

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<p>ER All About Me/ Traditional tales</p> <p>R All About me/Friends and family around the World/Traditional Tales</p>	<p>Autumn/ Polar Lands</p>	<p>People Who Help Us</p>	<p>Awe and Wonder/ Easter</p> <p>ER Space/Forces/ Growing</p> <p>R Forces/Colour</p>	<p>Healthy Living</p> <p>ER Jungle/plants</p> <p>R Rainforest,/Growing Plants</p>	<p>ER Summer/Growing</p> <p>R Rainforest/Growing/ Summer</p>
<p><b>Communication, Language and Literacy ER</b></p> <p><b>Ongoing</b></p>	<p>Learn each other's names as well as those of the familiar adults and how to use them to communicate. Learn how to listen carefully and why listening is important. Use traditional tale small worlds to retell stories, explore and develop imagination. Share aspects of their lives with friends, through circle times, class conversations and show and tell. Explore rhymes and poems to notice rhythm and alliteration.</p>	<p>Use friends' names when talking to them. Use technical language for polar habitats and animals. Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Use new vocabulary. Enjoy listening to longer stories and remember much of what happens. Explore rhymes and poems to notice rhythm and alliteration.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Start a conversation with an adult or a friend and continue it for many turns. Learn new vocabulary related to our 'People Who Help Us' topic and use this new vocabulary throughout the day, building into role play and small world contexts. Articulate their ideas and thoughts in well-formed sentences. During Show and Tell, gain confidence in talking to the group. Listen to your friends' questions and answer them appropriately as</p>	<p>Understand/ask why questions. Learn new vocabulary. Describe events in detail. Use talk to help work out problems, organise their thinking and activities, and explain how things work and why they might happen. Non fiction book skills. Develop knowledge and vocabulary related to different materials.</p>	<p>Learn new vocabulary. Use this vocabulary in play and activities. Develop questioning and thinking skills, "I wonder why". Listen to stories and poems about the jungle to build familiarity and understanding. Retell a story, some as exact repetition and some in their own words. Jungle listening games.</p>	<p>Explore what happens during the Summer season, learning to describe what happens and what changes occur using a wide range of vocabulary. Ask and answer 'why' questions, like: "Why do you think the caterpillar got so fat?" Extend 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 and more. Listen and think</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>well as listening to their Show and Tell and asking a sensible question (who, what, where, how).</p>			<p>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><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.  Develop social</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</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</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>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>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? 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.</p>	<p>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 sentence structures.</p>	<p>through the day build up knowledge of and confidence in different sentence structures now using connectives to link and express their ideas.</p>			
<p><b>Personal, Social and Emotional Development ER</b>  Ongoing</p>	<p>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. Take turns. Share and be kind to others.</p>	<p>Continue with using our friend's names when we are talking to them, using our eyes to look at who we are talking to and listening to what our friends are saying. Follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas.</p>	<p>Find solutions to conflicts and rivalries. Develop their sense of responsibility and membership of a community by finding out about people who help us in our homes and community. 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</p>	<p>Talk with and listen to each other in order to solve conflicts. Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' and to understand how others might be feeling. Be kind to others. What makes a good friend.</p>	<p>Persevere when something is difficult, and persist until a piece of work is as good as it can be. Find solutions to conflicts and rivalries and to talk with others to solve conflicts. Understand how others might be feeling.</p>	<p>Continue to work on social skills, listening to each other and using our words to resolve conflicts. Think about our feelings and understand how others might be feeling. Develop further strategies to help us with sharing and taking turns.</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>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.</p>		<p>responding to what others are saying or doing.</p>			
<p><b>Personal, Social and Emotional Development R</b></p>	<p>Learn or be reminded about building constructive and 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'.</p>	<p>See themselves as valuable individuals by interacting with 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</p>	<p>See themselves as valuable individuals and think of the 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>See themselves as valuable individuals and think of the perspective of others appreciating kindness, helpfulness, 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</p>	<p>Try new activities, and play collaboratively with increasing 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</p>	<p>Try new activities, and play collaboratively with increasing 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</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>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>routines for transition in the day. Learn Jasper phrases about classroom use 'Choose it,use it, leave it ready'.</p>		<p>perseverance in things that they know they find more difficult to accomplish.</p>	<p>healthy choices in terms of activity, sleep and what they eat.</p>	<p>physically and in terms of skills and learning from the start of Autumn term until now.</p>
<p><b>Physical Development ER</b>  <b>Ongoing</b></p>	<p>Fine and gross motor activities and games to develop these muscles. Playdough, threading, tweezers, building with construction sets. Use our outside space to run and jump, do a 'bounce about', crawl and move heavier building blocks. . Dance lessons with Miss Dani. PE. Hold pencil near point between first two fingers and thumb and use it with good control.</p>	<p>Pouring, tipping, measuring with rice, lentils, sugar cubes. Draw lines and circles. Hold pencil near point between first two fingers and thumb and use it with good control.. Dance with Miss Dani. PE. Park trips. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Move like a polar animal. Scissor skills. Develop small motor skills to use a range of tools competently, safely and confidently: pencils for drawing</p>	<p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Enjoy running in open spaces at the park or astro. Hold a pencil with a correct tripod grip. Copy some letters, e.g. letters from their name Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Form letters as they learn the sounds. Dance with Miss Dani. PE.</p>	<p>Continue to develop general and fine motor skills, balance and coordination, spatial awareness, flexibility and hand eye coordination. Why exercise is important and how to keep healthy. Dance with Miss Dani. PE. Park trips. Hold a pencil with a correct tripod grip. Choose the right resources to carry out a plan. Continue to develop small motor skills to use a range of tools competently, safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and</p>	<p>Continue with our sessions of sport and dance. Learn how to look after our bodies to keep healthy. Healthy eating and making sensible choices around food. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Make up jungle dances and exercise routines. Dance with Miss Dani. PE. Park trips. Hold a pencil with a correct tripod grip.</p>	<p>Revise and refethe fundamental movement skills already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Continue to develop small motor skills to use a range of tools competently, safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Increasing independence as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food and drink.</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		and writing, paintbrushes, scissors, knives, forks and spoons.	Park trips. Choose the right resources to carry out a plan.	spoons.		Dance with Miss Dani. PE. Park trips.
<b>Physical Development R</b>	Promote managing the school day independently so 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.	Promote managing the school day independently so 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	During PE, day to day activities and park play activities 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	As the children consider all that is amazing about 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, accuracy through throwing, catching, kicking, passing, batting, and aiming.	During work on Growth continue the focus on 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. As the children prepare for Sports Day show that they	Having focused, the children will now be able to hold a pencil effectively so that they 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.

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			manage their own personal hygiene.		can move energetically by running, jumping, hopping, skipping and climbing.	
<b>Literacy ER</b> <b>Ongoing</b>	<p>Listening games and activities. Use talk to organise themselves and their play. Listen to stories and poems. Through traditional stories, suggest what might happen next and answer questions about key aspects of the stories. Learn new vocabulary related to the focus story 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>Listening games and activities. Listen to a range of stories and texts, including a broad range of information books. Know many rhymes, be able to talk about familiar books. Share their knowledge of what has been discovered through the books with their classmates. Draw lines and circles. Mark make with meaning. Use talk to organise themselves and their play. Learn new vocabulary related to stories and begin to use it. Join in with rhyming games and nonsense rhymes.</p>	<p>Continue to develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Hear and say the initial sound in words. Give meaning to marks they make as they draw, write and paint. Know that information can be relayed in the form of print. Write a postcard to a friend, walk to the postbox, see one arrive at your house.</p>	<p>Engage in extended conversations about stories and non fiction texts, learning new vocabulary. Find out about each theme, from books and through ICT and understand that print carries meaning. Continue to focus on writing some or all of their name as well as forming those letters accurately. Link sounds to letters, segmenting the sounds in simple words and blending them together. using these skills in the space station, home corner and everywhere. Continue to practise forming the letters of the phonemes we have learnt. Continue to hear, say and write the initial sound of words.</p>	<p>Continue to develop mark making and writing skills. Use print and letter knowledge in early writing Use the sounds in a word to write and to have a go independently. Continue to develop understanding of the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Read individual letters by saying the sounds for them and blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Use known sounds to read individual letters by saying the sounds for them and to read cvc words with support. Continue to use our taught sounds to keep practising blending and segmenting. Record the progress of beans in our '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. Engage in extended conversations about stories, Write some letters accurately. Writing names, forming their letters</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Begin to make marks and form letters to communicate meaning.			Learn and act out Jungle stories using props and toy animals. Draw and label story maps.	correctly with the right pencil grip.
<b>Literacy texts ER</b>	Goldilocks and the Three Bears The Three Little Pigs The Gingerbread Man The Ugly Duckling The Three Billy Goats Gruff	Who lives here? Polar animals by Deborah Hodge Antarctica for Kids All about North Pole and South Poles Polar Lands The Christmas story 100 Facts Polar Lands Arctic Life Arctic and Antarctic My best book of Polar Animals by Christine Gunzi Living in the Arctic by Allan Fowler Amazing Arctic Animals by Jackie Glassman Little Polar Bear by Hans de beer. Ernest the Moose The Emperor's egg by Martin Jenkins The Littlest Owl by Cuddly Dudley Lost and Found by Oliver Jeffers	Busy People series: Vet, Doctor, Police Officer, Firefighter Flip Flap facts- In the City Clothesline Clues to jobs people do People who help us series: machine driver, firefighter, All through the night. People who help us while we sleep. By Polly Faber Dig, Dig, Digging by Margaret Mayo Emergency by Margaret Mayo	Busy people - Astronauts On the Moon by Anna Milbourne and Benji Davies Rocket Girl by Didi Dragon The Solar System! by Dr Dhoot Ladybird First Fabulous Facts about Space On the Launch Pad Counting Book about Rockets How to Catch a Star by Oliver Jeffers I wonder why stars twinkle and other questions about space Me and my place in space by Joan Sweeney Kingfisher Solar System by Dr Mike Goldsmith Stars and Planets Encyclopedia	Walking through the Jungle by Julie Lacombe. Rumble in the Jungle by Giles Andreae and David Wojtowycz. Giraffes can't dance by Giles Andreae and Guy Parker-Reese. Monkey Puzzle by Julia Donaldson and Axel Scheffler. Quiet! by Paul Bright.	The Lighthouse Keeper's Lunch by Ronda and David Armitage You Can't Take an Elephant on Holiday by Patricia Cleveland-Peck The Changing Seasons-Summer Hallo Summer by Jo Lindley Wild Summer Life in the Heat by Sean Taylor, Alex Morss and Cinyee Chiu



EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		The Night Iceberg by Helen Stephens				
<b>Literacy R</b>	<p>Say sounds for individual letters Using letter cards, matching items to letters, sound discrimination games</p> <p>Bug Phonics Phase 2</p>	<p>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</p> <p>Bug Phonics Phase 2</p>	<p>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</p> <p>Bug Phonics Phase 2 and Phase 3</p>	<p>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</p> <p>Bug Phonics Phase 3</p>	<p>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</p>	<p>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</p>
<b>Literacy texts R</b>	<p>Goldilocks 3 Little Pigs The Elves and the</p>	<p>The Little Red Hen The Gingerbread Man</p>	<p>Busy People series: Vet, Doctor, Police Officer, Firefighter</p>	<p>The Lunar New Year Story The Enormous Turnip</p>	<p>Monkey Puzzle - Julia Donaldson and Axel Sheffler</p>	<p>Monkey Puzzle - Julia Donaldson and Axel Sheffler</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Shoemaker</p>	<p>Who lives here? Polar animals by Deborah Hodge Antarctica for Kids All about North Pole and South Poles Polar Lands 100 Facts Polar Lands Arctic Life Arctic and Antarctic My best book of Polar Animals by Christine Gunzi Living in the Arctic by Allan Fowler Amazing Arctic Animals by Jackie Glassman <b>Fiction-</b> Polar Bear .....What do you hear? By Eric Carle Little polar bear - Hans de beer. Ernest the Moose - Catherine Rayner The Emperor's egg - Martin Jenkins The Littlest Owl - Caroline Pitcher Cuddly Dudley - Jez Alborough Lost and Found - Oliver Jeffers The Night Iceberg - Helen Stephens</p>	<p>Flip Flap facts- In the City Clothesline Clues to jobs people do People who help us series:machine driver, firefighter, All through the night. 'People who help us while we sleep' by Polly Faber 'Dig, Dig, Digging' by Margaret Mayo 'Emergency' by Margaret Mayo</p>	<p>DK Eye Wonder HUMAN BODY The Usborne Flip-Flap Body Book DK My Science Book of HOT AND COLD Fun with Simple Science Floating and sinking I wonder why: My tummy rumbles * Planes have wings * Soap makes bubbles Wayland - The Senses - Sight, Hearing, Smell, Taste, Touch A&amp;C Black - Science Explorers - Wool, Plastic, Metal, Wood, Glass Wayland - Why should I...? Recycle * Save Energy * Save Water * Protect Nature Mixed - Aree chung Mix it up - Herve Tullet Nature Mixed - Aree chung Mix it up - Herve Tullet</p>	<p>If I ran the Rainforest - Bonnie Wroth Over in the Jungle - a Rainforest rhyme - Connie and Peter Roops Slowly, slowly said the sloth - Eric Carle The umbrella -Jan Brett Non fiction books about Rainforest. A seed in need - Sam Godwin Plants - Steve Pollock My Science Book of Growth - Neil Ardley</p>	<p>If I ran the Rainforest - Bonnie Wroth Over in the Jungle - a Rainforest rhyme - Connie and Peter Roops Slowly, slowly said the sloth - Eric Carle The umbrella -Jan Brett Non fiction books about Rainforest.</p>

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<p><b>Maths ER</b> <b>Ongoing</b></p>	<p>Develop fast recognition of up to 3 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 and answer questions such as how many are left now? Begin to experiment with making marks to record numbers.</p>	<p>Develop fast recognition of up to 3 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 and answer questions such as how many are left now? Begin to experiment with making marks to record numbers.</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.</p>	<p>Use mathematical vocabulary to talk about and identify the patterns around us. Extend and create ABAB patterns – such as stick, leaf, stick, leaf. Solve real world mathematical problems with numbers up to 5. Understand position through words alone and be able to discuss routes and locations, using words like 'in front of' and 'behind'. Describe a familiar route. Make comparisons between objects. relating to size, length, weight and capacity.</p>	<p>Continue to look at numbers, what they look like as a numeral but also what they are made up of, what smaller numbers are hiding inside a bigger number. Experiment symbols and marks as well as numerals. Solve real world mathematical problems with numbers. Continue to learn to compare quantities using language: 'more than', 'fewer than'. Plot routes through home made jungles and describe it to others so that they can find their way.. Use jungle animals for counting, adding and taking away. Find and talk about the patterns we can see around us. Look in detail at different animal print and paint, colour and draw our own repeating patterns.</p>	<p>Solve real world mathematical problems with numbers up to 5. 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'. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Describe a sequence of events, real or fictional, using words such as 'first', 'then...' Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers.</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					<p>Measure crocodiles. Make a repeating pattern. using snakes, working out what colour will come next. Use monkeys to sing '5/10 Little Monkeys Climbing on the Bed' and count the monkeys.</p>	<p>Measure our beans as they grow and record with numbers what height they have got to. Subitise. Continue to recognise and order numerals. Look for patterns within numbers and find smaller amounts hiding in bigger ones. Continue to develop our understanding in Maths through stories and problem solving.</p>
<p><b>Maths R</b></p>	<p>Counting objects, actions, sounds Identify numerals Subitise - recognise how many objects are there without counting them Number bonds to 5 - show repeated patterns of ways to make 5 Component of number to 10 using a 10 section egg box and items Pattern - continue, copy and repeat 2D shape</p>	<p>Counting objects, actions, sounds Identify numerals Subitise- recognise how many objects are there without counting them Number bonds to 5 - show repeated patterns of ways to make 5 Component of number to 10 using a 10 section egg box and items progressing to 10 frame Pattern - continue, copy and repeat</p>	<p>Exploring shapes and identify shapes within shapes eg Tangrams Count beyond 10 Compare numbers Consider 1 more/1 less using concrete items and referring to a number line Automatic recall of number bonds to 10 Component of number to 10 using 10 frame and part, part, whole model Compare length, weight, capacity Positional language</p>	<p>Exploring shapes and identify shapes within shapes Count beyond 10 Compare numbers Consider 1 more/1 less Automatic recall of number bonds to 10 Component of number to 10 using 10 frame and part, part, whole model Compare length, weight, capacity Positional language Consider subtraction in number bonds</p>	<ul style="list-style-type: none"> <li>● Ten Seeds by Ruth Brown</li> <li>● How many legs? By Kes Gray</li> <li>● Eggs and legs by Michael Dahl</li> <li>● Cockatoos by Quentin Blake</li> </ul> <p>Automatic recall of number bonds to 5 and 10 including Subtraction and doubling and halving Verbally count beyond 20 Odd and Even numbers</p>	<ul style="list-style-type: none"> <li>● Ten Seeds by Ruth Brown</li> <li>● How many legs? By Kes Gray</li> <li>● Eggs and legs by Michael Dahl</li> <li>● Cockatoos by Quentin Blake</li> </ul> <p>Automatic recall of number bonds to 5 and 10 including Subtraction and doubling and halving Verbally count beyond 20 Odd and Even</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		2D shape			Pattern- continue, copy and repeat Compare length, weight, capacity Positional language	numbers Pattern- continue, copy and repeat Compare length, weight, capacity Positional language
<p><b>Understanding the World ER</b></p> <p>Ongoing</p>	<p>Use our hands to explore different textures. Talk about what is seen, smelt, felt, heard and tasted as the children explore traditional tale worlds. Develop an interest in the lives of their peers, learn about the differences between us and explore the different cultures that we all come from, finding them on the world map or globe.</p>	<p>Learn about different polar animals and their climates. Explore what life is like for those animals and think about how those animals might feel and survive. Watch ice melting and talk about what is seen. Think about the environmental decisions we make and how that affects the wider world. Explore the Christmas story.</p>	<p>Think about who helps us at home and in school, and what they do to help us. Find out about people who help us in the community as we go on walks around the area. Show interest in different occupations, what tools do they use, do they have special clothes, machinery or vehicles. Learn about the postal service as we write a postcard to a friend. Continue to develop positive attitudes about the differences between people. Learn about Chinese New Year and why it is significant. Why is Valentine's day celebrated? What do we do to tell someone we love them?</p>	<p>Find out about space and talk about what they see, using a wide vocabulary. Take apart a computer or radio to explore how things work. Explore and talk about different forces . Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties and talk about what we see, using a wide vocabulary, noticing the differences between materials and any changes. Plant seeds and care for growing plants. Continue to develop positive attitudes about the differences between people. Compare different climates as we think</p>	<p>Find out new and fun facts about the Jungles around the world. Locate jungles on a map. Take a virtual Amazon rainforest trip to find out what the climate is like, what plants grow and what animals live there. We will compare this with our own country. Sort animals, for example, according to where they live, such as on land, in water or in the trees. Learn about the differences between different animal habitats, linking this to what we have learnt about the North and South poles. Replicate jungle habitats. Look at what we need to keep us healthy.</p>	<p>Plant seeds, beans and bulbs and learn how to care for growing plants. We hope to grow our own vegetables and eat them. We will crush herbs and spices to explore inside them, what they smell like and look like. Respect and care for the natural environment and all living things. Explore the similarities and differences in fruits and vegetables and feel, smell, plant and describe herb plants. Develop the understanding of the key features of the life cycle of a plant. Explore the season of Summer: holidays, beach, seaside, weather, sun safety.</p>

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			Talk about what they see, using a wide vocabulary.	about growth and change.		
<b>Understanding the World R</b>	<p>Through our topic learning, we talk about members of 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>On weekly visits to Tabard Gardens explore the natural world around us. Build awareness of the change in seasons and describe what they see, hear and feel whilst outside using a wide vocabulary. Understand the effect of changing seasons on the natural world around them. Contrast observation of seasonal changes in the UK with what we learn about the Arctic. Learn about different polar animals and their climates. The children will explore what life is like for those animals and we will encourage them to think about how those animals</p>	<p>Think about the people who they see and their roles in their immediate environment of home, school and their local community. Referring to non fiction texts and stories comment on family occasions and images of familiar situations in the past and talk about members of their immediate family and community. In conversation about those who help them name and describe those people. Find out about people who help us in the community around LCS as we go on walks around the area. Consider people who help us in the wider London setting. Show interest in different occupations asking different</p>	<p>Develop an understanding of changes of state of matter, making comparisons. After weekly park walks begin to understand processes and changes observed in their natural world and record it through drawings and recording observations Expand understanding using non fiction books and Google Earth Name and describe people who are familiar and focus on things that they have done with them such as sharing a story time, going to the park, going on an outing, a birthday party, favourite foods that they know different people like, anywhere special they like to go for treats.</p>	<p>Using non fiction books, Google Earth and information clips and drawing on what they have seen and things they have read talk about similarities and differences between London, England, Rainforests and what they remember of Polar Lands. Talk about the habitat, the plants that grow, animals that live there. Create models of the layers of the Rainforest. Remember what they have learnt 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 the Rainforests and think about the need to care for the natural environment. Carry on talking about the differences</p>	<p>Continue any more learning about the Rainforest following up the children's specific interests. As we think about the children growing think about what we need to keep us healthy. Investigate different fruits and vegetables as part of this and explore preparing food and what can make tasty dishes. 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.</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>might feel and survive. 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>questions: what tools do they use? Do they have special clothes, machinery or vehicles? Continue to develop positive attitudes about the differences between people. Learn about Lunar New Year and why it is significant. Recognise people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p>	<p>Who is really interested in finding things out? What do they want to find out? Use all their senses in hands-on exploration of natural materials, noticing similarities, differences and how change occurs. Describe what they see and use correct vocabulary for simple science investigations. Understand the effect of changing seasons on the natural world around them - what do they notice as signs of Spring arriving? Talk about what they see, using a wide vocabulary.</p>	<p>between people. Discuss their own travels to other countries to share individual understanding of the effect of changing seasons that they have seen in the natural World.</p>	
<p><b>Expressive Arts and Design ER</b>  Ongoing</p>	<p>Role play in the home corner or in traditional tale stories. Act out new and familiar narratives. Use the small world area to re-enact stories and make up their own pretend play and find and use resources to make</p>	<p>Pretend 'home' scenarios in the home corner Make small world polar habitats and extend play using what has been taught about polar lands and animals Explore and engage in music making and dance</p>	<p>Make vehicles for community workers out of junk e.g. fire engines, ambulances and police cars. Role play firefighters, police officers, doctors, nurses, parents, dentists etc. Construct with a purpose in mind using a variety of resources.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make Continue to use junk materials to work out how to use tools appropriately for cutting and sticking</p>	<p>Make a jungle in the classroom. Make a jungle Diorama and use it for small world animal play and story creation. Make binoculars, masks of jungle animals, a jungle jar to collect sticks and</p>	<p>Remember and sing entire songs. Draw with increasing complexity and detail, Respond to what they have heard, expressing their thoughts and feelings. Sing the melodic shape (moving melody, such as up and down, down and</p>

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>their own play scenarios. Experiment with mixing colours and using different media. Develop the skills to draw with increasing detail.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Collage and paint polar animals and scenes. Explore Inuit art.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Show different emotions in drawings and painting and respond to what we have heard, expressing our thoughts and feelings Make a moon small world, rockets Role play space station Sing the melodic shape of familiar songs. Learn some new songs to fit with our topic Paint still life of flowers and fruit Hand print animals.</p>	<p>leaves to make a snappy crocodile. Role play a jungle with small world animals and cut outs. Make a jungle collage.</p>	<p>up) of familiar songs. Make up songs and dances. Shell art. Beach role play. Seaside in a bottle. Sunflower craft.</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'.</p>	<p>Create props and share ideas for developing the setting of their Polar Explorers Den. As Christmas approaches change it to a Nativity scene using the children's suggestions. Create collaborative creations for Polar Scenes for small world play where</p>	<p>Develop storylines in pretend play in the roleplay area and with small world play - extend play using what they find out about People who help us: firefighters, police officers, doctors, nurses, parents, dentists. Keep returning to and build on their previous learning, refining ideas and developing their ability to represent them. Explore and engage in</p>	<p>Extend play and storylines in play using what they find out about Scientists and inventors. Exploring colour, colour mixing and application using different paints, crayons and pastels. Collage Explore different paint effects. The children absolutely love to explore different</p>	<p>Create props and decoration for the Rainforest Adventure 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 topic, make up songs and tunes, share poems and favourite nursery</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</p>



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	sharing ideas, resources and skills. Create drawings of themselves and their families. Enjoy music and songs together as they listen and move and share what they like/dislike.	the children share and extend their learning. Develop storylines in play in the role play area and with various small world settings. Enjoy learning songs and words to present ideas and a story in the Christmas assembly. Create Christmas decorations, Christmas cards and craft.	music making and dance. Sing in a group or on 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 fire engines, ambulances and police cars.	materials freely, in order to develop their ideas about how to use them and what to make. 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.	rhymes and songs in their play, at carpet times and using small world toys. Create individual and collaborative collages and focus on painting and drawing different Rainforest creatures based on using 2D shapes.	they remember of their year in Jasper Class. Enjoy sharing songs, poems and rhymes about Summer. Create a Father's Day card. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
<b>Biblical Studies ER</b>	The Bible Creation The Fall Noah	Christmas story	Jesus' ministry and miracles	Zacheus Lazarus Easter Story	Old Testament Characters	The Ten Commandments Old Testament Characters
<b>Biblical Studies R</b>	The Bible Creation	Noah Mary Christmas story	John the Baptist Jesus' ministry and miracles	Zacheus Mary and Martha Easter Story	Jesus appears The Ascension Peter and John Saul Paul and Silas	Abraham and Isaac Joseph Moses The Red Sea
<b>School/Class events</b>	Hello Meetings Meet the teacher morning	Parents meetings Christmas Fair Christmas Play	Parents meetings	God's Great Earth Week Easter Egg Hunt	Poet Visitor Sports Day Art Show	Celebration assembly

EYFS Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Book Fair		
<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	