

	Autumn	Spring	Summer
Whole School Themes	Story Telling Curious Minds	Building for the Future Getting Creative	Healthy Habits Lights, Camera, Action
Communication & Language			
The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.			
<p>Communication and Language</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech, and language interventions, EYFS productions and assemblies</p> <p>Daily Story Time</p>	<p>Welcome to your new class and school</p> <p>Understanding the importance of listening carefully</p> <p>This is me! Me, my home, my school – learning each other’s names and teacher’s names</p> <p>Asking and answering questions to find out more about each other and to check our understanding of what has been said</p> <p>Modelling talk routines throughout the day e.g., arriving in school: “Good Morning, how are you?”</p> <p>Understanding how to listen carefully and why listening is important</p>	<p>Listening and responding to other’s ideas during class discussion and play</p> <p>Show and Tell – sharing thoughts, feelings and ideas based on a theme/ topic</p> <p>Answering questions involving ‘how?’ and ‘why?’</p> <p>Understanding new vocabulary connected with our books and topics. Retelling a story with story language. Describing events in some detail</p> <p>Following instructions involving more than one action</p> <p>Learning rhymes, poems, and songs</p> <p>Showing sustained focus when listening to a story</p>	<p>Working together - Team work activities and games to encourage communication between peers. Whilst engaged in an activity, children listen and respond appropriately to what other people say</p> <p>Speaking – Expressing ourselves effectively showing awareness of the listener</p> <p>Using past, present, and future tenses correctly</p> <p>During classwork and play, offer explanations of why things happen making use of recently introduced vocabulary from our texts and topics</p> <p>Re reading some books so children learn the language necessary to talk about what is happening in illustrations and relate it to their own lives.</p>

English

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoying rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<p>Literacy</p> <p>Texts may change due to children's interests</p>	<p>Possible texts: <i>Marvellous Me, Five Minutes Peace, The Gingerbread Man, Stick Man and The Christmas Story. Information books about autumn and celebrations.</i></p> <p>Phonics - Beginning Phase 2 Letters and Sounds.</p> <p>Reading: Continuing a rhyming string. Beginning to hear and say the initial sound in words Beginning to segment and blend the sounds in words and to know which letters represent some of them e.g. <i>it, at</i> Reciting known stories Enjoying a variety of books</p> <p>Comprehension: Talking about the books we have read and answering questions about the text. Using a story map to talk about the sequence of events Understanding that stories have a beginning, middle and end Retelling a known story with actions or picture prompts , as part of a group</p> <p>Writing: Recognising and writing own names Giving meaning to marks we make as we draw, write and paint. Beginning to break the flow of speech into words Using some clearly identifiable letters to communicate meaning</p>	<p>Possible texts: <i>Supertato, Lost and Found, Peepo Baby, We're Going on a Bear Hunt. Information books about bears, dinosaurs, and life in the past.</i></p> <p>Phonics - Continuing Phase 2 and beginning phase 3 Letters and Sounds</p> <p>Reading: Beginning to read words, captions, and phrases consistent with developing phonic knowledge Enjoying alliteration in class books Starting to use vocabulary and forms of speech that are increasingly influenced by our experiences of books Developing own narratives and explanations by connecting ideas or events Enjoying an increasing range of books</p> <p>Comprehension: Showing our understanding of the text by answering questions Anticipating key events in stories and discussing what we do and do not like about stories we have read Being imaginative, creating own events for Supertato and Evil Pea</p> <p>Writing: Using our phonic knowledge to write simple (cvc) words and captions, representing some sounds correctly and in the right order (making phonetically plausible attempts)</p>	<p>Possible texts: <i>Goldilocks and the Three Bears, Jack and the Beanstalk, The Very Hungry Caterpillar and information books about life cycles.</i></p> <p>Phonics - Phase 3 and 4 Letters and Sounds</p> <p>Reading: Reading aloud simple sentences and books that are consistent with our current knowledge of letters and sounds, including our tricky words. Reading unfamiliar words by sound blending. Understanding the difference between fiction and non-fiction</p> <p>Comprehension: Using and understanding recently introduced vocabulary during discussions about stories, non-fiction books, rhymes and poems and during role play Making predictions Retelling the stories and orally creating our own versions Discussing and describing characters from our texts Comparing different versions of the stories</p> <p>Writing: Using our phonic knowledge to write words representing some sounds correctly and in the right order and writing simple phrases and sentences that can be read by others. Beginning to be aware of and, in some cases use, capital letters and full stops .</p>
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	<p>Beginning to write simple words/labels for lego models e.t.c. These may contain some recognisable letters or be marks that have meaning to the writer</p> <p>Handwriting – noting dominant hand, developing a tripod grip. Modelling correct letter formation</p>	<p>Writing some of the tricky words that we have learned in Letters and Sounds e.g. <i>to</i> and <i>the</i></p> <p>Creating speech bubbles, wanted posters and lists</p> <p>Handwriting – continuing to develop a good pencil grip and developing muscle tone to put pencil pressure on paper. Beginning to form letters correctly</p>	<p>Writing some of the tricky words that we have learned in Letters and Sounds e.g. <i>he</i>, and <i>was</i>.</p> <p>Handwriting – holding a pencil effectively with a comfortable grip and forming most letters correctly</p>
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Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths	<p><u>Number and place Value</u> Developing a deep understanding of the numbers 1-5 looking at how to represent the numbers, compare them and understanding the composition of numbers 1-3 Comparing quantities of identical and non-identical objects Sorting objects into groups Beginning to subitise (recognise the number of objects in a small group without the need to count them)</p> <p><u>Addition and Subtraction</u> Finding one more and one less within 5 Change within 5</p> <p><u>Measure, shape, and spatial thinking</u> Comparing size, mass, and capacity (1) Exploring simple patterns (1)</p>	<p><u>Number and Place Value</u> Counting to 10 Comparing groups up to 10 Composition of 4 & 5 6,7 & 8 Subitising (recognising the number of objects in a small group without the need to count them)</p> <p><u>Addition and Subtraction</u> Introducing zero Making pairs Combining 2 groups to find the whole Recognising number bonds to 5 then 10 (using a ten frame or the part-whole model). Early doubling</p> <p><u>Measure, shape, and spatial thinking</u></p>	<p><u>Number and Place Value</u> To 20 and beyond – building numbers beyond 10 First, then and now Counting to 20</p> <p><u>Addition and Subtraction</u> Change, adding more and taking away</p> <p><u>Multiplication and division (numerical patterns)</u> Halving and sharing Looking at odd and even numbers Doubling numbers</p> <p><u>Measure, shape, and spatial thinking</u> Find my pattern, making simple patterns and exploring more complex patterns</p>
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	Looking at circles, triangles, squares, and rectangles Understanding positional language Time – ordering the events of my day First, then and now	Comparing mass and capacity (2) Length, height and time 2D then 3D shape Pattern (2)	Length, height and distance, weight, and capacity
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction texts, rhymes, and poems that will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<p align="center">Understanding the World</p> <p>Throughout the year the children will be encouraged to interact with our beautiful outdoor environment to foster curiosity, observe the weather and changing seasons and to give them freedom to touch, smell and hear the natural world during hands on experiences. They will enjoy regular sessions working on our allotment with Ms. Daniel.</p>	<p>This is me! Me, my home, my school –My community and the people around me - sharing who is in my family and who lives with me. Children talking about what is familiar to them. Discussing have we have grown and changed since we were babies.</p> <p>Christmas – listening and responding to the Christmas story, talking about what’s on our Christmas list, sharing our own family traditions and listening to other traditions too</p> <p>Our family traditions- Are we all the same? Do we all celebrate Christmas or Diwali or do we do something different? Do countries celebrate differently?</p> <p>Technology – Discussing the use of technology in the world around us</p>	<p>Animals –Learning about bears and comparing them to other animals. Do bears live in Lymm?</p> <p>Environment (making sense of) – talking about similarities and differences of own and other environments Comparing the South Pole to Lymm Sharing non-fiction texts that offer an insight into contrasting environments</p> <p>Food – Looking at traditional food from around the world. Healthy food and healthy diets. Identifying what is a fruit or a vegetable Planting potatoes Making Easter cakes</p> <p>Technology- use the internet to find out facts about animals and our environment and the local area. Use our class interactive whiteboard</p>	<p>Mini Beasts– Exploring our allotments to find mini-beasts and observing them closely. Learning what a habitat is</p> <p>Sun Safety – discussing what we need to do to stay safe in the sun</p> <p>Keeping our teeth Healthy – visit from a dentist</p> <p>Technology - Taking photos with the iPad. Using Bee Bots on simple mats. Encouraging the children to use navigational language</p>
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	<p>completing simple programs on the computer and interacting with age-appropriate software e.g. making a Christmas picture using a paint package</p> <p>Choosing our dinners using the interactive whiteboard</p> <p>Beginning to understand how to stay safe on-line</p> <p>Observe the changing seasons Going on an autumn walk Drawing autumn trees using a programme on Purple Mash Looking closely at berries, conkers, acorns, and other autumn objects</p> <p>The Past How have we changed since we were babies Discussing what Christmas was like for our grandparents?</p> <p>The Gingerbread Man – Why doesn't the Gingerbread man want to get wet? Looking at dissolving.</p> <p>Identifying what is a fruit or a vegetable linked to our harvest lessons</p> <p>Festivals/ Celebrations - Harvest, Diwali, Bonfire Night, Christmas, Remembrance Day</p>	<p>Use age-appropriate apps on our iPad e.g., playing phonics games on Education City to consolidate learning</p> <p>Giving instructions to a programmable toy</p> <p>The Past: Peepo Baby – examining the illustrations closely and talking about the differences between our homes and fashion now and then</p> <p>Dinosaurs – what were they, how long ago did they live, how do we know they existed? Mary Anning – first female to find a fossil</p> <p>Observe the changing seasons Going on a spring walk</p> <p>Freezing and melting Going on a frosty day walk and using our senses to see, hear, feel and smell what is around us. Looking closely at the frost on leaves using magnifying glasses and observing what happens when we bring the leaves inside our warm classroom (melting)</p> <p>Festivals/ Celebrations – Chinese New Year, Easter, Valentine's day, Holi, start of Ramadan</p>	<p>Observe the changing seasons -Going on a summer walk</p> <p>Harvesting our vegetables</p> <p>The Very Hungry Caterpillar – looking at life cycles (possible visit to Warrington Museum for a workshop) Re-capping on healthy and unhealthy foods Making fruit kebabs</p> <p>Festivals/ Celebrations – Eid,</p>
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Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops

Expressive Arts and Design	<p>Mixing colours – exploring and investigating with colours Printing Poppies for a Remembrance Display Making Diwali patterns Winter – seasonal songs, making paper snowflakes, drawing in the frost, and role-playing the Christmas Story Using salt dough to make a Gingerbread Man Creating Christmas decorations Making a Christmas card using mixed media</p> <p>Designing and building a bridge for the Gingerbread Man to cross the river safely</p> <p>Building models using construction equipment</p> <p>Creating simple representations of people and objects using paint, pencils, and other mixed media. Looking at ourselves closely and creating self portraits</p> <p>Learning nursery rhymes and action songs and accompanying them with instruments</p> <p>Performing in our Christmas Production</p>	<p>Experimenting with a variety of materials to represent own ideas Drawing penguins in the style of Oliver Jeffers.</p> <p>Mother’s Day – making cards and gifts</p> <p>Designing and making a superhero with cardboard tubes and mixed media</p> <p>Learning songs and stories and accompanying them with movement and instruments e.g. We’re Going on a Bear Hunt”</p> <p>Listening and responding to different styles of music</p> <p>Keeping to a beat using instruments</p> <p>Using story maps, puppets, props, and story bags to re-tell, invent, and adapt stories</p> <p>Making Chinese lanterns</p> <p>Making a simple bird feeder</p>	<p>Observing and drawing plants and flowers in our allotments</p> <p>Junk modelling</p> <p>Listening to and appraising Funk music</p> <p>Introduction to classical music</p> <p>Performing songs, dances, and stories to others in our end of year assembly</p> <p>Using collage and sculpture to create mini beasts and butterflies</p> <p>Performing in our end of year assembly to welcome our new children and families.</p> <p>Using simple paint packages to create art works.</p>
	<p>*Responding to music through movement. * Developing a catalogue of familiar songs and rhymes. Working collectively as a class/school to create displays and artworks.</p>		

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**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

<p>PE scheme</p>	<p>Real Foundations - Themes - Pirates, Space and Seaside covering fundamental skills: static balance on 1 leg, dynamic balance – jumping and landing and counter balance in pairs</p> <p>Enrichment - Taekwondo</p>	<p>Real Gym - unit 1 – covering fundamental skills: static balance – seated, floorwork and stance.</p> <p>Real PE, unit 1 covering fundamental skills static balance on 1 leg and coordination – footwork.</p>	<p>Real PE – unit 3 – covering fundamental skills: static balance – stance and agility – reaction and response</p> <p>Enrichment – Cricket- covering fundamental skills: coordination – sending and receiving, ball skills and agility – ball chasing and reaction and response</p>
<p>Fine motor</p>	<p>Threading, cutting, weaving, playdough. Fine Motor activities. Manipulating objects with good fine motor skills Drawing lines and circles using gross motor movements Holding pencil/paint brush beyond whole hand grasp</p> <p>Developing muscle tone to put pencil pressure on papers</p> <p>Showing preference for a dominant hand</p> <p>Beginning to learn correct letter formation</p>	<p>Threading, cutting, weaving, playdough, fine motor activities</p> <p>Beginning to form letters correctly</p> <p>Handling tools, objects, construction and malleable materials with increasing control</p> <p>Drawing freely</p> <p>Holding small items / buttoning clothing / cutting with scissors</p>	<p>Threading, cutting, weaving, playdough, fine motor activities</p> <p>Forming most letters correctly Copying a square Beginning to draw diagonal lines, like in a triangle / starting to colour inside the lines of a picture Drawing pictures that are recognisable Building things with smaller linking blocks, such as Duplo or Lego</p>
<p>Gross motor</p>	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment</p> <p>Ball skills - throwing and catching</p> <p>Exploring moving in different ways</p> <p>Riding the pedal bikes and balancing on the Space Hoppers</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Balancing and moving with confidence</p> <p>Providing opportunities for children to, spin, rock, tilt, fall, slide and bounce</p> <p>Using picture books and other resources to explain the importance of the different aspects of a healthy lifestyle</p>	<p>Moving over, under, through and around equipment confidently</p> <p>Encouraging the children to be highly active and get out of breath several times every day</p> <p>Providing opportunities for children to, spin, rock, tilt, fall, slide and bounce</p> <p>Dancing / moving to music</p>

	Helping children to develop good personal hygiene.		
Trips and Visitors	Theatre Visit (this year a virtual pantomime) Reverend Bev – Christmas Visit from a baby Visit from a librarian	Everyday Superheroes. Visitors in class (if possible) policeman, environmentalist, zoologist	Class trip Visit to Smith’s Nursery Visit from a dentist Warrington Museum
School Values	Compassionate - We care about others Open-minded - We try new things	Aspirational - We reach for the stars Happy - We have a positive attitude	Resilient - We have a go and don’t give up Independent - We can do it!
Whole School Celebration focus	Harvest/Charity Assembly Christmas	Chinese New Year Easter	Cherry Tree Moving On
British Values	Rule of Law /Democracy Learning our Golden Rules and class boundaries	Individual liberty/ Mutual respect	Tolerance of different cultures and religions

Personal, Social and Emotional Development

Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Managing Self	New Beginnings	Good to Be Me	Changing Me - Look how far I've come!
Self – Regulation <i>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control</i>	Seeing ourselves as valuable individuals Being me in my world - Class Rules and routines supporting children to build relationships Becoming familiar with our school environment and routines.	Learning about qualities and celebrating differences Identifying and moderating own feelings Encouraging children to think about their own feelings and those of others by giving	Discussing why we take turns, wait politely, tidy up after ourselves and so on Taking part in sports day - winning and losing Modelling positive behaviour and highlighting exemplary behaviour of

<p><i>and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done (Education Endowment Foundation).</i></p>	<p>Talking about and naming our emotions Building our self - confidence</p> <p>Learning and understanding our school Golden Rules</p>	<p>explicit examples of how others might feel in different scenarios</p> <p>Relationships What makes a good friend? Random acts of kindness</p> <p>Looking after pets, looking after our planet Giving children strategies for staying calm in the face of frustration.</p> <p>Showing resilience and perseverance in the face of challenge Identifying and moderating feelings socially and emotionally</p>	<p>children in class, narrating what was kind and considerate about the behaviour</p> <p>Thinking about the perspectives of others Managing own needs</p>
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Link to Behaviour for Learning

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 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.