

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic/General themes General Themes Cycle 1</p> <p>NB: Themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>Who am I? Where do I live?</p> 	<p>Why do leaves go crispy?</p> 	<p>Where have all the dinosaurs gone?</p> 	<p>Why was the caterpillar so hungry?</p> 	<p>Is that a shadow in the Forest?</p> 	<p>Where do pirates and mermaids live?</p> 
<p>Characteristics of effective learning:</p>	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Texts, stories and 'old favourites.</p>	<p>Key Author: Kipper's treehouse</p>	<p>Key Author: Jasper's beanstalk</p>	<p>Key Author: The very good dinosaur</p>	<p>Key Author: The very hungry caterpillar</p>	<p>Key Author: Kipper's monster</p>	<p>Key Author: Mr Seahorse</p>
<p>Key visits or WOW opportunities</p>	<p>Local walk</p>			<p>Local shop visit (fruit)</p>	<p>Wynyard Woodland visit</p>	

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Communication & Language Whole EYFS Focus – developed throughout the year through high quality modelling, interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and weekly interventions.	Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Can start a conversation with an adult or a friend and continue it for many turns.		Understand ‘why’ questions like, “Why do you think the caterpillar got so fat?” Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.		Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. May have some problems saying; - Some sounds: r, j, th, ch and sh. - Multisyllabic words such as, ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	
Key Vocabulary <i>Will be expanded further throughout topic/theme.</i>	Name. Simple human physical features & facial features and colours. Family member’s names/titles. Baby, child, adult etc. Basic types of homes, park, garden, shops. Observed local surroundings.	Leaves, tree, branches, conkers, pine cones etc. Autumn. Hibernation. Nocturnal animals. Autumn colours.	Names of dinosaurs. Herbivore, carnivore. Colours of dinosaurs. Habitat etc. Extinct. Egg, hatch, nest.	Egg, caterpillar, cocoon, butterfly. Lifecycle. Fruit & veg, healthy eating.	Trees, forest, leaves etc. Shadows, light, dark. Direction. Torch, sun.	Pirate, mermaid. Sea, ocean, rock, ship, jolly roger flag, treasure, tail, swim, eye patch etc.

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<p>Personal, Social and Emotional Development</p> <p><i>To include a structured and focused PSHE session per week, focussed on a story or wellbeing activity.</i></p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Develop their sense of responsibility and membership of community.</p> <p>Show more confidence in new social situations.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>
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	Who am I? Where do I live?	Why do leaves go crispy?	Where have all the dinosaurs gone?	Why was the caterpillar so hungry?	Is that a shadow in the Forest?	Where do pirates and mermaids live?
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Physical Development	Who am I? Where do I live? Go to steps and stairs, or climb up apparatus, using the handrails.	Why do leaves go crispy? Continue to develop their movement skills.	Where have all the dinosaurs gone? balancing, riding (scooters, bikes and trikes) and so on.	Why was the caterpillar so hungry? Brint can have different purposes and We read English from left to right and from top to bottom.	Is that a shadow in the Forest? Skip, hop, stand on one leg and hold a pose for live?	Where do pirates and mermaids live? Engage in extended conversations about the story.
Literacy	Use large print to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to Count or clap syllables in a word.	Understand simple facts of print: Print has meaning to wave flags and streamers, paint and make marks. Develop their phonological awareness, so they can: - Count or clap syllables in a word.	Able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, deciding whether to crawl, walk or run across a plank when the planks are of different length and width.	Start taking part in some group activities which they make up for themselves, and demonstrate with their writing a page large piece of paper with the writing on the top of the page with a book. Write some letter names accurately.	Engage in extended conversations about the story. Use some of their own, and team knowledge to make up for themselves, and demonstrate with their writing a page large piece of paper with the writing on the top of the page with a book. Write some letter names accurately.	Engage in extended conversations about the story. Use some of their own, and team knowledge to make up for themselves, and demonstrate with their writing a page large piece of paper with the writing on the top of the page with a book. Write some letter names accurately.
Continued Daily (Letters & Sounds) and a whole class (handwriting and letter session, including directionality). Provide extra help and guidance when needed	Fine Motor 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.	Fine Motor 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.	Fine Motor 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.	Fine Motor 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.	Fine Motor 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.	Fine Motor 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.
Phonics (Jolly Phonics / Letters and Sounds)	Name & initial sound of name recognition. Phase 1: sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.	Name & initial sound of name recognition. Phase 1: sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences. Introduce s,a,t,p,i,n	Name & initial sound of name recognition. Phase 1: sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences. Introduce s,a,t,p,i,n	Name & initial sound of name recognition. Phase 1: sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.	Name & initial sound of name recognition. Phase 1: sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences. Introduce s,a,t,p,i,n	Name & initial sound of name recognition. Phase 1: sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.
	Name & sounds in name recognition. Writing name. Recap Phase 1. Begin Phase 2: Read a Day, Write a Day: s,a,t,p,i,n. Tricky Words: I High Freq: and.	through games activities etc. Name & sounds in name recognition. Writing name. Phase 2: Read a Day, Write a Day: m,d g,o,c,k,ck. Tricky Words: I, the, to. High Freq: and.	through games activities etc. Name & sounds in name recognition. Writing name. Phase 2: Read a Day, Write a Day: e,u,r,h,b,f/ff,l/l. Tricky Words: I, the, to, no, go. High Freq: and.	Introduce s,a,t,p,i,n through games activities etc. Name & sounds in name recognition. Writing name. Phase 2/3: Read a Day, Write a Day: ss,j,v,w,x,y,z. Tricky Words: I, the, to, no, go. High Freq: and.	through games activities etc. Name & sounds in name recognition. Writing name. Phase 2/3: Read a Day, Write a Day: qu.sh,ch,th. Tricky Words: I, the, to, no, go. High Freq: and.	Introduce s,a,t,p,i,n through games activities etc. Name & sounds in name recognition. Writing name. Phase 2/3: Consolidate and further develop confidence with blending, reading, spelling and letter formation for writing.

Assessment writing piece	Autumn 1 My Family Who am I? Where do I live?	Autumn 2 Hibernation Facts Why do leaves go crispy?	Spring 1 Name and talk about your favourite dinosaur and Where have all the dinosaurs gone? Why?	Spring 2 Recount story of The Very Hungry Caterpillar. Why was the caterpillar so hungry?	Summer 1 Recount story of Is that a shadow in the Forest? Kipper's Monster	Summer 2 Recount story of Where do pirates and mermaids live? facts
Maths	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Show 'finger numbers' up to 5.</p> <p>Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Recite numbers past 5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Show 'finger numbers' up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Describe a familiar route</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually (subitising).</p> <p>Link numeral and amounts: for example, showing the right number of objects to match the numeral up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</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' and 'round'.</p> <p>Understand position through words alone – for example, "the bag is under the table" with no pointing.</p> <p>Discuss routes and locations using words like 'in front of' and 'behind.'</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>			

	Autumn	Spring	Summer
<p>Understanding the World</p> <p>Includes focused Geography, RE and History themes/activities</p>	<p><i>Past & Present:</i> Begin to make sense of their own life-story and family's history.</p> <p><i>People, Culture & Communities:</i> Show interest in different occupations Continue to develop positive attitudes about the differences between people.</p> <p><i>The Natural World:</i> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants.</p> <p>Half termly coverage: Autumn 1: family structures (appreciate how all are different). Autumn, homes/locations. Autumn 2: Autumn, Diwali, Christmas,</p>	<p><i>Past & Present:</i> Continue to develop positive attitudes about the differences between people.</p> <p><i>People, Culture & Communities:</i> Continue to develop positive attitudes about the differences between people.</p> <p><i>The Natural World:</i> Talk about what they see, using a wide vocabulary. Explore how things work Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Half termly coverage: Spring 1: history of dinosaurs. Spring 2: Life cycle of butterflies. Easter, People of significance.</p>	<p><i>Past & Present:</i> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><i>People, Culture & Communities:</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><i>The Natural World:</i> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Half termly Coverage: Summer 1: forest walks & investigation of shadows, forests growing, location of forests (why doesn't South Pole have a forest?)</p>

	Autumn		Spring		Summer		
Expressive Arts and Design	<p><i>Creating with Materials:</i> Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour mixing. Join different materials and explore different textures.</p> <p><i>Being Imaginative & Expressive:</i> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and painting like happiness, sadness, fear etc. Listen with increased attention to sounds.</p>		<p><i>Creating with Materials:</i> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures.</p> <p><i>Being Imaginative & Expressive:</i> Draw with increasing complexity and detail, such as representing a face with circles and including details. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas.</p>		<p>Summer 2: natural beach habitats, location of beach/creefters/puddle etc. (exploring). Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p><i>Being Imaginative & Expressive:</i> Use drawing to represent ideas like movement or loud noises. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p>		
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Suggested enhancements to learning:	Who am I? Where do I live?	Why do leaves go crispy?	Where have all the dinosaurs gone?	Why was the caterpillar so hungry?	Is that a shadow in the Forest?	Where do pirates and mermaids live?	
Role Play:	Shoe shop	Forest Area/Woodland	Dinosaur Den	Fruit and veg shop	Investigation/Science lab	Castaway Cove	
Continuous provision	Continuous provision is based on children's interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which will cover the 7 areas of learning. Areas are enhanced based on children's interests and fascinations and topic themes, aiming for independence and greater depth.						

