

	Autumn	Spring	Summer
Whole School Themes	Story Telling Curious Minds	Building for the Future Getting Creative	Healthy Habits Lights, Camera, Action
Communication & Language			
<p>The development of children’s spoken language underpins all seven areas of learning and 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, story-telling 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>			
<p style="text-align: center;">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 the EYFS/Tell me a story</p> <p>This is me! Me, my home, my school – learning each other’s names and our teachers names, recognising our own names, becoming familiar with our school environment and routines, learning and understanding our school Golden Rules, sharing who is in my family and who lives with me. Children talking about what is familiar to them.</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 others traditions too.</p> <p>Using talk to clarify ideas or events Model talk routines through out the day e.g. arriving in school: “Good Morning, how are you?”</p> <p>Beginning to maintain attention during an activity</p>	<p>Tell me why/Talk it through</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. Answering questions involving ‘how?’ and ‘why?’</p> <p>Understanding new vocabulary connected with our books and topics. Retell a story with story language. Describe events in some detail.</p> <p>Following instructions involving more than one action</p> <p>Learn rhymes, poems and songs</p> <p>Sustained focus when listening to a story</p>	<p>What happened/Time to share</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 Use past, present and future tenses correctly 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 style="text-align: center;">Literacy</p> <p style="text-align: center;">Texts may change due to children's interests</p>	<p>Possible texts: Marvellous Me, Five Minutes Peace, The Gingerbread Man, Stick Man and The Christmas Story.</p> <p>Focussed authors: Jill Murphy, Julia Donaldson</p> <p>Phonics(Little Wandle) - Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r l Week 5 h b f l</p> <p>Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu words with s /s/ added at the end (hats sits) ch Week 4 sh th ng nk Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Reading: Continuing a rhyming string. Beginning to hear and say the initial sound in words. Beginning to segment the sounds in simple words, blend them together and know which letters represent some of them.</p>	<p>Possible texts: Supertato, Lost and Found, Peepo Baby, information books about bears and life in the past and We're Going on a Bear Hunt.</p> <p>Focussed authors: Michael Rosen, Mick Inkpen</p> <p>Phonics(Little Wandle) - Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff</p> <p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters Week 3 words with two or more digraphs Week 4 longer words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s, words ending -s, words with -es at end /z/</p> <p>Reading: Beginning to read words and simple sentences. Starting to use vocabulary and forms of speech that are increasingly influenced by our experiences of books.</p>	<p>Possible texts: Goldilocks and the Three Bears, Jack and the Beanstalk, The Very Hungry Caterpillar and information books about life-cycles.</p> <p>Focussed authors: Fairy Tales, Eric Carle,</p> <p>Phonics(Little Wandle) Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words, were here little says Week 4 compound words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est</p>
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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.

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

Retelling a familiar story, developing an understanding of character, sequencing a familiar story, writing simple words and labels and following simple simple instructions.

Enjoying a variety of books

Handwriting – noting dominant hand, developing a tripod grip. Model correct letter formation

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.

Writing: Using our phonic knowledge to write words and captions, representing some sounds correctly and in the right order

Creating speech bubbles, wanted posters and lists. Being imaginative, creating own events for Supertato and Evil Pea.

Enjoying an increasing range of books

Handwriting – continue to develop a good pencil grip and develop muscle tone to put pencil pressure on paper. Begin to form letters correctly.

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.

Comprehension: Using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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.

Retelling the stories and orally creating our own versions
Discussing and describing characters from our texts.
Comparing different versions of the stories.

Handwriting – hold pencil effectively with a comfortable grip and form most letters correctly.

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 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.

Number and place Value
Developing a deep understanding of the numbers 1-5 looking at how to represent the

Number and Place Value
Comparing groups up to 10
Composition of 4 & 5

Number and Place Value
To 20 and beyond – building numbers beyond 10
First, then and now

Maths

	<p>numbers, compare them and understanding the composition of numbers 1-3. Comparing quantities of identical and non-identical objects Sort objects into groups Begin to subitise Counting to 10 <u>Addition and Subtraction</u> Sorting – sorting into groups Change within 5 – one more and one less <u>Measure, shape and spatial thinking</u> Compare size, mass and capacity Explore simple patterns Look at circles, triangles, squares and rectangles Positional language Time – my day</p>	<p>6,7 & 8 <u>Addition and Subtraction</u> Introducing zero Making pairs Combining 2 groups to find the whole Number bonds to 5 then 10 using a ten frame or the part-whole model <u>Measure, shape and spatial thinking</u> Compare mass and capacity (2) Length Height and Time 2D then 3D shape Pattern (2)</p>	<p>Counting to 20 <u>Addition and Subtraction</u> Change, adding more and taking away <u>Multiplication and division (numerical patterns)</u> Halving and sharing Odd and even numbers Doubling numbers <u>Measure, shape and spatial thinking</u> Find my pattern, making simple patterns and exploring more complex patterns, Length, height and distance, weight and capacity</p>
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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, rhymes and poems 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>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,</p>	<p>The Gingerbread Man – Why doesn’t the Gingerbread man want to get wet?</p> <p>This is me! Me, my home, my school –My community and the people around me</p> <p>Our family traditions- Are we all the same? Do we all celebrate Christmas or Diwali?</p> <p>Technology – complete simple programs on the computer and interact with age appropriate software e.g.</p>	<p>Animals –Learn about bears and compare them to other animals. Do bears live in Lymm?</p> <p>Environment (making sense of – talk about similarities and differences of own and other environments. Compare the South Pole to Lymm. Share non-fiction texts to that offer an insight into contrasting environments.</p>	<p>Technology - Taking photos with the I pads. Use Bee Bots on simple mats. Encourage the children to use navigational language.</p> <p>Mini Beasts– Exploring out allotments to find mini-beasts.</p> <p>The Very Hungry Caterpillar – life cycles, re-cap on healthy and unhealthy foods</p> <p>Sun Safety – what do we need to do to stay safe in the sun?</p>
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<p>smell and hear the natural world during hands on experiences.</p>	<p>Choose our dinners using the interactive whiteboard</p> <p>Observe the changing seasons Go on a autumn walk Look closely at berries, conkers, acorns and other autumn objects</p> <p>The Past What was Christmas like for our grandparents?</p> <p>Working on our allotment with Ms. Daniels</p> <p>Festivals/ Celebrations - Diwali, Bonfire Night, Christmas,</p>	<p>Food – Traditional food from around the world. Healthy food and healthy diets. Identifying what is a fruit or a vegetable.</p> <p>Technology- use the internet to find out facts about animals and our environment Use our class interactive whiteboard Use age appropriate apps on our ipads eg. playing phonics games on Education City to consolidate learning.</p> <p>Changing states –melting and freezing investigation</p> <p>The Past: Peepo Baby – examine the illustrations closely and talk about the differences between our homes and fashion now.</p> <p>Dinosaurs – what were they, how long ago did they live, how do we know they existed? Observe the changing seasons</p> <p>Working on our allotment with Ms. Daniels</p> <p>Festivals/ Celebrations – Chinese New Year, Easter,</p>	<p>Keeping our teeth Healthy – visit from a dentist (if possible).</p> <p>Observe the changing seasons</p> <p>Working on our allotment with Ms. Daniels</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. Give children an insight into new musical worlds. Invite musicians 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

<p>Expressive Arts and Design</p>	<p>Mixing colours – exploring and investigating with colours Printing Poppies for a Remembrance Display</p>	<p>Experiment with a variety of materials to represent own ideas</p> <p>Mother’s Day – making cards and gifts</p>	<p>Observing and drawing plants and flowers in our allotments.</p> <p>Junk modelling</p>
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	<p>Winter – seasonal songs, making paper snowflakes, drawing in the frost, and role-playing the Christmas Story Using salt dough to make a Gingerbread Man Create Christmas decorations Making a Christmas card using mixed media</p> <p>Design and build a bridge for the Gingerbread Man to cross the river safely</p> <p>Build models using construction equipment</p> <p>Create simple representations of people and objects using paint, pencils and other mixed media.</p> <p>Learn songs and accompanying them with movement and instruments.</p> <p>Performing in our Christmas Production</p>	<p>Designing and making a super hero 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>Use story maps, puppets, props and story bags to re-tell, invent and adapt stories.</p> <p>Make Chinese lanterns</p> <p>Keep to a beat using instruments</p> <p>Making a simple bird feeder</p>	<p>Perform songs, dances and stories to others in our end of year assembly.</p>
	<p>*Responding to music through movement. * Developing a catalogue of familiar songs and rhymes.</p>		
Health and Wellbeing			
PE	<p>Playground games – skipping, throwing & catching. Spatial awareness Fundamental movements</p>	<p>Gymnastics Dance Agility, balance and co-ordination</p>	<p>Athletics Sports Day Racing and chasing</p>
	<p>* Fine motor control - strengthening pencil grip and developing scissor control.</p>		
Trips and Visitors	<p>Imagine That!-Trip</p>	<p>Everyday Superheroes. Visitors in class (if possible) policeman, fireman.</p>	<p>Class trip Visit to Smith’s Nursery Visit from a dentist</p>
School Values	<p>Compassionate - We care about others Open-minded - We try new things</p>	<p>Aspirational - We reach for the stars Happy - We have a positive attitude</p>	<p>Resilient - We have a go and don’t give up Independent - We can do it!</p>

Whole School Celebration focus	Harvest 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