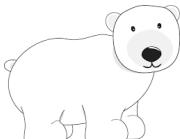
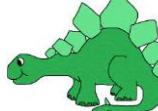


EYFS 2020 - 2021						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous me and People who help us  What makes me amazing? Who are the people that help us? What is in my community?	Out of this world  What's in Space and how will we get there? What would it be like to visit the moon? Are all celebrations the same?	Go wild  What is it like for animals to live in hot and cold places? How do I know it is Winter? How is ice made?	How does your garden grow?  How can I help the plants grow? How do I know it is Spring?	The land before time.  Would dinosaurs have make good pets? How are fossils made?	Down under the Ocean  How can we help save our Oceans? How do sea creatures live under water?
Books/Texts	Possible Texts: Marvellous me This is my family You choose Look out - how we use our senses. I don't want to go to hospital Non-fiction texts about Police and Firefighters. Mini topic: We are going on a leaf hunt Pumpkin soup	Possible Texts: Whatever Next Aliens Love Underpants Q Pootle 5 Beegu How to catch a star Roaring Rockets The Owl and the Pussycat	Possible Text: Lost and Found Snowballs Information texts about Arctic and Antarctic Animals Dear Zoo Rumble in the Jungle	Possible Texts: Jack and the Beanstalk Enormous turnip Olivers Vegetables Ten seeds The Tiny seed How to grow a sunflower The growing story Eddie's Garden Mini topic: Winter poems Winter is Here Animals in Winter	Possible Texts: Harry and bucketful of dinosaurs ORT - dinosaur adventure Dinosaur roar Dinosaurs love underpants How to grow a dinosaur Dear Dinosaur Dinosaur bones - Bob Barner	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. 1,2,3,4,5 Mini topic: Summer poems
Personal, Social and Emotional Development	Settling in to school, making friends, school routines; Personal skills & attributes, being unique; Understanding what it means to be sorry.	Working as a group, knowing boundaries of behaviour	Compromising and solving conflicts; understanding how actions affect others	Learning and playing together, personal preferences and choices Co-operating and taking turns	Caring for living things, showing sensitivity to others, Sharing	Being confident to try new activities. Talk about their own and others behaviour and its consequences

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 Understands aspects of health/good foods, exercise	Gross motor: Obstacle activities- children moving over, under, through and around equipment 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 Dresses with minimal help	Gross motor: Ball skills- aiming, dribbling, pushing, patting, or kicking. Balance - bridges over the water, obstacle courses Fine motor: Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	Gross motor: 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: Ball skills- throwing and catching. 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). Fine motor: Form letters correctly
Communication and Language 	Listen with increasing attention Key vocabulary: Body, body part names, heart, lungs, happy, sad, worried, family member names, unique, Police, Firefighter, brave, community, Harvest, brown, yellow, Diwali, lamp, chapatti.	Follow directions and simple instructions, use talk to connect ideas - stories Key vocabulary: Space, Moon, Rocket, Travel, Astronaut, Advent, Christmas, Christingle, celebrate.	Listen to and use new vocabulary, maintain attention for longer times Key vocabulary: Melting, freezing, frozen, ice, icicles, snowflakes, icebergs, cold, warm, weather, winter, scarves, hats, gloves,	Listen and respond to ideas in conversations. Key vocabulary: Plant, seed, soil, water, grow, petal, leaf, root Eggs, frogspawn, hatch, grow, change, develop, lamb, blossom, nest, Easter, Spring,	Listen attentively, give attention and respond appropriately. Key vocabulary: Dinosaur, Fossil, herbivore, omnivore, carnivore, teeth, jaws, claws, eggs, bones, wings, tail	Follow instructions, answer 'How' and 'Why' questions. Key vocabulary: float, sink, pour, splash, Ocean, Sea, Coral, Sand, Sea creature names, rock pools, habitat, Pollution, re-cycle,
Literacy 	Set 1 Reading: Listen to stories, describe main parts Books with no words and with words Rhyme Story time: Fiction and non-fiction	Set 1/2 Reading: Look at books independently; begin to link sounds and letters. Knowing how stories are structured Books with words and sentences HFW to be sent home	Set 2 Reading: Begin to segment sounds and blend. Sentence structure- capital letters, full stops and finger spaces Books with sentences and stories HFW to be sent home	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	Set 3 Reading: Read and understand simple sentences Guided reading-simple comprehension skills, questions Books with sentences and stories HFW to be sent home	Set 3 Reading: Use phonics to decode and knows some irregular words Guided Reading- fluency, expression, simple comprehension skills, questions Books with stories

	<p>relating to topic</p> <p>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</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Familiar words</p> <p>Story time: Fiction and non-fiction 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>Story time: Fiction and non-fiction relating to topic</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>Story Time: Fiction and Non Fiction related to topic</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>Story Time: Fiction and Non Fiction related to topic</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>HFW to be sent home Polysyllabic words</p> <p>Story Time: 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>
Mathematics	 <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 Recognise numerals of personal significance Find one more or less of a group up to 5 Subitizing within 5</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>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>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 time Days of the week</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Number: Count reliably more than ten objects Recognise and order numbers 1-15, begin to recognise 16-20. Estimate a number of objects that can be checked by counting (up to twenty) Introduction to addition and Subtraction. Record, using marks, that they can interpret and explain.</p> <p>Shape Space and Measures: Use everyday language related to position and weight. Months of the year</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: Recognise and order numerals 1-20 Say which number is one more or one less than a given number to 20. 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</p>

	Use baseline, ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation		Compare, estimate and order length, weight and height Use ongoing assessments and planning to inform differentiation	differentiation	Use everyday language related to money Use ongoing assessments and planning to inform differentiation
Understanding the World 	People and communities: Me and my school People who help us in our community. The world: Autumn Harvest Halloween Technology: Everyday technology- Effective use of IPADs and IWB Exploring change and decay (seasonal) Features of local environment. What is inside an emergency vehicle? Reflective materials Fingerprints	People and communities: Celebrations and family traditions. The world: Bonfire night Christmas Stories from other cultures Technology: Everyday technology- Mouse control/ keyboard skills Beebots and laptops Light and Dark investigation.	People and communities: New Year The world: Winter Seasonal change Technology: Everyday technology- ipads, tuff cams, cd player, interactive stories. Everday changes - Freezing and melting Baking Animals in Winter	People and communities: Pancake Day Easter Traditions Mother's Day The world: Changes over time Technology: Spring Changes Plants Technology: Interactive stories Everyday technology- keyboard skills- typing our names and words	People and communities: St George's Day Father's Day The world: Changes over time Technology: Everyday technology- keyboard skills- typing sentences Beebots treasure hunt Fossils Dinosaur bones Archaeologist digs	People and communities: Transition to Y1- getting to know staff. The world: Animals that live under the sea. Pollution in the sea Technology: Photos and videos Life cycle of a sea turtle. Floating and sinking How does sand change when mixed with water?
Expressive Arts and Design 	Me portraits and people who help us - paint and ICT Painting Emergency vehicles Scarecrows Music express scheme	Seasonal collages Colour mixing - secondary colours Making rockets - junk modelling. Moon art - collage / painting Using construction materials Making and Sculpting with moon sand. Diwali lamps Music express scheme	Colour mixing - secondary colours. Designing and making binoculars. Painting patterns. Ice and snow painting Changing words rhymes Adding musical instruments to stories. Role play Music express scheme	Collage Choosing and using a range of materials Dancing/mime to music Painting flowers Mixing colours Singing songs and actions. Musical instruments Music express scheme	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. Music express scheme	Models - under the sea. Puppets Collages Sculptures. Dance Clay sculptures. Music express scheme

Mini topics	Mini topics: Harvest Autumn	Mini topics: Christmas Diwali	Mini topics: Winter	Mini topics: Mother's day Easter Spring	Mini topics: Spring Father's day	Mini topics: Summer
Possible visits	Possible visits/Engagement: Visiting fire brigade / Police officer Autumn walk Walk around village Police/Fire station role play	Possible Visits/Engagement: Space station role play Use of interactive screen for rocket launch Christmas with the Aliens production.	Possible Visits/Engagement: Flamingo Land zoo visit	Possible Visits/Engagement: Walk to the allotments Garden centre role play - possible visit or visitor from Garden centre to school.	Possible Visits/Engagement: Dinosaur egg in school grounds. Dinosaur visits school - caught on camera! Museum visit - Kirkleatham	Possible Visits/Engagement: Sea life centre Beach Pet goldfish in class?
Parental engagement	Parental engagement: Parents meeting - RWInc/reading at home Introduction to proud cloud/Marvelous me Newsletter for parents.	Parental engagement: Christmas craft afternoon. P.J's and hot chocolate story time. Christmas performance / carols around the tree. Book and Bagel (parents stay for breakfast and read)	Parental engagement: Maths stay and play - games. Maths at home meeting Newsletter for parents Book and Bagel (parents stay for breakfast and read) Learning Journal sharing	Parental engagement: Mothers day assembly Easter craft afternoon Book and Bagel (parents stay for breakfast and read)	Parental engagement: Writing meeting Newsletter for parents Book and Bagel (parents stay for breakfast and read) Learning journal sharing	Parental engagement: Teddy bear picnic Toddle Sports day End of year report