

2017-2018						
Year EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ Topic	'Super Special me' Me, my family, friends and school, my home, my pets People who help us Autumn	Fireworks – firemen visit Frozen Places Penguins Winter Christmas	Chinese New Year/ Dragons Pancakes	Child Initiated topic Example Space/ Dinosaurs Past, today and the future focus Spring Easter	Down at the bottom of the garden Minibeasts Beanstalks and Giants Growing	Under the sea Pirates
Events to cover	Transition, settling in Visit to the church	Bonfire Night 5 th November 2017 Christmas	Multicultural week Chinese New Year 16 th February 2018 Shrove Tuesday 13 th February 2018	World Book Day Thursday 2 nd March Easter celebration		Sports week Transition sessions move to Year 1/2
Parental involvement opportunities	Phonics workshop Behaviour workshop	Penguin gallery	Chinese dance / parade	Maths workshop	Giant show and tell	Sports week activities
Stunning start:	Buddy time Starting school	Creating Winter/ Frozen scene	FOREST SCHOOLS Creating Chinese restaurant	TBC	Minibeast hunting	Boat roleplay Outdoor Ice cream parlour
Magical Middle:	Visitors- police, ambulance, vet	Penguin gallery	Chinese dragon dancing Trying Chinese foods	TBC	School Visit Mini beast focus	Creating a class Sea creature book
Grand Finale: celebration	Autumn Welly Walk	Frozen Christmas Party Invitation to Penguin Gallery-send via post office	Chinese New Year Parade/ Dance	TBC	Beanstalk race Creating a giants castle/ beanstalk	Pirate Day

Prime Areas							
Personal, social and emotional development	Making Relationships <ul style="list-style-type: none"> Initiate conversations, attend to and take account of what others say Explain own knowledge and understanding and ask appropriate questions of others Self Confidence and Self Awareness <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions Describe self in positive terms and talk about abilities Managing Feelings and Behaviour <ul style="list-style-type: none"> Understand that own actions effect other people eg become upset or try to comfort another child when they realise they have upset them Aware of the boundaries set and of behavioural expectations in the setting. 		Making Relationships <ul style="list-style-type: none"> Take steps to resolve conflicts with other children e.g. finding a compromise Play cooperatively taking turns with others Self Confidence and Self Awareness <ul style="list-style-type: none"> Confident to try new activities and say why they like some activities more than others Managing feelings and behaviour <ul style="list-style-type: none"> Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy Talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable 		Making Relationships <ul style="list-style-type: none"> Take account of one and others ideas about how to organise their activity Show sensitivity to others needs and feeling and form positive relationships with adults and other children Self Confidence and Self Awareness <ul style="list-style-type: none"> Confident to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities Say when they do or don't need help Managing Feelings and Behaviour <ul style="list-style-type: none"> Work as part of a group or class, and understand and follow the rules Adjust their behaviour to different situations and take changes of routine in their stride 		
PSHE units update	Me – a special person	Firework safety People who help us	My special people	Being Involved	Growing and changing	Health and wellbeing Sports week	
Physical development	Moving and Handling <ul style="list-style-type: none"> Experiment with different ways of movement Jump off an object and land appropriately Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travel with confidence and skill around, under, over, and through balancing and climbing equipment Show increasingly control over an object in pushing, patting, throwing, catching or kicking it. Health and Self Care <ul style="list-style-type: none"> Eat a healthy range of food stuffs and understand need for variety on food Usually dry and clean during the day Show some understanding that good practices with regard to exercise, eating sleeping and hygiene can contribute to good health. 		Moving and Handling <ul style="list-style-type: none"> Use simple tools to effect changes to materials Handle tools, objects, construction and malleable safely and with increasing control Show a preference for a dominant hand Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed Health and Self Care <ul style="list-style-type: none"> Show understanding for the need for safety when tackling new challenges and consider and manage some risks Show understanding of how to transport and store equipment safely Practice some appropriate safety measures without direct supervision 		Moving and Handling <ul style="list-style-type: none"> Show good control and coordination in large and small movements Move confidently in a range of ways, safely negotiating space Handle equipment and tools effectively including pencils for writing. Health and Self Care <ul style="list-style-type: none"> Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently 		
PE Lessons 1 hour per week	Games indoor Gymnastics indoor	Gymnastics indoor Dance indoor	Dance- indoor Chinese Dragon Dancing	Gymnastics indoor	Games outdoor	Athletics outdoor	
Communication and language	Listening and Attention <ul style="list-style-type: none"> Maintain attention, concentrate and sit quietly during appropriate activity Two channelled attention – can listen and do for short span Understanding		Listening and Attention <ul style="list-style-type: none"> Listen attentively in a range of situations Understanding <ul style="list-style-type: none"> Listen and respond to ideas expressed by others in conversation or discussion 		Listening and Attention <ul style="list-style-type: none"> Listen to stories, accurately anticipate key events and responds to what they hear with relevant comments questions or actions Give attention to what others say and respond 		

	<ul style="list-style-type: none"> Respond to instructions involving a two part sequence, understand humour e.g. nonsense rhymes and jokes ☒ Follow a story without pictures or props <p>Speaking</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping or naming, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Link statements and stick to a main theme or intention 		<p>Speaking</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a story line or narrative into their play 		<p>appropriately while engaged in another activity</p> <p>Understanding</p> <ul style="list-style-type: none"> Follow instructions involving several ideas or actions Answer how and why questions about their experiences and in response to stories or event. <p>Speaking</p> <ul style="list-style-type: none"> Express themselves effectively showing awareness of listeners needs Use past present and future forms accurately when talking about events that have happened or are to happen in the future Develop their own narratives and explanations by connecting ideas or events. 	
Specific Areas						
Literacy (Books)	Starting School Elmer- friendship My Mum and Dad	Firework facts Fireman Sam Frozen Lost and Found DVD Winter Poems Jesus' Christmas Party The Snowman DVD	Lanterns and Firecrackers Mr Wolfs Pancakes	TBC	The Hungry Caterpillar What the Ladybird Heard Jim and the beanstalk The smartest giant in town Jaspers Beanstalk SHHH! The tiny seed	The Rainbow fish, Finding Nemo Pirate books Poetry Big fish, little fish Non Fiction Under the sea
Writing skill development	Signs Labels Name writing	Labels and Captions Initiations- post home Cards Letters to Santa	Menus Chinese Writing	Sentence writing Letters	Sentence writing Alphabetical books Messages from pirates	Sentence writing
	<p>Reading</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words Segment sounds in simple words and blend them together, and know which letters represent some of them <p>Writing</p>		<p>Reading</p> <ul style="list-style-type: none"> Begin to read words and simple sentences Use vocabulary and forms of speech that are increasingly influenced by experiences of books Enjoy an increasing range of books 		<p>Reading</p> <ul style="list-style-type: none"> Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read 	

	<ul style="list-style-type: none"> • Give meaning to marks they make as they draw write and paint • Begin to break the flow of speech into words • Continue a rhyming string • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together 	<ul style="list-style-type: none"> • Know that information can be retrieved from books and computers <p>Writing</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence • Write own name and other things such as labels and captions • Attempt to write short sentences in meaningful contexts 	<p>Writing</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds • Write some irregular common words • Write simple sentences which can be read by themselves and others • Spell some words correctly and others are phonetically plausible
Phonics	<p>Read, Write Inc. Set 1 sounds f l m n r s v z sh th ng nk b c k d g h j p qu t w x ch a e i o u</p> <p>Word time Red Ditty Books</p>	<p>Read, Write Inc. Set 2 sounds ay ee igh ow oo o oar or air ir ou oy</p> <p>Green books Purple books</p>	<p>Read, Write Inc Revision of sounds Blending for reading Segmenting for spelling</p> <p>Pink books Orange books</p>
Mathematics	<p>Number</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance • Recognise numerals 1-5 • Count up to three or four objects by saying one number name for echo tem • Count actions or objects which cannot be moved • Count objects to ten and begin to count beyond ten • Count out up to six objects from a larger group • Select the correct numeral to represent one to five, then one to ten objects • Count an irregular arrangement of up to ten objects <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Begin to use mathematical names for “solid” 3d shapes and “flat” 2d shapes and mathematical terms to describe shapes 	<p>Number</p> <ul style="list-style-type: none"> • Estimate how many objects they can see and check by counting them • Use the language of “more” and “fewer” to compare two sets of objects • Find the total number of items in two groups by counting all of them • Say the number that is one more than a given number • Find one more or one less from a group of up to five objects, then ten objects • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting • Record, using marks that they can interpret and explain • Begin to identify own mathematical problems based on own interest and fascinations 	<p>Number</p> <ul style="list-style-type: none"> • Count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number • Using quantities and objects, add and subtract two dingle digit numbers and count on or back to find the answer • Solve problems, including doubling halving an sharing <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems • Recognise, create and describe patterns • Explore characteristics of everyday objects and shapes and use mathematical language to describe them

	<ul style="list-style-type: none"> Select a particular named shape Describe their relative position such as behind, or next to Order two or three items by length or height Use familiar objects and common shapes to create and recreate patterns and build models 	<p>Shape, Space and Measures</p> <ul style="list-style-type: none"> Use everyday language related to time Begin to use everyday language related to money Order and sequence familiar events Measure short periods of time in simple ways Order two items by weight or capacity 	
Understanding the world	<p>People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines <p>The World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change <p>Technology</p> <ul style="list-style-type: none"> Complete a simple program on a computer 	<p>People and Communities</p> <ul style="list-style-type: none"> Talk about past and present events in own lives and in the lives of family members <p>The World</p> <ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things <p>Technology</p> <ul style="list-style-type: none"> Use ICT hardware to interact with age appropriate computer software E- safety 	<p>People and Communities</p> <ul style="list-style-type: none"> Know that other children don't always enjoy the same things and are sensitive to this Know about similarities and differences between themselves and others and among families, communities and traditions <p>The World</p> <ul style="list-style-type: none"> Talk about the features of immediate environment and how environments might vary from one another Make observations of animals and plants and explain why something's occur, and talk about changes <p>Technology</p> <ul style="list-style-type: none"> Recognise that a range of technology is used in places such as homes and schools Select and use technology for particular purposes E-safety
Expressive Arts and Design	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> Begin to build a repertoire of songs and dances Explore what happens when they mix colours Experiment to create different textures <p>Understand that different media can be combined to create new effects</p> <ul style="list-style-type: none"> Manipulate materials to achieve a planned effect <p>Being Imaginative</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects 	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> Explore the different sounds of instruments Construct with a purpose in mind using a variety of resources Use simple tools and techniques competently and appropriately Select appropriate resources and adapt work where necessary Select tools and techniques needed to shape assemble and join materials they 	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> Sing songs, make music and dance and experiment with ways of changing them Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function <p>Being Imaginative</p> <ul style="list-style-type: none"> Use what they have learnt about media and materials in original ways, thinking about uses and purposes Represent own ideas, thoughts and feelings

	<ul style="list-style-type: none"> • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • Choose particular colours to use for a purpose 			are using Being Imaginative <ul style="list-style-type: none"> • Introduce a story line or narrative into play • Play alongside other children who are engaged in the same theme • Play cooperatively as part of a group to develop and act out a narrative 	through design and technology, art, music, dance, role play and stories			
RE	I am Special	Creation Unit 1	Incarnation Unit 2	Bible Stories	Salvation Unit 3	Our Church School	Pentecost	Bible Stories