writing. 	(blank)	<ul style="list-style-type: none"> - Write some or all of their name. 	<ul style="list-style-type: none"> - Use their early letter knowledge and print writing in their play. 	
Maths: Number	<ul style="list-style-type: none"> - Join in with finger rhymes and counting songs. - Use counting behaviour within play. 	<ul style="list-style-type: none"> - Count out up to 5 and some beyond to 10 or 20. - Count finger numbers. 	<ul style="list-style-type: none"> - Fast recognition of up to 3 (subitising). - Compare quantities and know that 'more than/less than' relates to total amount. 		<ul style="list-style-type: none"> - Link numerals to amounts. - Begin to use symbols or written numerals for number. 	
Maths: Numerical Patterns	<ul style="list-style-type: none"> - Use number language such as 'more/few'. - Explore shape and space by completing puzzles, using construction toys and making patterns. 	<ul style="list-style-type: none"> - Use shapes appropriately and combine to make new ones for a purpose. 		<ul style="list-style-type: none"> - Informal maths language, comparing size, weight, capacity etc. 	<ul style="list-style-type: none"> - Describe positions and familiar routes. 	<ul style="list-style-type: none"> - Talk about patterns they notice around them.
UTW: Past and Present	<ul style="list-style-type: none"> - Repeat actions that have an effect. - Talk about families. 			<ul style="list-style-type: none"> - Make sense of their own life story and family history. 		
UTW: People, Culture and Communities	<ul style="list-style-type: none"> - Notice differences between people. 		<ul style="list-style-type: none"> - Develop a positive attitude about differences including religion, culture, physical differences and similarities. 	<ul style="list-style-type: none"> - Know about different countries and talk about their experiences. 		
UTW: The Natural World	<ul style="list-style-type: none"> - Explore materials including natural materials inside and out. 	<ul style="list-style-type: none"> - Show respect for the natural world and understand it is important to care for it. 	<ul style="list-style-type: none"> - Explore how things work. - Explore different phenomena they see in the natural world. 		<ul style="list-style-type: none"> - Talk about differences between materials and notice changes. - Explore forces. 	
EAD: Creating with Materials	<ul style="list-style-type: none"> - Make intentional marks. - Explore paint and manipulate different media. 	<ul style="list-style-type: none"> - Join materials together. - Create closed shapes and use them to represent other things. 		<ul style="list-style-type: none"> - Use their own ideas and develop expressions about how to express them. 		
EAD: Being Imaginative	<ul style="list-style-type: none"> - Respond to music, dance and move. - Join in with action songs and rhymes. - Explore colour and colour mixing. 	<ul style="list-style-type: none"> - Take part in pretend play/role play. - Express thoughts and feelings. - Sing and create their own songs, following melodic shape and matching pitch. 	<ul style="list-style-type: none"> - Make imaginative and complex small worlds. 	<ul style="list-style-type: none"> - Develop a narrative when using small world resources. 	<ul style="list-style-type: none"> - Draw with increasing complexity. - Create their own songs and explore instruments with increasing control. 	<ul style="list-style-type: none"> - Represent movement or feeling in their drawing.