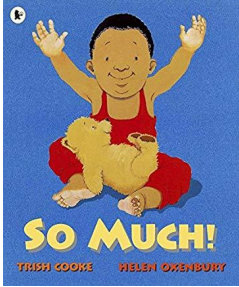

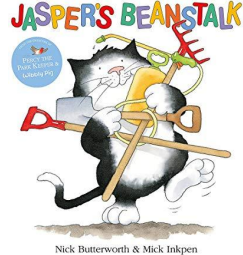
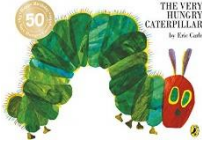
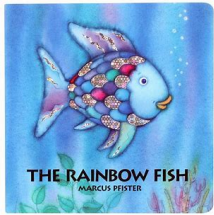
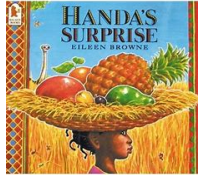
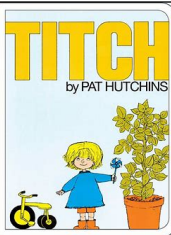
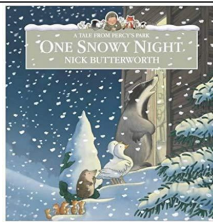
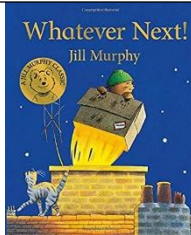
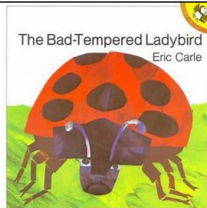
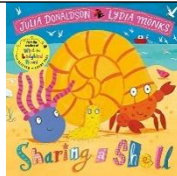
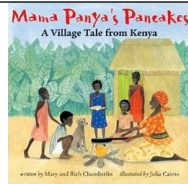


EYFS CURRICULUM MAP

Themes		All About Me Autumn	Festivals and Celebrations Winter	The World Around Me Spring	Crazy Creatures Spring	Under the Sea Summer	Africa Summer
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	N	Know many rhymes. Use a wider range of vocabulary. Can start a conversation with an adult or a friend.	Know many rhymes. Enjoy listening to longer stories. Use longer sentences of four to six words. Use a wider range of vocabulary. Can start a conversation with an adult or a friend.	Know many rhymes, be able to talk about familiar books. Can start a conversation with an adult or a friend and continue it for many turns.	Enjoy listening to longer stories and can remember much of what happens. Develop their communication (irregular tenses and plurals). Sing a large repertoire of songs.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand 'Why' questions. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand a question or instructions that has two parts. Use talk to organise themselves and their play.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understands 'Why' questions. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand a question of instruction that has two parts. Use talk to organise themselves and their play.
	R	Engage in story-times. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.	Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Engage in non-fiction books.	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives, Learn rhymes, poems and songs.	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and actions. Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text:	Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.

							some as exact repetition.	
Literacy	Reading	N	Understand the five key concepts of print	Understand the five key concepts of print.	Understand the five key concepts of print	Develop their phonological awareness, so they can spot rhyme, syllables, and initial sounds in words Engage in extended conversations about stories, learning new vocabulary	Develop their phonological awareness, so they can spot rhyme, syllables, and initial sounds in words Engage in extended conversations about stories, learning new vocabulary	Develop their phonological awareness, so they can spot rhyme, syllables, and initial sounds in words Engage in extended conversations about stories, learning new vocabulary
		R	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of a known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programmes.	Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes	
Themes			All About Me Autumn	Festivals and Celebrations Winter	The World Around Me Spring	Crazy Creatures Spring	Under the Sea Summer	Africa Summer
	Reading Spine	N						
		R						

								
	Terrific Ten							
	Super Six Poems and Rhymes		If you're happy and you know it Baa Baa Black Sheep Wind the bobbin Up I'm a little teapot 5 little bunnies Pat a Cake	When Santa got stuck up the chimney All I want for Christmas is my 2 front teeth This is the way Its raining its pouring Doctor Foster Rain Rain go away I hear thunder	Twinkl twinkl 5 Little Men in a Flying Saucer Astronaut and Rocket Ship Rocket Blast OFF Zoom Zoom Zoom In a rocket	Old MacDonald had a farm Incy Wincy Spider Ladybird Ladybird There's a worm at the bottom of my garden Round and round the garden 5 little speckled frogs	Once I caught a fish alive Mary Mary quite contrary A sailor went to Sea We went to the Animal Fair Bobby Shafto's gone to sea Heads Shoulders knees and toes	Down in the Jungle Row Row Row your boat We're going to the zoo Hickory Dickory Dock All the girls and boys come out to play 1 2 Buckle my shoe
	Phonics	N	Children begin to notice different sounds around them. Children start to notice that different objects can make different sounds. Children start to name different sounds they have identified. They can tell an adult or a peer what sounds they can hear. Children start to name different sounds they have identified. They can tell an adult or a peer what sounds they can hear. They can describe sounds they hear.	Children enjoy exploring the different sounds that instruments make. Children start to identify the sounds of familiar instruments and name them. They develop an awareness of how acting upon an instrument affects the sound it makes. Children talk about, describe and compare the sounds of different familiar instruments. Children follow instructions to recreate a sound using an instrument	Children explore the sound their bodies make by stamping, patting, clapping and clicking. They join in with and copy actions in familiar songs. Children join in with body percussion patterns. They copy body percussion patterns shown to them by an adult or a peer. They show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds. Children create their own body percussion patterns and sequences. They are able to join in with longer sequences of body percussion when shown by an adult. Children can follow instructions to make body percussion sounds	Children join in with familiar songs and rhymes when led by an adult or peer. They begin to recognise some familiar rhythms and rhymes. Children recognise simple words that rhyme, e.g. cat, mat, bat. They are able to copy and keep a simple beat. Children are able to join in and copy when an adult breaks down words into syllables with a beat. Children enjoy playing with rhyme and start to create their own rhyming words. Children can complete a short sentence with their own rhyme. Children can also break words down into syllables and create their own beat	Children are able to identify the initial sounds of the words they hear and say. They have an awareness that words can be broken down into phonemes. Children can choose the correct object when hearing a word broken down into phonemes. Children are able to say simple CVC and VC words after hearing it broken down into phonemes.	Children join in with segmenting CVC and VC words into phonemes. Children are able to segment CVC and VC words into phonemes. Children start to blend the phonemes of longer words and they can identify how many phonemes are in a CVC or VC word.
		R	The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th	The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special			The children are able to Fred Talk real and alien words and also read a range of real words speedily Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar	

			qu ng nk qu		Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books.		air ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. The children are able to read most words speedily.	
	Writing	N	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. Write some letters accurately.	Use some of their print and letter knowledge in their early writing. Write some letters accurately
		R	Form lower letters correctly. Spell words by identifying the sounds and then writing the sounds with the letters.	Form lower letters correctly. Spell words by identifying the sounds and then writing the sounds with the letters. Re-read what they have written to check that it makes sense.	Form lower case letters correctly. Spell words by identifying the sounds and then writing the sounds with letters. Write short sentences with words with known letter sound letter correspondences. Re-read what they have written to check that it makes sense.	Form lower-case and some Capital letters correctly. Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.	Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Form lower-case and capital letters correctly. Spell words by identifying sounds and then writing the sound with letters. Write short sentences with words with known sound letter correspondences using a capital letter and a full-stop. Re-read what they have written to check it makes sense.
Mathematics		N	<u>Baseline for 2 weeks</u> <u>Colour</u> Recognise and name colours in a variety of contexts e.g. colours in nature. Say when objects are and are not the same colour. <u>Match</u> Match objects which are the same. <u>Sort</u> Know that collections can be sorted into sets based on attributes such as colour, size or shape. <u>Sort</u> Understand what is the same about all the objects in one set and how they are different to the other sets. Understand that the same collection of objects can be sorted in different ways <u>Time</u> Talk about night and day	Compare and order sets. Understand that when making comparisons a set can have more, the same or fewer than another set. <u>Compare size, mass, capacity</u> Know objects can be compared and ordered according to their size. Use of language such as big and little, small and large to describe a range of objects. More specific language such as tall, long, short can also be introduced. <u>Positional Language</u> Know and use position and direction language; <i>Position: ‘in’, ‘on’, ‘under’. Direction: ‘up’, ‘down’, ‘across’</i> Understand relative	<u>Number 1</u> Identify representations of 1, 2, 3. Subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. Match the number names to quantities and numerals. Touch count in different arrangements and recognise the final number is the quantity of the set. In a range of representations Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 sides 1 action e.g. 1 hop, 1 jump, 1 clap What is 1 made of 1 nose, 1 mouth, 1 body 1 being the first number, its position on a number line, ordinal numbers	<u>Number 4</u> Count on and back to 4. Subitise sets of up to 4 objects to find out how many make their own collections of objects. Match the number to numerals and quantities. Know which sets have more and fewer items. Know that the final number they say names the set. <u>Simple Patterns</u> Copy, continue and create their own patterns articulating the pattern. <u>Length and height</u> Use language to describe length and height e.g. the tree is tall the pencil is short. Use more specific mathematical vocabulary in relation to	<u>Number 5</u> Subitise up to 5 items, counting forwards and backwards to 5 Represent up to 5 items on a five frame. <u>1 more 1 less</u> Understand quantity of a group can be changed by adding more. Know first, then, now can structure mathematical sequences. . Count, subitise and compare as they explore one more and one less.	<u>Shapes</u> Notice and describe shapes in the environment and talk about the properties using words such as ‘straight/flat/round/curved’. <u>Capacity</u> Understanding full and half full, empty using the same container. empty. Understand this vocabulary using different materials such as water, sand, rice and loose parts Understand this vocabulary using different sized and shaped containers. to investigate, Comparing capacities

			<p>and order key events in their daily routines, such as waking up, coming to school, dinner, bed time. Use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow.</p>	<p>terms: <i>'in front of, 'behind', 'on top of'.</i> possible to explore <u>Weight</u> Make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight. Know bigger items are not always heavier and large can be lighter.</p>	<p>Numicon 1 Dice 1 Subitising 1 The numeral and formation of 1 Number 1 in the environment Representing 1 using marks, pictures and finger Matching numeral to quantity <u>Number 2</u> Objectives as above for 2. <u>Number 3</u> Objectives as for 2. Explore different representations of triangles.</p>	<p>Length - longer, shorter height – taller, shorter Breadth – wider, narrower Finding objects that are longer/shorter than a given item.</p>		<p>pouring from one container to another to find which holds more or less water.</p>
		R	<p>EYFS Statutory Baseline (2 weeks) Power Maths Number and place value Unit 1 Count up to 5 objects reliably. Understand that numbers can be shown in different representations Recognise the numerals 1,2,3,4,5. Match groups of objects to the correct numeral Power Maths Comparing groups within 5 Unit 2 Identify if a group had more or fewer or equal. Compare groups of non-identical objects saying whether it has more/fewer or the same Time Revist Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time.</p> <p>They use language to describe when things</p>	<p>Number and Place Value Unit 3, Build, describe and sort (sphere, cylinder, cone, cube and cuboid). Match 3D shapes to their 2D prints and name each of these regular 2D shapes. Change within 5 Unit 4 Find one more and one less within 5 using cubes and a five frame. First, then and now stories for 1 more and 1 less. Number bonds within 5 Unit 5 Use the language of holes and parts. Use number bonds to five to split holes into two parts. Use positional and directional language. Positional Language Unit 6 Use positional and directional language to follow instructions.</p>	<p>Numbers to 10 Unit 7 Count numbers up to 10 1;1 correspondence. Represent numbers up to 6-10 on a tens frame. Count on using a tens frame, understanding that a full row is 5. Count 6-10 objects in a larger group. Comparing numbers within 10 Unit 8 Use the words more and fewer to compare numbers up to 10. Find the difference between groups by counting on/back. Addition to 10 Unit 9 Understand and use vocabulary of part and whole. Identify two parts and their combine whole. Add two parts to make a whole to 10. Use part/whole model to show 2 parts and the whole of various orientation. Understand that 2 parts can be the same size. Use altogether as the combined total of all the parts.</p>	<p>Number bonds to 10 Unit 11 Use vocabulary of numbers bonds and addition. Identify pairs of numbers with a total of 10. Use ten frame and part whole model to represent bonds to 10. Understand the law of combativity. Subtraction Unit 12 Understand the structure of subtraction and find a missing part use appropriate vocabulary. Understand subtraction from 10. Begin to see the inverse of number bonds to 10. Exploring pattern Unit 13 Recognise and describe AB and more complex patterns. Continue and extend patterns. Copy one pattern to another in a different form.</p>	<p>Unit 14 Count forwards and backwards between 1-10 Use a number track to count on and back. Add and take away numbers using then and now. Explain how they know what number to start on, the number of jumps and identify the answer. Unit 15 Numbers to 20 Count forwards and backwards to 20. Count an irregular set of objects up to 20. One more than and one less than 20. Numerical Patterns Unit 16 Use concrete manipulatives to double and halve numbers. Show why a number is odd or even. Identify numbers to 5. Explain even numbers can be shared into two equal groups and odd numbers cannot. Halve odd numbers to 10.</p>	<p>Unit 17 Shape Composing and decomposing shape Recognise common 2D shapes. Tessellate shapes and build a new shape. Link shape and number partitioning. Unit 18 Measure Volume and capacity Describe capacity of objects visually using everyday language and taught vocabulary. Solve problems involving capacity.</p>

			<p>happen e.g. day, night, morning, afternoon, before after, today, tomorrow. Encourage the vocabulary of first, next, then and possibly last.</p> <p>Children explore measuring time</p>					
Themes			<p>All About Me</p> <p>Autumn</p> <p>My Body</p> <p>People Who Help Us</p>	<p>Festivals and Celebrations</p> <p>Traditional Stories</p> <p>Winter</p> <p>Light and Dark</p>	<p>The World Around Me</p> <p>Spring</p> <p>Space</p> <p>Forces</p> <p>Magnets</p>	<p>Crazy Creatures</p> <p>Spring</p> <p>Plants</p> <p>Minibeasts</p> <p>Life Cycles</p>	<p>Under the Sea</p> <p>Summer</p> <p>Materials</p> <p>Floating and Sinking</p>	<p>Africa</p> <p>Summer</p>
Understanding the World	Past and Present	N	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Talk about babies and children – similarities and differences</p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.</p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.</p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.</p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore collections of materials with similar and/or different properties.</p>	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.</p>
		R	<p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past</p>				
	People Cultures and Communities	N	<p>Continue developing positive attitudes about the differences between people.</p>					<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>
		R	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>				<p>Recognise some similarities and differences between life in this country and life in other countries</p>
	The Natural World	N	<p>Show interest in different occupations</p>		<p>Explore and talk about different forces they can feel. Explore how things work.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Talk about the differences between materials and changes they notice.</p>	
		R	<p>Draw information from a simple map. Understand the effect of changing seasons on the natural world around them.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Recognise some environments that are different from the one in which they live. Understand the effect</p>

					changing seasons on the natural world around them.			of changing seasons on the natural world around them.
	RE	N	Generosity To understand how to be kind and caring. To practice sharing and taking turns. Know who is God and Jesus?	Compassion To begin to understand empathy through looking after one another and understanding one another's feelings. Know about the Christmas story and Jesus being born	Courage To begin to take risks and be brave to try new things. Know that Jesus was a King	Forgiveness To practice to say sorry when they have upset someone or made the wrong choice. Know the Easter story and that Jesus died.	Friendship To know what a good friend is. Know the Creation Story and that God created it.	Respect To understand we are all different but we are all the same. Know that Jesus had friends called disciples
		R	Generosity To be generous and to understand its about giving and receiving. Know the Good News that Jesus shared with his friends	Compassion To know we need to care for other people and the world around us. Know the Christmas Story and the significant characters involved. To know that Jesus was born to be a King.	Courage To take risks and try new activities. To understand the feelings of being scared, worried, nervous. Know that Jesus was a King to everyone and the things he did to help others.	Forgiveness To know we all make mistakes but to be able to forgive and forget others mistakes. To say sorry and help repair the friendships. Know the Easter story and the significant characters involved and that Jesus died on a cross.	Friendship To know what a good friend and bad friend does. To know how to be a good friend. Know the Creation Story and that God created it.	Respect To recognise we are all different and to continue to develop positive attitudes to others. Know that Jesus had friends called disciples and to recognise some of the stories they told.
Physical	Fine Motor	N	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Cutting – spring loaded scissors, finger and 4 finger hold scissors, finger and 2 finger scissors Hole punching Treading – beads, pasta, lacing cards, Playdough – rolling, squeezing, kneading, prodding, splatting, tweezers– pom poms, Peg boards Clothes pegs Pattern making with small items Pencils, pens, paint brushes, sticks,					
		R	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Pens Pencils Crayons Felt tips Paint brushes various sizes Hold punch Stapler Stencils Pattern cards Tracing Colouring Drawing					
	Gross Motor	N	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					
			<u>Indoor</u>	<u>Indoor</u>	<u>Indoor</u>	<u>Indoor</u>	<u>Indoor</u>	<u>Indoor</u>

			<p><u>PE - Dance</u> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><u>Outdoor</u> To develop their movement, balancing, riding (scooters, trikes and bikes)</p>	<p><u>PE - Different ways of travelling</u> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Revise the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p><u>Outdoor</u> Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p><u>PE – Climbing and Jumping</u> Go up steps and stairs, or climb up apparatus, using alternate feet. Land appropriately bending their knees and not falling.</p> <p><u>Outdoor</u> Using large equipment to build with to create obstacle courses with adult support</p>	<p><u>PE- Catching and Throwing</u> Using a variety of resources – balloons, scarves, beanbags, balls,</p> <p><u>Outdoor</u> To continue develop their movement, balancing, riding (scooters, trikes and bikes)</p>	<p><u>PE- Own Games</u> Start taking part in some group activities which they make up for themselves, or in teams.</p> <p><u>Outdoor</u> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p><u>Gymnastics</u> Refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p><u>Outdoor</u> Start taking part in some group activities which they make up for themselves, or in teams.</p>
		R	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>					
			<p><u>Indoor</u> <u>PE- Dance</u> Progress towards a more fluent style of moving, with developing control and grace.</p> <p><u>Outdoor</u> Bikes and Scooters – moving with control and awareness of others. Stopping and starting with control and care.</p>	<p>Indoor PE – Travelling Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.</p> <p><u>Outdoor</u> Parachute Games</p>	<p>Indoor PE- Jumping and Landing Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.</p> <p><u>Outdoor</u> Jumping and Landing Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Indoor PE- Ball Skills Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>Outdoor</u> Ball Skills Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Indoor PE – Own Games Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><u>Outdoor</u> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Indoor PE - Gymnastics Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.</p> <p><u>Outdoor</u> Races – stopping and starting when asked to. Running, jumping, skipping, hopping obstacle.</p>
	Handwriting	N	<p>Mark making, allowing free drawing, scribbling, using a variety of media and resources, Doh Disco sessions Wake Up and Shake Up sessions</p>					
			Develop the foundations of a handwriting style which is fast, accurate and efficient					
		R	Lines and circles formation Name writing	Crosses formation Name writing	2d shape formation Name writing	Letter formation Name writing	Letter formation Name writing	Letter formation Name writing
Creative	Being	N	Music –			Music –		Music –

	Imaginative and Expressive		<p>Listen and respond to a variety of music genres</p> <p>Explore different sounds</p> <p>Loud, quiet, fast, slow</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Art/DT</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p>	<p>Listen and respond to a variety of music genres</p> <p>Begin to talk about what they like and don't like</p> <p>Explore the different instruments and how they are played in different ways.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Art/DT</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. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p>	<p>Listen and respond to a variety of music genres</p> <p>Begin to talk about what they like and don't like</p> <p>Create their own piece of music – share and perform.</p> <p>Remember and sing entire songs. Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Art/DT</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>
		R	<p>Music –</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen</p> <p>Learn</p> <p>Explore – pulse</p> <p>Create, Share and Perform</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Art/DT</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Research, design, create and evaluate.</p>	<p>Music –</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen</p> <p>Learn</p> <p>Explore – pitch</p> <p>Create, Share and Perform</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Art/DT</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Music –</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen</p> <p>Learn</p> <p>Explore – rhythm</p> <p>Create, Share and Perform</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Art/DT</p> <p>Create collaboratively, sharing ideas, resources and skills. Research, design, create and evaluate.</p>

			2d and 3D work Use of variety of fixings – cellotape, glue,		Research, design, create and evaluate. 2d and 3D work Use of variety of fixings – stapler, paper fasteners		2d and 3D work Use of variety of fixings – hole punch, string		
	Fab Five Songs		Tidy Up Song Line Up Song Welcome Song Happy Birthday Song Lunch time song		Home Time Song Wash Hands song School Song – Give me 1,2,3 We’re all Special Our School Our Community		Work as a Team Friendship Song Moving On Song Days of the week Months of the Year		
	Drama and Role Play Domestic	N	Explore and engage in music making and dance, performing solo or in groups. Take part in simple pretend play, using an object to represent something else even though they are not similar.						
		R	Develop storylines in their pretend play.						
			Home Corner Everyday resources Newspapers Magazines Shopping lists	Home Corner and Christmas Christmas Tree Decorations Presents Christmas cards Present tags	Home Corner and Birthdays Presents Birthday cards Present tags Shopping lists Thank you cards	Home Corner and Easter Easter decorations Easter Eggs Easter tree Easter cards	Home Corner and New Baby coming home New baby cards Baby equipment Bunting Balloons	Home Corner and Everyday resources Newspapers Magazines Shopping lists	
Drama and Role Play Fantasy		Doctors Stethoscope Plasters Bandages Prescriptions Appointment cards	Post Office Letters Envelopes Cards Stamps Parcels Scales Money	Space Station/Rocket Space suit Binoculars Observation sheet Planet cards Timers	Garden Centre Plants Flowers Pots Soil Price tags Shopping lists Seed packets	Vets Animals Stethoscopes Plasters Appointment cards Information letters	Beach Holiday Holiday brochures Passports Luggage labels Suitcases Towels Sun hats		
			Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.						
	Small World		Town/Village Roads Road signs Cars People	North Pole Snow Ice bergs Elves Santa	Dinosaur World Dinosaurs Volcano Trees Lake	Minibeasts Insects Bark Grass Stones	Jungle/Safari Trees Vines Animals Water	Under the Sea Land Sea Sand Animals	

			Buildings	Sleigh snowmen		Logs leaves		Seaweed shells
			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.					
Personal Social and Emotional	Self Regulation	N	Introduce feelings such as Happy sad	Know feelings such as angry, upset	Know feelings such as scared, worried Understand gradually how others might be feeling.	Know feelings such as annoyed, cross Develop appropriate ways of being assertive.	Know feelings such as shy, embarrassed	Know feelings such as lonely, bored, Talk with others to solve conflicts
		R	Feelings		Identify and moderate their own feelings socially and emotionally			
	Manging Self	N	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Manage their own needs. • Personal hygiene	Show resilience and perseverance in the face of challenge	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian		Make healthy choices about food, drink, activity and toothbrushing
		R	See themselves as a valuable individual.				Think about the perspectives of others.	
	Building Relationship s	N	Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar 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. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas		Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them	
		R	Build constructive and respectful relationships.					

Other	Visitors In							
	Visits out							
	Days involved in with school		Harvest Festival Art Week	Divali 50 Experiences Nativity Show DT week Children Need	Chinese New Year Easter Festival	50 Experiences World Book Day Comic Relief	Art Week	50 Experiences DT Week
	50 Experiences		Visit a Farm	Splash in muddy puddles	Follow a recipe	Minibeast Hunt	Have a picnic	Pancakes
	Parent Engagement		Book and a biscuit	Fun Phonics	Marvellous Maths Class Assembly	Book and a Biscuit	Terrific Topic	Book and a Biscuit Class Assembly