

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	We are all unique	Its growing cold	Amazing animals	Traditional tales	In the garden	Under the sea
Class Books and nursery rhymes	Autumn by Adie Busby We are All Welcome by Alexander Penfold The Kindest Red by Ibtihaj Muhammad 5 little monkeys 5 little ducklings Miss poly had a dolly etc Key Vocabulary: bonjour, assalamualaikum, autumn, delicious, pumkpin, season,	One Snowy Night by Nick Buttermann Artic Animals by Jennifer Szymanski Ten white Snowmen When Santa got stuck up the chimney Key vocabulary: winter, gloves, Space, rocket, moon, artic, antatic, snow	Rumble in the Jungle by Giles Andrea Dear Zoo by Rod Campbell Why Should I Brush My Teeth? By Katie Daynes 5 little monkeys 5 speckled frogs Key Vocabulary: Africa, England, Europe, Australia, bigger, smaller, nocturnal, camouflage, I, the, to, me, plague, filling, brush, germs, bacteria, dentist	Goldilocks and the Three Bears The Three Little Pigs Hot cross buns The grand old Duke of York Key Vocabulary: small, medium and large, little, mischievous, sly, cunning,	The Very Hungry Caterpillar by Eric Carle One little Seed By Lesley Sims Why do we need bees? By Katie Daynes Icy wicy Spider An old Lady who Swallowed a Fly Key Vocabulary: monday, tuesday, wednesday, thursday, friday, insect, pollen, wing. seed, stem, root, soil,	Commotion in the Ocean by Giles Andrea Clean Up by Nathan Byron Over the big blue sea 1,2,3, 4, 5 once I caught a fish alive Key Vocabulary: jaws, fins, barnacles, ocean, animal sanctuary, recycling, endangered, beach, turtles/ whales.
C&L	Speak clearly. Use tenses past present and future in conversations when talking about themselves and their experiences. Learn and perform nursery rhymes Listen to stories with enjoyment and interest. Show attention and interests in stories read to them in whole class and small group contexts. Respond to and answer questions – ‘where’, ‘how’ and ‘why’ questions about self and own experiences.	Speak in full sentences. Communicate freely with different people. Talk about, explain and give reasons for actions, events and activities linked to their experiences, stories or other Contexts. Learn songs by rote and perform them Listen to others in a 1:1 situation. Interact and respond to others in a range of situations including small groups, whole class and during play. Follow instructions, requests, and ideas in a range of contexts and situations.	Engage in conversations taking into account the listener. Use tenses past, present and future in conversations when talking about activities, events and ideas. Use talk to connect ideas. Listen to others in groups including guest speakers Attend to other people both familiar and unfamiliar. Respond to and answer questions – ‘how’ and ‘why’ is response to thoughts and ideas.	Use sentences that give many details to explain ideas and retell stories. Take turns to listen and to speak in different contexts including small group, whole class and 1:1 Discussion. Listen other others in a whole class situation. Respond with relevant comments, questions of their own or actions when listening to stories, to instructions or when engaged in play activities. Ask and answer questions in different contexts, including in response to stories.	Ask and answer questions in different contexts. Begin to use conjunctions to extend ideas. Offer explanations for why things might happen. Listen to others in familiar and new situations. Maintain attention in different contexts. Respond to and answer questions – ‘how’ and ‘why’ is response to predictions, speculations and provocations in different contexts and situations, including their play.	Express ideas about feelings and experiences. Talk about and discuss familiar events or characters in stories. Use talk to share their thinking in different contexts. Listen to others during conversations or activities. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine etc... Ask questions to check understanding.

PD	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Hold a pencil correctly Build gross motor skills to aid in handwriting	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use one handed tools such as scissors.	Use a range of tools/equipment for gross and fine movement.	Develop their ball control	Move in a flid manner. Draw and write accurately with speed.	Play sports games with others Make art using a range of materials
PSED	Form relationships Discuss feelings of themselves and others Give things a go.	Listen to others Make their own choices and decisions	Be considerate of others Know how to stay healthy- diet, clean, teeth	Resolve their own conflict	Deal with disappointment Learn to be resilient	Set themselves targets and goals Share their work with pride. Transition into year1
Literacy	Join in with nursery rhymes Develop gross and fine motor skills for handwriting. Pre-letter formation. Draw pictures of characters/ events / setting in a story Read with children to develop a love of reading. Having a favourite story/rhyme. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in back and forth conversations about stories, learning new vocabulary. Name recognition – self register, pegs etc Wordless books Ascribe meaning to marks Begin to write own name (correct letter formation) Pre-phonics listening activities Write from left to right	Develop letter formation and fine motor skills. (curly, long, bouncy letters) Retell stories through role play and images. Write Christmas letters/lists. Editing of story maps and orally retelling new stories. Non-Fiction Focus. Sequence story – use vocabulary of beginning, middle and end. Blend and segment CVC words Practiced reading sessions Explore rhyming words Engaging boys interest through: rockets and aliens	Develop letter formation of capital letters and digraphs. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Write CVC words, words that end in s and tricky words Write short phrases Writing for a range of purposes sentences, captions, stories, facts files etc. Explore vocabulary such as author, book cover, blurb, illustrator etc. Engaging boys interest through: large animals, dinosaurs etc.	Develop formation of numbers and handwriting fluency. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read traditional tales Learn and use new vocabulary Write instructions/ recipes Think of their own sentences Hold sentences in their head Re-read what they have written to check it for errors Engaging boys interest through: jack and the bean stalk, 3 pigs and 3 billy goats	Create their own ideas to situations Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Predict / anticipate key events in stories Beginning to understand the difference between fiction and non-fiction. Think of their own sentences Hold sentences in their head Re-read what they have written to check it for errors Write a sentence independently Start to use capital letters and full stops. Engaging boys interest through: bugs, pirates, sharks	

	Engaging boys interest through: cars, football etc.					
Phonics	Autumn 1 - Phase 2, GPCs - s a t p i n m d g o c k c k e u r h b f l Tricky words – I is the Begin to segment the sounds in simple words (VC or CVC) and blend them together Write initial sound with correct grapheme Write all three sounds using correct graphemes Begin to spell some tricky words – I, the, is Read in practiced read sessions	Autumn 2 – phase 2 GPC's - ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Tricky words - put* pull* full* as and has his her go no to into she push* he of we me be Begin to segment the sounds in simple words (VC or CVC) and blend them together Write initial sound with correct grapheme Write all three sounds using correct graphemes Begin to spell some tricky words Read in practiced read sessions	Spring 1 - Phase 3 GPC's- ai ee igh oa oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words - was you they my by all are sure pure Orally segment CVC words with consonant digraphs and some long vowel phonemes Can segment the sounds in simple words (CVC) and blend them together, including some words with consonant digraphs and long vowel phonemes Write all three sounds in simple CVC words using correct grapheme Begin to spell some P3 tricky words	Spring 2 Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Orally segment CVC words with consonant digraphs and some long vowel phonemes Can segment the sounds in simple words (CVC) and blend them together, including some words with consonant digraphs and long vowel phonemes Write all three sounds in simple CVC words using correct grapheme Begin to spell some P3 tricky words	Summer 1 - Phase 4 Blend phase 2 constants together short vowels CVCC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC, longer words, compound words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words - said so have like, some come love do, were here little says, there when what one out today	Summer 1 - Review Phase 4 long vowel sounds CVCC CCVC, long vowel sounds CCVC CCCVC CCV CCVCC, Phase 4 words with –s /s/ at the end, Phase 4 words with –s /z/ at the end, Phase 4 words with –es /z/ at the end, longer words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ , root words ending in: –er, –est
Maths	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. Matching numerals to their value to 5 Matching pairs of socks Sorting and ordering objects and numbers Count and represent the numbers 1 to 5 Estimate and check by counting. Recognise numbers in the environment. A number a week.	Numbers Count up to ten objects. Order numbers 1 – 10 Conservation of numbers to 10 Subsiding numbers to 5 Writing the numerals of numbers to 10 Matching numerals to their value Number bonds to 5 Create a set of objects that match a given number Partition numbers using part part whole Describing more or less Identifying one more and one less rote count on from a given number between 1 and 10 Rote count back from a given number between 0 and 10 Say a number between two given numbers Use the word 'zero' to represent 'none' Measures Estimate, order compare, discuss and explore capacity, weight and lengths Use vocabulary thick, thin, thinner, big, biggest Describe position accurately, prepositionals Continue to explore patterns	Distance/ Mass Weight. Order widths, lengths and heights from longest to shortest Use vocabulary longer, longest etc Use non-standard units to compare sizes such as cubes or hand widths. Explore scales Understand that volume refers to how much liquid is in a container Understand weight and volume can be represented by a number Numbers within 20 -Count up to 20 objects and recognise different representations -Order and explore numbers to 20 -One more or fewer - Compare three groups of the same object by matching objects together -partition numbers into 2 groups -explore teen numbers and discuss that they are made of 10 and _. Shape and sorting	Doubling and halving -Doubling and halving & the relationship between them -Counting and sharing in equal groups -explore half Addition and subtraction -Explore addition as counting on and subtraction as taking away -add using physical representations and pictures -model using part part whole model. Number Consolidate understanding of numbers to 10 Consolidate understanding of teen numbers through partitioning	Number -rote count inside 20 and beyond Say the number between two given numbers within 20 Subitise to 5 Order 3 or more sets of numbers Count pictures that can not be moved Identify 1 more or less Add two groups without recounting to 10 e.g. 3 +5=8 Fractions Find half a set of objects Understand that doubling is adding the same amount to itself Explore odd and even numbers Measures -Estimate, compare and order lengths/ weights/ capacity -count using 1ps to 20	Time Days of week Compare events using longer and shorter/ faster longer Match events to time of day e.g. morning. Use time language: first, last, before, after, tomorrow, yesterday, today Space Use positional language Use directional language Money Explore money in coins and notes Count money in 1ps and say how much there is (for values less than 20p) Number Partition teen numbers Order numbers Say a number between two given numbers/ numerals. One more and one less Part part whole Addition and subtraction within 10

	Pattern and shape Recognise, describe, copy and extend colour and size patterns Make patterns using a range of materials Describe position of an object, on, under, next to, in Explore 2D shapes – know that shapes can appear in different orientations and sizes. Number Know what counting is Use one to one correspondence when counting Understand that the last number said is the number in the set Use terms like more and less Use part part whole terminology Identify numerals to 10 Write numerals Calendar and time Days of the week, seasons	Calendar and time Use 1st, 2nd, 3rd, Sequence daily events	Describe, and sort 2-D & 3-D shapes Make 2D shapes using sticks Using mathematical language (straight, curved, sides, flat) Name 2-D shapes (circle, triangle, square rectangle, oblong rectangle) Woodland animals' tangrams		Shape Find pairs of 2D and 2D shapes which are orientated differently.	
UTW	Changing seasons Birthdays – how we grow Family and friends - older/ younger Learning about school e.g. uniform and environment Maps of local area and where we come from Home corner role play Learning about senses Woodland animals Nocturnal animals – bats Body and Skeleton body parts Talk about lives around them	Bonfire night – guy Fawkes - staying safe Camping and den making Talk about own experiences Cold places in world e.g. north pole. Melting and Freezing Appropriate clothing for cold etc Jewish – Hanukkah Diwali Remembrance Day Compare Christmas to other religions Make rockets and discuss space, planets, NASA and robots.	Staying healthy including teeth/ dentist and a balanced diet Luna new year Talk about differences between cultures different to their own Animal camouflage Compare animals from different climates Learn about habitats Compare life in this country to another Could include dinosaurs Role plays following children's interests (could be police including a police visit)	Changing seasons Pancake day, Mothers' Day, Observing the environment, for example, plants, animals, natural objects Easter Spring – new life Explore eggs and British birds.	Look at minibeasts and what defines a creature as an insect. Discuss bees and what they do for the planet. Grow our own plants and discuss what plants need to grow Work scientifically to explore shadows and how they change. Monitor and discuss the weather, including role playing as weather forecasters Use magnifying glasses to look at nature up close	Changing seasons Sea creatures Floating / Sinking Metallic / non-metallic objects Seaside/ childhood in the past Endangered animals - turtles Recycling and plastic

EAD	Sing songs from memory Self portraits Experiment with sound and senses Exploring primary and secondary colours Colour songs – learn colours Play imaginatively: Role-play – home corner develops into witches/wizards Paint using zigzags, stripes, spots and waves Leaf men etc Leaf printing on clay Painting using a range of brushes and tools e.g. forks Junk modelling – share and explain creations Make props for role play e.g. birthday hats Explore shapes through play dough, paint Music (Sing Up) – I’ve Got a Grumpy Face and The Sorcerer’s Apprentice	Build a repertoire of songs Explore shades using white and black Use simple tools and techniques Play imaginatively: Role play e.g. post office etc Christmas crafts Perform for others Bonfire night painting – chalk and black paper Make props for role play e.g. bonfire, mashmallows on sticks, presents Daiwail Using alternative tools with paint e.g. pom poms Music (Sing Up) –Which Witch and Row Row Row Your Boat	Children select own tools and materials to make animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Role play ideas – Chinese Restaurant / jungle / farm Music (Sing Up) –Cukoo Polka and Shake My Sillies Out Nursery rhymes: 5 little monkeys, 5 speckled frogs, the owl and the pussy cat.	Make different textures; make patterns using different colours Use stamps, mashers and rollers to create painted art. Exploration of other countries – dressing up in different costumes. Easter crafts Flowers-Sun flowers Mother’s Day crafts Provide a wide range of props for play which encourage imagination Music (Sing Up) –Up and Down, Five Fine Bumble Bees	Symmetrical butterflies using paint Encourage children to create their own music. Junk modelling, houses, bridges boats, rockets and transport. Retelling familiar stories Make shadow puppets Provide children with a range of materials for children to construct with. Draw plants and insects Craft butterflies and bees. Stamp with flower rollers Music (Sing Up) –Slap Clap Clap and Listen 3	Sand pictures Fish collages Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Shades of blue Father’s Day Crafts Fish weaving Shark models using 2d shape Make props for role play e.g. fishing rods Music (Sing Up) –Down there Under the Sea and Bow Bow Bow Belina
Enrichment	Parent day -jam tarts Halloween Party Diwali	Christmas party Christmas play Guy Fawkes/Bonfire Night Hanukkah Black History Month Remembrance Day Road Safety Children in Need Anti-Bullying Week Parents stay and read sessions	Luna New Year (jan) – noodle messy play Valentine’s Day Internet Safety Day National artists day (feb) - have a junk modelling competition with parents. Guest visitors- parents, artist, CVC builder, dentist etc.	Parent visits for storytelling or jobs Mother’s Day Science experiments for science week Making pancakes (Feb) Holi (March) ST Patricks Day (March) World book day	Growing plants Nature walk Farm Visit (linked to what the lady bird heard) Caterpillar eggs Chick visit	Father’s Day Pirate Day RNLI visit Beach party with sea shanties and ice cream Inviting parents/carers to share what we are proud of

EYFS Long Term Plan