



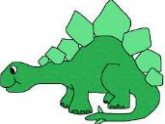






EYFS 2019 - 2020

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic  <p>What makes me amazing? How do we know it's Autumn? Are all celebrations the same?</p>	Me and the Amazing world around me  <p>Where do bears live? What happens in my house at Christmas?</p>	Amazing world around me  <p>Who are the characters in our books? How can we cross the river?</p>	Once upon a time...  <p>Who helped Little Red riding hood? Is the big wolf really bad? How do we know it's Spring?</p>	Once upon a time...  <p>Would dinosaurs have make good pets? How are fossils made?</p>	The land before time.  <p>How can we help save our Oceans? How do sea creatures live under water?</p>	
Books/Texts	Possible Texts: Elmer Marvelous me This is my family Scarecrows secret What can you see in Autumn? We are going on a leaf hunt Pumpkin soup Enormous turnip Leaf man Room on a Broom Lighting a lamp	Possible Texts: We are going on a bear hunt. Brown Bear, brown bear. Wakey Wakey Big Brown Bear I don't care said the bear Christmas story Donkey's First Christmas	Possible Text: Winter poems Winter is Here Animals in Winter Gingerbread man Billy Goats Gruff	Possible Texts: Three little Pigs Little Red Riding Hood Spring poems Mum Poems Spring is here We're going on an egg hunt	Possible Texts: Harry and bucketful of dinosaurs ORT - dinosaur adventure Dinosaur roar Dinosaurs love underpants How to grow a dinosaur	Possible Texts: Rainbow fish Tiddler Sharing a shell Commotion in the Ocean Hello Ocean The big book of blue Ocean poems Information texts - animals, ocean and seas ect.
Personal, Social and Emotional Development 	Settling in to school, making friends, school routines; Personal skills & attributes, being unique; Feelings of self as part of a class, school, family and community	Learning and playing together, personal preferences and choices	Compromising and solving conflicts; understanding how actions affect others	Being confident to try new activities, co-operating and taking turns Talk about their own and others behaviour and its consequences	Working as a group, knowing boundaries of behaviour	Caring for living things, showing sensitivity to others, Sharing
Physical Development	Gross motor: Cooperation games i.e. parachute games. Different ways of moving	Gross motor: Ball skills- throwing and catching. Crates play- climbing.	Gross motor: Ball skills- aiming, dribbling, pushing, patting, or kicking.	Gross motor: Children moving with confidence through dance related activities	Gross motor: Obstacle activities- children moving over, under, through and	Gross motor: Races to consider for Sports Day- Spider race (children to move on

	<p>to be explored with children.</p> <p>Fine motor: Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp Understands aspects of health/good foods, exercise</p>	<p>Fine motor: Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Dresses with minimal help</p>	<p>Balance - bridges over the water, obstacle courses</p> <p>Fine motor: Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Negotiates space successfully</p> <p>Fine motor: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>around equipment</p> <p>Fine motor: Develop pencil grip and letter formation continually</p>	<p>hands and feet), running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to put one hand behind back). Extension- Relay (team work passing a baton).</p> <p>Fine motor: Form letters correctly</p>
<p>Communication and Language</p> 	<p>Listen with increasing attention All about Me bags - talk in front of peers</p> <p>Key vocabulary: Body, body part names, heart, lungs, happy, sad, worried, family member names, unique, Conkers, oak tree, scarecrow, rake, leaves, acorn, harvest, brown, yellow, Diwali, lamp, chapatti.</p>	<p>Follow directions and simple instructions, use talk to connect ideas - stories</p> <p>Key vocabulary: Bonfire, fire, light, dark, hibernate, cave, light, dark, scared, bear, claws, Advent, Christmas, Christingle, celebrate.</p>	<p>Listen to and use new vocabulary, maintain attention for longer times</p> <p>Key vocabulary: Melting, freezing, frozen, ice, icicles, snowflakes, icebergs, cold, warm, weather, winter, scarves, hats, gloves, Character, bridge, river, stream, over, under, Once upon a time, next, the end.</p>	<p>Listen and respond to ideas in conversations.</p> <p>Key vocabulary: Shelter, home, strong, weak, brave, frightened, kind. After that, then, finally. Eggs, frogspawn, seeds, hatch, grow, change, develop, lamb, blossom, nest, Easter, Spring,</p>	<p>Listen attentively, give attention and respond appropriately.</p> <p>Key vocabulary: Dinosaur, Fossil, herbivore, omnivore, carnivore, teeth, jaws, claws, eggs, bones, wings, tail</p>	<p>Follow instructions, answer 'How' and 'Why' questions.</p> <p>Key vocabulary: float, sink, pour, splash, Ocean, Sea, Coral, Sand, Sea creature names, rock pools, habitat, Pollution, re-cycle,</p>
<p>Literacy</p> 	<p>Set 1</p> <p>Reading: Listen to stories, describe main parts</p> <p>Books with no words and with words Rhyme</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing:</p>	<p>Set 1/2</p> <p>Reading: Look at books independently; begin to link sounds and letters.</p> <p>Knowing how stories are structured Books with words and sentences HFW to be sent home Familiar words</p> <p>Story time: Fiction and non-fiction</p>	<p>Set 2</p> <p>Reading: Begin to segment sounds and blend.</p> <p>Sentence structure- capital letters, full stops and finger spaces Books with sentences and stories HFW to be sent home</p> <p>Story time: Fiction and non-fiction relating to topic</p>	<p>Set 2/3</p> <p>Reading: Begin to read words and simple sentences.</p> <p>Guided reading- simple comprehension skills, questions Books with sentences and stories HFW to be sent home</p> <p>Story Time: Fiction and Non Fiction related to topic</p>	<p>Set 3</p> <p>Reading: Read and understand simple sentences</p> <p>Guided reading-simple comprehension skills, questions Books with sentences and stories HFW to be sent home</p> <p>Story Time: Fiction and Non Fiction related to topic</p>	<p>Set 3</p> <p>Reading: Use phonics to decode and knows some irregular words</p> <p>Guided Reading- fluency, expression, simple comprehension skills, questions Books with stories HFW to be sent home Polysyllabic words</p> <p>Story Time:</p>

	<p>Knows initial phoneme in spoken words Manipulate objects with good fine motor skills Give meaning to marks Use language for a range of purposes</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>relating to topic</p> <p>Writing: Can continue a rhyming string Develop muscle tone to put pencil pressure on paper Can identify some phoneme/grapheme correspondences Begin to use letters to rep. meaning</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Writing: Extend spoken vocabulary Recognise some familiar words Begin to form letters correctly Use writing as a means of communicating to audience Write own name and labels/captions</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Writing: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Use phonic knowledge to write simple words and attempt more complex words Begin to write short sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Writing: Can name and sound letters of the alphabet Begin to form simple sentences using some punctuation Write own name Write simple sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Fiction and Non Fiction related to topic</p> <p>Writing: Writes different forms for example captions, labels and lists. Attempt to write for different purposes Use talk to organise thinking and feelings for writing Spell words correctly or by using phonics</p> <p>Use ongoing assessments and planning to inform differentiation</p>
<p>Mathematics</p> 	<p>Number: Represent numbers up to ten, using fingers and frames Count reliably up to ten objects, including those that cannot be moved Count actions or sounds</p> <p>Shape space and measures: Recognition and use of 2D Shapes in the environment Use everyday language related to size. Repeating patterns Order familiar events</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Number: Count out a smaller number of objects (up to six) from a larger group Match and compare objects in two sets, recognising when the sets contain the same number of objects Move around or partition and recombine small groups of up to four objects and recognise the total is the same</p> <p>Shape space and measures: Recognition and use of 3D shapes Use everyday language related to weight Measure short periods of time</p> <p>Use ongoing assessments and planning to inform</p>	<p>Number: Count reliably any arrangement of up to ten objects Find one more and one less than a number from 1 to 10 Begin to estimate how many objects can be seen and check by counting (up to ten)</p> <p>Shape Space and Measures: Recognise patterns Use everyday language related to capacity Days of the week</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Count reliably more than ten objects Estimate a number of objects that can be checked by counting (up to twenty) Recognise numerals of personal significance Introduction to addition and Subtraction.</p> <p>Shape Space and Measures: Use everyday language related to position and weight. Months of the year Compare, estimate and order length, weight and height</p> <p>Use ongoing assessments and planning to inform</p>	<p>Number: Addition- find the total by combining two sets Subtraction- remove objects from a small group and count how many are left Identify mathematical problems based on own interests and fascinations</p> <p>Shape space and Measures: Create patterns Use everyday language related to length/distance Recap 2D and 3D shape.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Add and subtract two single-digit numbers and count on or back to find the answer Compare sets of up to 20 objects, using language such as 'more' and 'fewer' Solving problems of doubling, halving and sharing</p> <p>Shape space and Measures: Create patterns Compare, estimate and order capacity Use everyday language related to money Use everyday language related to time</p> <p>Use ongoing assessments and planning to inform differentiation</p>

<p>Understanding the World</p> 	<p>People and communities: Me and my school Different traditions</p> <p>The world: Autumn Harvest Halloween Stories from other cultures</p> <p>Technology: Everyday technology- Effective use of IPADS and IWB</p> <p>Exploring change and decay (seasonal)</p> <p>Features of local environment.</p>	<p>differentiation</p> <p>People and communities: Celebrations and family traditions.</p> <p>The world: Bonfire night Christmas</p> <p>Technology: Everyday technology- Mouse control/ keyboard skills Beebots and laptops</p> <p>Woodland environment</p> <p>Light and Dark investigation.</p>	<p>People and communities: New Year</p> <p>The world: Winter Seasonal change</p> <p>Technology: Everyday technology- ipads, tuff cams, cd player, interactive stories.</p> <p>Everday changes - Freezing and melting Baking</p> <p>Animals in Winter</p> <p>Structures - bridges</p>	<p>differentiation</p> <p>People and communities: Pancake Day Easter Traditions Mother's Day</p> <p>The world: Spring Plants</p> <p>Technology: Interactive stories Everyday technology- keyboard skills- typing our names and words</p> <p>Shelters and homes Materials, strong, weak, bend, squash,</p>	<p>People and communities: St George's Day Father's Day</p> <p>The world: Changes over time</p> <p>Technology: Everyday technology- keyboard skills- typing sentences Beebots treasure hunt</p>	<p>People and communities: Transition to Y1- getting to know staff.</p> <p>The world: Animals that live under the sea.</p> <p>Technology: Photos and videos Life cycle of a sea turtle.</p> <p>Floating and sinking How does sand change when mixed with water?</p>
<p>Expressive Arts and Design</p> 	<p>Me portraits and people who help us - paint and ICT</p> <p>Faces with loose parts. Clay faces on trees Scarecrows Diwali lamps</p> <p>Music express scheme</p>	<p>Seasonal collages Colour mixing - secondary colours Firework art Using construction materials</p> <p>Music express scheme</p>	<p>Colour mixing - secondary colours. Clay sculptures. Dancing/mime to music Changing words rhymes Adding musical instruments to stories. Role play</p> <p>Music express scheme</p>	<p>Collage Shape pictures Choosing and using a range of materials Singing songs and actions. Musical instruments</p> <p>Music express scheme</p>	<p>Dinosaur collage bones. Shape dinosaurs Moveable dinosaurs Cotton bud dinosaur bones. Mixing media - eg making different slimes and doughs with the children - following instructions. Making models - junk modelling.</p> <p>Music express scheme</p>	<p>Models - under the sea. Puppets Collages Sculptures. Dance</p> <p>Music express scheme</p>
<p>Mini topics</p>	<p>Mini topics: Harvest Autumn Diwali</p>	<p>Mini topics: Autumn Bon fire night Christmas</p>	<p>Mini topics: Chinese new year</p>	<p>Mini topics: Mother's day Easter</p>	<p>Mini topics: Spring Father's day</p>	<p>Mini topics: Summer Growing</p>
<p>Possible visits</p>	<p>Possible visits: Visiting fire brigade Autumn walk Walk around village</p>	<p>Possible Visits: Guisbrough walk way / Margrove park Post office</p>	<p>Possible Visits/Engagment: Gingerbread man runs through school - trail of destruction!</p>	<p>Possible Visits/Engagement: Theatre company/ Character visit</p>	<p>Possible Visits/Engagement: Dinosaur egg in school grounds. Dinosaur visits school - caught on camera!</p>	<p>Possible Visits: Sea life centre Beach</p>

Parental engagement	Parental engagement: Parents meeting - RWINc/reading at home Introduction to proud cloud/Tapestry. Newsletter for parents.	Parental engagement: Christmas craft afternoon. PJ's and hot chocolate story time. Christmas performance / carols around the tree. Phonics Fridays (parents stay for breakfast and read)	Parental engagement: Maths stay and play - games. Maths at home meeting Newsletter for parents Phonics Fridays (parents stay for breakfast and read) Learning Journal sharing	Parental engagement: Mothers day assembly Easter craft afternoon Phonics Fridays (parents stay for breakfast and read)	Parental engagement: Writing meeting Newsletter for parents Phonics Fridays (parents stay for breakfast and read) Learning journal sharing	Parental engagement: Teddy bear picnic Toddle Sports day End of year report
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