



## Autumn 1 EYFS TOPIC MYSELF

The first half term is all about settling in, getting to know one another, becoming more independent; school routines and expectations.

<b>Communication and Language</b>	<b>Listening and Attention, Understanding and Speaking</b> Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions. Use language to imagine and recreate roles and experiences.		<b>Phonics</b> Phase 1 recap of awareness of rhyme, alliteration, environmental sounds, beginning to blend orally and segment phonemes. Phase 2 consonants and vowels, blending for reading and segmenting for writing simple vc and cvc words Sounds: s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b.	
<b>Literacy</b>	<b>Reading</b> Books with familiar settings and patterned/ structured language. Indoor and outdoor book corners. Recognizing single sounds and few familiar / irregular words. Reading print from top to bottom, left to right.		<b>Writing</b> Writing table and writing opportunities around classroom. Pre-writing sheets Name writing using the cursive formation Representing some sounds correctly in writing.	
<b>Mathematics</b>	<b>Numbers</b> Reciting numbers 0-10 and back again. Recognise and order numbers 0-10. Counting up to 10 objects. 1 more and 1 less from a group of 5 or 10 objects. Adding as combining 2 groups of objects.		<b>Shape space and measures</b> Measures of time – years, months, weeks, days 2D shape and pattern Estimation	
<b>Understanding the World</b>	<b>The World</b> Identifying features, similarities and change Likes and dislikes Autumn weather	<b>Technology</b> E-Safety Mouse skills Click and drag Moving mouse to select programmes Use I-Pad to take a photo of themselves and record a verbal sentence about something they enjoy.		<b>People and Communities</b> Identifying features and likes / dislikes Immediate environment Identifying significant personal events My family / My history
<b>Personal, Social, Emotional Development</b> Self-confidence and awareness Managing feelings and behaviour Making relationships	<b>PSE</b> Settling in, separating from main carer and developing relationships with peers and adults, taking turns and learning why we have rules. Developing independence through routines Developing awareness of self as a learner through supported child-initiated play		<b>RE</b> <b>Christmas:</b> What is Christmas? We think about: giving, saying thank you, the Christmas story and a time to celebrate.	<b>SEAL</b> New beginnings
<b>Expressive Arts and Design</b> Exploring and using media and materials Being imaginative	<b>Art and Design</b> Simple representations of events and people Mark making, painting, self portraits Exploring materials, clay and using tools safely Scissors, glue, hole	<b>Imaginative and Role play</b> Re-enacting role play in a home: This will support the children in beginning to imitate familiar roles and share their own experiences; take turns in conversation, become aware of and sensitive to, others needs, views and feelings. Outside role play: a garage:		<b>Music and Movement</b> Respond to sensory experiences and exploring sounds Introducing and naming musical instruments Exploring sounds

	punch, sellotape	encouraging the children to take turns in conversation, ask and answer questions and enhance knowledge of money and writing for a purpose. Begin to see how information can be retrieved from books and other sources (In the form of manuals, leaflets, posters).	
<b>Physical Development</b>	<b>Gross motor skills</b> Awareness of space and others, PE rules. Music and movement. Outdoor area equipment	<b>Fine motor skills</b> Using tools and mark making implements safely. Independence with buttons, coats, shoes, jumpers	<b>Health and self care</b> Using toilet, washing hands, eating lunch, sleeping and resting, drinking water and washing to keep clean

## Autumn 2 People Who Help Us

<b>Communication and Language</b>	<b>Listening and Attention, Understanding and Speaking</b> Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions. Use language to imagine and recreate roles and experiences. Perform the school Nativity and reflect on characters portrayed.	<b>Phonics</b> Phase 2/3 consonants and vowels, blending for reading and segmenting for writing simple vc and cvc words. To start learning to read and recognize some high frequency 'tricky' words. Sounds: f,ff,l,ll,ss, j v,w,x,y,z,zz,qu	
<b>Literacy</b>	<b>Reading</b> Fiction and non-fiction Books with familiar settings and patterned/structured language. Indoor and outdoor book corners. Recognizing single sounds and few familiar words. Reading print from top to bottom, left to right. Story sequencing.	<b>Writing</b> Writing table and writing opportunities around classroom. Pre-writing sheets Name writing using the cursive formation Representing some sounds correctly in writing. Holiday news, fireworks, rhymes, Creating mini books, letters to Father Christmas, Christmas lists,	
<b>Mathematics</b>	<b>Numbers</b> Reciting numbers 0-10 and back again. Recognise and order numbers 0-10. Counting up to 10 objects. 1 more and 1 less from a group of 5 or 10 objects. Adding as combining 2 groups of objects.	<b>Shape space and measures</b> Measures of time – years, months, weeks, days 2D shape and pattern Estimation	
<b>Understanding the World</b>	<b>The World</b> Learning about similarities and differences in materials and make observations. Investigate which material would be best for curtains at Salisbury Hospital. Cooking	<b>Technology</b> E-Safety Mouse skills Click and drag Moving mouse to select programmes Use I-Pad to take a photo of themselves and record a verbal sentence about something they enjoy.	<b>People and Communities</b> Identifying people who help us. Visits from people in our local community.

<b>Personal, Social, Emotional Development</b> Self-confidence and awareness Managing feelings and behaviour Making relationships	<b>PSE</b> Fire work night safety Settling in, separating from main carer and developing relationships with peers and adults, taking turns and learning why we have rules. Developing independence through routines Developing awareness of self as a learner through supported child-initiated play		<b>RE</b> <b>Special People:</b> What makes people special? We think about: our family, special people at school, Moses and Jesus. <b>Christmas:</b> What is Christmas? We think about: giving, saying thank you, the Christmas story and a time to celebrate.	<b>SEAL</b> Good to be me
<b>Expressive Arts and Design</b> Exploring and using media and materials Being imaginative	<b>Art and Design</b> Firework leaf art pictures, creating poppies, Christmas advent and craft activities. Calendars, salt dough. Exploring materials, clay and using tools safely Scissors, glue, hole punch, sellotape	<b>Imaginative and Role play</b> Class to decide on what the role play area should represent in relation to topic of people who help us. This enables the children to have ownership and share their own experiences; take turns in conversation, become aware of and sensitive to, others needs, views and feelings. Outside role play: Poppy shop / Christmas grotto? TBC by the class! Perform the Nativity play	<b>Music and Movement</b> Exploring tempo Learn songs for the Nativity	
<b>Physical Development</b>	<b>Gross motor skills</b> Awareness of space and others, PE rules. Music and movement. Warmup games. Moving and handling, intro to basic gym equipment.	<b>Fine motor skills</b> Using tools and mark making implements safely. Independence with buttons, coats, shoes, jumpers	<b>Health and self care</b> Using toilet, washing hands, eating lunch, sleeping and resting, drinking water and washing to keep clean	

## Spring 1 EYFS TOPIC TRADITIONAL TALES

<b>Communication and Language</b>	<b>Listening and Attention, Understanding and Speaking</b> Retell stories and work as a group	<b>Phonics</b> Phase 3 To start learning to read and recognize some high frequency 'tricky' words. Continued consolidation of previous sounds. To continue practicing segmenting and blending of sounds to build simple words and reading simple sentences and captions. Reading and spelling including: ch, sh, th, ng, nk, ai, ee igh, oa, oo, ar, or, ur, ow, oi. Consonant digraphs and long vowel phoneme words using letters and short vowels
<b>Literacy</b>	<b>Reading</b> Traditional stories, comprehension and start guided reading with all groups. Teach picture, context and phonic cues	<b>Writing</b> Label pictures and models, writing phrases and captions and starting simple sentences. Start a spelling group
<b>Mathematics</b>	<b>Numbers</b> Teen numbers, number line work, numeral	<b>Shape space and measures</b> Length, weight, 3D shape and size

	formation and problem solving Addition and subtraction and associated vocabulary. Share out equally		
<b>Understanding the World</b>	<b>The World</b> Cooking, growing , materials for different purposes, change over time Our bodies and healthy eating.	<b>Technology</b> Use the I-pad to record a video retelling a Fairy Tale of their choice using i-movie. 89	<b>People and Communities</b> Discussing stories from long ago, comparing old castles and new homes Story maps, bird's eye view and map skills
<b>Personal, Social, Emotional Development</b> self-confidence and awareness Managing feelings and behaviour Making relationships	<b>PSE</b> Independence and dispositions, motivation and concentration	<b>RE</b> <b>Celebrations:</b> How do people celebrate? We think about how we celebrated Christmas, New Year, Chinese New Year, Persian New Year and Holi – the Indian festival of colour. <b>Easter:</b> What is Easter? We think about signs of Spring, springing into life and the Easter story.	<b>SEAL</b> Getting on and falling out
<b>Expressive Arts and Design</b> Exploring and using media and materials Being imaginative	<b>Art and Design</b> Self portraits, Look at and represent the work of Picasso, 3D constructions Cooking, construction kits and junk models	<b>Imaginative and Role play</b> Re-enacting role play in a Castle made by the teacher & children together. This will support the children's storytelling & links with our Fairy Tales theme. Outside role play: a café: encouraging the children to take turns in conversation, ask & answer questions, enhance knowledge of money & writing for a purpose.	<b>Music and Movement</b> Exploring pitch
<b>Physical Development</b>	<b>Gross motor skills</b> Games- leap into life Dance – traditional tales Gym – balancing, jumping, climbing, moving in different directions	<b>Fine motor skills</b> Cursive letter formation, molding and manipulative skills through play dough, clay and other materials.	<b>Health and self care</b> Healthy eating – fruit and vegetables

## Spring 2 EYFS Dinosaurs

<b>Communication and Language</b>	<b>Listening and Attention, Understanding and Speaking</b> Retell stories and work as a group	<b>Phonics</b> Phase 3 To start learning to read and recognize some high frequency 'tricky' words. Continued consolidation of previous sounds. To continue practicing segmenting and blending of sounds to build simple words and reading simple sentences and captions. Reading and spelling including: ear, air, ure, er. Consonant digraphs and long vowel phoneme words using letters and short vowels
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<b>Literacy</b>	<b>Reading</b> Traditional stories, comprehension and start guided reading with all groups. Teach picture, context and phonic cues	<b>Writing</b> Label pictures and models, writing phrases and captions and starting simple sentences. Start a spelling group	
<b>Mathematics</b>	<b>Numbers</b> Teen numbers, number line work, numeral formation and problem solving Addition and subtraction and associated vocabulary. Share out equally	<b>Shape space and measures</b> Length, weight, 3D shape and size	
<b>Understanding the World</b>	<b>The World</b> Cooking, growing , materials for different purposes, change over time Our bodies and healthy eating.	<b>Technology</b> Use the I-pad to record a video retelling a Fairy Tale of their choice using i-movie. 89	<b>People and Communities</b> Discussing stories from long ago, comparing old castles and new homes Story maps, bird's eye view and map skills
<b>Personal, Social, Emotional Development</b> Self-confidence and awareness Managing feelings and behaviour Making relationships	<b>PSE</b> Independence and dispositions, motivation and concentration	<b>RE</b> <b>Celebrations:</b> How do people celebrate? We think about how we celebrated Christmas, New Year, Chinese New Year, Persian New Year and Holi – the Indian festival of colour. <b>Easter:</b> What is Easter? We think about signs of Spring, springing into life and the Easter story.	<b>SEAL</b> Relationships
<b>Expressive Arts and Design</b> Exploring and using media and materials Being imaginative	<b>Art and Design</b> Self portraits, Look at and represent the work of Picasso, 3D constructions Cooking, construction kits and junk models Willow flowers	<b>Imaginative and Role play</b> Dinosaur exploring room	<b>Music and Movement</b> Exploring dynamics using un-tuned percussion instruments
<b>Physical Development</b>	<b>Gross motor skills</b> Games- leap into life Dance – traditional tales Gym – balancing, jumping, climbing, moving in different directions	<b>Fine motor skills</b> Cursive letter formation, molding and manipulative skills through play dough, clay and other materials.	<b>Health and self care</b> Healthy eating – fruit and vegetables

## Summer 1 EYFS TOPIC MINIBEASTS

<b>Communication and Language</b>	<b>Listening and Attention, Understanding and Speaking</b> Using language to explore own thinking and express ideas and thoughts	<b>Phonics</b> <b>Phase 4</b> Consolidation of sounds. To learn to spell words containing adjacent consonants and polysyllabic words. Reading and spelling words using letters and short vowels incl y,z,zz qu,j,v,w,x Reading and spelling cvc words using a wider range of letters, short vowels, some consonant digraphs and double letters Consonant digraphs – ch, sh, th, ng  Reading and spelling a wide range of cvc
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		words using all letters and less frequent consonant digraphs and some long vowel phonemes e.g. ee, oo, ai, oa, oi, ou, or, ie, ar, er.	
Literacy	<b>Reading</b> Non-fiction, poetry and stories linked to topic Explicit teaching of different cueing strategies - read on go back -structure -tricky words -check for sense	<b>Writing</b> Writing Simple sentences Labelling and captions Writing to record findings and information  Cursive handwriting Tricky words	
Mathematics	<b>Numbers</b> Teen numbers and beyond Number line and number square work Numeral formation Counting in twos and tens Number line work <b>PROBLEM SOLVING-</b> involving calculations e.g. Working out how many have been taken away	<b>Shape space and measures</b> Money Symmetry 3Dshapes Capacity	
Understanding the World	<b>The World</b> Exploring & Observing Skills: Living things: asking questions, Making observation, noticing changes	<b>Technology</b> Keyboard and Mouse Skills: Typing captions Programming Toys Paint Using a digital microscope to take images of the caterpillars we have in the classroom as they grow and change.	<b>People and Communities</b> Life cycles Investigating features: Natural environment Using language of time
Personal, Social, Emotional Development Self-confidence and awareness Managing feelings and behaviour Making relationships	<b>PSE</b> Social awareness of others/relationships	<b>RE</b> <b>Story time:</b> What can we learn from stories? We think about The Hare and the Tortoise, the boy who cried Wolf, the Crocodile and the Priest, Bilal and the beautiful Butterfly, The gold-giving serpent and Best friends, <b>Special Places:</b> What makes places special? We think about: Homes around the World, changing rooms, the wider picture, the Church, the Mosque and the Synagogue.	<b>SEAL</b> Good to be me
Expressive Arts and Design Exploring and using media and materials Being imaginative	<b>Art and Design</b> Creating in 3D small and large scale Placing and Arranging Clay snail, Play dough mini beasts Reflective painting butterflies Easter card Adapting & modifying skills: Mini beasts and animals clay modelling	<b>Imaginative and Role play</b> Mini Beast lab	<b>Music and Movement</b> Begins to copy and create simple repeated rhythms Respond to different moods in music orally and through movement. Exploring Timbre Texture and dynamics

	Mini beast puppets		
<b>Physical Development</b>	<b>Gross motor skills</b> Games- leap into life Dance – mini beast dances Gym – exploring ways of travelling	<b>Fine motor skills</b> handwriting and threading and using tools with increasing control	<b>Health and self care</b> Growth and change

## Summer 2 EYFS TOPIC Water/Pirates

<b>Communication and Language</b>	<b>Listening and Attention, Understanding and Speaking</b> Using language to explore own thinking and express ideas and thoughts	<b>Phonics</b> <b>Phase 4</b> Consolidation of sounds. To learn to spell words containing adjacent consonants and polysyllabic words. Reading and spelling words using letters and short vowels incl y,z,zz qu,j,v,w,x Reading and spelling cvc words using a wider range of letters, short vowels, some consonant digraphs and double letters Consonant digraphs – ch, sh, th, ng  Reading and spelling a wide range of cvc words using all letters and less frequent consonant digraphs and some long vowel phonemes e.g. ee, oo, ai, oa, oi, ou, or, ie, ar, er.	
<b>Literacy</b>	<b>Reading</b> Non-fiction, poetry and stories linked to topic Explicit teaching of different cueing strategies - read on go back -structure -tricky words -check for sense	<b>Writing</b> Writing Simple sentences Labelling and captions Writing to record findings and information  Cursive handwriting Tricky words	
<b>Mathematics</b>	<b>Numbers</b> Teen numbers and beyond Number line and number square work Numeral formation Counting in twos and tens Number line work PROBLEM SOLVING- involving calculations e.g. Working out how many have been taken away	<b>Shape space and measures</b> Money Symmetry 3Dshapes Capacity	
<b>Understanding the World</b>	<b>The World</b> Exploring & Observing Skills: Living things: asking questions, Making observation, noticing changes	<b>Technology</b> Keyboard and Mouse Skills: Typing captions Programming Toys Paint Using a digital microscope to take images of the caterpillars we have in the classroom as they grow and change.	<b>People and Communities</b> Life cycles Investigating features: Natural environment Using language of time
<b>Personal, Social, Emotional Development</b>	<b>PSE</b> Social awareness of others/ relationships	<b>RE</b> <b>Story time:</b> What can we learn from stories? We think about	<b>SEAL</b> Changes

<p>Self-confidence and awareness Managing feelings and behaviour Making relationships</p>		<p>The Hare and the Tortoise, the boy who cried Wolf, the Crocodile and the Priest, Bilal and the beautiful Butterfly, The gold-giving serpent and Best friends, <b>Special Places:</b> What makes places special? We think about: Homes around the World, changing rooms, the wider picture, the Church, the Mosque and the Synagogue.</p>	
<p><b>Expressive Arts and Design</b> Exploring and using media and materials Being imaginative</p>	<p><b>Art and Design</b> Creating in 3D small and large scale Placing and Arranging Clay snail, Play dough mini beasts Reflective painting butterflies Easter card Adapting &amp; modifying skills: Mini beasts and animals clay modelling Mini beast puppets Bubble art</p>	<p><b>Imaginative and Role play</b> Inside role play area TBC by class: sea cave? Outside role play: A fire station: encouraging the children to take turns in conversation, ask and answer questions and enhance knowledge of problem solving, working together and writing for a purpose</p>	<p><b>Music and Movement</b> Performing together. 'Pirates'</p>
<p><b>Physical Development</b></p>	<p><b>Gross motor skills</b> Games- leap into life Dance – mini beast dances Gym – exploring ways of travelling</p>	<p><b>Fine motor skills</b> handwriting and threading and using tools with increasing control</p>	<p><b>Health and self care</b> Growth and change</p>