

Subject	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Transition	My Heroes	Celebrations	Castles, Knights and Dragons	Spring in our Step	Where We Live	Science Detective
Quality Text	We're Going on a Bear Hunt	Supertato	Where the Poppies Grow	The Princess and the Giant	Mad about Minibeasts	A Ticket Around The World	Ada Twist Scientist
Traditional Tale	Goldilocks and the Three Bears	Little Red Riding Hood	The Christmas Story	Cinderella	Jack and the Beanstalk	The Three Little Pigs	Whatever Next
Rhymes, rhythm and repeated refrains	Dear Zoo	Superworm	The Jolly Postman	Zog	The Very Hungry Caterpillar	In Every House on Every Street	Tree
Multi-cultural/challenge	The Ghanaian Goldilocks	The Proudest Blue	Let's Celebrate! Special Days Around the world	Lanterns and Firecrackers	The Empty Pot	My World, Your World	Handa's Surprise
Well-being /Growth Mindset	The Colour Monster	Tough Guys Have Feelings Too	Dream Snow	Not Your Typical Dragon	Titch	Ravi's Roar	10 Things I can Do to Help My World
Non Fiction				Castles			



Enhancements, songs and rhymes

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Enhancements	All About me books from home	Role Play City?	*Remembrance Day *Diwali *Nativity	*Cinderella's Ball *Chinese New Year *Pancake Day	*Growing and Selling Plants	*EAL parents invited in *Bollywood Dancing	*David Attenborough *Photographing *Nature *Farm Trip
Songs, Rhymes and Poetry	If you're happy and you know it. If you go into the woods today. Teddy Bear, Teddy Bear Turn Around. 5 in a bed. Plus any other popular nursery rhymes!	5 Superheroes If I was a Superhero I'm a Superhero Superhero Parade How to be a Superhero Plus any other popular nursery rhymes!	Let's Celebrate! Festival Poems From aRound the World by Debjani Rama and Sita story The Rama and Sita Song Chatterjee and Brian D'Arcy	The Grand Old Duke of York Sing a Song of Sixpence There was a Princess Long Ago Humpty Dumpty Pussy Cat, Pussy Cat Where Have You Been? Old King Cole The Queen of Hearts	There's a Tiny Caterpillar on a Leaf	Simple Songs from different countries E.g Tenho Uma Boneca (I have a doll, Mozambique) Shake the Papaya Down (Jamaica) Frere Jacques (French) Pusi Nofo (Hey Cat Samoa) Mango Walk Trinidad La Cuchanacha (Mexico)	Commotion in the Ocean



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Maths White rose		Baseline Match, sort & compare Talk about measure and pattern Circles and Triangles Shapes with 4 sides	It's me 1,2,3 1,2,3,4,5	Alive in 5 Mass & Capacity Growing 6,7,8 Length, height and time	Building 9 & 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose & decompose Sharing & grouping	Visualise, build and map Make connections Consolidations
Writing		Write recognisable letters, most of which are correctly formed. T4W	Write recognisable letters, most of which are correctly formed. T4W	Spell words by identifying sounds in them and representing the sounds with a letter or letters. T4W	Spell words by identifying sounds in them and representing the sounds with a letter or letters. T4W	Spell words by identifying sounds in them and representing the sounds with a letter or letters. T4W	Write simple phrases and sentences that can be read by others. T4W
Phonics Sounds Write		Unit 1 - a i m s t Unit 2 - n, o, p Unit 3 - b,c,g,h	Unit 4 - d,f,v,e Unit 5- k,l,r,u Unit 6 - j,w,z	Unit 7 - x,y,ll,ff,ss Unit 8 - vcc, cvcc Unit 9 - ccvc	Unit 10 - ccvcc, cccvc Unit 11 - cvc, cvcc, ccvc - sound-spelling correspondences: <sh> for /sh/; <ch> for /ch/; <th> for /th/; <ck> for /k/.	Consolidation/ Bridging Lessons	Consolidation/ Bridging Lessons

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PSHE - Jigsaw (PSED)		BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
PE (PD)		Yoga Bugs	Dance Complete PE Nursery Rhymes	Gymnastics Complete PE Moving - High, low, under	Locomotion Complete PE Walking & Jumping	Ball Skills Complete PE Hands 1 - throwing and catching	Sports Day Preparation Ball Skills Complete PE Feet 1
Beliefs and Values (Emmanuel project)		CREATION Why is the word God so important to Christians? <u>Encounter:</u> Muslim - Allah	INCARNATION Why do Christians do nativity plays at Christmas? <u>Encounter:</u> Muslim - Prophet	SALVATION How can we help others when they need it? <u>Encounter:</u> Sikah - Courage	SALVATION Why do Christians put a cross in an Easter garden? <u>Encounter:</u> Buddhist - Self-sacrifice	INCARNATION What makes every single person unique and precious? <u>Encounter:</u> Hindu - Raksha Bandhan	CREATION How can we care for our wonderful world? <u>Encounter:</u> Jewish - Tu B'Shevat



Understanding the World

Science	Understanding the World	Changing Seasons - Autumn		Changing Seasons - Winter	Changing Seasons - Spring Growing Plants	Animal Adventures Habitats	Changing Seasons - Summer I am a Scientist Our beautiful planet
History				*Peek into the Past *Adventures Through Time			
Geography		Outdoor Adventures				*Exploring Maps *Around The World	Computing: Instructions Beebots



Expressive Arts and Design

SEASONAL CRAFTS ACROSS THE YEAR AND WITHIN THE DAILY PROVISION

Music (KAPOW)	Expressive Arts and Design	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
DT		<u>Cooking and nutrition:</u> Supertato making soup Pumpkin Soup	Junk Modelling	<u>Sculpture and 3D:</u> Dragons <u>Cooking and nutrition:</u> Baking bread rolls			<u>Structures:</u> Boats <u>Textiles:</u> Bookmarks
Art		Drawing faces Observational drawing	<u>Painting and Mixing Media:</u> Fireworks and Diwali		<u>Painting and Mixing Media:</u> Holi powder paint (start of spring) <u>Craft and Design:</u> Craft flowers etc		<u>Craft and Design:</u> Famous Painter and The Dot book for perseverance (Y1 Transition)



EYFS Framework Long Term Overview

Area of Learning	Aspect	Early Learning Goals (ELG)
	Self Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

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	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.



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	Listening and Attention	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Area of Learning	Aspect	Early Learning Goals (ELG)
	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.



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	Number	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Area of Learning	Aspect	Early Learning Goals (ELG)
	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



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Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.• Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



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