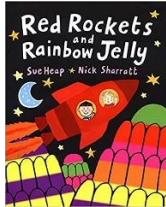
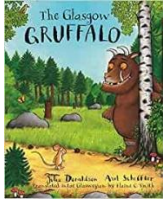
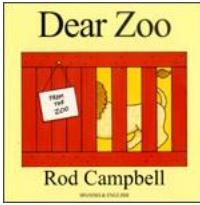
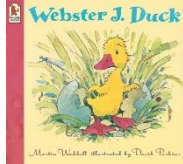
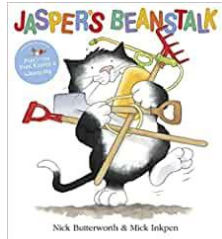
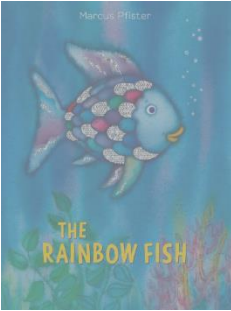




## Year N Overview

	Autumn Term		Spring Term		Summer Term	
	Term 1 <b>Me and My Family</b>	Term 2 <b>Into the Woods</b>	Term 3 <b>The Places We Go</b>	Term 4 <b>People Who Help Us</b>	Term 5 <b>Down on the Farm</b>	Term <b>Sensational Summer</b>
<b>General themes</b>	Me, Friends and Family	Woodland Adventures Season of Autumn	Exploring new places	Community Helpers: Key Workers	Spring and New Life Season of Spring	Seaside Season of Summer
<b>Class texts</b>	<ul style="list-style-type: none"> <li>Nursery Rhymes/Spot Goes to the Park</li> <li>Nursery Rhymes/Owl Babies</li> <li>Red Rockets and Rainbow Jelly (SS)</li> <li>Brown Bear</li> <li>So Much</li> <li>The Tiger Who Came to Tea</li> <li>The Enormous Turnip (TT) <b>Harvest</b></li> </ul> 	<ul style="list-style-type: none"> <li>The Gruffalo</li> <li>Goldilocks and The Three Bears (TT)</li> <li>The Gingerbread Man (TT)</li> <li>One Snowy Night</li> <li>Stickman (SS)</li> <li>The <b>Christmas</b> Story</li> </ul> 	<ul style="list-style-type: none"> <li>Dear Zoo</li> <li>Going On a Bear Hunt (TT)</li> <li>Where the Wild Things Are</li> <li>Walking through the Jungle</li> <li>The Train Ride</li> <li>Bumpus Jumpus Dinosaurumpus (CNY)</li> </ul> 	<ul style="list-style-type: none"> <li>The Three Little Pigs (TT)</li> <li>Dig Dig Digging Little Workmate Series (PC Polly, Nurse Nancy, Builder Bill, Doctor Daisy, Truck Driver Tom)</li> <li>The Elves and the Shoemaker (SS)</li> <li>The Smartest Giant in Town</li> <li>Webster J Duck/<b>Easter</b></li> </ul> 	<ul style="list-style-type: none"> <li>Old MacDonald Had a Farm</li> <li>Jasper's Beanstalk (SS)</li> <li>A Squash and a Squeeze</li> <li>The Very Hungry Caterpillar</li> <li>Chicken Licken (TT)</li> <li><b>Eid</b></li> </ul> 	<ul style="list-style-type: none"> <li>The Bumble Bear</li> <li>The Rainbow Fish (SS)</li> <li>Jack and the Flum Flum Tree</li> <li>Barry the Fish with Fingers</li> <li>The Night Pirates</li> <li>Toddle Waddle</li> </ul> 
<b>Complementary stories</b>	<ul style="list-style-type: none"> <li>Spot Goes to the Farm,</li> <li>I Like It When,</li> <li>Puffin Peter</li> <li>All in One Piece</li> <li>A Quiet Night In</li> <li>Stone Soup</li> </ul>	<ul style="list-style-type: none"> <li>Percy the Park Keeper</li> <li>Hedgehog Howdeedoo</li> <li>This is the Bear</li> <li>Non-fiction: Autumn/Tree books</li> <li>Non-fiction: Diwali</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction: Dinosaurs</li> <li>Harry and his Bucketful of Dinosaurs</li> <li>Five Little Fiends</li> <li>Animal Boogie</li> <li>The Magic Train Ride</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction: Spring, Easter</li> <li>Flashing Fire Engines</li> <li>Terrific Trains</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction: Farm animals</li> <li>Farmer Duck</li> <li>Nelligan's Farm</li> <li>The Very Busy Spider</li> </ul>	<ul style="list-style-type: none"> <li>Commotion in the Ocean</li> <li>Non-fiction: Sealife</li> <li>How Bees Make Honey</li> <li>Mr Big</li> <li>The Doorbell Rang</li> <li>The Colour Monster</li> </ul>





	Autumn Term		Spring Term		Summer Term	
	Term 1 Me and My Family	Term 2 Into the Woods	Term 3 The Places We Go	Term 4 People Who Help Us	Term 5 Down on the Farm	Term Sensational Summer
		<ul style="list-style-type: none"> <li>Kipper's Christmas Eve</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction: Chinese New Year/The Great Race</li> </ul>			
	<b>Staff will share their 'Favourite 5' stories throughout the year</b>					
<b>Enrichment / 'Wow' moments</b>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Making new friends</li> <li>Familiar Nursery Rhymes</li> <li>Making soup</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Bonfire Night</li> <li>Diwali</li> <li>Autumn Welly Walk</li> <li>Making porridge</li> <li>Christmas</li> <li>Winter Singalong</li> <li>Baking Gingerbread</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Bring your Bear to school day</li> <li>Chinese New Year:</li> <li>Tasting noodles</li> <li>Pancake Day: pancake shop role play</li> <li>Fossil Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Fire/Police visit</li> <li>Mother's Day</li> <li>Easter: making chocolate nests</li> <li>Egg hunt</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Planting beans</li> <li>Healthy Eating: fruit tasting</li> <li>Farm/pet visit</li> <li>Worm Farm</li> <li>Hatching Caterpillars</li> <li>Living Eggs</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Day at the Seaside (waterplay)</li> <li>Meet your new teachers</li> <li>End of Year Picnic: making sandwiches</li> <li>Popcorn</li> </ul>
<b>Sutton Six - Core values</b>	<b>Respect</b>	<b>Resilience</b>	<b>Aspiration</b>	<b>Responsibility</b>	<b>Community</b>	<b>Compassion</b>





Communication and Language

Educational Programme

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Autumn Term		Spring Term		Summer Term	
Term 1 <b>Me and My Family</b>	Term 2 <b>Into the Woods</b>	Term 3 <b>The Places We Go</b>	Term 4 <b>People Who Help Us</b>	Term 5 <b>Down on the Farm</b>	Term <b>Sensational Summer</b>

Communication & Language is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language additional provision, carefully chosen class texts and EYFS productions.

Throughout the year children will:

- enjoy listening to longer stories and can remember much of what happens
- pay attention to more than one thing at a time, (which can be difficult)
- use a wider range of vocabulary
- understand a question or instruction that has 2 parts
- understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- sing a large repertoire of songs
- know many rhymes, be able to talk about familiar books, and be able to tell a long story
- may use irregular tenses and plurals, (‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’) incorrectly
- develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh, multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- use longer sentences of 4 to 6 words
- be able to express a point of view (eg likes/dislikes) and to debate when they disagree with an adult or a friend
- have a conversation with an adult or a friend and continue it for many turns
- use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”





Communication and Language

- Talking about self and family
- Talking about likes and dislikes
- Learning listening and talking routines
- Listening to an adult at carpet time

- Talking about own experiences
- Learning new vocabulary (Autumn words, British woodland animal words)
- Notice changes in Seasons
- Listening and responding to others
- Listening to a story carpet time
- Choose favourite rhymes to sing

- Describing what can be seen/ heard
- Learning new vocabulary (habitat words, location words)
- Asking questions
- Listening and responding to others
- Talk about some favourite books
- Talking about own experiences

- Learning new vocabulary (community words, vehicle words)
- Following instructions
- Communicating in role play scenarios
- Sharing favourite stories
- Talking about own experiences

- Describing animals
- Talking about similarities and differences
- Using new vocabulary (farm animal words, plant words)
- Observe and talk about changes (plants and animals)
- Answer why questions
- Talking about own experiences

- Communicating in role play scenarios
- Organising others through instructions during play
- Retelling a story through actions and words
- Learning and using new vocabulary (emotions words, ocean creature words, bee words)





Personal, Social and Emotional Development

Educational Programme

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn Term		Spring Term		Summer Term	
Term 1 Me and My Family	Term 2 Into the Woods	Term 3 The Places We Go	Term 4 People Who Help Us	Term 5 Down on the Farm	Term Sensational Summer

Personal, Social and Emotional Development is developed throughout the year with classes responding to specific needs when they arise.

Throughout the year children will

- select and use activities and resources, with help when needed
- develop their sense of responsibility and membership of a community
- become more outgoing with unfamiliar people, in the safe context of their setting
- show more confidence in new social situations
- play with one or more other children, extending and elaborating play ideas
- find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- increasingly follow rules, understanding why they are important
- remember rules without needing an adult to remind them
- develop appropriate ways of being assertive
- talk with others to solve conflicts
- talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’
- understand gradually how others might be feeling
- be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly
- make healthy choices about food, drink, activity and toothbrushing





**Personal, Social and Emotional Development**

<ul style="list-style-type: none"> <li>• Separating from carer/ settling in to school</li> <li>• Learning the carpet rules</li> <li>• Learning class rules and routines</li> <li>• Learning to select resources independently</li> <li>• Beginning to share toys and take turns with support</li> <li>• Learning how to ask for help from others</li> <li>• Making new friends</li> <li>• Learning about similarities and differences in families</li> <li>• Learning what we like and don't like</li> </ul>	<p><b>Additional skills:</b></p> <ul style="list-style-type: none"> <li>• Following the class rules and routines</li> <li>• Exploring different feelings</li> <li>• Making good choices/ stranger danger</li> <li>• Healthy breakfasts</li> <li>• Learning how to help other people/ demonstrating</li> <li>• Learning how to play/share with others without physical aggression or unkind words</li> <li>• Exploring feelings</li> <li>• Learning about perseverance/ resilience</li> </ul>	<p><b>Additional skills:</b></p> <p><b>Spring New Starters:</b></p> <ul style="list-style-type: none"> <li>• Talking about how to be a good friend to the new starters</li> <li>• Separating from carer/ settling in to school</li> <li>• Learning the carpet rules</li> <li>• Learning class rules and routines</li> <li>• Learning to select resources independently</li> <li>• Sharing toys and turn taking</li> <li>• Learning how to ask for help from others</li> <li>• Talking about own needs, wants, interests and opinions</li> </ul>	<p><b>Additional skills:</b></p> <ul style="list-style-type: none"> <li>• Helping others in need</li> <li>• Showing kindness</li> <li>• Demonstrating friendly behaviour</li> <li>• Forming good relationships</li> <li>• Exploring emotions</li> <li>• Learning how to take turns on the bikes/ buggies/ slide</li> <li>• Learning how to negotiate with others without physical aggression or unkind words</li> </ul>	<p><b>Additional skills:</b></p> <p><b>Summer New Starters:</b></p> <ul style="list-style-type: none"> <li>• Separating from carer/ settling in to school</li> <li>• Learning the carpet rules</li> <li>• Learning class rules and routines</li> <li>• Learning to select resources independently</li> <li>• Sharing toys and turn taking</li> <li>• Learning how to ask for help from others</li> <li>• Learning how to help one another</li> <li>• Asking for help</li> <li>• Showing care and concern for the community</li> <li>• Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• Working cooperatively to achieve a common goal</li> <li>• Beginning to solve conflicts without aggression</li> <li>• Demonstrating friendly behaviour</li> <li>• Helping others, interdependence between others</li> <li>• Learning how to play cooperatively (eg building, role play shop, music shed)</li> <li>• Preparing children for the new routines (transition session)</li> <li>• Adapting behaviour to different settings</li> <li>• Talking about feelings</li> <li>• Saying Goodbye</li> </ul>
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Physical Development

Educational Programme

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn Term		Spring Term		Summer Term	
Term 1	Term 2	Term 3	Term 4	Term 5	Term
Me and My Family	Into the Woods	The Places We Go	People Who Help Us	Down on the Farm	Sensational Summer

Throughout the year children will:

- continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- go up steps and stairs, or climb up apparatus, using alternate feet
- skip, hop, stand on one leg and hold a pose for a game like musical statues
- use large-muscle movements to wave flags and streamers, paint and make marks
- start taking part in some group activities which they make up for themselves, or in teams
- increasingly be 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, they decide whether to crawl, walk or run across a plank
- choose the right resources to carry out their own plan
- collaborate with others to manage large items
- 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
- be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zip





**Physical Development**

**Gross Motor**

<ul style="list-style-type: none"> <li>Participate in Daily Active 5 session</li> <li>Join in with moving rhymes</li> <li>Kicking and catching balls</li> <li>Throwing bean bags and balls</li> <li>Rolling hoops</li> <li>Learning to pedal</li> <li>Learning to scoot</li> <li>Moving in a variety of ways (running, crawling jumping)</li> <li>Climbing on and jumping off climbing equipment</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Daily Active 5 session</li> <li>Join in with moving rhymes</li> <li>Kicking and catching balls</li> <li>Throwing into targets (beanbags and hoops)</li> <li>Moving in a variety of ways (running, crawling, jumping hopping)</li> <li>Balancing on one leg</li> <li>Climbing on and jumping off climbing equipment</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Daily Active 5 session</li> <li>Join in with moving rhymes</li> <li>Using racquets safely to attempt to hit a ball</li> <li>Moving in a variety of ways (running, crawling, jumping hopping, rolling)</li> <li>Gaining confidence climbing on and jumping off climbing equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Daily Active 5 session</li> <li>Join in with moving rhymes</li> <li>Moving in a variety of ways (running, crawling, jumping hopping, rolling, skipping, galloping)</li> <li>Gaining confidence climbing on and jumping off climbing equipment safely</li> <li>Negotiating space safely when running, climbing, and cycling</li> <li>Team games: What the time Mr Wolf, Hide and Seek</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Daily Active 5 session</li> <li>Join in with moving rhymes</li> <li>Moving in a variety of ways (running, crawling, jumping hopping, rolling, skipping, galloping)</li> <li>Ball skills and bike handling</li> <li>Show confidence in moving over equipment in a variety of ways safely</li> <li>Safely handling and building with large resources</li> <li>Parachute games</li> <li>Ring games</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Daily Active 5 session</li> <li>Join in with moving rhymes</li> <li>Moving in a variety of ways confidently and safely</li> <li>Ball skills and bike handling</li> <li>Combining a sequence of movements to music</li> <li>Safely handling and building with large resources</li> </ul>
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**Fine Motor**

<ul style="list-style-type: none"> <li>Develop muscle strength through malleable activities</li> <li>Daily mark making</li> <li>Daily scissor opportunities (snips)</li> <li>Eye hand co-ordination activities (Threading, stacking, posting)</li> </ul>	<ul style="list-style-type: none"> <li>Malleable activities</li> <li>Daily mark making (circles and lines)</li> <li>Daily scissor opportunities (correct hold)</li> <li>Putting on own coats</li> <li>Eye hand co-ordination activities (Threading, stacking, posting)</li> </ul>	<ul style="list-style-type: none"> <li>Daily mark making (circles, lines, zig zags, initial sounds)</li> <li>Daily scissor opportunities (correct hold and follow a straight line)</li> <li>Putting on own coats and zipping up</li> <li>Eye hand co-ordination activities (Threading, stacking, posting)</li> </ul>	<ul style="list-style-type: none"> <li>Coats and zips</li> <li>Daily mark making- beginning letter formation</li> <li>Scissor skills(consolidate, snip, hold, straight line)</li> <li>Eye hand co-ordination activities (Threading, stacking, posting)</li> </ul>	<ul style="list-style-type: none"> <li>Coats, zips, buttons</li> <li>Daily mark making- beginning letter formation, name writing</li> <li>Scissor skills -cutting a shape</li> <li>Eye hand co-ordination activities (Threading, stacking, posting)</li> </ul>	<ul style="list-style-type: none"> <li>Coats, zips, backpacks</li> <li>Daily mark making- letter formation, name writing</li> <li>Scissor skills- cutting round a shape</li> <li>Eye hand co-ordination activities (Threading, stacking, posting)</li> </ul>
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Literacy

Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Autumn Term

Spring Term

Summer Term

Term 1

Term 2

Term 3

Term 4

Term 5

Term

Me and My Family

Into the Woods

The Places We Go

People Who Help Us

Down on the Farm

Sensational Summer

Throughout the year children will:

- that print has meaning
- that print can have different purposes (fiction and non-fiction, logos, signs)
- we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing
- 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, such as money and mother
- engage in extended conversations about stories, learning new vocabulary
- use some of their print and letter knowledge in their early writing, (eg writing a pretend shopping list, writing 'm' for mummy)
- write some or all of their name
- write some letters accurately

Phonics

- |   |   |  |   |   |   |
|---|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Tuning into sounds</li> <li>• Environmental sounds</li> <li>• Autumn sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Tuning into sounds</li> <li>• Bonfire night sounds</li> <li>• Autumn sounds</li> <li>• Sound of the week</li> <li>• Name syllable clapping</li> <li>• Initial sounds of names</li> </ul> | <ul style="list-style-type: none"> <li>• Tuning into sounds</li> <li>• Jungle sounds</li> <li>• Sound of the week</li> <li>• Initial sounds</li> <li>• Introduce rhyme</li> <li>• Clapping syllables</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Tuning into sounds</li> <li>• Environmental sounds</li> <li>• Sound of the week</li> <li>• Initial sounds</li> <li>• Exploring rhyme</li> <li>• Clapping syllables</li> <li>• Introduce Fred Talk</li> </ul> | <ul style="list-style-type: none"> <li>• Tuning into sounds</li> <li>• Farm animal sounds</li> <li>• Sound of the week</li> <li>• Initial sounds</li> <li>• Exploring rhyme</li> <li>• Clapping syllables</li> <li>• Fred Talk</li> </ul> | <ul style="list-style-type: none"> <li>• Tuning into sounds</li> <li>• Sound of the week</li> <li>• Initial sounds</li> <li>• Identifying rhyming words</li> <li>• Clapping syllables</li> <li>• Fred Talk</li> </ul> |
|---|---|--|---|---|---|





Literacy

Comprehension, Reading and Writing

<ul style="list-style-type: none"> <li>• Daily Book Look</li> <li>• Weekly story</li> <li>• Joining in with repeated refrains</li> <li>• Daily rhyme time</li> <li>• Weekly library visit</li> <li>• Daily mark making</li> <li>• Name recognition (self-registration)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Book Look</li> <li>• Weekly story</li> <li>• Joining in with repeated refrains</li> <li>• Sequencing the story</li> <li>• Daily rhyme time</li> <li>• Weekly library visit</li> <li>• Daily mark making: pretend writing</li> <li>• Name recognition (self-registration)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Book Look</li> <li>• Weekly story</li> <li>• Joining in with repeated refrains</li> <li>• Sequencing the story</li> <li>• Daily rhyme time</li> <li>• Weekly library visit</li> <li>• Daily mark making: pretend writing</li> <li>• initial sound in name</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Book Look</li> <li>• Weekly story</li> <li>• Joining in with repeated refrains</li> <li>• Sequencing the story</li> <li>• Daily rhyme time</li> <li>• Weekly library visit</li> <li>• Daily mark making: pretend writing, initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Book Look</li> <li>• Weekly story</li> <li>• Joining in with repeated refrains</li> <li>• Retelling the story</li> <li>• Anticipating what happens next</li> <li>• Daily rhyme time</li> <li>• Weekly library visit</li> <li>• Daily mark making: name writing</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Book Look</li> <li>• Weekly story</li> <li>• Joining in with repeated refrains</li> <li>• Retelling the story</li> <li>• Anticipating what happens next</li> <li>• Daily rhyme time</li> <li>• Weekly library visit</li> <li>• Daily mark making: name writing</li> </ul>
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**Maths**

**Educational Programme**

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using **manipulatives**, including small pebbles and tens frames for organizing counting – children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Autumn Term		Spring Term		Summer Term	
Term 1	Term 2	Term 3	Term 4	Term 5	Term
<b>Me and My Family</b>	<b>Into the Woods</b>	<b>The Places We Go</b>	<b>People Who Help Us</b>	<b>Down on the Farm</b>	<b>Sensational Summer</b>

Throughout the year children will:

- Work with numbers up to 5 counting quantities, recognising, naming
- Explore patterns such as spotty, stripy, zig zag and create simple repeating patterns
- Explore shape, use formal and informal language to describe shape
- Make comparisons between quantities, size, length, capacity and weight
- Use positional language
- Make marks to represent number (dots, lines, numerals)
- Use mathematical language to describe time such as first, next, soon, later

**Number**

<ul style="list-style-type: none"> <li>• : develop fast recognition of up to 3 objects</li> <li>• recite numbers past 5</li> <li>• say one number for each item in order: 1,2,3,4,5</li> <li>• show 'finger numbers' up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate number by linking numerals and amounts to 5</li> <li>• experiment with their own symbols and marks to represent number</li> <li>• solve real-world mathematical problems with numbers up to 5</li> <li>• compare quantities using language 'more than' and 'fewer than'</li> </ul>	<ul style="list-style-type: none"> <li>• Review and introduce fast recognition of up to 3 objects (subitise)</li> <li>• recite numbers past 5</li> <li>• say one number for each item in order: 1,2,3,4,5</li> <li>• show 'finger numbers' up to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate number by recognising, naming, counting, matching numbers to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Review and introduce Number of the week 1-5 (show numbers past 5)</li> <li>• develop fast recognition of up to 5 objects (subitise)</li> <li>• recite numbers past 5</li> <li>• say one number for each item in order: 1,2,3,4,5</li> <li>• show 'finger numbers' up to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate number by working with numbers to 5</li> </ul>
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**Maths**

**Numerical patterns**

<ul style="list-style-type: none"> <li>talk about and identify the patterns around them (animal patterns, socks, spots, stripes)</li> </ul>		<ul style="list-style-type: none"> <li>name and match patterns such as spotty, stripy, zig zags</li> </ul>	<ul style="list-style-type: none"> <li>create ABAB patterns – egg, chick, egg, chick</li> </ul>	<ul style="list-style-type: none"> <li>name, match and create patterns with spots, stripes, zig zags,</li> <li>Make patterns with familiar shapes</li> <li>create a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>notice and correct an error in a repeating pattern</li> <li>begin to describe a sequence of events, using words such as 'first', next 'then, finally</li> </ul>
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**Space, Shape and Measure**

<ul style="list-style-type: none"> <li>understand position through words</li> <li>recognise and name simple shapes</li> </ul>	<ul style="list-style-type: none"> <li>make comparisons between objects relating to size, length,</li> </ul>	<ul style="list-style-type: none"> <li>recognise and name simple shapes using words like straight, corner, edge</li> </ul>	<ul style="list-style-type: none"> <li>talk about and explore 2D and 3D shapes</li> <li>make comparisons between objects relating to weight, capacity</li> <li>use words to describe position</li> </ul>	<ul style="list-style-type: none"> <li>Name shapes and use informal language to describe shape straight, flat, curved</li> <li>select shapes appropriately such as flat surfaces for building or a triangular prism for a roof</li> </ul>	<ul style="list-style-type: none"> <li>combine shapes to make new ones, for example, an arch or a bigger triangle</li> <li>describe a familiar route</li> <li>discuss routes and locations, using words like 'in front of' and 'behind'</li> </ul>
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**Understanding the World**

Science, History, Geography, Computing, Religious Education

**Educational Programme**

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Autumn Term		Spring Term		Summer Term	
Term 1 <b>Me and My Family</b>	Term 2 <b>Into the Woods</b>	Term 3 <b>The Places We Go</b>	Term 4 <b>People Who Help Us</b>	Term 5 <b>Down on the Farm</b>	Term <b>Sensational Summer</b>

Throughout the year children will:

- use all their senses in hands-on exploration of natural materials
- explore collections of materials with similar or different properties
- talk about what they see, using a wide vocabulary
- begin to make sense of their own life story and family’s history
- show interest in different occupations
- explore how things work
- plant seeds and care for growing plants
- 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
- explore and talk about different forces they can feel
- talk about the differences between materials and changes they notice





**Understanding the World**

**Science, History, Geography, Computing, Religious Education**

**Past and Present**

<ul style="list-style-type: none"> <li>Talk about me as a baby/my family/family photo</li> </ul>	<ul style="list-style-type: none"> <li>Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaurs...Why are there no dinosaurs today?</li> <li>Chinese New Year story: The Great Race</li> </ul>	<ul style="list-style-type: none"> <li>Easter story</li> <li>Easter traditions</li> </ul>	<ul style="list-style-type: none"> <li>Animal lifecycle (timespan)</li> </ul>	<ul style="list-style-type: none"> <li>Pirates/introduce concept of maps: reading and making</li> </ul>
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**People Cultures and Community**

<ul style="list-style-type: none"> <li>Talk about what I like</li> <li>Talk about different families</li> <li>Harvest traditions <b>(RE)</b></li> </ul>	<ul style="list-style-type: none"> <li>Halloween, Bonfire Night: explore sound words Diwali, Christmas, <b>(RE)</b></li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year, Pancake Day, <b>(RE)</b></li> </ul>	<ul style="list-style-type: none"> <li>People who help us</li> <li>Different vehicles and tools for the job (fire engine, trains, drs kit)</li> <li>Easter traditions</li> <li>Easter story <b>(RE)</b></li> </ul>	<ul style="list-style-type: none"> <li>Festival of Eid <b>(RE)</b> (moveable)</li> </ul>	<ul style="list-style-type: none"> <li>Where is my family from? Celebrate cultural diversity (flags, language, foods)</li> <li>What holidays do I celebrate?</li> </ul>
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**The Natural World**

<ul style="list-style-type: none"> <li>Explore different fruits and vegetables</li> <li>Making vegetable soup</li> <li>What's a scarecrow?</li> </ul>	<ul style="list-style-type: none"> <li>Signs of Autumn</li> <li>Explore the weather</li> <li>Explore autumn objects (shape and texture)</li> <li>Explore forest habitat</li> <li>British Woodland creatures: explore their different covering fur, feathers, spikes</li> <li>Planting spring bulbs</li> </ul>	<ul style="list-style-type: none"> <li>Signs of Winter</li> <li>Explore the weather</li> <li>Exploring ice: melting and freezing</li> <li>Staying warm: suitable clothing for the weather</li> <li>Introducing different habitats (jungle, forest, ocean, mountain, river)</li> </ul>	<ul style="list-style-type: none"> <li>Signs of Early Spring (Spring flowers; daffodils)</li> <li>Heavy and light: good building materials: straw, stick or brick</li> </ul>	<ul style="list-style-type: none"> <li>Signs of Spring</li> <li>Explore the weather</li> <li>Farm Trip: how to act around/handle animals</li> <li>Living Eggs/Hatching caterpillars</li> <li>Looking after plants and animals</li> <li>Planting beans/peas</li> </ul>	<ul style="list-style-type: none"> <li>Ocean creatures</li> <li>Looking after our Oceans</li> <li>Floating and Sinking</li> <li>Signs of Summer</li> <li>Explore the weather</li> <li>Sun safety</li> <li>Gardening: harvesting beans</li> <li>Looking after bees</li> </ul>
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**Religious Education  
Discovery RE**





Understanding the World

Science, History, Geography, Computing, Religious Education

<p>Theme: Special People</p> <ul style="list-style-type: none"> <li>• Key Question: What makes people special?</li> <li>• Religions: Christianity, Judaism</li> </ul>	<p>Theme: Christmas</p> <ul style="list-style-type: none"> <li>• Key Question: What is Christmas?</li> <li>• Religion: Christianity</li> <li>• Christian concept: Incarnation</li> </ul>	<p>Theme: Celebrations</p> <ul style="list-style-type: none"> <li>• Key Question: How do people celebrate?</li> <li>• Religions: Hinduism</li> </ul>	<p>Theme: Easter</p> <ul style="list-style-type: none"> <li>• Key Question: What is Easter?</li> <li>• Religion: Christianity</li> <li>• Christian concept: Salvation</li> </ul>	<p>Theme: Story Time</p> <ul style="list-style-type: none"> <li>• Key Question: What can we learn from stories?</li> <li>• Religions: Christianity, Islam, Hinduism, Sikhism</li> </ul>	<p>Theme: Special Places</p> <ul style="list-style-type: none"> <li>• Key Question: What makes places special?</li> <li>• Religions: Christianity, Islam, Judaism</li> </ul>
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Expressive Arts and Design  
Art, Design Technology, Music

**Educational Programme**

The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

**Autumn Term**

**Spring Term**

**Summer Term**

Term 1

Term 2

Term 3

Term 4

Term 5

Term

**Me and my Family**

**Into the Woods**

**The Places We Go**

**People Who Help Us**

**Down on the Farm**

**Sensational Summer**

Throughout the year children will:

- take part in simple pretend play, using an object to represent something else
- begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses
- make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park
- join different materials and explore different textures
- create closed shapes with continuous lines and begin to use these shapes to represent objects
- draw with increasing complexity and detail, such as representing a face with a circle and including details
- use drawing to represent ideas like movement or loud noises
- show different emotions in their drawings and paintings, like happiness, sadness, fear
- explore colour and colour mixing
- listen with increased attention to sounds
- 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
- play instruments with increasing control to express their feelings and ideas







Creating with Media and Design

<ul style="list-style-type: none"> <li>• Drawing my family</li> <li>• Vegetable printing</li> <li>• Veggie face art (Arcimboldo)</li> </ul>	<ul style="list-style-type: none"> <li>• Firework painting to music</li> <li>• Leaf art/printing</li> <li>• Exploring autumn colours: colour mixing</li> <li>• Salt dough divas</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring cold colours/warm colours</li> <li>• Chinese New Year dragon puppets</li> <li>• Design a pancake topping (collage)</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of Spring: daffodil painting</li> <li>• Easter egg patterns</li> <li>• Junk modelling vehicles</li> <li>• Houses made of straw, sticks and bricks</li> </ul>	<ul style="list-style-type: none"> <li>• Spring flower paintings</li> <li>• Butterfly symmetry wings</li> <li>• Rocking chicks/feathers</li> <li>• Eid Mosque pattern cards</li> <li>• Colour mixing: can you make a rainbow?</li> <li>• Tissue paper blossom</li> <li>• Den building outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• Ocean creatures crayon resist/collage/ using recycled materials</li> <li>• Paper plate crab/jellyfish</li> <li>• Flag making</li> <li>• Map making</li> <li>• Junk model boat making</li> <li>• Outdoor large construction: boats</li> </ul>
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Being Imaginative and Expressive

<ul style="list-style-type: none"> <li>• Domestic role play and birthdays</li> <li>• Explore instruments</li> <li>• Act out familiar nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Magic potions/witches role play)</li> <li>• Move like different woodland animals</li> <li>• Christmas songs (bells and claves)</li> <li>• Act out familiar nursery rhymes</li> <li>• Santa role play</li> </ul>	<ul style="list-style-type: none"> <li>• Explorer role play: jungle, fossil hunters</li> <li>• Pancake Day shop role play,</li> <li>• Jungle sounds using instruments: drumming patterns</li> <li>• Act out familiar nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Role play: People who help us: hospital, vets</li> <li>• Large outside construction: fire engines, police cars, builders</li> <li>• Act out familiar nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Role play farm</li> <li>• Chicken Licken role play</li> <li>• Act out familiar nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Explore emotions through role play and drawing</li> <li>• Pirate/mermaid role play</li> <li>• Act out familiar nursery rhymes</li> </ul>
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### Music

Musical skills are taught throughout the year through the topics

Play		Sing		Compose		Listen					
<p><b>EYFS P1-</b> Understand how to play some simple percussion instruments with control</p> <p><b>EYFS P2-</b> Begin to show an awareness of pulse whilst playing instruments</p> <p><b>EYFS P3-</b> Copy or create simple rhythms using instruments or body percussion</p> <p><b>EYFS P4-</b> Follow and lead simple performance directions e.g. stop/start, louder/softer</p>		<p><b>EYFS S1-</b> Sing in tune with a limited pitch range of 2-3 notes</p> <p><b>EYFS S2-</b> Sing the melodic shape of familiar songs (even if not pitch accurate)</p> <p><b>EYFS S3-</b> Perform entire familiar songs either solo or in a group</p> <p><b>EYFS S4-</b> Tap rhythms to accompany words whilst singing</p>		<p><b>EYFS C1-</b> Experiment with different ways of producing sounds with voice, musical instruments, simple music technology, and body percussion</p> <p><b>EYFS C2-</b> Create improvised music based on a theme e.g. seaside</p> <p><b>EYFS C3-</b> Choose sounds to accompany stories or songs</p>		<p><b>EYFS L1-</b> Move to the sounds of instruments e.g. walk/run to beat of drum</p> <p><b>EYFS L2-</b> Listen to music from different cultures, times and genres</p> <p><b>EYFS L3-</b> Move in time to the pulse of music listened to</p> <p><b>EYFS L4-</b> Respond to and describe sudden changes in tempo and dynamics</p> <p><b>EYFS L5-</b> Think abstractly about music and express this physically or verbally e.g. this music sounds like floating on a boat</p>					
<p><b>Exploring Sound</b></p> <ul style="list-style-type: none"> <li>Explore their voice and sing known songs</li> <li>Identify and describe sounds</li> </ul>		<p><b>Exploring sound 2</b></p> <ul style="list-style-type: none"> <li>Vocally match high &amp; low pitches</li> <li>Identify changes in pitch &amp; tempo</li> </ul>		<p><b>Exploring instruments</b></p> <ul style="list-style-type: none"> <li>Introducing percussion</li> <li>Change the dynamics and tempo of percussion instruments</li> </ul>		<p><b>Traditional Tales</b></p> <ul style="list-style-type: none"> <li>Choose appropriate sounds to go with stories and songs</li> </ul>		<p><b>Farmyard Fun</b></p> <ul style="list-style-type: none"> <li>play percussion instruments with control</li> <li>Sing farm-themed songs in tune</li> </ul>		<p><b>Under the Sea</b></p> <ul style="list-style-type: none"> <li>Match music to sea animals, e.g. slow- could be a whale</li> <li>Create an ocean soundscape</li> </ul>	

