




Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	All About 	Terrific Tales 	The Big Wide World 	Amazing Animals 	The Great Outdoors 	On The Move 
General themes These themes may be adapted at various points to allow for children's interests to flow through the provision	<ul style="list-style-type: none"> Starting school and getting to know my new class. Being me in my world. My family and PSED focus on what am I good at? Being kind and making friends. My Body and how have I changed? 	<ul style="list-style-type: none"> Traditional Tales. The Gingerbread Man. Begin weekly visits to the school library. Celebration Christmas. Christmas Lists Letters to Santa 	<ul style="list-style-type: none"> Where do we live in the UK / world? Where in the world have you been? Paddington is from Peru, what about you? Climates Contrasting environments Where do you live? Customs around the world 	<ul style="list-style-type: none"> Life cycles of frogs and ducks Mini beasts Animals around the world Climates / Hibernation 	<ul style="list-style-type: none"> Plants & Flowers. Weather / seasons. The great outdoors. Planting seeds. Make a sculpture/transient nature art linked to Andy Goldsworthy. How can we look after our Earth and animals? 	<ul style="list-style-type: none"> Growing older Transport Occupation Travel
'Wow moments' First hand experiences that support the children to receive a high - quality education and seeing the positive impact that this has as they grow.	<ul style="list-style-type: none"> Transition Birthdays Harvest Autumn Trail 	<ul style="list-style-type: none"> Bonfire Night Christmas Time Diwali and Hannukah Remembrance Day Children in Need Anti- Bullying Week 	<ul style="list-style-type: none"> Walk around key places in London Colney. Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day 	<ul style="list-style-type: none"> Planting seeds Easter time Nature Scavenger Hunt Mother's Day Easter Egg Hunt 	<ul style="list-style-type: none"> Start of Ramadan Eid Visit to the farm Road safety 	<ul style="list-style-type: none"> Transitions Sports day Father's Day Heathy Eating Week World Environment Day Older year groups selling Ice cream

Parental involvement	<ul style="list-style-type: none"> • Home visit • Staggered Start • Parents phone consultations. • Wow moments • PSED workshop 	<ul style="list-style-type: none"> • Wow moments • Christmas events • Phonics workshop • Parent consultations 	<ul style="list-style-type: none"> • Wow moments • Random acts of kindness challenge 	<ul style="list-style-type: none"> • Wow moments • Academic review day • Mother's Day event 	<ul style="list-style-type: none"> • Wow moments • Reading picnic 	<ul style="list-style-type: none"> • Wow moments • Summer report to parents.
Whole EYFS Focus	<p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, weekly interventions, role play, and a daily story time.</p>					
Communication and Language <p>In our community, different faiths, beliefs, and cultures are regularly celebrated throughout the year, and we do try and learn a few key words and multilingualism in Early Years.</p>	<p>All aspects of developing C&L are considered throughout daily classroom practice, continuous provision, sessions such as circle time, clear classroom rules and routines. Observations, next steps, and target setting supports the development of each individual. Intervention programmes such as speech link and nurture groups are designed to support children who are not meeting the expectations.</p>					
	Welcome to EYFS <ul style="list-style-type: none"> • Enjoy listening to longer stories. • Pay attention to more than one thing at a time. • Understand a question or instruction that has two 	Tell me a Story! <ul style="list-style-type: none"> • Listening to others in small groups. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a growing repertoire of songs. 	Tell me why? <ul style="list-style-type: none"> • Develop their communication skills and begin to use more complex sentences to link thoughts. • Use a wider range of vocabulary linked to our topic. 	Talk it through! <ul style="list-style-type: none"> • Use longer sentences of four to six words. • Talk about familiar books, and be able to tell a long story. • Follow simple 	What happened? <ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their 	Time to share! <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well

	<p>parts, such as: "Get your coat and wait at the door".</p>	<ul style="list-style-type: none"> • Know an increasing number of rhymes. 	<ul style="list-style-type: none"> • Develop their pronunciation of words. 	<p>directions how to plant a seed.</p>	<p>play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>as actions.</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary.
<p>Literacy</p> <p><u>Comprehension:</u></p> <p>Encouraging and developing a passion for reading.</p> <p>The children will visit the school library weekly.</p> <p>As the children progress, the children will be read with at least twice a week.</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom 	<p>Retell stories related to events through acting/role play.</p> <p>Retelling stories using images / apps.</p> <p>Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Sequence story - use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to Little Wandle.</p> <p>Ensure home reading books</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Retell a story with actions and / or picture prompts as part of a group.</p> <p>Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story.</p> <p>Can draw pictures of characters/event /setting in a story.</p>	<p>Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions.</p> <p>Fiction and Non- Fiction: Beginning to understand that a non-fiction is a</p>

	<ul style="list-style-type: none"> The names of the different parts of a book. <p>Sequencing familiar stories using pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Enjoy an increasing range of books.</p> <p>Actions to retell the story.</p> <p>Story Maps.</p>	<p>match their phonic knowledge.</p> <p>Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>World Book Day Activities.</p> <p>Timeline of how plants grow.</p>	<p>May include labels, sentences or captions.</p>	<p>non-story- it gives information instead.</p> <p>Fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p>Suggested Stories</p> <p>All Literacy is linked to topic, books, and children's interests. Children learn the structure of books and storytelling.</p>	<ul style="list-style-type: none"> Wow said the owl The Gruffalo It's Okay to be Different 	<ul style="list-style-type: none"> 5 Little Pumpkins Elmer Stick man Christmas stories 	<ul style="list-style-type: none"> Paddington In Peru Can't You Sleep Little Bear? We're going on a bear hunt 	<ul style="list-style-type: none"> The Very Hungry Caterpillar Jack and the Beanstalk Farmer Duck Handa's surprise 	<ul style="list-style-type: none"> The Ugly Duckling The rainbow fish 	<ul style="list-style-type: none"> The Naughty Bus We're going on a bear hunt
<p>Mathematics</p>	<p>Recognise some numerals of personal significance. Fast recognition of up to 3 objects.</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral- up to 5.</p>	<p>Compare quantities using language: 'more than', 'fewer than'. Begin to describe a</p>	<p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Make comparisons between objects relating to size, length,</p>

<p>Numbers, patterns, and shapes</p>	<p>without having to count them individually. Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5. Matches the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10</p>	<p>Combine shapes to make new ones - an arch, a bigger triangle etc. Understand simple patterns using shapes. Talk about and explore 2D shapes which they can see. Begin to use words like "round" and "straight" when talking about the shapes.</p>	<p>Understand position through words alone- for examples, "The bag is under the table," with no pointing. Describe a familiar route.</p>	<p>sequence of events, real or fictional, using words such as 'first', 'then...' Discuss locations using words like 'in front of' and behind.</p>	<p>Solve real world mathematical problems with numbers up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and using cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>	<p>weight, and capacity. Consolidate prior learning and revisit areas as needed.</p>
<p>Understanding the world</p>	<p>Families - who is my family? Body parts - head shoulders knees and toes. Talk about what they see, using a wide vocabulary.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore light and dark. Show interest in different occupations. Begin to make sense of their own life-story and family's history. Celebrations:</p> <ul style="list-style-type: none"> • Diwali 	<p>Show interest in different occupations. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Homes in the past. Celebrations:</p> <ul style="list-style-type: none"> • Chinese New Year 	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Explore the features of spring. Celebrations:</p> <ul style="list-style-type: none"> • Pancake Day • Passover • Easter 	<p>Observe and care for growing animals (caterpillars and ducklings.) Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>

Expressive Art and Design

	<ul style="list-style-type: none"> • Bonfire night • Remembrance Day • Hanukkah • Christmas 	<ul style="list-style-type: none"> • Valentine's Day 		Celebrations: <ul style="list-style-type: none"> • Eid-ul-Fitr 	Celebrations: <ul style="list-style-type: none"> • Eid-al-Adha
<p>Creating sounds using instruments. Take part in simple pretend play, using an object to represent different things.</p> <p>Begin to remember and sing entire songs.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Enjoy dancing and joining in with ring games</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore colour and colour-mixing.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Show different emotions in their drawings - happiness, sadness, fear etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around one they know.</p>

<p>Religious Education</p> <p>Discovery RE scheme</p>	<p>Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism</p>	<p>Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation</p>	<p>Theme: Celebrations Key Question: How do people celebrate? Religion: Hinduism</p>	<p>Theme: Easter Key Question: What is Easter? Religions: Christianity Christian Concept: Salvation</p>	<p>Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special People Key Question: What makes people special? Religions: Christianity, Islam, Judaism</p>
<p>Personal, Social and Emotional Development</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Self-identity • Being in a classroom • Rights and responsibilities 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • Identifying talents • Being special • Making friends 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Seeking help • Jobs • Achieving goals 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food 	<p>Relationships</p> <ul style="list-style-type: none"> • Family life • Friendship[s] • Being a good friend 	<p>Growing and Changing</p> <ul style="list-style-type: none"> • Consider routines and patterns of a typical day • Understand some areas in which the children can look after themselves. E.G. Dressing and undressing
<p>Managing self/ Self-regulation</p>	<p>Play with increasing confidence on their own and with other children- because they know their key person is nearby and available. Beginning to follow rules, understanding</p>	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, and so on. Safely explore emotions beyond their normal range</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar</p>	<p>Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>To be able to play in a group with friends, and make up ideas of things to do and games to play To begin to manage feelings and talk about emotions</p>	<p>To be ready for new experiences like starting school To learn how to be assertive To be able to follow rules and know why they are important</p>

why they are important. Develop friendships with other children	through play and stories.	people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	To understand how others might be feeling. Develop their sense of responsibility and membership of a community. Feel strong enough to express a range of emotions.	To begin to find solutions to quarrels and rivalries. To be able to follow the rules without an adult reminding me.
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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Gross motor skills and fine motor skills

Continue to develop their movement through: <ul style="list-style-type: none"> Balancing Riding Ball skills Beginning to match their developing physical skills to tasks and	<ul style="list-style-type: none"> Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to 	<ul style="list-style-type: none"> With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Uses one-handed tools and equipment, for example, making 	<ul style="list-style-type: none"> Begin to be independent as they get dressed and undressed, for example, putting coats on and doing up zips. Begin to be independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing, 	<ul style="list-style-type: none"> Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and 	<ul style="list-style-type: none"> Is independent and helps to get dressed and undressed Makes healthy choices about food, drink, activity, and tooth brushing
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activities in the setting. For example, they decide whether to:

- Crawl
- Walk
- Run

Go up steps and stairs, or climb up apparatus, using alternate feet.

carry out their own plan.

Begin to:

- Skip
- Hop
- Stand on one leg and hold a pose for a game like musical statues.

- Use a comfortable grip with good control when holding chunky pens, pencils, and paints.

- Start to eat independently and learns how to use a knife and fork.

- Begin to show a preference for a dominant hand.

and drying their hands thoroughly.

- Begin to understand about healthy choices about food, drink, and activity.
- Start taking part in some group activities which they make up for themselves, or in teams.

drying my own hands.

- Goes up steps and stairs, or climb up apparatus, using alternate feet
- Uses large-muscle movements to wave flags and streamers, paint and make marks
- Able to eat independently and use a knife and fork
- Uses a comfortable grip with good control when holding pens and pencils

- Works with others to manage large items outside.

- Developing their small motor skills so that they can use a range of tools competently, safely, and confidently. Children to be confident at manipulating playdough.
- Beginning to write letters or marks that can be recognised by others.