


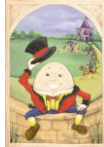

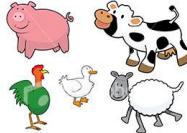










EYFS 2018 - 2019

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic 	I am super! 	If you go down to the woods today/ Sparkle and shine 	Time to rhyme 	We are all going on safari... 	Down on the farm/ How does your garden grow? 	How does your garden grow and who lives there? 
Books/Texts	Possible Texts: Peace at last Elmer Supertato Marvel Non-fiction texts - people who help us	Possible Texts: Owl babies Gruffalo Stick man If you go down to the woods today... Twinkle Twinkle	Possible Texts: Humpty Dumpty Jack and Jill Hickory Dickory Dock 1,2,3,4,5 once I... Doctor foster Hey diddle diddle Little Miss Muffet Elves and the shoe maker / fantasy stories	Possible Texts: Tiger who came to tea Rumble in the jungle Handas surprise Dear zoo Enormous crocodile	Possible Texts: Baa baa black sheep Farmer duck What the ladybird heard Pig in the pond Duck in a truck Jack and the bean stalk Old Macdonald	Possible Texts: Incy wincy spider Argh Spider Hungry caterpillar Superworm Mini beast non fiction
Personal, Social and Emotional Development 	Settling in to school, making friends, school routines; learning and playing together	Personal skills & attributes, being unique; personal preferences and choices	Compromising and solving conflicts; understanding how actions affect others	Being confident to try new activities, co-operating and taking turns	Working as a group, knowing boundaries of behaviour	Caring for living things, showing sensitivity to others
Physical Development 	Gross motor: Cooperation games i.e. parachute games. Different ways of moving to be explored with children. Fine motor: Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp	Gross motor: Ball skills- throwing and catching. Crates play- climbing. Fine motor: Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand	Gross motor: Ball skills- aiming, dribbling, pushing, patting, or kicking. Fine motor: Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	Gross motor: Balance- children moving with confidence through dance related activities Negotiates space successfully Fine motor: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Gross motor: Obstacle activities- children moving over, under, through and around equipment Swimming Fine motor: Develop pencil grip and letter formation continually	Gross motor: Races to consider for Sports Day- Spider race (children to move on 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).

	Understands aspects of health/good foods, exercise	Dresses with minimal help				Fine motor: Form letters correctly
Communication and Language 	Listen with increasing attention All about Me bags - talk in front of peers	Follow directions and simple instructions, use talk to connect ideas - stories	Listen to and use new vocabulary, maintain attention for longer times	Listen and respond to ideas in conversations	Listen attentively, give attention and respond appropriately.	Follow instructions, answer 'How' and 'Why' questions.
Literacy 	Set 1/2 Reading: Listen to stories, describe main parts Guided reading- focus on behaviours Books with no words and with words Rhyme and alliteration Story time: Fiction and non-fiction relating to topic Writing: Knows initial phoneme in spoken words Manipulate objects with good fine motor skills Give meaning to marks Use language for a range of purposes Use baseline, ongoing assessments and planning to inform differentiation	Set 1/2 Reading: Look at books independently; begin to link sounds and letters. Guided reading- knowing how stories are structured Books with words and sentences HFW to be sent home Familiar words Story time: Fiction and non-fiction relating to topic 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 Use ongoing assessments and planning to inform differentiation	Set 2 Reading: Begin to segment sounds and blend. Guided reading- sentence structure- capital letters, full stops and finger spaces Books with sentences and stories HFW to be sent home Story time: Fiction and non-fiction relating to topic 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 Use ongoing assessments and planning to inform differentiation	Set 2/3 Reading: Begin to read words and simple sentences. Guided reading- simple comprehension skills, questions Books with sentences and stories HFW to be sent home Story Time: Fiction and Non Fiction related to topic 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 Use ongoing assessments and planning to inform differentiation	Set 3 Reading: Read and understand simple sentences Guided reading-simple comprehension skills, questions Books with sentences and stories HFW to be sent home Story Time: Fiction and Non Fiction related to topic Writing: Can name and sound letters of the alphabet Begin to form simple sentences using some punctuation Write own name Write simple sentences Use ongoing assessments and planning to inform differentiation	Set 3 Reading: Use phonics to decode and knows some irregular words Guided Reading- fluency, expression, simple comprehension skills, questions Books with stories HFW to be sent home Polysyllabic words Story Time: Fiction and Non Fiction related to topic 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 Use ongoing assessments and planning to inform differentiation
Mathematics	Number: Represent numbers up to	Number: Count out a smaller	Number: Count reliably any	Number: Count reliably more than	Number: Addition- find the total	Number: Add and subtract two

	<p>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 Order familiar events</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>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 differentiation</p>	<p>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>ten objects Estimate a number of objects that can be checked by counting (up to twenty) Recognise numerals of personal significance</p> <p>Shape Space and Measures: Use everyday language related to position Months of the year Compare, estimate and order length, weight and height</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>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 distance Explore time- o'clock Compare, estimate and order capacity</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>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 Recap 2D and 3D shape 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 occupations and ways of life</p> <p>The world: Autumn Harvest</p> <p>Technology: Everyday technology- Effective use of IPADS and IWB</p> <p>Stranger danger Road safety Investigating reflective surfaces - how to be seen in the dark.</p>	<p>People and communities: Diwali</p> <p>The world: Halloween Christmas Winter Stories from other cultures</p> <p>Technology: Everyday technology- Mouse control/ keyboard skills Beebots and laptops</p> <p>Exploring change and decay (seasonal)</p>	<p>People and communities: New Year Chinese New Year</p> <p>The world: Winter</p> <p>Technology: Everyday technology- Bebots and laptops (use independently with confidence)</p>	<p>People and communities: Pancake Day Easter Mother's Day</p> <p>The world: Stories from other cultures- topic theme Spring Plants</p> <p>Technology: Everyday technology- keyboard skills- typing our names and words</p>	<p>People and communities: St George's Day Father's Day</p> <p>The world: Spring Animals and growth</p> <p>Technology: Everyday technology- keyboard skills- typing sentences Beebots treasure hunt</p> <p>Life cycle of a chick Growth and change Naming Animals and their young Chicks and Ducks Farm animals Caring for living things</p>	<p>People and communities: Transition to Y1- getting to know staff</p> <p>The world: Growing topic theme Mini beasts and their habitats</p> <p>Technology: Photos and videos Beebots and laptops</p> <p>Planting and Growing Living/not living Caring for living things. Recording observations of animals and plants Life cycle of a butterfly</p>

					Journey of wool from sheep to jumper Looking at other common animals that don't live on the farm	
Expressive Arts and Design 	Me portraits and people who help us - paint and ICT Clay faces on trees Using construction materials	Seasonal collages Diwali lamps Colour mixing - secondary colours Firework art Rockets - 3D collages Construction	Colour mixing - secondary colours Dancing/mime to music Changing words to Nursery rhymes Adding musical instruments to nursery rhymes Role play	Animal collage Shape pictures Movable animals/3D forms Clay sculptures Mixing media - eg making different slimes and doughs with the children - following instructions	Colour mixing - tones Choosing and using a range of materials Role play	Paintings/collage Matisse L'Escargot - snail collage Van Gogh - Sunflowers Life cycles Marble art - spider webs Butterfly wings - pattern and colour
Mini topics	Mini topics: Harvest	Mini topics: Autumn Bon fire night Christmas Diwali	Mini topics: Chinese new year	Mini topics: Mother's day Easter	Mini topics: Spring Father's day	Mini topics: Summer Growing
Possible visits	Possible visits: Fire station /visiting fire brigade/paramedic	Possible Visits: Guisborough walk way Autumn walk Post office	Possible Visits: Shop	Possible Visits: Flamingo land zoo	Possible Visits: Farm Allotment	Possible Visits: Butterfly world Nature World
Parental engagement	Parental engagement: Parents meeting - RWINc/reading at home Introduction to proud cloud/Dojo	Parental engagement: Christmas craft afternoon. Fine motor - stay and play	Parental engagement: Maths stay and play - games. Maths at home meeting	Parental engagement: Visit with parents Easter craft afternoon	Parental engagement: Visit to the farm with parents Writing meeting	Parental engagement: Teddy bear picnic Toddle Sports day

