



	Autumn		Spring		Summer	
	1A	1B	2A	2B	3A	3B
Events & Festivals	Roald Dahl Story Day 13th September 2022 International Dot Day 15th September 2022 World Mental Health Day 10th October 2022 Diwali 24th October 2022	Halloween 31st October 2022 Bonfire Night 5th November 2022 Remembrance Day 11th November 2022 World Nursery Rhyme Week 14-18th November 2022 Children in Need 18th November 2022 Christmas Jumper Day 8th December 2023 Christmas End of Autumn 2	Martin Luther King Day 16th January 2023 Lunar New Year 22nd January 2023 World Lego Day 28th January 2023 Children's Mental Health Week 6-12th February 2023	National/International Mother Tongue Day 21st February 2023 Pancake Day (Shrove Tuesday) 21st February 2023 World Book Day 2nd March 2023 Holi & International Women's Day 8th March 2023 British Science Week 10-19th March 2023 Red Nose Day 18th March 2023 Mothering Sunday 19th March 2023 Ramadan Starts 22nd March 2023 Easter 9th April 2023	Earth Day 22nd April 2023 Eid 22nd April 2023 Children's Gardening Week 22- 28th May 2023 Armed Forces Day 20th May 2023 National Bee Day 20th May 2023	World Environment Day 5th June 2023 Oceans Day 8th June 2023 Father's Day 18th June 2023
Parental Engagement	EYFS Curriculum Meeting TBC FS1 Phonics - How the journey begins... TBC	Children in Need - Theme TBC Christmas Songs and Treats around the Tree TBC	Feel Good Day - Children's Mental Health Day TBC	International Mother Tongue Day - A journey around the world TBC Share a Story, Parent Reading Day TBC	Armed Forces Celebration Day TBC Family Garden Day TBC (W/C 22-28th May)	Parents Evening TBC Getting Ready for FS2 TBC

	1A	1B	2A	2B	3A	3B
Literacy Texts	Love makes a family (Sophie Beer) Toolkit: Description Maisy's House (Lucy Cousins)	Brown Bear, Brown Bear, What do you see? (Eric Carle) Toolkit: Description Dear Zoo (Rod Campbell) Toolkit: Description	We're Going On A bear Hunt (Michael Rosen) Toolkit - Openings and Endings Go, Go Pirate Boat (Katrina Chaman) Toolkit: Openings and Endings	Jaspers Beanstalk (Nick Butterworth) Text Type - Instructions The Very Hungry Caterpillar (Eric Carle) Text Type - Diary/sequencing	The Three Billy Goats Gruff (Author) Toolkit - Openings and Endings	Rady Steady Mo! (Mo Farah) Toolkit - Description The Koala Who Could (Rachel Bright)
Literacy Focus *T4W toolkit & ELG	<u>T4W Toolkit Focus Description</u> (Characterisation & Settings) Orally describe what something looks like, what can you hear, what it feels like, what it smells like Use adjectives to talk about what images and objects look like <u>Literacy - Writing Focus :</u> Make marks on their picture to stand for their name Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Repeat words and phrases from familiar stories. <u>Literacy - Word Reading Focus</u> Sing songs and say rhymes independently, for example, singing whilst playing. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	<u>T4W Toolkit Focus Description</u> (settings) Use adjectives to talk about what images and objects look like Orally describe what something looks like, what can you hear, what it feels like, what it smells like <u>Literacy - Writing Focus :</u> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. <u>Literacy - Word Reading Focus</u> Engage in extended conversations about stories, learning new vocabulary Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	<u>T4W Toolkit Focus Openings and Endings</u> Get a story going with <i>One day...</i> Take your character home at the end of the story. Learn how to end a story with <i>Finally...</i> <u>Literacy - Writing/Reading Focus :</u> Begin to understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom the names of the different parts of a book Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	<u>Text Type: Instructions</u> (Oral and Marks) <u>Literacy - Writing/Reading Focus :</u> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Understand the five key concepts about print: - print has meaning -Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Develop their phonological awareness, so that they can: - spot and suggest rhymes .Able to 'map' out a familiar story through drawing Recognise words with the same initial sound orally	<u>T4W Toolkit Focus Openings and Endings</u> Learn how to use a happily ever after ending Learn Once upon a time, there was a... who lived... to establish a character in a setting - <i>Once upon a time there was a pirate who lived on an island.</i> <u>Literacy - Writing Focus :</u> Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy To use some of their letter sound knowledge in their early writing. Able to 'map' out a familiar story through drawing <u>Literacy - Word Reading Focus</u> Knows that stories have beginnings and endings and sometimes guess how the story will end Has conversations about stories and learn new vocabulary Hear and says the first sound in a word when you say the word and be able to sign the letter Able to make up own stories, with characters, a beginning, middle and an end	<u>T4W Toolkit Focus Description</u> Orally describe where something is whilst using simple prepositions . The scruffy dog sat under the bed. <u>Literacy - Writing Focus :</u> To use some of their letter sound knowledge in their early writing. To write some or all of my name To write some letters accurately <u>Literacy - Word Reading Focus</u> To talk about the places and people in stories and the important things that are happening To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word To understand that different words and print have different purposes Able to say lots of words that rhyme with a word like 'cat' To be able to Orally segment and Blend CVC words

	1A	1B	2A	2B	3A	3B
Mathematical Focus Texts	Monkey Puzzle (Julia Donaldson)	Pattern Bugs (Trudy Harris)	How Much Does a Ladybird Weigh? (Alison Limentani)	The Better Best Birthday 3 (Lizzy Judge)	One More Try (Naomi Jones)	Rady Steady Mo! (Mo Farah)
Mathematical Focus WRM	White Rose Units					
	<p><u>Getting to Know you</u> Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p><u>Colours</u> Children should be taught to recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes.</p> <p>Children should be able to say when objects are and are not the same colour.</p> <p><u>Match</u> Provide opportunities for the children to explore and match objects which are the same.</p> <p><u>Sort</u> Children learn that collections can be sorted into sets based on attributes such as colour, size or shape.</p> <p>Sorting enables the children to consider what is the same about all the objects in one set and how they are different to the other sets.</p>	<p><u>Compare amounts</u> Once children can confidently sort collections into sets they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more, the same or fewer than another set.</p> <p><u>Compare Size, Mass and Capacity</u> Children learn that objects can be compared and ordered according to their size.</p> <p>Encourage the use of language such as big and little, small and large to describe a range of objects.</p> <p><u>Simple patterns</u> Children copy, continue and create their own patterns.</p>	<p><u>It's Me 1,2,3</u> Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p><u>Weight</u> Children will begin to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight.</p>	<p><u>3&4</u> Children count on and back to 4. They subitise sets of up to 4 objects to find out how many make their own collections of objects. They match the number to numerals and quantities and are able to say which sets have more and fewer items. When counting they continue to learn that the final number they say names the set</p> <p><u>Length and Height</u> Children begin by using language to describe length and height e.g. the tree is tall the pencil is short.</p>	<p><u>Number 5</u> Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. They represent up to 5 items on a five frame.</p> <p><u>1 More 1 Less</u> The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. Children continue to count, subitise and compare as they explore one more and one less. Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern.</p> <p><u>Shapes</u> Children will identify and focus on the properties of shapes. Children will be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'.</p>	<p><u>My Day</u> Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time. Children explore measuring time</p> <p><u>Capacity</u> Encourage children to build on their understanding of full and empty through practical activities.</p> <p><u>Positional Language</u> Children need opportunities to be exposed to and to use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across' Children also need opportunities to use terms which are relative: 'in front of', 'behind', 'on top of'.</p>

	1A	1B	2A	2B	3A	3B
Personal, Social and Emotional Development	<p>Is able to show some control. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries)</p> <p>Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.</p> <p>Feels strong enough to express a range of emotions.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p>	<p>Be increasingly able to talk about and manage their emotions</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children</p> <p>Safely explore emotions beyond their normal range through play and stories.</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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Increasingly begin to follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>To be able to play in a group with friends, and make up ideas of things to do and games to play</p> <p>To begin to manage feelings and talk about emotions</p> <p>To understand how others might be feeling</p>	<p>To be responsible and be confident to be part of my community</p> <p>To be ready for new experiences like starting school</p> <p>To learn how to be assertive</p> <p>To be able to follow rules and know why they are important</p> <p>To begin to find solutions to quarrels and rivalries</p>
Communication and Language Focus	<p><u>Focus</u></p> <p>Understand and act on longer sentences like make teddy jump or find your coat.</p> <p>Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p><u>Focus</u></p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p>	<p><u>Focus</u></p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p>	<p><u>Focus</u></p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Learns lots of new words and use them in play</p>	<p><u>Focus</u></p> <p>Starts a conversation with adults and friends</p> <p>Enjoys listening to longer stories and can remember what happens in them.</p> <p>Understand a question with two parts like "Can you get your coat and wait by the door please?"</p> <p>Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p>	<p><u>Focus</u></p> <p>Join in at group time by putting up hand and waiting their turn to talk</p> <p>Be able to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>Uses longer sentences of four to six words when talking</p> <p>Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p> <p>Sits quietly and listen for fifteen minutes</p> <p>Able to move away from distractions when concentrating</p>

	1A	1B	2A	2B	3A	3B
Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks.</p>	<p>Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands</p> <p>Goes up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Uses large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Able to eat independently and use a knife and fork</p>	<p>Is independent and helps to get dressed and undressed</p> <p>Makes healthy choices about food, drink, activity and tooth brushing</p> <p>Developing their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>To have an awareness of safety and manage own risks</p> <p>Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers cuts along a line</p>
Understanding the World	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Begin to make sense of their own life-story and family's history</p> <p>Explore how things work.</p>	<p>Begin to understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Begin to talk about the differences between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Shows an interest in different occupations</p> <p>Joins in with routines, like going shopping, and times that are special to them and their family like birthdays</p>	<p>Uses all of their senses to explore natural materials.</p> <p>Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently</p> <p>Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park</p> <p>Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs</p>	<p>Understands the key features of the life cycle of a plant and an animal.</p> <p>Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>

	1A	1B	2A	2B	3A	3B
Expressive Arts and Design	<p>Make simple models which express their ideas</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Listen with increased attention to sounds</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Safely uses and explores lots of different tools such as hammers, scissors and saws</p>	<p>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Plays instruments with increasing control to express feelings and ideas.</p> <p>Remember and sing whole songs.</p>	<p>Makes up stories when playing, like superheroes rescuing people from a building</p> <p>Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.</p> <p>Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features</p>
Artists	<p>Pablo Picasso</p> <p>Jackson Pollock (Abstract Expressionism)</p> <p>Wassily Kandinsky (Abstract)</p>		<p>Henri Matisse (Sculptor)</p> <p>Friedensreich Hundertwasser (Modern)</p> <p>Georges-Pierre Seurat (Pointillism)</p>		<p>Piet Mondrian (De Stijl)</p> <p>Vincent Van Gogh</p> <p>Yayoi Kusama</p>	

Skills and knowledge taught throughout the year...

Cooking

Weighing - pouring or spooning ingredients into scales.

Measuring using a range of devices/tools

Washing fruit and vegetables

Cutting soft ingredients eg butter, mushrooms, strawberries using a strong plastic knife

Breading and flouring

Mixing - using either a spoon or hands to mix together ingredients and learning specific methods such as rubbing in

Tearing, peeling and squashing

Sieving

Using a pestle and mortar

Kneading

Rolling, shaping and cutting dough

Spreading - buttering bread and spreading icing

Podding, picking and hulling - podding broad beans, picking leaves, tomatoes or grapes off the vine and hulling strawberries

Cutting using a small knife - children will learn how to form their hand into a claw to keep fingertips out of danger

Cutting with scissors

Grating

Greasing and lining a cake tin or tray

Setting the table

Gardening

Can use two and one handed tools to dig in the mud talking about the effect of their work (spades and trowels - making a hole).

Can use plants and leaves to enhance their mud play. They will use petals, stems, flower heads and leaves when making mud pies.

With close support can plant a seed or bean in the soil.

Can describe the process of a plant growing , rain falling and sun shining by using simple words, statements or actions.

Naturally asks questions of adults and peers when digging or planting.

Begins to understand that when a plant or flower has been pulled up, that it is dead and will not continue to grow

Shows care and concern for living plants and flowers.

Woodwork

Tool handling safety

Names and usage of tools

Hammering

Screwing

Drilling

Joining

Sawing

Sanding

Children will be guided through a set of sessions that allow them to develop safety skills which will teach them the basic skills to begin to develop their skill set further to create mini projects based upon interests

Children will earn a woodwork licence when they complete their workbook of skills.

Sewing

Weaving fabrics and threads within a frame or paper

Threading larger plastic needles with string, wool or thick thread

Safety with tools such as needles, scissors and small parts

Drawing shapes on material and threading/ sewing a shape

Joining two pieces of material together

Cutting material safely

Knotting threads

Project design

Adding buttons, sequins and embellishments