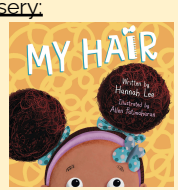
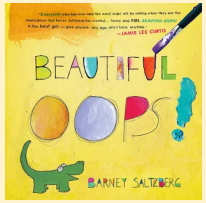
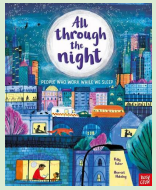
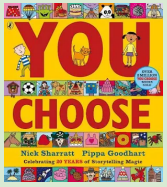
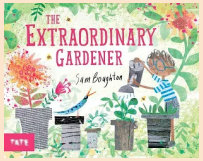
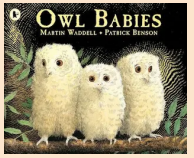
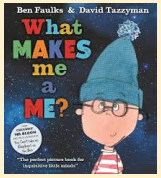
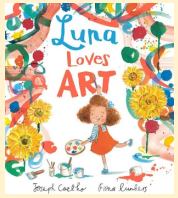
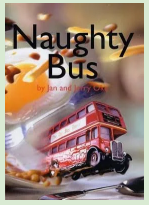
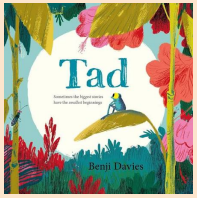
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Who are you?**	**Express Yourself!**	**Communities**	**Can you tell me a story?**	**Changes!**	**Our World**
Core Texts	Nursery:  Hooray for Fish My Hair I am Nefertiti	 The Beautiful Oops The Dot	 Emergency All Through The Night The Diggers Are Coming	 3 Little Pigs You Choose Goldilocks and the Three Bears	 The Extraordinary Gardener Errol's Garden Oliver's Garden	 Owl Babies Giraffes Can't Dance The Rainbow Fish/Tiddler The Selfish Crocodile
	Reception:  Don't Worry Little Crab. What makes me, me? Martha Maps it Out	 Luna Loves Art The Wonder	 Trains Trains Naughty Bus	 Gingerbread Man Story Orchestra - Carnival of the Animals Nutcracker	 Tad/Tadpole's Promise Hungry Caterpillar Gozzle - seasons	 Clean Up! Winnie the Pooh Helps the Bees
Understanding the World	To learn about ourselves and what makes us unique.	To learn about differences around the world, using art as a stimulus.	To learn about the people in our community and how they help us.	To learn about the past and how things have changed over time.	To learn about the changes of the seasons and the lifecycles of different living things.	To learn about how all living things are connected and how our actions impact the world.
Maths We follow the NCETM scheme which is centred around 6 key areas of mathematical development: Cardinality and Counting Comparison Composition	Nursery Number songs Comparison Counting Subitising to 3 Repeating Patterns Shape & Space		Counting to 3 Subitising to 3 Groups Position & Measure Comparing Patterns		Counting to 5 Subitising to 5 Creating Patterns Shape & Space Sorting & Comparing	

Pattern Shape and Space Measures	<u>Reception</u> Building number sense to 4 - counting objects accurately	Deepening understanding of 5 - recognising numerals - exploration of weight, capacity and length	Numbers within 10 - understanding 1 more, 1 less - comparing quantities - finding shapes	Composition and relationships within 10 - number bonds - addition and subtraction structures - measurements and time - sequencing - problem solving	Securing number relationships - automatic recall of number facts - practical mathematical problems	Pattern, reasoning and year 1 readiness - numerical and repeating patterns - consolidation of numbers 10 and beyond - properties of shape
Literacy - Comprehension	<u>Nursery</u> Daily carpet sessions Circle Time Story telling sessions Daily whole class story time <u>Reception</u> Reading Practice 3 x week Daily English Daily whole class story time					
Literacy - Word Reading	<u>Nursery</u> Rhyme time Tuning into sounds Phase 2 phonics					
	<u>Reception</u> Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	Phase 3: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, dd, mm, tt, bb, rr, gg, pp, longer words	Phase 3: Review Phase 3 digraphs and trigraphs Words with two or more digraphs Words ending -ing Compound words Longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	Phase 4: short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer words Compound words Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -est	Phase 4: Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root words ending in: –er, –est longer words	
Literacy - Writing	<u>Nursery</u>					

	Early mark making Patterns and strokes Drawing Ascribing meaning to marks					
	<u>Reception</u> Learning to write our names and familiar letters Establishing writing and mark making routines	To be able to write first or more sounds in a word	To be able to write simple CVC words.	To write a caption.	To write a sentence.	To write a sentence with punctuation.
Expressive Art and Design	Portraits and puppets	Exploring different artists and styles	Junk modelling Making vehicles Photography	Puppets, props and scenery for storytelling	Environmental art	Art using recycled materials
	<u>Skills developed across the year:</u> To make collages using a variety of materials. To explore paint, mixing colours and using paint for expression. To use clay and play dough to make models. Use papier mache to make props. Choosing their own ways to represent lifecycles. Junk modeling - using recycled objects.					
Physical development	Children will progress through the stages of fine and gross motor skills at different rates throughout the year and will be supported at their appropriate level.					
Gross Motor	Body awareness and core strength - spacial awareness - balance and stability	Coordination and balance - stopping and starting - movement in dance	Agility and locomotor skills - running, jumping, skipping games.	Object control skills - throwing, catching and kicking - hand and eye coordination	Combining movement skills - Teamwork and movement sequences	Physical independence - endurance and stamina.
Fine Motor	<u>Nursery</u> Building grip strength Manipulating objects Playdoh Developing control for fingers and hands					
	<u>Reception</u> Developing strength	Refining grip and early mark making	Pre writing patterns - left to right -	Letter formation - checking and	Fluency and independence -	Preparing for year 1 - extended writing

	and control - using simple tools for writing and making *Teaching letter formation as new letters are learned*		controlling pencil movements	refining	Writing with stamina	opportunities - complex construction techniques
PSED	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing