‘Statutory EYFS Framework

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives6. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition

(articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery - Walkley Primary School Wider Curriculum Map

Topic	Autumn 1 -This Is Me! In Elmers	Autumn 2 - It's a Celebration!	Spring 1 - Amazing Animals Prints and Patterns	Spring 2 - And on that Farm…	Summer 1 - How Does Your Garden Grow?	Summer 2 - Beside the Seaside
Curiosity Questions and themes	**Who Am I?** **Who are people important to us and who are the people here to help us?** *Families, home, people who help us, relationships*	**I wonder what the weather is like?** **Why do people do that?** *Weather, celebrations, night time, toys*	**I wonder who lives there?** **Can a giraffe live in your house?** *Jungle, Savannah, countries* *Pets*	**I wonder what they look like?** *Farm Animals and* *Baby Animals*	**I wonder what's in the garden?** *Plants, growing, minibeasts*	**I wonder who lives under the sea?** *Seaside, holidays, transition*
Possible Visit/ Enrichment **Role Play**	Walks around the school grounds - Nature Walks, Sound Walks Home corner NHS Visitor	Bonfire Night 5th Nov. Remembrance Day 11th Diwali Forest School Nativity Performance Home Corner - Garden area with a Bonfire	Forest School Dentist Visit Big Garden Birdwatch Eid	Forest School World Book Day Red Nose Day	Minibeast encounter visit in school Caterpillars in class to observe life cycle of butterfly Variety of planting experiences/Visit to an allotment	Beach themed week (Outdoor area) Jelly and Ice Cream making Forest School
High Quality Texts	1. Elmer - David McKee 3. What Do I Look Like Nick Sharratt 4. 10 Little Fingers and Ten Little toes - Mem Fox and Helen Oxenbury 5 . A Superhero just like you - Dr Ranj 6. Jobs People Do - Anita Ganeri 7. Ness the Nurse - Nick Sharratt	1. Kippers Birthday - Mick Inkpen 2. Kippers Birthday - Mick Inkpen 3.Rama and Sita 4. Meg and Mog 5. Owl bat, bat owl 6. The Christmas Story 7. The Christmas Story	1.Dear Zoo 3. Walking through the Jungle 4. How the tiger got his stripes 5..The Tiger who came to tea/Giraffes Can't Dance 6. The Selfish Crocodile	1.Old Mc Donald 2. Oh Dear - Rod Campbell 3. Billy Goats Gruff 4.Cockadoodle Poo 5. Rosie's Walk	1.Enormous Turnip 2.Jaspers Beanstalk 3.Titch 4.Norman the Slug with the Silly Shell 5.The Crunching Munch Slimy Flying Bugs and Beetles Spiders	1.Toddle Waddle 2.Shouty Arthur at the seaside 3.Billy's Bucket 4.Pip and Posy and the New Friend 6.Ten Little Pirates 7.Thats not my My Mermaid

Nursery Rhymes Know one per half term	Head, shoulder, knees and toes Fingers All Humpty Dumpty Five little firemen This old man he played 1… 5 little men in a flying saucer	Twinkle, twinkle little star Wind the bobbin up 5 Current Buns If you're happy and you know it Twinkle Twinkle Chocolate Bar Wise Old Owl	An elephant came out to play Nelly the elephant 5 little monkeys on the bed 5 Little Monkeys in the tree Theres a Dinosaur at my door Down in the Jungle where nobody goes	The Farmers in his Den 3 Little Ducks 5 Little Speckled Frogs Peter hammers with one hammer One man went to mow This little piggy Baa Baa Black Sheep How much is that doggy in the window	Mary Mary Quite Contrary 5 little peas in a pea pod Little Arabella Miller There's a worm at the bottom of the garden 1 potato, 2 potato Jumping up and down on a big…. Tractor	1,2,3,4,5 Once I caught a fish alive Oh I do like to be beside the seaside You are my sunshine The sun has got his hat on I Had a Tiny Turtle When I was 1 I sucked my thumb
Concept Cat	Out, Big, Small	Quiet, Noisy, Loud	Less, Fast, Slow	Over, Under, Behind,	Wet, Dry, In	Empty, Full, More
Communication & Language	**Understand a question or instruction that has 2 parts** **Sing a large repertoire of songs.** **Know many rhymes, be able to talk about familiar books**	**Enjoy listening to longer stories & can remember much of what happens.** **Start a conversation with an adult or friend** Act out the story of owl babies using props	**Use longer sentences of 4-6 words.**	**Pay attention to more than one thing at a time.** **Understanding "why" questions**	**Use a wider range of vocabulary** **Develop communication & pronunciation** Enormous turnip - re-tell the story Pie corbett style	**Express a point of view & debate when they disagree using words.** **Use talk to organise themselves & their play.** Using rhyme
PSED (Citizenship)	**Keeping Safe** Develop their sense of responsibility & membership of a community. Play with one or more children. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad','angry'.	**Sharing** Select & use activities & resources, with help when needed.	**Self-Care** Make healthy choices about food, drink, activity, tooth brushing. Link through lunchtimes Be increasingly independent in meeting their own care needs.	**Friendship** Remember rules without needing an adult to remind them.	**Feelings** Understand gradually how others might be feeling. Talk with others to solve conflicts.	**Changes** Become more outgoing with unfamiliar people Show more confidence in new social situations Develop appropriate ways of being assertive.
Maths	Recognising naming and matching colours Sorting by colour	Using the language of size Counting principles Comparing amounts of objects	Exploring and understanding numbers 1-3 Continuing AB patterns	Exploring and understanding numbers 4-6	Properties of shapes Ordering events of the day Long, short and tall comparison	Light and heavy comparison Capacity comparison Position and direction
UTW Past and Present (History Link)	**Chronology** Talk using the vocabulary today, tomorrow, yesterday in terms of the nursery routines. **Civilisation** Talk about our class book, how we are part of Elmer class. **Parliament**	**Significance** Sharing experiences of festivals:birthdays, bonfire night, diwali & talk about the similarities & differences **Similarity & difference**) Compare objects they may have had as gifts when they were smaller(baby toys/age appropriate toys)	**Link to the king of the Jungle (Amazing Animals) the Lion** Using the vocabulary king, queen, prince, princess linked to stories - Talk about past experiences of taking part in cultural festivals (Chinese NY 29th Jan)	**Similarity & difference** **Linking to Easter and spring on the farm - new life** Explore the history of the Church (Easter) **Significance** Sharing experiences of festivals:birthdays, bonfire night, diwali & talk about the similarities & differences	**Similarity & difference and Chronology** **Link to minibeasts that we find in the garden** The lifecycle of a butterfly, changes over time	**Significance** **Linking to the Seaside** Sharing experiences of a holiday/day trip/outing, What can you remember? -Recount and share family experiences of holidays abroad and the UK -Look at artefacts from the past

	Talk about the adults who work in our nursery. Talk about who you live with including parents and siblings Discussing our families, recounting family experiences in our past.	Exploring the importance of Remembrance Day – loose parts, poppy making. Cbeebies clip with rabbits.		Talk about past experiences of taking part in cultural festivals		-Looking at their own growth & the changes to come as they prepare to start school. Compare classrooms & routines, uniform etc.
UTW The Natural World (Science Link) **Computing**	**Observing seasonal changes in the Autumn.** Looking for signs of Autumn Darker nights, colder days, trees losing leaves, changing colour. Tuff Tray Exploration Pumpkins, pinecones, Autumn leaves, Conkers, Acorns Planting spring bulbs	**Observing seasonal changes in the Winter.**	**Observing seasonal changes in the Winter.** Signs of winter Shorter, days, cold weather/frost, bare trees, wear more clothes Tuff Tray Exploration Ice, snow, winter clothes	**Observing seasonal changes in the Spring.** Signs of spring New shoots, blossom, first flowers (snowdrops etc). Observe bulbs planted earlier in the year. Experimenting with floating and sinking linked to the gingerbread man Looking at different plants that we can eat. Preparing and tasting a turnip	**Caring for living things** Name and identify minibeasts Look after our local environment – build minibeast houses Explore, observe and identify UK minibeasts. Go on a minibeast hunt Lifecycle of a butterfly – watching them change over a period of time.	**Observing seasonal changes in the Summer.** Signs of summer Flowers, green leaves, flowers, warm weather, more sunshine Tuff Tray Exploration Summer flowers, bumble bees, green leaves, butterflies, summer clothing Explore creatures that live in the sea. Visit webcams to watch animals under the sea Name and identify sea creatures
UTW People, Culture and Community (Geography link)	**All about me** Who lives with you? Mum, Dad, Siblings, Grandparents What do our families look like? - Family Photos Who looks after us at School? Walk around school meeting people in different roles - What are their jobs, what are their names, what do they do? People Who Help Us Occupations in the community - **Doctors, Nurses**, helping us and keeping us safe, using children's own experiences	**Explore a Festival Christmas and Diwali** Origins/celebrations across the world, using a world map/globe People Who Help Us Occupations in the community - **Firefighters**	**Recognising similarities & differences in the world around them.** Look at where different animals live - Polar, Desert, Jungle. People Who Help Us Occupations in the community -**Dentist**, Linked to the Very selfish Crocodile Conduct Winter walk around School grounds.	**Link to Easter and Churches** Do we know any special buildings What are they called - Church, Mosque, Temple, Palace, Castle Conduct Spring walk around School grounds.	**Similarity & difference** Look at different types of houses. How are they the same and how are they different? The Three Little Pigs What do our houses look like? Where do we live?	**Intro into map work** Look at a simple route/map of the playground. Link to Pirates - Following the map top find the treasure. Conduct Summer walk around School grounds.

	Conduct an Autumn walk around School grounds.					
Celebrations, Customs and traditions	Birthdays Bonfire Night	Christmas and Diwali	Chinese new year Pancake day Valentines Day	Easter Eid Al Fitr	Eid Al Adha	Weddings around the World
Expressive Art and Design	Focusing on learning the new routines of the Art area. Exploring a range of techniques: printing, painting and making collages – self-portraits Sensory art- finger/ hand/ feet prints. Transient Art: faces (using mirrors) link to feelings (happy faces, sad faces etc) Autumn colours Autumn artwork using collected objects Elmer artwork (Paul Clay) Printing block colours, colour mixing + author of Elmer for pencil skills Make a collaborative Elmer patchwork blanket. Junk modelling sculptures – making a fire engine	Jackson Pollock splatter art – linked to fireworks Using media and materials to create paintings, art ad collages linked to Bonfire night. Poppy pictures linked to remembrance Transient Art using Autumn materials Christmas Cards Make diva lamps	Colour mixing – shades of green for jungle leaves/ Making different shades of Yellows and Browns to create a class giraffe Spray bottles to colour mix Colour mixing large scale outside on ground – paint rollers Creating jungle animals – masks of animals, lion's mane collage	Farm animal prints Printing with vegetables Exploratory Art- creating Welly prints using media outdoors. Water/ rain pipette art Create rain sound makers	Blossom Art – finger painting Butterfly Printing Vegetable printing using sponges Plant collage Paper kites – following instructions Transient Art- minibeast themed Clay snails/ worms/ spiders/ other minibeasts Spider web weaving	Beach hut craft Seaside/ beach collages Beach themed models (beach huts) Making sea creatures (cutting skills) Colour mixing – waves/ seaweed effect.
Physical Development **Gross Motor**	To use large-muscle movements to wave flags and streamers, paint and make marks I can balance on 2 feet and am beginning to show balance when climbing I can climb safely up a set of steps I can kick a large ball	I am beginning to move in different ways, running, walking and jumping I can ride a bike with three wheels	I can throw a large ball accurately I can kick a large ball at a target I can balance over a wide plank or tree trunk To begin to take part in some group activities which they make up for themselves or in teams I am becoming more confident in moving in different ways including beginning to skip and hop	I enjoy moving to music- clapping and stamping I am beginning to match some movements to music- simple action dances I can remember sequences and patterns of movements which are related to music and rhythm	I can skip, and hop with some control I can stand on one leg and hold a pose for a game like musical statues To match their physical development skills to tasks in the setting i.e. they decide whether to craw, walk or run across a plank depending on the width To show increasing independence when putting on a coat, pulling	I am beginning to catch a large ball To walk up steps and stairs, climb up onto apparatus using alternative feet. To work together with others to manage large items such as moving a long plank safely

					up trousers, or taking off a jumper.	
Fine Motor	I enjoy exploring different materials and tools, manipulating these with purpose i.e. squashing, patting, rolling I can build by stacking and balancing blocks on top of each other I enjoy making marks with various materials, i.e. chunky chalks, sticks in sand, wax crayons	I can enclose a shape when drawing	I can choose the right resources to carry out my task i.e. choosing a spade to enlarge a hole they just made I am beginning to control my marks by making shapes with straight and curved lines I can use one handed equipment such as tweezers to pick up an object, pippets and scissors	I can thread beads onto a lace or ribbon I am developing a comfortable grip for writing and drawing (such as a 4 finger grasp) Marks including pre-writing shapes- dots, vertical lines, horizontal lines and circles	I can use a range of one handed tools and equipment safely and with some control Start to show preference for a dominant hand I can prepare a snack (e.g. peel a banana / open a straw)	I can use a fork or spoon to eat I am beginning to use a knife and fork in each hand I can draw a representation of a simple person (portrait assessment)

Reception - Walkley Primary School Wider Curriculum Map

Topic	Autumn 1 – Me & My World (7 weeks + 2 days)	Autumn 2 - Great British Adventure (7 weeks)	Spring 1 – The Big Freeze (6 weeks)	Spring 2 – Creatures big and small (4.5 weeks)	Summer 1 - Ready, Steady Grow (7 weeks)	Summer 2 - Time Flies… (7 weeks) How do
Curiosity Questions and themes	**I wonder what makes me special?** **I wonder what the 'Walkley Way' is?** *Extended family, feelings, rules and routines, celebrations*	**I wonder who lives in the woods?** **What do you celebrate?** *British wildlife, Christmas celebrations*	**I wonder what life is like around the World?** *Weather, Africa, Polar Regions,*	**I wonder are they real?** **I wonder where animals come from?**	**I wonder how things grow?** *Food, health, plants and growing*	**I wonder what comes next?** **How can we look after our planet?** *Transition, growing up,*
Possible Visit/ Enrichment **Role Play**	Making Apple Cookies Home corner - moving into a new house, doctors, Looking at maps according to where children come from Goldilocks and the three bears – outdoor shed role play	Nativity Performance Remembrance Day Forest School Firefighter visit Home Corner - Christmas tree, Diwali, Bonfire, winter Post Office Puppet Theatre Pantomime – in school Firefighters outdoor shed role play	Forest School Home Corner - Chinese NY, technology (e-safety) African Drumming Workshop	Find an egg in Forest School Dinosaur simulation in Forest School. Forest School Home Corner - Easter, Pancake Day, Eid Minibeast Visit	Forest School Gardening shop Tadpoles in class Home corner - growth measuring, self-care and hygiene Dentist Visit Bikeability Fruit / Veg shop outdoor shed role play	Forest School Sports Day Transition Inset Home Corner - have a baby! get a new pet, exercise, recycling, house for sale Ice cream shop outdoor shed role play
Key celebrations	Harvest – Sept / Oct.	Bonfire Night Nov. 5th Children in need – Nov. Diwali – Nov 8th	Pancake Day Feb 9th	World Book Day March 8th Mothers Day March 14th Eid March 10th (predicted) Eater March 28th	Eid May 28th (predicted) World Environment Day June 5th	Fathers Day – June 20th
Key Texts **Drawing Club** **Talk for Writing**	1 - **Eric Carle Class Texts** (sense of class belonging) 2 – **Bumble bear** (Nadia Shireen – F2 author) 3 - **Goldilocks and the 3 bears** (Traditional tale, get to know my family / maths) 4 – **Mixed** **Martha maps it out** **PSED** Colour Monster / Mixed	1 - **Percy the park keeper-** After the storm. Woodland animals non-fiction **(our local environment, Forest School, Autumn into Winter)** **2, We're Going on a Baby Hunt** 3 – **Space – Whatever Next** 4 – **Lucy and Tom's Christmas** (Past and present) **(celebrations)** (7 weeks)	1 - **Handa's Hen (**Africa, The World) (RWI S4T) 2 – **Arctic non-fiction** (The World) 3 – **One Snowy Night (RWI S4T) / The Snow Thief** (6 weeks) (The World)	1 – Dinosaurs – Tyrannosaurus drip. How to grow a dinosaur. Are the dinosaurs dead dad? **(Forest School)** 2 – What the ladybird heard (rhyming) 3 – Poem - A first book of bugs (4.5 weeks) Minibeasts non-fiction Easter Story	1 – Three Little Pigs 2 – Lulu meets the bees / Once I was a tree (environment) 3 - Teeny Weeny Tadpole Seed to sunflower The tiny seed A little bit brave	1 – George Saved the World by lunchtime **(Forest School – local environment)** 2 - Supertato 3 - Oliver's Fruit Salad **(PSED – healthy eating)** 4 - Once There Were Giants **(Past and present)** Rain before rainbows Recycling

	Geoffrey gets the jitters Dirty Bertie The Smile					Worries Go Away / A Huge Bag of Worries The truth About Old People
Nursery Rhymes Learn 1 per half term	Pat a cake 1, 2, 3, 4, 5, Once I caught a fish alive. This Old Man 5 Little ducks Wiggle your fingers	I'm a little teapot Grand old duke of york Ring o roses Hickory Dickory Dock Hot Cross Buns 5 little speckled frogs	Wind the bobbin up 5 Little monkeys Twinkle twinkle little star Heads, shoulders, knees and toes Rock a bye baby If you're happy and you know it. 5 little men in a flying saucer	Wheels on the bus Row row row your boat Hockey cokey Incy wincy spider Baa baa black sheep Old Macdonald	Revise Autumn Share and perform 10 green bottles	Revise Spring Share and perform 10 fat sausages Polly put the kettle on
C&L (Closing the word gap document)	Re-tell the story of Goldilocks (Pie Corbett style) Hot seating Goldilocks	Make the sound to match the action (Baby Hunt) Re-tell the story of the Baby Hunt - making story maps. Act out the story in Forest School.	Narrating our lives - re-tell past events (Christmas) Re-tell a story using story language - Order the story Handas Hen using the numbered animals. Use vocabulary from non-fiction texts to describe facts about the world.	Go on a listening walk through the school grounds and mark on a map what they heard. (scream, rumble, shriek, whisper etc.) Narrating our lives - re-tell past events (Farm visit) Make rhyming couplets - Oi Frog	Make the sound for characters (Jack and the beanstalk) choose an instrument to describe how the character moves. Storytelling bag - oral story retelling using objects / pictures Re-tell the story of Jack and the Beanstalk (Helicopter story style) Character descriptions for jack and the beanstalk.	Play would you rather?
Nesting, Sticky Hands, Traverse Opinion Lines	**C&L (Oracy)**					
Writing	Birthday cards Potion labelling Diwali cards - name writing	Label a map (Bear Hunt) Write a Christmas list Describe a hedgehog Christmas Cards	Diary Writing – about the holidays Label a tree Describe a polar bear Write a sentence to describe where the chicks are hidden (Handas Hen) Chinese New Year menu Write a letter to a bear Write a bedtime guide (little bear)	Diary Writing – about the holidays Rhyming sentences Bee fact file Recount of the butterfly house Easter cards Bog Baby missing poster	Diary Writing – about the holidays Story writing Sunflower diary writing Label plant parts Writing letters (Coronation, Mental Health Week) Write about what makes them happy	Diary Writing – about the holidays Recipe writing Letter writing for sports day to invite parents in school. Write about favourite part of their reception year
Handwriting	**Patterns 1** 1 – Dots	**Patterns 2** 1 - Angled Patterns	**Long ladder** 1 –	**One armed-robot** 1 – r and b	**Curly Caterpillars** 1 – c and a	**Zig-zag letters** 1 – v and w

	2 – Straight lines and crosses 3 – Circles 4 – Waves 5 – Loops and bridges 6 – Joins and straight lines	2 – Eights 3 – Spirals 4 – Left – to -right orientations 5 – Mix of patterns 6 – Review of patterns	2 – l and i 3 – t and u 4 – j and y 5 – Number formation	2 – n and h 3 – m and (curly) k 4 – p 5 – Number formation	2 – d and g 3 – s and f 4 – q and e 5 – o 6 – Number formation	2 – x and z 3 – review zig-zag 4 – practice curly caterpillar and zig-zag 5 – review curly caterpillar and zig zag
Concept Cat	Wide, Narrow Same, Different (PSED, Maths) Straight, Hard, Soft (Goldilocks)	Rough, Smooth (Woodland) Day, Night (SSM) Old, New (Past)	Light, Dark (Shadows) Heavy, Light (SSM) Half, Whole (SSM)	Few, Thick, Thin (UTW) Between, Next to (SSM)	Long, Short, Tall (SSM) Corner (SSM) Bendy (SSM)	First, Second, Last (SSM) After, Before (Transition)
PSED (Citizenship)	**Me, My Feelings and Our School** **Rules and Routines** Establishing school rules and routines Introduce school reward system Introduce thoughts and feeling box. Introduce 5-point scale **All about me** – likes and interests **Asking for help –** knowing who trusted adults are in school **Hygiene** Dirty Bertie – Washing hands and using the toilets You're so amazing **Feelings** Colour monster – understanding emotions **Differences** - What happened to you? It's ok to be different Something else	**Friendships and Belonging** **How can I be a good friend?** **Friendship** Man on the moon shoe box appeal Link with colour monster Rainbow fish - sharing **Anti-bullying week (Week 3)** Montee the Manatee book (anti-bullying) The squirrel who squabbled Misha makes friends Gilbert the Great Smile How to be a lion **Black History Month** Happy in our skin **Taking care of the environment** – my green day	**Resilience, Confidence and Challenge** **How can I keep safe?** **Keeping Safe** Trusted adults Keeping safe on the internet Road Safety – Is it safe? **E-Safety Week** (Chicken Clickin / # Goldilocks) **How do we keep safe at school?** (Looking after equipment) **Medicine safety** – PPT	**Self-Regulation, Listening and Following Instructions** **How can I make the right choice?** **Honesty** (The boy who called wolf) Resilience – I want to win **Making the right choices** – Bog Baby How to deal with tough situations It's not fair **Being kind and helpful** – King of tiny things **Rule of law** – what the ladybird heard Forgiveness – the angry bee Daisy the dolphin book (Making good choices)	**Healthy Me, Families and Relationships** **How can I stay healthy?** **Perseverance** (The hare and the tortoise) **Taking care of your body** Oral health – dentist visit non-fiction Personal space Pants NSPCC Pants book Maisy goes to hospital **Taking care of the environment** – when the bees buzzed off **Mental Health Week** Sully the seahorse book (self-esteem) **Being kind** – Have you filled your bucket today?	**Growing, Changing and Moving On** **How am I changing?** **Self-Care** Eid- Cultural differences Hygiene – super soaps Healthy eating – Goldilocks eat your greens. **Worries** – Worries go away, dealing with feeling worried, **Taking care of the environment** – under the sea cleaning spree **Transition** – The koala who could Jabari jumps (being brave) How to be a lion Giraffes can't dance
Mastering Number	Perceptual subitising Counting to 5 Composition of 3 and 4 Conceptual subitising More and fewer to 5.	Counting, ordinality and cardinality to 5 More than, fewer than, equal to. Composition of parts and whole.	**Subitise** and recognise numbers to 5 Counting, ordinality and cardinality (Stable order principle) Composing and partitioning numbers to 5	**Count to 20** and beyond. Counting, ordinality and cardinality to 7. Comparing numbers to 8 more / fewer / equal Composition of numbers to 7	Counting larger set of numbers Subitising using tens frames Composing numbers 6-9 Composing numbers to 10 Comparing numbers to 10 and number lines.	One more than, One less than Re-cap all Maths ELG criteria.

		Composition of numbers to 5 (**number bonds**) Representing and counting numbers to 5	Composition of 6 and 7 Comparing numbers - more/fewer/same	Equal numbers and **doubles.** Sorting and classifying, odds and evens		
SSM	Exploring Pattern Introduce 2D shapes – circles and triangles (Kandinsky link) Matching and Sorting Comparing size, mass and capacity	Positional Language (Bear Hunt) 2D & 3D Shape Repeating Patterns			Comparing and measuring measures	Time – Day and Night (Order events) / Money
Understanding the World: Past and Present (History link)	-Family Tree - They will name their own family including grandparents -Look at artefacts from different family members. -Talk about the different roles of people in school. (SLT, office staff, maintenance) **-Cause and consequences concept – talking about following the school rules**	-Look at toys from the past and compare to today (Dogger). - Compare paintings to real life photos (Martin Ridley link) -Talk about the work of firefighters and people who help us in the community (re-cap from Nursery) -The importance and significance of Remembrance Day.	-Recount experiences of holidays	--Link Easter to the Church, looking at the importance of religious places of worship ***-Dinosaurs:*** Look at the extinction of the dinosaurs using non-fiction texts.	-Explore the importance of festivals and family traditions from different cultures inc: Easter and Eid (when it falls) Dentist Visit (roles in society)	-Thinking about changes in our life as we grow and get older -Growing up - Comparing themselves to members in their family. How do babies change into children and then into adults? -**Similarities and differences concept and continuity and change concept -**Changes over the year and transitions to their new class.
Understanding the World: The Natural World (Science link) Computing	-Explore looking after our community environment and recycling. Recycle materials in the classroom. -Explore harvest time in the UK and farming at harvest time. Apple life cycle and making apple cookies. (Forest School) -Scavenger hunt - give children a list of items to photo around the school.	-Know about British wildlife including habitats and hibernation. -Identify, name and compare different woodland animals -Go on a local Bird Watch looking at British Wildlife. - Create habitats for the British Wildlife in Forest School. while re-telling the story. -Key features of autumn - Woodland walk	-Explore compare/contrast our environment with polar regions / Africa including the weather and the wildlife. -Observe seasonal weather changes in the winter/spring (ice exploration) -Seasonal changes – what should you wear in winter? -Investigate which materials will keep you warm. -Exploring shadows ***Pop- back - hibernation and nocturnal animals***	-Still life observations and drawings of spring flowers. **Pop-back to planting bulbs** -Importance of bees on the environment -Life cycle of bees -Exploring rocks and fossils -Key features of Spring - Make wild flower bombs seeds -naming, identifying and classifying minibeasts -taking care of minibeasts	-Investigate best material to build a beanstalk -Investigate waterproof materials in forest school by making dens. --Explore the life cycle of plants -Key features of a plant -Planting seeds and plants. What does a plant need to grow? -Explore the life cycle of frogs -Plant experiment – in the dark, artificial light / sunlight	-Identify seasons of the year. -Healthy eating and cleaning teeth - Recycling - looking at how we can look after the World we live in. **Pop-back to Aut.1** -Discover, compare and contrast food produce/grown in different climates around the world.

	- Create a Beebot grid with characters from a story. Programme the Beebot to move around	-Observe seasonal weather changes and longer nights in the autumn compared to the summer. -Identify and name trees in our school grounds. (Forest School)		-Plant strawberries to make into a fruit salad next half term.		
Understanding the World: People, Culture and Community (Geography link)	-To identify similarities and differences between themselves and others. -Talk about the different roles of people in school. (headteacher) -Explore the school, where are the different rooms in relation to one another. What happens in each room? -Explore the school grounds, look at features of our school environment. -Look at maps of Walkley explore and discuss the features found on local maps. -Discussing where we were born and where our extended family live, using world maps/globes for support.	-Diwali celebration comparison with Bonfire Night. Have a Diwali Party. -How firefighters help us -Follow a treasure map to get to Forest School. - The meaning behind The Christmas Story. - How people celebrate Christmas. - Who Jesus is.	-Observe seasonal weather changes in the winter/spring (ice exploration) -Explore, compare, contrast, observe, draw and discuss animals native to polar regions and Africa. -Knowing where different animals come from. -Explore the importance and traditions of Chinese New Year celebrations- comparisons to UK New Year, Christian Celebrations Pancake Day, Mothers Day	-Local scavenger hunt - finding fossils. Make and follow simple maps of the school grounds - Make a treasure map of Forest School - Draw egg symbols on a map of the outdoor area depending on there they have hidden their eggs (Easter egg hunt)	-Dentist visit. Learn the importance of visiting the local dentist and brushing teeth. Learn about the role of a dentist.	-Transition for new teachers, making videos, meetings with teacher etc. Talk about what they want to be when they grow up. -Where does food come from? Look at a world map and locate the different fruits and veg. -Make a map to get to their new class door -Christian Celebrations Fathers Day -Discover, compare and contrast food produce/grown in different climates around the world.
Discovery RE	**Theme:** Special People **Key Question:** What makes people special? **Religions:** Christianity, Judaism	**Theme:** Christmas **Key Question:** What is Christmas? **Religion:** Christianity **Christian concept:** Incarnation	**Theme:** Celebrations **Key Question:** How do people celebrate? **Religions:** Hinduism	**Theme:** Easter **Key Question:** What is Easter? **Religion:** Christianity **Christian concept:** Salvation	**Theme:** Story Time **Key Question:** What can we learn from stories? **Religions:** Christianity, Islam, Hinduism, Sikhism	**Theme:** Special Places **Key Question:** What makes places special? **Religions:** Christianity, Islam, Judaism
Art and Design	**Pencil Skills** - Portraits (Baseline Assessment) Black pen Rectangle - Cut around the portrait Write name **Collage and painting with texture -** Eric Carle Art (2 weeks)	**DT –** Make emergency service vehicles. **(Introduce junk modelling and the craft area)** **Drawing** - Woodland animals Martin Ridley, (5 weeks) Pencil skills - making different lines, patterns to	**Pencil Skills** - Portraits (Assessment) Black Pen Write name Curved triangle – Cut around the portrait **Edward Tingatinga (5 weeks)** - How to draw African animals.	**DT - Sculpture (5 weeks)**- Creating different animals (bees, frogs) using a range of resources. Explore a variety of materials which create 3D models such as block, clay, playdough, junk modelling	**Pencil Skills** - Portraits (Assessment) Black Pen Explosion shape – cut around the portrait Write name **DT - Create a beanstalk for the giant to climb up.**	**DT projects- Making a fruit salad linked to healthy eating and Oliver's Fruit Salad.** Taste test for different fruits. Skills: Cutting, slicing Design their own fruit salad Make and Evaluate their fruit salad. **Pop-back to fruits grown in Africa compared to the UK**

	● Colour mixing ● Create texture using different tools with paint ● Cutting skills ● Make a collaborative collage **Colour Mixing -** Kandinsky - links to maths. (5 weeks) ● Explore colour mixing ● Comment on Kandinsky's art ● Take inspiration from Kandinsky to make a collaborative piece (maths link to shape) **DT Tool Skills: Adhesives - tape / PVA / Glue / Scissors**	represent fur (lines, circles, zig-zags) ● Pencil skills - shading ● Step by step drawing of woodland animals ● Drawing woodland animals **Christmas Printing (2 weeks)** ● Printing for calendar and Christmas card ● Collaborative printing - Poppy craft **DT Challenge:** Make an old toy using a dolly peg, lolly pop stick, string and a piece of fabric. **DT Tool Skill: Hand drills with apples and conkers**	-Printing using cotton buds to represent Tinga Tinga style art. - painting a sunset background using a paint wash **Challenge:** **DT Tool Skill: Hammering - golf tees, nails**	Enjoy using a variety of malleable media such as clay, papier Mache, Salt dough. Selects tools and techniques needed to shape, assemble and join materials they are using. Build a construction/ sculpture using a variety of objects e.g., recycled, natural and manmade materials. **Sewing** with wool - Easter Eggs. **DT Tool Skill: Sewing with large needles**	**Vocabulary -** Weak / strong, base, top, underneath, side, thin / thick, straight / curved. **Evaluate** - Use construction kits to look at different structures, look at properties of materials. **Skills -** Joining and assembling materials, using adhesives. **Design** - Draw their group design and label materials **Make** - Collaboratively make the beanstalk using junk modelling materials. **Evaluate** - See whether the beanstalk will withhold the different characters in the story. **DT Tool Skill: Peelers - peeling wood in Forest School**	**Challenge**: **DT Tool Skill: Chopping fruit knife skills**
PE	**EYFS Dance – Introduction Unit 2** Physical: run, jump, throw, catch, roll, skip Social: work safely, co-operation, support others, communication Emotional: honesty, confidence, perseverance, determination Thinking: comprehension, make decisions, creativity	**Gymnastics Unit 2** Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling Social: work safely, collaboration, share and take turns, support others Emotional: determination, confidence Thinking: comprehension, creativity, select and apply	**Dance Unit 1** Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: independence, confidence Thinking: select and apply actions, creativity, exploration, recall, provide feedback	**Ball Skills Unit 2** Physical: roll, track, throw, dribble with hands, dribble with feet, kick, catch Social: co-operation, take turns, work safely, communication Emotional: perseverance, independence, determination, honesty Thinking: comprehension, use tactics	**Dance Unit 2** Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: confidence, independence Thinking: comprehension, provide feedback, select and apply actions, creativity	**Games Unit 2 – Around the world** Physical: run, change direction, throw, catch, strike Social: communication, help others, respect, take turns, co-operation Emotional: perseverance, honesty, determination, manage emotions Thinking: comprehension, decision making, select and apply, reflection
Music	Charanga: Me ● To listen to, watch and talk about music and dance, expressing their feelings and responses ● To find the pulse of a song and find ways to show this to others	Charanga: My Stories ● To listen to, watch and talk about music and dance, expressing their feelings and responses ● To find the pulse of a song and find ways to show this to others	Charanga: Everyone ● To listen to, watch and talk about music and dance, expressing their feelings and responses ● To find the pulse of a song and find ways to show this to others	Charanga: Our World ● To listen to, watch and talk about music and dance, expressing their feelings and responses ● To find the pulse of a song and find ways to show this to others	Charanga Big Bear Funk ● To have confidence to perform music and dances either solo or in a group. ● To sing a range of nursery rhymes and songs	Charanga: Reflect Rewind, Replay ● To have confidence to perform music and dances either solo or in a group. ● To sing a range of nursery rhymes and songs

	● TO explore high and low pitch using voices and musical instruments To make music using instruments	● TO explore high and low pitch using voices and musical instruments ● To make music using instruments	● To explore high and low pitch using voices and musical instruments To make music using instruments	● TO explore high and low pitch using voices and musical instruments To make music using instruments	● To increasingly match pitch when singing To increasingly follow a melody when singing	● To increasingly match pitch when singing To increasingly follow a melody when singing