



'With God's help, together, we aspire, achieve and believe'.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY WORLD 	LET'S CELEBRATE 	SPECIAL PEOPLE 	JOURNEYS 	AMAZING ANIMALS 	UNDER THE SEA 
NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS.						
CHARACTERISTICS OF EFFECTIVE LEARNING	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. Active Learning – Children concentrate and keep 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. Creating and thinking critically – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing of previous experiences which helps them to solve problems and reach conclusions.					
OVERARCHING PRINCIPLES	The four guiding principles which shape practice in our early years setting: Unique Child - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Positive Relationships - Children learn to be strong and independent through positive relationships Enabling Environments - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Learning and Development - Children develop and learn at different rates. We ensure that ALL children can meet their full potential. We will ensure that all children learn and develop well and are always kept healthy and safe.					
BRITISH VALUES	Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty. These British Values are discussed through Picture News as part of our Collective Worship but also provide a foundation for our school community intertwined throughout each school day.					



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ASSESSMENT OPPORTUNITIES	Our own baseline assessment on entry. Reception Baseline Assessment (RBA) Phonics Tracker EYFS Team Meetings – ongoing next steps Pupil Progress Meeting	Phonics Tracker EYFS Team Meetings – ongoing next steps Autumn Term tracker Parents Evening Information Cluster Moderation	Phonics Tracker EYFS Team Meetings – ongoing next steps Pupil Progress Meeting	Phonics Tracker EYFS Team Meetings – ongoing next steps Spring Term Tracker Parents Evening Information Cluster Moderation	Phonics Tracker EYFS Team Meetings – ongoing next steps Reports to parents End of Year Assessments (ELG's) Cluster Moderation	Phonics Tracker EYFS Team Meetings – ongoing next steps Reports to parents End of Year Assessments (ELG's) Cluster Moderation



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Communication and Language LISTENING, ATTENTION AND UNDERSTANDING SPEAKING C&L will be a focus throughout the year and will be developed through opportunities such as: Daily key person time, daily story time, PHSE, singing Phonics, Speech and Language interventions etc...	Settling in activities Talking about themselves and their families Sharing their familiar experiences Talking about their goals and aspirations	Develop vocabulary Confidently singing rhymes Listening carefully and responding to stories Join in with discussions Understand how to be a good listener Talk about similarities and differences Talk about own experiences	Develop vocabulary further Ask how and why questions Retell a story with story language Remember key events in a story Describe events Listen to and talk about familiar stories and show understanding Learn more rhymes, poems and songs	Develop vocabulary further Recite poems, rhymes, and songs Retell stories with greater confidence Listen to and engage with selected non-fiction texts Articulate ideas and thoughts into well-formed sentences Ask questions to find out more	Develop vocabulary further Recite poems, rhymes, and songs Innovate familiar stories with own ideas Listen to and engage non-fiction texts selected by themselves Use an iPad to take photographs Describe events in some detail (E.G a trip)	Develop vocabulary further Recite poems, rhymes, and songs Listen to and engage with a range of texts Talk about my school experiences



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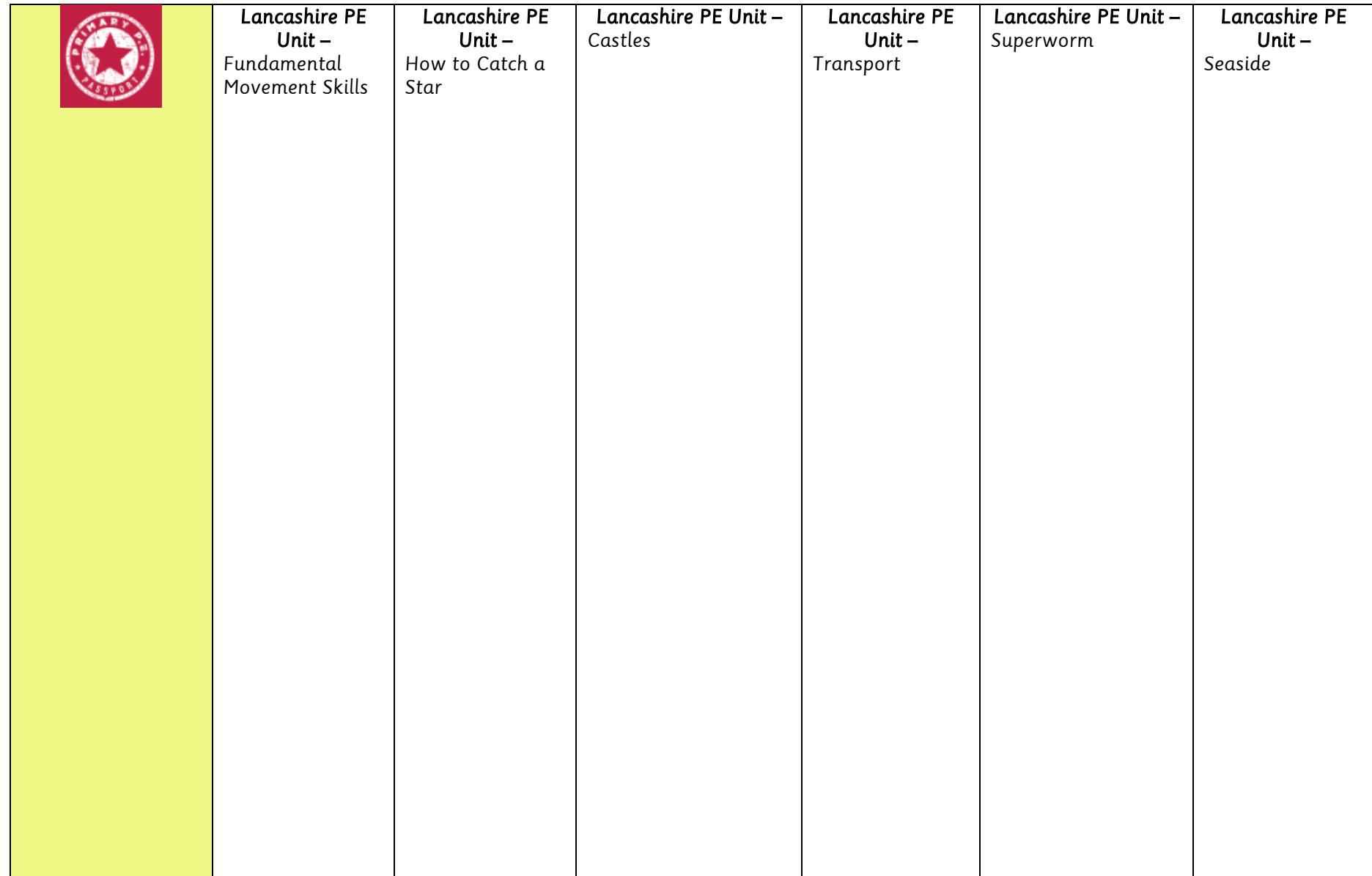
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Personal, Social and Emotional Development MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	1 Decision Early Years  1 Decision Early Years has been created to support 'in the moment' planning. A range of resources are available which are mapped against the ELG's within the Early Years Statutory Framework. Resources include: • Read-to-Me Storybooks • Animated Storybooks • Dilemma Drops • Sorting Cards • Talking Cards • Mindfulness and Mini Yoga Videos • Flash Cards • Posters					



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Physical Development FINE MOTOR	Fine Motor Skills will be developed throughout the year through both adult-led learning and continuous provision E.G. Funky Fingers, Dough Disco, threading, weaving and cutting activities. The following key learning will be covered through the year: • Fine Motor Skills Linked to Handwriting/Drawing: • Movement of body parts • Strength • Pencil grip • Lines and patterns • Drawing • Communication • Manipulation and control of tools • Control of writing tools and equipment • Letter formation					
GROSS MOTOR	Through continuous provision – climbing equipment, outdoor gym, building equipment, wheeled resources for children to use such as wheelbarrows, scooters, balance bikes, prams. The following key learning will be covered through the year: • Fundamental Movement Skills • Gross Motor skills/movement • Spatial Awareness • Safety Awareness • Use of apparatus • Body Strength • Movement of body parts Use of vocabular linked to Movement					





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Literacy High-quality Texts COMPREHENSION WORD READING WRITING	Fiction - The Three Little Pigs Non-fiction – Homes Around the World (Labelling) Poetry/rhyme – Nursery Rhymes	Fiction – The Best Christmas Present Ever! Non-fiction – Getting ready for a celebration (List) Poetry/rhyme – Songs for Nativity	Fiction - The Queen's Hat Non-fiction – People Who Help Us (Poster) Poetry/rhyme – London Bridge is Falling Down (performance)	Fiction - We're Going on a Bear Hunt Non-fiction – Pancakes (Instructions) Poetry/rhyme – innovate a familiar rhyme	Fiction - The Very Hungry Caterpillar Non-fiction – life cycles (explanation) Poetry – about minibeasts and animals (E.G. Old MacDonald)	Fiction – What the Ladybird heard at the seaside. Non-fiction – Recount of an EYFS Visit. (recount) Poetry - Commotion in the Ocean
Supplementary Texts	What makes me a me? Leaf Man My World, your world Welcome to our World The Colour Monster Peace at Last Goodbye Summer, Hello Autumn	The Best Birthday Present Ever! Chapatti Moon How to Catch a Star	Pancakes The Queen's Knickers The Royal Nappy Stuck I can Build a Snowman Jack Frost Goodbye Autumn, Hello Winter	Welcome The Naughty Bus Coming to England Poles Apart Goodbye Winter, Hello Spring	The bad-tempered ladybird Mad about minibeasts Why do we need bees? Usborne – minibeasts Jack and the Beanstalk Superworm Harry and the Bucketful of Dinosaurs Christopher Nibble Poles Apart Walking Through the Jungle	The Rainbow Fish Lost and Found Sharing a Shell Dogger The Snail and the Whale



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Mathematics NUMBER NUMERICAL PATTERNS	Matching Sorting Comparing and Ordering AB Patterns Counting Time Composition of Numbers up to 5		2D Shapes Positional Language Counting Counting and Ordering Addition Patterns Measuring Lengths and Heights Capacity 2D Shapes 3D Shapes		Counting on to add Counting Forwards and Backwards Counting to 20 Doubling Halving and Sharing Odds and Evens Mass Volume and Capacity Money Data Word Problems	
Understanding the World PAST AND PRESENT	Talk about key events in their own lives and about family and friends. Begin to make sense of own life story. Changes they notice about themselves and the world around them.	Show an interest in significant events and experiences in the lives of others including friends and family members. (Bonfire night, Christmas etc...) Comment on images of familiar	Talk about other people including significant people. (The Queen) Talk about key roles people have in society both in the present and the past. Compare and contrast characters from stories, including figures from the past.	Look at how people used to travel in the past and compare to the present.	Look at fossils – archaeologist. Learn about dinosaurs.	Seaside holidays in the past. Use different sources to find out about seaside holidays in the past. Talk about what is the same and what is different. Look at a school fayre/sports day in the past.



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		situations in the past. (Victorian Christmas) Guy Fawkes- Historical figure				
PEOPLE, CULTURES AND COMMUNITIES	Learn about our school, community and where we live (Accrington – Mill Town). Types of houses and features of houses. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Similarities and differences.	Diwali - Story of Rama and Sita. Celebration of Christmas. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Make links between family members. Compare historical figures the Queen Compare Accrington to London	Make simple maps linked to a story. Use familiar images in small world play – create familiar journeys. Read stories about journeys (E.G. Welcome). Discuss reasons why people make journeys. Similarities/differences between life here and other countries.	Study of David Attenborough. Compare animals in different countries (hot and cold) Rainforests Eid	Describe a seaside environment. Compare to different places including their immediate environment. Ask questions about their immediate environment and other places studied.
THE NATURAL WORLD	Humans Talk about members of their immediate family and community.	Materials including changing Materials	Sound Describe what they see, hear and feel whilst outside.	Forces Explore the natural world around them.	Living Things and their habitats Draw information from a simple map.	Animals, excluding humans



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	Name and describe people who are familiar to them. Changes - seasons	Explore the freezing and melting. Explore how bread changes to toast and look at changes over time. Changes – seasons	Environmental sounds. Explore different ways to make sounds. Listen to the different sounds rain makes as it falls on different materials. Explore wind chimes and the sounds they make. Changes – seasons Winter Focus	Describe what they see, hear and feel whilst outside. Explore how to change how things work E.G. adapting objects to see if they float or sink. Explore how objects move in the air. E.G. Observe how different objects fall. Explore how different objects move in water. E.G. Observe how a marble moves through different liquids. Changes – seasons	Explore the natural world around them. Life-cycles Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Changes – seasons	Recognise some environments that are different to the one in which they live. Changes - seasons
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Expressive Art and Design	Mondrian – closed lines Create self-portraits using mirrors Autumnal painting – colour mixing Experiment with different ways to build, construct and join resources to make houses	Bonfire night paints and Textures Christmas cards Gingerbread biscuits Calendars Christmas craft, cards and Decorations Mixing colours to make fireworks Design Rangoli patterns Role Play – Nativity Learn Christmas songs	Kandinsky – shape art Andy Warhol – pop art Pop art linked to special people – Queen Elizabeth II Create own pop art portraits.	Van Gogh – The Starry Night Pancakes Techniques for joining materials, such as how to use adhesive tape and different sorts of glue). Easter crafts Easter story paintings Take your paintbrush for a walk – focus on travel Make a journey stick	Matisse snail art Use clay to make fossils Junk Modelling animals Papier Mache animals Make props linked to literacy Animal cushions Foods from around the world.	Guiseppe Arcimboldo – Water (1566) Evaluate their own work and the work of others Water pictures Collage Colour-mixing Making junk models from recycled materials



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