

EYFS Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topics</b></p>	<p><b>ER</b> All About Me/Traditional Tales</p> <p><b>R</b> All About me/Friends and family around the World/Traditional Tales</p>	<p><b>ER/R</b> Autumn and Winter</p>	<p><b>ER</b> Countries around the world</p> <p><b>R</b> Now and then</p>	<p><b>ER/R</b> Easter</p> <p><b>ER</b> Africa/ Spring</p> <p><b>R</b> Castles</p>	<p><b>ER</b> Lifecycles/ Spring/ Growing</p> <p><b>R</b> Lifecycles/ Spring/ Growing</p>	<p><b>ER/R</b> Under the Sea</p>
<p><b>Communication, Language and Literacy ER</b></p>	<p>Learn each other's names and those of familiar adults and how to use them to communicate. Traditional tales will form the starting point for small worlds. Use them to explore and develop imagination, language skills and storytelling. Share aspects of their lives with friends, through circle times, class conversations and show and tell. Explore rhymes and poems, notice rhythm and alliteration. Listening games and activities.</p>	<p>Use their friends' names when talking to them. Make eye contact as they speak. Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Use story language in our own made up stories and play. Hear and use new vocabulary related to the seasons.</p>	<p>Understand and answer 'why' questions. Use a wide range of vocabulary and learn to use longer sentences of four to six words. Learn to say hello, goodbye and thank you in the languages represented by the children, count in different languages and learn a large repertoire of songs from around the world.</p>	<p>Our focus text this half term will be Handa's Surprise by Eileen Browne. Know the story well, adding actions and learning to tell it off by heart. Use language to describe the fruits and the animals in the story, learning new vocabulary and trying it out in a wider context. Enjoy listening to longer stories and can remember much of what happens. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Extend our thinking and listening skills as we find out about how things grow and change. Consider 'I wonder' questions such as 'I wonder why this bulb has these long hairs at the bottom of it'. Learn new words; roots, bulbs, metamorphosis. Listen to our friends and think about why it is important to take turns in a conversation. Think about what our opinion is about something and take a turn to say why.</p>	<p>Through the topic of 'Under the Sea', learn new vocabulary, using these words in games and activities. Games about sea creatures to develop thinking and listening skills. Learn how to debate a point with a friend or adult, using games such as 'would you rather?'. Build up deep familiarity with a text to retell a story. Use talk to help work out problems and organise thinking and activities. Engage in non-fiction books.</p>

				<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>		<p>Articulate their ideas and thoughts in well-formed sentences.</p>
<p><b>Communication, Language and Literacy R</b></p>	<p>Who are their new friends and the adults in the setting? Developing use of names to communicate with them. Understand what listening is and why it is important. Learn and use new vocabulary.- from stories, equipment and resources in the class setting, daily school routines and places in the school. Use small world play and role play to retell stories, explore and develop imagination.</p> <p>Develop social phrases - please can I have a turn? that looks fun, please can we share doing that? Would you like a go? Please can you tell me where... goes away?</p>	<p>Further develop social phrases and use of their friends names as they become more settled in their new setting- please can I have a turn that looks fun, please can we share doing that? Would you like a go? Please can you tell me where... goes away? Understand what listening is and why it is important. Continue to learn and use new vocabulary.that they hear as they learn about the different habitats and animals of Polar lands and continue to become familiar with the school building and school life. In all communication through the day build up knowledge of and confidence in different</p>	<p>Continue social interactions with peers and adults using social phrases that have been a focus and taking turns in conversation. Participate in topic discussions showing use of new vocabulary and consideration of the roles of different people who help us. In discussions about stories show recall of detail and predict what might happen. and use small world play and role play to retell stories, explore and develop imagination. In all communication through the day build up knowledge of and confidence in different sentence structures now using connectives to link and express their ideas.</p>	<p>Confidence and focus will be shown in Show and Tell as they use wider vocabulary and lengthier sentences using connectives to present their information and in response to others. Consider questioning words eg. who, what, when, where. Organise thinking as the children develop their investigations and 'I wonder why questions' to work out problems, explain how things work and why they might happen and vocabulary related to specific experiments etc.</p>	<p>In story times, class and small group discussion ask questions and make comments about what they have heard. Use detail to retell stories with repeated phrases and also more general retelling. Continue to learn and use new vocabulary.that they hear as they learn about Rainforest, plants and growing ask questions and have back and forth conversation.</p>	<p>Initially modelled by adults, use full sentences with past, present and future tenses, conjunctions and new vocabulary eg when explaining observations about Summer, changes in the natural world, explaining their understanding of differences in seasons. Explain their understanding of how they have developed as a child during their Reception year and what they look forward to in KS1.</p>

	Develop relationships and familiarity with each other by sharing different things about who they are and what they like in different class conversations and show and tell.	sentence structures.				
<b>Personal, Social and Emotional Development ER</b>	Build relationships with familiar adults and peers. Learn about how school life works and become accustomed to new routines and ways of doing things. Learn that we must listen to others and use our words to communicate. Learn to take turns. Share and be kind to others. Listen to others and take account of what is said to them. Learn how to sit on the carpet, put our hand up and wait to have a turn to speak.	Develop their attitudes to following rules, understanding why they are important. Continue to join in class routines such as sitting on the carpet and putting up their hands to be courteous to others. Use their friend's names when talking to them, using our eyes to look at who we are talking to and listening to what our friends are saying back to us. Play with one or more children, extending and elaborating play ideas. Listen to each other's ideas and develop them into their play.	Continue to develop awareness of self, how to regulate feelings and emotions and to begin to think about how others might feel as they play with or alongside them. Keep on trying when things are difficult. Extend and elaborate play ideas and explore games that children play in other countries. Talk with others to solve conflicts. Understand how others might be feeling. Take account of what others say.	Learn to use talk to speak up when something is difficult or irritating. To keep on trying when things are difficult. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Be kind. Begin to understand how others might be feeling.	Learn to be patient as we wait for seeds and bulbs to start growing. Develop further strategies to help with sharing and taking turns. Think through how to be assertive in the right way as well as using talking to solve disagreements. Begin to understand how others might be feeling.	Express their feelings and consider the feelings of others. Become resilient and persevere in the face of challenging activities, 'have a go' and keep on trying even when things are tricky. Talk with and listen to others to solve conflicts. Begin to understand how others might be feeling.
<b>Personal, Social and Emotional</b>	Learn or be reminded about building constructive and	See themselves as valuable individuals by interacting with	See themselves as valuable individuals and think of the	See themselves as valuable individuals and think of the	Try new activities, and play collaboratively with increasing	Try new activities, and play collaboratively with increasing

<p><b>Development R</b></p>	<p>respectful relationships with adults and peers by showing kindness, respect, consideration and appreciation of others and what they are saying and doing. Develop resilience and perseverance as the children settle to all the aspects of a school day and week - being independent in following routines, considering what they say and how in responses and interactions with others. Learn Jasper phrases about classroom use 'Choose it, use it, leave it ready'. Learn or be reminded about how to take part in whole class situations by taking account of others, taking turns in speaking and following routines for transition in the day.</p>	<p>others in positive ways taking account of what each other say showing kindness, respect, consideration and appreciation of others. Learn to recognise good and hard feelings and moderate them as they develop resilience and perseverance. Continue to take part in whole class situations by listening to peers and adults thinking about how to take turns in speaking and following routines for transition in the day. Learn Jasper phrases about classroom use 'Choose it, use it, leave it ready'.</p>	<p>perspective of others Express own feelings and consider those of others Identify their feelings and moderate them Manage their own needs and speak of them plus wants, interests and opinions Develop resilience and perseverance Be aware of what other people do for them and how they can help others. Express gratitude. Think about the perspectives of others. Keep play going by responding to what others are saying or doing.</p>	<p>perspective of others appreciating kindness, helpfulness, and how they can be good friends to each other. Express own feelings and consider those of others Identify their feelings and moderate them, developing strategies and also repeated phrases 'it is tricky but I'll try', 'please stop, I don't like it'. Manage their own needs and build understanding of expressing wants and interests when sharing resources or in different play situations. Develop resilience and perseverance in things that they know they find more difficult to accomplish.</p>	<p>independence to take turns and listen to the ideas of others Continue to value resilience and perseverance by increasing their focus on regulating their own behaviour and being able to talk about things that trouble them or they perceive as unfair. Follow instructions in a range of situations and give focused attention to adults. Know that they are important but to balance that with recognising the needs of others Considering growth, begin to understand healthy choices in terms of activity, sleep and what they eat.</p>	<p>independence to take turns and listen to the ideas of others Continue to value resilience and perseverance by increasing their focus on regulating their own behaviour and being able to talk about things that trouble them or they perceive as unfair. Follow instructions in a range of situations and give focused attention to adults. Know that they are important but to balance that with recognising the needs of others. Considering how they have developed physically and in terms of skills and learning from the start of Autumn term until now.</p>
<p><b>Physical Development ER</b></p>	<p>Fine and gross motor activities and games: playdough, threading, tweezers, building with construction. Use outside space to run, jump, crawl and move building blocks.</p>	<p>Develop our motor skills in all sorts of activities. Pouring, tipping, measuring with rice, lentils, conkers and anything else the children think of.</p>	<p>Continue to work on fine motor skills, to help the muscles in our fingers build up strength for writing. This will be through a range of activities, playdough, chalking,</p>	<p>Continue to focus on holding a pencil between the first two fingers and thumb and using it with good control. Continue to work hard at forming the letters</p>	<p>Become increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping -</p>

	<p>Skip, hop, stand on one leg 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. Dance and PE sessions.</p>	<p>Use the large construction equipment to make and build dens, towers, towns, sleighs. Continue to have focussed PE lessons with Mr Linds and dance with Miss Dani. Park trips with Jasper to give freedom to move and explore using their bodies. Develop fine motor skills using cutting activities and mark making as well as threading and playdough and building with smaller construction sets. Hold a pencil in a tripod grip.</p>	<p>colouring, threading, using scissors, scooping and pouring. Continue to develop gross motor skills in dance and PE sessions. Explore moving like the different animals across the world. Continue to focus on holding a pencil between the first two fingers and thumb and using it with good control. Continue to work hard at forming the letters in names correctly. Become increasingly independent as we try our best to get dressed and undressed, for example, putting coats on, changing into ballet shoes and doing up zips. Begin to form letters correctly and continue to practise writing them. Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>in names correctly. Become increasingly independent as we try our best to get dressed and undressed, for example, putting coats on, changing into ballet shoes and doing up zips. Continue to practise forming letters correctly. Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>independent as they get dressed and undressed. Make healthy choices about food. Continue to focus on holding a pencil between the first two fingers and thumb and using it with good control. Continue to work hard at forming the letters in names correctly.</p>	<p>climbing. Develop overall body-strength, balance, co-ordination and agility. Make healthy choices about food. Continue to focus on holding a pencil between the first two fingers and thumb and using it with good control. Continue to work hard at forming the letters in names correctly. Obstacle courses to race across the seabed to tackle tunnels (caves) to travel through, benches (shipwrecks) to balance along, cones (coral) to move between and avoid a dangerous shark as we stop at a given sound. .</p>
<p><b>Physical Development R</b></p>	<p>Promote managing the school day independently so</p>	<p>Promote managing the school day independently so</p>	<p>During PE, day to day activities and park play activities</p>	<p>As the children consider all that is amazing about</p>	<p>During work on Growth continue the focus on the</p>	<p>Having focused, the children will now be able to hold a pencil effectively so that they</p>

	<p>they can line up, eat and drink and manage their own personal hygiene. A range of day to day activities focusing on continued development of body strength, balance, agility and coordination. The focus for these would be rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Other ongoing activities that would include cutting, painting, chalks and pastels, threading, play dough, large tweezers games to develop small motor skills.</p>	<p>they can line up, eat and drink and manage their own personal hygiene. Ongoing activities during PE lessons and Park Play to develop overall body strength, coordination, balance and agility so that children progress towards a more fluent style of moving, with developing control and grace. Building on development of small motor skills to</p>	<p>will be aiming to further develop body-strength, balance, coordination and agility and also core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. White board, paint and water, chalk activities aimed at developing foundations of a handwriting style which is fast, accurate and efficient. Promote managing the school day independently so they can line up, eat and drink and manage their own personal hygiene.</p>	<p>themselves in our Awe and Wonder work, know and talk about the importance of regular physical activity, healthy eating, toothbrushing, good sleep, moving around London safely and thinking about sensible amounts of screen time as the different factors that support their overall health and wellbeing. As they play with balls, focus work to improve confidence, competence, precision and accuracy through throwing, catching, kicking, passing, batting, and aiming.</p>	<p>importance of regular physical activity, healthy eating, toothbrushing, good sleep, moving around London safely and thinking about sensible amounts of screen time as the different factors that support their overall health and wellbeing. As they play with balls, focus work to improve confidence, competence, precision and accuracy through throwing, catching, kicking, passing, batting, and aiming. As the children prepare for Sports Day show that they can move energetically by running, jumping, hopping, skipping and climbing.</p>	<p>are ready to write with more fluency using a tripod grip. As they draw they now show more accuracy and care remembering what they have learnt along the way. In playtimes, PE and park play the children negotiate space and obstacles safely with consideration for themselves and others. As they play they demonstrate strength, balance and coordination.</p>
<p><b>Literacy ER</b></p>	<p>Become familiar with traditional stories, suggest what might happen next and answer questions about key aspects of the stories.</p>	<p>Read a range of stories and texts, including a broad range of information books. Share their knowledge of what has been</p>	<p>Continue to develop phonological awareness, spot and suggest rhymes, count or clap syllables in a word and recognise</p>	<p>Draw story maps. Making our own story books, labelling the animals and fruits using our phonemes. Continue to learn and use new phonemes..</p>	<p>Use phonic knowledge to read cvc words with support. Continue to use taught sounds to keep practising blending and segmenting.</p>	<p>Continue to work on holding our pencils and forming our letters correctly, Be independent in writing, not relying on the help of an adult</p>

	<p>Learn new vocabulary related to the focus stories and begin to use it. Join in with rhyming games and nonsense rhymes. Begin to make marks and form letters to communicate meaning.</p>	<p>discovered through the books with their classmates. Continue to develop phonological awareness and begin more formal phonics sessions as the children become ready. Use our taught phonemes to write and mark make. Continue to have a go at writing our names.</p>	<p>words with the same initial sound. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Hear and say the initial sound in words. Continue to learn new phonemes. Give meaning to marks as they draw, write and paint. Know that information can be relayed in the form of print. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in simple non-fiction books.</p>	<p>Read individual letters by saying the sounds for them and blend sounds into words to read short words made up of known letter– sound correspondences.</p>	<p>Record the progress of the beans in the ‘Bean Diary’, Make life cycle books using phonic knowledge to write and label. Write independently, having a go at using phonic knowledge to write phonetically plausible words.</p>	<p>and having a go at writing words that are phonetically plausible. In our ‘Seaside cafe’ write menus, shopping lists and table orders. Look at non fiction books about sea creatures, find out about contents pages. Make facts books about sea creatures..</p>
<p><b>Literacy texts ER</b></p>	<p>Goldilocks and the Three Bears The Three Little Pigs Gingerbread Man</p>	<p>Leaf Man - Lois Ehlhert Stick Man - Julia Donaldson Various versions of the Christmas story Pumpkin Soup - Helen Cooper Snowballs - Lois Ehlhert One Snowy Night - M Christina Butler It was a cold dark night - Tom Hopgood</p>	<p>Information books from specific areas of the world represented by the children, e.g. Portugal, Brazil, Germany, Romania, Italy Traditional Tales from other countries.</p>	<p>Handa’s Surprise</p>	<p>Jasper’s Beanstalk The Tiny Seed by Eric Carle Jasper’s Beanstalk by Mick Inkpen Planting a Rainbow by Lois Ehlhert When Spring comes by Kevin Henke The Bad Tempered Ladybird by Eric Carle Non fiction books on Spring, Tadpoles, Lifecycles.</p>	<p>Mister Seahorse - Eric Carle Billy’s Bucket - Kes Gray There’s a hole at the bottom of the sea The fish who could wish - John Bush Bright Stanley - Matt Buckingham Barry the Fish with Fingers - Sue Hendra Sharing a shell - Lydia Monks</p>



		Autumn and Winter non fiction books The nativity story			One is a .... ten is a crab	Tiddler - Julia Donaldson
<b>Literacy R</b>	Say sounds for individual letters Using letter cards, matching items to letters, sound discrimination games  Bug Phonics Phase 2	Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences Use games to match words and magnetic letters on boards  Bug Phonics Phase 2	Read letters and groups of letters saying the sound that they represent Read some common exception words Write recognisable letters that are correctly formed - use chalk outside, paint, water for magic writing, white boards and pens  Bug Phonics Phase 2 and Phase 3	Read simple sentences Describe the main event in stories Reread books to build confidence and their understanding and enjoyment Write recognisable letters that are correctly formed - use chalk outside, paint, water for magic writing, white boards and pens and write in exercise books  Bug Phonics Phase 3	Discuss stories and vocabulary demonstrating understanding Enjoy stories, non fiction, poetry and use vocabulary through the day and in role play Read words, sentences and books using sound blending strategies Read some exception words Write recognisable letters that are correctly formed Identify sounds in words and write them using correct letters Write phrases and sentences that they can read back and others can read using white boards and exercise books Bug Phonics Phase 3	Discuss stories and vocabulary demonstrating understanding Enjoy stories, non fiction, poetry and use vocabulary through the day and in role play Read words, sentences and books using sound blending strategies Read some exception words Write recognisable letters that are correctly formed Identify sounds in words and write them using correct letters Write phrases and sentences that they can read back and others can read using white boards and exercise books Bug Phonics Phase 4
<b>Literacy texts R</b>	Goldilocks and the Three Bears  The Three Little Pigs  Gingerbread Man	Stick Man - Julia Donaldson Leaf Man - Lois Ehlhert	See inside famous buildings - Rob Lloyd Jones How was that built? A place called home - Lonely Planet Kids	What were Castles for? - Phil Roxbee Cox Castles - Big Cat George and the Dragon - Christopher Wormell DKFindout - Castles!	The Blue Whale by Jenni Desmond Sharing a shell, The Singing Mermaid, The Snail and the Whale, Tiddler by Julia Donaldson	The Blue Whale by Jenni Desmond Sharing a shell, The Singing Mermaid, The Snail and the Whale, Tiddler by Julia Donaldson



	<p>Books that relate to countries of heritage for individual children</p>	<p>Little Red Hen - Folktale                      Enormous Turnip- Folktale                      Pumpkin Soup - Helen Cooper                      The Old Woman and the Red Pumpkin - Bengali Folktale                      Don't hog the hedge - Twinkl                      It was a cold dark night - Tom Hopgood                      Stick Man - Julia Donaldson                      Various versions of the Nativity story                      Christmas Promise                      Little Bear's Christmas                      Jesus' Christmas Party                      Snowballs - Lois Ehlhert                      Autumn and Winter non fiction books</p>	<p>Non fiction texts about Romans, Egyptians, Stone age - any periods of history and people that are of particular interest to the children</p>	<p>Look inside a Castle - Usbourne                      Zog books - Julia Donaldson</p>	<p>Billy's Bucket by Kes Gray                      The Fish who could wish by John Bush                      Rainbow Fish by Marcus Pfister                      Barry the fish with fingers by Sue Hendra                      A hole in the bottom of the sea by Jessica Law</p>	<p>Billy's Bucket by Kes Gray                      The Fish who could wish by John Bush                      Rainbow Fish by Marcus Pfister                      Barry the fish with fingers by Sue Hendra                      A hole in the bottom of the sea by Jessica Law</p>
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<p><b>Maths ER</b></p>	<p>Recite numbers past 5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Count by using a finger on each object. Show finger numbers up to 5. Join in number songs and rhymes and answer questions such as how many are left now? Talk about and explore 2D and 3D shapes. Find numbers in the environment. Play with shapes, building and constructing and talking about their features. Talk about and explore shapes. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Develop fast recognition of objects, without having to count them individually ('subitising'). Recite numbers past 5. Say a number for an object when counting, use a counting finger to support this. Show finger numbers up to 5. Join in number songs and rhymes. Begin to experiment with making marks to record numbers. Find numbers in the environment. Play with shapes, building and constructing and talking about their features. Talk about and explore shapes. Make repeating patterns with conkers, leaves, acorns. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. For example: stripes on clothes, shapes on different uniforms, badges and hats of community workers. Know that a group of things changes in quantity when something is added or taken away. Link numerals and amounts: for example, showing the right number of objects to match the numeral. Explore the local area, counting vehicles, and looking at the numbers on doors or signs. Notice shapes in the local area and incorporate the mathematical</p>	<p>Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Link numerals and amounts: for example, showing the right number of objects to match the numeral. Know that a group of things changes in quantity when something is added or taken away. Discuss routes and locations, using words like 'in front of' and</p>	<p>Continue to recognise and order numerals. Look for patterns within numbers and find smaller amounts hiding in bigger ones. Use ladybirds to learn about doubling numbers, butterflies to learn about symmetry and worms to compare length. Use the sand and water trays to learn vocabulary for weight and capacity. Continue to develop our understanding in Maths through stories and problem solving. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Count beyond ten. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Make comparisons between objects relating to size, length, weight and capacity. Count beyond ten. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Link the number symbol (numeral) with its cardinal number value. Begin to understand the 'one more than/one less than' relationship between consecutive numbers. Count beyond ten. explore repeating patterns using shells, waves, footprints in the sand.</p>
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		amounts: for example, showing the right number of objects to match the numeral, up to 5.	language in our conversations. Make comparisons between objects relating to size, length, weight and capacity.	'behind'.	its cardinal number value.	
<b>Maths R</b>	Counting objects, actions, sounds Identify numerals Subitise Number bonds to 5 Component of number to 10 Pattern - continue, copy and repeat 2D shape	Counting objects, actions, sounds Identify numerals Subitise Number bonds to 5 Component of number to 10 Pattern - continue, copy and repeat 2D shape	Exploring shapes and identify shapes within shapes Count beyond 10 Compare numbers Consider 1 more/1 less Automatic recall of number bonds to 10 Compare length, weight, capacity Positional language	Exploring shapes and identify shapes within shapes Count beyond 10 Compare numbers Consider 1 more/1 less Automatic recall of number bonds to 10 Compare length, weight, capacity Positional language Consider subtraction in number bonds	Ten Seeds by Ruth Brown How many legs? By Kes Gray Eggs and legs by Michael Dahl Cockatoos by Quentin Blake Automatic recall of number bonds to 5 and 10 including Subtraction and doubling and halving Verbally count beyond 20 Odd and Even numbers Pattern- continue, copy and repeat Compare length, weight, capacity Positional language	Ten Seeds by Ruth Brown How many legs? By Kes Gray Eggs and legs by Michael Dahl Cockatoos by Quentin Blake Automatic recall of number bonds to 5 and 10 including Subtraction and doubling and halving Verbally count beyond 20 Odd and Even numbers Pattern- continue, copy and repeat Compare length, weight, capacity Positional language
<b>Understanding the World ER</b>	Explore different textures. Talk about what is seen, smelt, felt, heard and tasted as they explore traditional tale worlds. Show an interest in the lives of their peers and learn about the	Continue to observe the natural world and explain what we see happening and the changes occurring. Explore information books on Autumn and Winter. Develop an understanding of	Role play travelling around the globe visiting the different countries represented by the children in Sapphire. Begin to make sense of our own life-story and family's history.	'Fly' to Uganda and explore what it is like there, the climate, foods, costume, houses and celebrations. Use our senses to explore the fruits in the story and describe	Continue to develop knowledge and understanding of the natural world. Plant seeds and bulbs and watch their slow development. Look at the life cycles of animals who metamorphosize, act	Plant seeds and care for growing plants. Learn about life under the sea, the food chain, sea creatures, life cycles and the layers of the ocean. Look at the world map, seeing the different oceans,

	<p>differences between them. Explore the different cultures that we all come from, finding them on the world map or globe.</p>	<p>changing seasons and climates. Look at the globe and find out about different countries and climates. Explore cold climates and the animals that live there. Watch ice melting and talk about what is seen. Explore the Christmas story.</p>	<p>Through learning about different cultures and beliefs. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences. Explore speaking in languages represented in the class. Find out about different climates. Try foods from different countries around the world. Find out about how different countries celebrate their festivals. Find out about where different animals live. Find out about clothes from around the world. Learn about Chinese New Year. Explore how things work. Explore collections of materials with similar and/or different properties.</p>	<p>what we can taste, smell, feel, and see. Find out more about healthy eating and what we need to do to keep healthy. Explore the nature that we find in the park, observing the changes that we see such as flowers starting to grow, grass being cut, buds on trees, the leaves beginning to appear and insects starting to emerge. Recognise some environments that are different to the one in which they live.</p>	<p>them out, observe and draw them and use a broad vocabulary to explain what happens. Plant seeds and find out what they need to grow and how they develop. Understand the key features of the life cycle of a plant and an animal.</p>	<p>finding out their names. Make a beach role play area and learn about sun safety. Compare summer holidays now and in the past. Explore the life of a pirate and make some pirate maps.</p>
<p><b>Understanding the World R</b></p>	<p>Through our topic learning, we talk about members of</p>	<p>On weekly visits to Tabard Gardens explore the natural</p>	<p>Compare and contrast characters</p>	<p>We'll think about what our existing</p>	<p>Life cycle spring growinWhat do we know and what can</p>	<p>Learn about life under the sea, the food chain, sea creatures in</p>

	<p>their immediate family and community. Looking at photographs name and describe people who are familiar to them and memories of occasions and familiar situations. Talk about people they know around the World to develop an understanding of their part in the World and positive attitudes about the differences between people. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>world around us. Build awareness of the change in seasons and describe what they see, hear and feel whilst outside using a wide vocabulary to show the effect of changing seasons on the natural world around them. Look at the globe and find out about different countries and climates particularly in countries where family members are. We will think about the environmental decisions we make and how that affects the wider world. As we prepare Christmas celebrations encourage recognition that people have different beliefs and celebrate special times in different ways.</p>	<p>from stories, including figures from the past particularly as we consider different events in time like the Egyptians and their temples and Roman people and inventions or the Stone age. As we consider different historical events or current events, we'll think about some similarities and differences between life in this country and life in other countries - things like how volcanoes formed and what it meant for inhabitants of settlements when they erupted by finding out about Pompeii.</p>	<p>knowledge of Castles is and build on the children's interests and questions. Such things might be - what do we want to find out? What are they? Why were they built? Why were they built in particular places? What happened there? Who lived there? What was castle life all about? We will learn about our 'local' castles - Tower of London, Buckingham Palace, Kensington Palace, Windsor Castle, Castles around the UK and the World and what might make them different or the same.</p>	<p>we find out about the life cycle of plants as we plant seeds and watch the changes as they grow. We will learn about plants in the park and think about the need to care for the natural environment. We will think about the lifecycles of butterflies, frogs and chickens and consider the similarities and differences. As we think about the children growing, think about how they grow and what we need to keep us healthy. share individual understanding and observations of the effect of changing seasons and what they have seen in the natural World at this time of year.</p>	<p>different layers, life cycles and the layers of the ocean. Look at the world map, seeing the different oceans, finding out their names. Think about exercise and fun in the Summer and how to be healthy in the sun and warm weather. Think about different environments we see in Summer contrasting them with London in Summer and talk about what they like about each. Make a beach role play area and learn about sun safety. Compare summer holidays now and in the past. Explore the life of a pirate and make some pirate maps.</p>
<p><b>Expressive Arts and Design ER</b></p>	<p>Role play in the home corner or in traditional tale stories. Act out new and familiar narratives.</p>	<p>Pretend 'home' scenarios in the home corner. Add Autumn and Winter props such as hats, scarves and mittens. Explore and engage in</p>	<p>Make flags. Inuit Art. Dances from around the world. Music from around the world. Making Portuguese style tiles out of clay.</p>	<p>Experiment with doing art based on the story and illustrations in the book. Continue to develop our interest and curiosity in printing, looking at African</p>	<p>Continue to develop our skills of observation and painting what we see. Experiment with art inspired by Eric Carle. Create blossom collage and paintings.</p>	<p>Create a 'Seaside Cafe' role play area where the children can pretend to be shopkeepers, customers and waiters and build complex and</p>

	<p>Re-enact stories and make up their own in play. Find and use resources to make their own play scenarios. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Listen with increased attention to sounds. Explore colour and colour mixing. Explore and engage in music making and dance.</p>	<p>music making and dance. Make a hibernation home for the animals. Sing in a group or on their own, increasingly matching the pitch and following the melody. Make, create, construct, draw and paint. Christmas activities. Learn and join in with songs for the Christmas show.</p>	<p>Learn about artists from around the world.</p>	<p>prints and making our own. Look closely at the colours in the illustrations from the story and explore how we can mix colours to create other colours. Have a go at painting a still life painting of a fruit from the story. Look at and create some African art. Make some collage fruits, design an African necklace and make animal masks.</p>	<p>Paint and draw a still life of flowers. Make and paint clay ladybirds. Make insects out of pipecleaners.</p>	<p>imaginative stories and experiences through this play. Creating our own sea worlds, encouraging the children to develop their own ideas and then decide which materials to use to express them. Learn and sing under the sea songs. Make sunflower pictures and paintings. Make treasure and pirate maps.</p>
<p><b>Expressive Arts and Design R</b></p>	<p>Enjoy dressing up and role playing in play about their lives or retelling familiar stories. Use the small world area to re-enact stories and develop storylines in their pretend play. Create collaboratively to make drawings of stories, collages and junk modelling creations of 'homes'. sharing ideas, resources and skills. Create drawings of</p>	<p>Create props and share ideas for developing the setting of their home in Autumn and Winter - dress up for fireworks, wrap up to go to the park. As Christmas approaches change it to a Nativity scene using the children's suggestions. Create collaborative creations for animals in Autumn and Winter eg a tree for hibernating creatures, the</p>	<p>Create a time travel machine. Develop storylines in pretend play in the roleplay area and with small world play - extend play using what they find out about People from different times in history -Egyptians, Romans, Stone Age. Keep returning to and build on their previous learning, refining ideas and developing their ability to represent them. Explore and engage in music making and dance. Sing in a group or on</p>	<p>Extend play and storylines in play using what they find out about Castles Exploring colour, colour mixing and application using different paints, crayons and pastels. Collage Explore different paint effects. The children absolutely love to explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Create props and decoration for the Garden and growing role play area where they will play with peers creating characters, narratives and stories. Talk about what they have made, decisions about what they use and why. Sing songs about the things growing, create songs and tunes, share poems and favourite nursery rhymes and songs in their play, at</p>	<p>As they think about Summer time carry on developing narratives and stories. Create Summer crafts that interest them. Enjoy imaginative play about Summer activities, outings and being at the beach. Use Small World play to narrate this as well. Create any story props or items for the Celebration Assembly and collages and drawings about what they remember of their year in Jasper Class. Use different media to represent sea creatures</p>

	<p>themselves and their families and any aspects that represent countries of their family's heritage. Enjoy music and songs together as they listen and move and share what they like/dislike.</p>	<p>hedgerow in Don't Hog the Hedge. Create using natural materials and use the work of Andy Goldsworthy as a basis for exploring design and pattern with natural items. Develop storylines in play in the role play area and with various small world settings for the children to share and extend their learning. Enjoy learning songs and words to present ideas and a story in the Christmas assembly. Create Christmas decorations, Christmas cards and craft.</p>	<p>their own, increasingly matching the pitch and following the melody. Create collaboratively, sharing ideas, resources and skills eg deciding own ideas, selecting materials to make representations of volcanoes, pyramids, cave paintings.</p>	<p>Create collaboratively, sharing ideas, resources and skills as they decide their own ideas, select materials to make items, explore pushing and pulling, floating and sinking, cooking and creating models of old structures and new. Create Mothers Day cards and Easter cards.</p>	<p>carpet times and using small world toys. Create individual and collaborative collages and focus on painting and drawing different plants, spring creatures based on using 2D shapes.</p>	<p>and beach settings. Draw and paint to represent the different Ocean layers. Create a model of the layer that interests them most and represent the creatures that live there. Create ships and sea craft. Enjoy sharing songs, poems and rhymes about the sea and oceans of the World and Summer. Create a Father's Day card.</p>
<b>Biblical Studies ER</b>	<p>The Bible Creation The Fall Noah</p>	<p>Christmas story</p>	<p>Jesus' ministry and miracles</p>	<p>Zacheus Lazarus Easter Story</p>	<p>Old Testament Characters</p>	<p>The Ten Commandments Old Testament Characters</p>
<b>Biblical Studies R</b>	<p>The Bible Creation</p>	<p>Noah Mary Christmas story</p>	<p>John the Baptist Jesus' ministry and miracles</p>	<p>Zacheus Mary and Martha Easter Story</p>	<p>Jesus appears The Ascension Peter and John Saul Paul and Silas</p>	<p>Abraham and Isaac Joseph Moses The Red Sea</p>
<b>School/Class events</b>	<p>Hallo Meetings New Parents morning</p>	<p>Parent Meetings Christmas Fair</p>	<p>Parent Meetings</p>	<p>God's Great Earth Week</p>	<p>Art show Poet Visitor</p>	<p>Caterpillars</p>



		Christmas Play		Easter Egg Hunt Book Fair	Sports Day Art Show	Celebration Assembly
<b>Festivals/celebrations</b>	Harvest/Diwali	Christmas/Hanukkah	Chinese New Year/Shrove Tuesday	Mother's Day/Easter	St George's Day	Father's Day
<b>Key Events</b>	*Black History month *World Mental Health day #take10toread *Roald Dahl day	*Remembrance Day *Anti-Bullying week	*Safer Internet Day *Children's Mental Health week	*World Book Day	*VE Day *Poet visit	